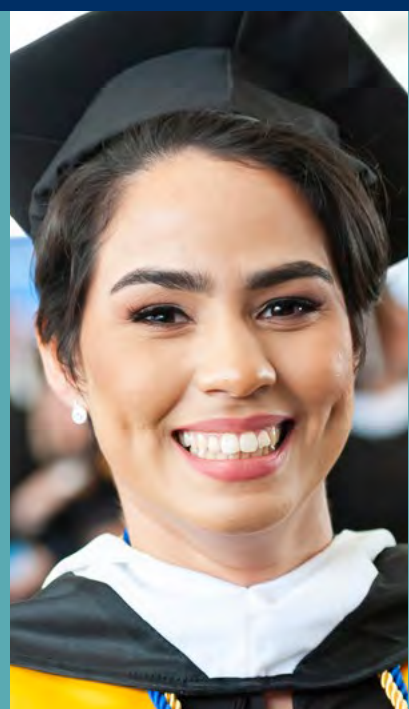


# Academic Catalog

## 2022-2023



Cambridge  
College



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

500 Rutherford Avenue  
Boston, MA 02129  
Admissions: 1-800-829-4723

# Academic Catalog

## 2022-2023



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# About This Catalog

This catalog presents current information about Cambridge College's academic programs, courses, resources, policies and procedures for the 2022-2023 academic year (September 1, 2022-August 31, 2023). This catalog has been compiled from the most accurate information available as of the date of publication.

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

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

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

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# Academic Calendar 2022-2023

## Fall Term 2022-2023

### July

01 Financial Aid (FAFSA) priority deadline for Fall 2022-2023

### August

01 Bursar statements posted: Fall 2022-2023  
31 New student orientation—School of Psychology & Counseling (4:30-8:30 pm)  
31 New student orientation—School of Management (5:30-7:30 pm)

### September

01 Fall 2022-2023 term begins  
01 Payment due to Bursar: Fall 2022  
01 New student orientation—School of Education (5:00-7:00 pm)  
01 New student orientation—School of Undergraduate Studies (6:00-8:30 pm)  
05 Labor Day: no classes, offices closed  
05 CCG Fall 1 classes begin  
05 CCG Grad Fall 1 and 1A classes begin  
06 Fall term CC classes begin  
08 Last day to Add/Drop CCG Fall 1 classes  
08 Last day to Add/Drop CCG Grad Fall 1 and 1A classes  
13 LAST DAY to ADD/DROP CC full-term classes  
19 DBA Session 1 & DSS Term 1A classes begin  
26 Last day to Add/Drop DBA Session 1 & DSS Term 1A classes  
30 Last day to waive health insurance for Fall 2022

### October

01 Registration hold applied for non-payment; late payment fee applied (weekly thereafter)  
07 CCG Grad Fall 1 classes end  
10 Indigenous Peoples' Day: classes held, offices closed  
10 Grades due: CCG Grad Fall 1 classes  
14 Intent to graduate forms for January graduates due to Registrar  
15 Financial aid—final deadline for all Fall 2022 documents  
17 CCG Grad Fall 2 classes begin  
20 Last day to Add/Drop CCG Grad Fall 2 classes  
30 CCG Fall 1 classes end  
31 CCG Fall 2 classes begin

### November

01 Financial aid (FAFSA) priority deadline for Spring 2023  
01 **Registration opens for Spring 2023** (9:00 am)  
02 Grades due: CCG Fall 1 classes  
03 Last day to Add/Drop CCG Fall 2 classes  
11 Veterans Day—classes held, offices closed  
18 CC Undergraduates—last day for portfolio submission  
18 CCG Grad Fall 1A and Grad Fall 2 classes end  
21 Grades due: CCG Grad Fall 1A and Grad Fall 2 classes  
24-25 Thanksgiving Holiday: no classes, offices closed  
27 DBA Session 1 classes end  
28 CCG Grad Fall 3 classes begin

### December

01 Bursar statements posted: Spring 2023  
01 Last day to Add/Drop CCG Grad Fall 3 classes  
02 Grades due: DBA Session 1 classes  
05 ILP/ARP and Capstone due to faculty  
15 Last day of CC graduate classes

19 Last day of CC undergraduate classes  
Dec. 20-Jan. 10 Winter recess  
Dec. 25-Jan. 2 no classes, offices closed  
25 CCG Fall 2 classes end  
28 Grades due: CCG Fall 2 classes  
30 CCG Grad Fall 3 classes end  
30 Grades due: CC Graduate and Undergraduate classes

### January

01 DSS Term 1A classes end & grades due  
01 Fall 2022 term ends  
02 Grades due: CCG Grad Fall 3 classes  
11 Fall term degree conferral

## Spring Term 2023

### January

01 Payment due to Bursar: Spring 2023  
02 Spring 2023 term begins  
02 DBA Session 2, DSS Term 1B & 2A classes begin  
09 Last day to Add/Drop DBA Session 2 & DSS Term 2A classes  
09 CCG Spring 1 classes begin  
09 CCG Grad Spring 1 and 1A classes begin  
11 New student orientation—School of Psychology & Counseling (4:30-8:30 pm)  
11 New student orientation—School of Management (5:30-7:30 pm)  
12 New student orientation—School of Education (5:00-7:00 pm)  
12 New student orientation—School of Undergraduate Studies (6:00-8:30 pm)  
12 Last day to Add/Drop CCG Grad Spring 1 and 1A classes  
12 Last day to Add/Drop CCG Spring 1 classes  
16 Martin Luther King, Jr. Day: no classes, offices closed  
17 Spring term CC classes begin  
24 LAST DAY to ADD/DROP CC full-term classes  
31 Last day to waive health insurance for Spring 2023

### February

01 Registration hold applied for non-payment; late payment fee applied (weekly thereafter)  
05 DSS Term 1B classes end  
10 CCG Grad Spring 1 classes end  
10 Grades due: DSS Term 1B classes  
13 Grades due: CCG Grad Spring 1 classes  
13 Intent to Graduate forms for June graduates due to Registrar  
15 Financial aid—final deadline for all Spring 2023 documents  
20 CCG Grad Spring 2 classes begin  
20 Presidents' Day: classes held, offices closed  
23 Last day to Add/Drop CCG Grad Spring 2 classes

### March

01 Financial aid (FAFSA) priority deadline for Summer 2023  
05 CCG Spring 1 classes end  
06 CCG Spring 2 classes begin  
08 Grades due: CCG Spring 1 classes  
09 Last day to Add/Drop CCG Spring 2 classes  
12 DBA Session 2 classes end  
17 Grades due: DBA Session 2 classes  
24 CCG Grad Spring 1 and Grad Spring 2 classes end  
27 Grades due: CCG Grad Spring 1A and Grad Spring 2 classes  
27 DBA Session 2 & DSS Term 3A classes begin

\*Please note: CCG refers to Cambridge College Global, which includes New England Institute of Business at CC & CC Online classes

## April

- 01 **Registration opens for Summer 2023** (9:00 am)
- 03 CCG Grad Spring 3 classes begin
- 03 Last day to Add/Drop DBA Session 3 & DSS Term 3A classes
- 06 Last day to Add/Drop CCG Grad Spring 3 classes
- 06 CC Undergraduates—last day for portfolio submission
- 10 ILP/ARP and Capstone due to faculty
- 17 Patriots' Day: some classes held, offices closed
- 17-21 Spring break: some classes held, offices open
- 24 Last day to withdraw (including medical and special circumstance withdrawals)
- 30 CCG Spring 2 classes end

## May

- 01 Bursar statements posted: Summer 2023
- 01 CC Graduate classes end
- 03 Grades due: CCG Spring 2 classes
- 05 CCG Grad Spring 3 classes end
- 08 DSS Term 2A & 3A classes end
- 08 Grades due: CC Spring 2023 graduate classes
- 08 Last day of CC undergraduate classes
- 08 Grades due: CCG Grad Spring 3, DSS Term 2A & 3A classes
- 08 Spring 2023 term ends
- 15 Grades due: CC Spring 2023 undergraduate classes
- 21 DSS Term 2B classes end
- 26 Grades due: DSS Term 2B classes

## June

- 04 Spring term degree conferral
- 04 DBA Session 3 classes end
- 09 Grades due: DBA Session 3 classes
- 11 Commencement Exercises

## Summer Term 2023

### May

- 01 Bursar statements posted: Summer 2023
- 09 Summer 2023 term begins
- 09 CCG Summer 1, DSS Term 2B & 3B classes begin
- 12 Last day to Add/Drop CCG Summer 1 classes
- 22 CCG Grad Summer 1 and 1A classes begin
- 25 Last day to Add/Drop CCG Grad Summer 1 and 1A classes
- 29 Memorial Day: no classes, offices closed
- 31 New student orientation—School of Psychology & Counseling (4:30-8:00 pm)

### June

- 01 Payment due to Bursar: Summer 2023
- 01 Financial aid—final deadline for all Summer 2023 documents
- 01 New student orientation—School of Education (5:00-7:00 pm)
- 01 New student orientation—School of Undergraduate Studies (6:00-8:30 pm)
- 05 New student orientation—School of Management (5:30-7:30 pm)
- 05 Summer term CC classes begin
- 12 LAST DAY to ADD/DROP CC full-term classes
- 19 DBA Session 4 & DSS Term 4A classes begin
- 19 Juneteenth: no classes held, offices closed
- 19 Summer Institutes: Online course work begins
- 19 Intent to Graduate forms for August graduates due to Registrar
- 23 CCG Grad Summer 1 classes end
- 26 Grades due: CCG Grad Summer 1 classes
- 26 Last day to Add/Drop DBA Session 4 & DSS Term 4A classes
- 27 Registration hold applied for non-payment; late payment fee applied (weekly thereafter)
- 30 Summer Institutes: New student orientation
- 30 **Registration opens for Fall 2023** (9:00 am)

## July

- 02-28 Summer Institutes: New student remote classes
- 02 CCG Summer 1 classes end
- 03 CCG Summer 2 classes begin
- 04 Independence Day: no classes, offices closed
- 05 Grades due: CCG Summer 1 classes
- 06 Last day to Add/Drop CCG Summer 2 classes
- 07 CC Undergraduates—last day for portfolio submission
- 10 CCG Grad Summer 2 classes begin
- 13 Last day to Add/Drop CCG Grad Summer 2 classes
- 14 ILP/ARP and Capstone due to faculty
- 23 Last day of CC graduate classes
- 29 Grades due: CC Summer 2023 graduate classes

## August

- 04 CCG Grad Summer 1A classes end
- 06 Last day of CC undergraduate classes
- 07 Grades due: CCG Grad Summer 1A classes
- 11 Summer Institutes: Online course work ends
- 11 Grades due: CC Summer 2023 undergraduate classes
- 11 CCG Grad Summer 2 classes end
- 13 DSS Term 3B classes end
- 14 Grades due: CCG Grad Summer 2 classes
- 17 Last day to withdraw (including medical and special circumstance withdrawals)
- 18 Grades due: Summer Institutes
- 18 Grades due: DSS Term 3B classes
- 27 CCG Summer 2 classes end
- 27 DBA Session 4 classes end (grades due 9/1)
- 30 Grades due: CCG Summer 2 classes
- 31 DSS Term 4A classes end & grades due
- 31 Summer term degree conferral; summer 2023 term ends

## International Students Only

### September 2022

- 16 Graduate students in final term Fall 2022: first day to apply for Optional Practical Training (OPT)
- 20 Undergraduate students in final term Fall 2022: first day to apply for OPT

### January 2023

- 31 Graduate students in final term Spring 2023: first day to apply for OPT

### February 2023

- 07 Undergraduate students in final term Spring 2023: first day to apply for OPT
- 13 Graduate students in final term Fall 2022: OPT application **deadline**
- 17 Undergraduate students in final term Fall 2022: OPT application **deadline**

### April 2023

- 24 Graduate students in final term Summer 2023: first day to apply for OPT

### May 2023

- 08 Undergraduate students in final term Summer 2023: first day to apply for OPT

### June 2023

- 30 Graduate students in final term Spring 2023: OPT application **deadline**

### July 2023

- 07 Undergraduate students in final term Spring 2023: OPT application **deadline**

# Accreditation and Authorization

## Regional Accreditation

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

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

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

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

**New England Commission of Higher Education**  
**3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514**  
**(781) 425-7785**  
**E-Mail: [info@neche.org](mailto:info@neche.org)**

## State Authorization

### Massachusetts

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

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

### Other State Authorization

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

#### California

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

Cambridge College has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834 • P.O. Box 980818, West Sacramento, CA 95798-0818 • [www.bppe.ca.gov](http://www.bppe.ca.gov) • 916-574-8900 • 888-370-7589 • fax 916-263-1897.

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

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

#### Puerto Rico

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

# The President's Welcome

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



Dear Students,

On behalf of the Board of Trustees, faculty, and staff of Cambridge College, it is my pleasure to say welcome! We invite you to experience the challenging and rewarding educational opportunities we offer at Cambridge College. We also look forward to working with you to help you succeed in your academic studies and advance your professional pursuits.

For over fifty years we have supported the incredible potential of adult learners, helping them to discover uncharted capacity, determination and resilience. With programs in five schools – School of Undergraduate Studies, School of Education, School of Management, School of Psychology and Counseling, and the recently acquired Cambridge College Global – we have the programs available that will help you to grow and develop, explore new interests and succeed in the professional career to which you aspire. Our programs are offered in a schedule designed to fit your busy life at a competitively affordable tuition.

Founded in 1971, Cambridge College is a pioneering institution that continues to charge forward with continued growth in student population, new state-of-the-art facilities and expansion of academic programs that meet the interests and needs of both our students and their future employers.

Our top priority is your academic success, which will position you to achieve your professional goals. Our academic programs are taught by expert faculty who bring a wealth of experience and knowledge into the classroom and are leaders in their fields. Their classrooms will provide you with a rich and unique learning environment where you will discover what it is like to be driven by excellence and innovation. In addition to support in the classroom, faculty, staff, and student support services are available to assist you with all other aspects of college life, including financial aid, academic success coaching, and career resources, to name a few.

Thank you for choosing Cambridge College! I hope to meet you over the course of the year as we celebrate our Golden Anniversary, and I especially look forward to congratulating each and every one of you as you cross the stage at Commencement to receive your diploma—a symbol and acknowledgment of your hard work and dedication. In the meantime, may your journey at Cambridge College be a rich and rewarding one.

Sincerely,

Deborah C. Jackson  
President





## Cambridge College Celebrates 51 Years!

Cambridge College was established in 1971 by a group of educators as the Institute of Open Education, an innovative graduate program offering advanced degrees to teachers and non-traditional adult learners, such as students older than the typical first-time college student, including many with previous college experience but no credential. The founding mission shaped the early institution and continues to guide the College today: *To provide academically excellent, time-efficient, and cost-effective higher education for a diverse population of working adults for whom those opportunities may have been limited or denied.* The mission reflected the essence of Cambridge College's teaching and learning model, characterized by open admission with student-centered, career-oriented academic instruction.

Today, Cambridge College remains a pioneer in higher education focused solely on adult learners. We offer undergraduate and graduate programs tailored to the needs of adult students focused on advancing their careers to meet the demands of tomorrow's workforce. As a fully accredited private non-profit institution with five schools – School of Undergraduate Studies, School of Education, School of Management, School of Psychology and Counseling, and the recently acquired New England Institute of Business, now called Cambridge College Global, Cambridge College was created to advance the lives and careers of adult learners. Classes are offered across flexible schedules and modalities in five locations (Boston, Lawrence, Springfield, MA; Rancho Cucamonga, California; and San Juan, Puerto Rico) and 100% online through CCG.

For over 50 years, the College has maintained its commitment to open enrollment and continues to prioritize the needs of the diverse, working adult students it has always served, who now number over 39,000 alumni.

### Mission

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

### Values

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

### History

In 1971, a small group of educators created an educational institution, now known as Cambridge College, whose primary mission was to provide educational opportunities and degree attainment for working adults who did not have ready access to higher education. The art and science of helping adults learn became the foundation of education philosophy at the institution. By blending theory and practice in a developmental and participatory approach, this group of educators developed "the teaching/learning model" specifically for adult learning and to benefit those who may not have had opportunities for a college education.

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

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

On March 13, 2020, Cambridge College acquired the assets of the New England Institute of Business following the unanimous votes of each institution's boards of trustees. This momentous decision brought together two institutions with a combined 150 years serving adult learners pursuing meaningful careers.

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

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

Our coursework is designed to promote collaborative learning, support the use of technology, and to increase content expertise. The real-world diversity of our classrooms provides rich opportunities for examining socially constructed learning in individual research projects and team-based assignments. The majority of our faculty are experienced professionals who bring both academic and professional perspectives to the classroom, thus allowing our students to study current trends in the field. Faculty members and program chairs work with students to build the competencies needed for academic and career success.

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

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

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

# College Profile

## Our Students

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

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

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

## Student Diversity

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

### Master's Degrees

	to African Americans	to Hispanics	to two or more races	to Minority Students
Education	n/a	24th	n/a	47th
Mental and Social Health Services & Allied Professions	6th	7th	n/a	8th
Psychology	63rd	52nd	65th	57th

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

## Faculty Profile

More than 400 active full- and part-time professors (Academic Year 2020-2021); many are active professionals working in their field.

### Full-time faculty

- 17 full-time faculty members college-wide
- 76% with a doctorate or other terminal degree
- 59% female, 41% male
- 25% minority
- average tenure 27 years

### Part-time faculty

- more than 390 active part-time faculty college-wide
- 49% with a doctorate or other terminal degree
- 100% with at least a master's degree
- 52% female, 48% male
- 34% minority
- average tenure 10 years

## Campus Life

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

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

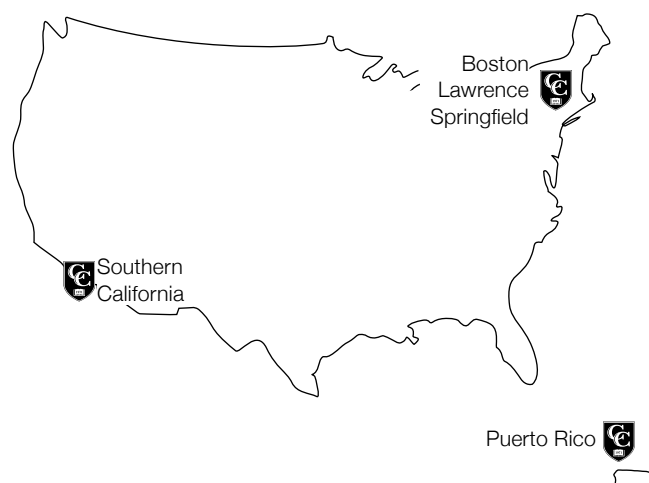
## Boston, MA Location

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

- School of Undergraduate Studies
- School of Education
- School of Management
- School of Psychology & Counseling
- Cambridge College Global (Online)

## Regional Locations

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



## Academic Schedule

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

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

**Cambridge College Global (CCG) class sessions** vary depending on academic level. Undergraduate courses are eight-weeks long and are offered six times per year (twice per term). CCG graduate courses are five-weeks long and are offered eight times per year. Doctoral courses are ten-weeks long and are offered four times per year.

## Student Demographics Academic Year 2020-2021

	Undergraduate	Graduate	All Students
<b>Enrollment/number of students</b>			
School of Undergraduate Studies	797		797
School of Education		954	954
School of Management		259	259
School of Psychology & Counseling		668	668
Cambridge College Global	572	222	794
Non-Matriculated	289	186	475
Total	1658	2,289	3,947
<b>Full-time equivalent</b>	716	1,204	1,920
<b>Student status</b>			
full-time	17%	27%	23%
part-time	83%	73%	77%
<b>Diversity/minority</b>			
	64%	65%	65%
<b>Financial aid recipients</b>			
	56%	58%	57%
<b>Students graduating</b>			
<b>with student loan debt</b>	67%	54%	63%
<b>Median age</b>			
	32	35	34
<b>Gender</b>			
	74% female	77% female	76% female
	26% male	23% male	24% male
<b>Student to faculty ratio</b>			
	13 to 1		
<b>Degrees/certificates awarded</b>			
	301	680	981
<b>Alumni</b>			
		more than 39,000	

Title II pass rates for the Communication and Literacy Skills Massachusetts Test for Educator Licensure (MTEL) . . . . .94%

## Financial Aid and Debt

	2018-2019	2019-2020	2020-2021
<b>Financial aid recipients:</b>			
undergraduate	65%	45%	56%
graduate	60%	55%	58%
<b>Students graduating with student loan debt</b>			
undergraduate	70%	49%	67%
graduate	67%	69%	54%
<b>Students leaving the College with debt—average amount:</b>			
--Students leaving with a degree			
undergraduate	\$31,789	\$29,153	\$21,785
graduate	\$31,884	\$31,376	\$29,412
--Students leaving without a degree			
undergraduate	\$16,634	\$7,320	\$4,662
graduate	\$15,616	\$14,565	\$10,689

	FY2016	FY2017	FY2018
<b>Three-year cohort default rate</b>	8.2%	8.1%	5.4%

## Student Diversity 2020-2021

	Undergraduate	Graduate	All Students
American Indian or Alaska Native	<1%	<1%	<1%
Asian	14%	15%	15%
Black or African American	20%	12%	15%
Hispanic, any race	26%	34%	31%
Native Hawaiian or Pacific Islander	<1%	0%	<1%
White	28%	28%	28%
Two or more races	3%	3%	3%
International/non-resident alien	4%	6%	5%
Race/ethnicity unknown	5%	2%	3%

## Enrollment by Location 2020-2021

Boston main campus	579	1,241	1,820
Lawrence	125	114	239
Springfield	100	173	273
Southern California	46	39	85
Puerto Rico	0	490	490
CC Global	808	232	1,040
Total	1,658	2,289	3,947



## Admission

# Welcome to Cambridge College

For 50 years Cambridge College has been a pioneer in adult learning. With a main campus in Boston, Massachusetts and four regional locations nationwide, we provide academically excellent, time-efficient, and affordable higher education to a diverse population of adult-minded learners. The Cambridge College community is comprised of people who understand the complexities of a busy life, from the faculty and deans, to the staff and administrators. We offer students an educational environment and programs that are designed to fit into their busy lives. We welcome you to a vibrant community of dedicated students who come from different backgrounds, and arrive with a common desire to learn and share knowledge with others, and challenge themselves to grow into the leaders they have always envisioned themselves to be.

## Admission

### Equal Opportunity

We welcome a diverse student body and academic community regardless of race, color, religion, sex, sexual orientation, gender identity, age, disability, marital status, citizenship, national origin, genetics, or any other characteristic protected by law. All candidate decisions related to admissions, retention, and graduation are made without unlawful discrimination.

See *Non-Discrimination and Harassment* on page 52. View the full policy in *Appendix D: Non-Discrimination and Harassment Policy* on page 449 or at [www.cambridgecollege.edu/non-discrimination-and-harassment](http://www.cambridgecollege.edu/non-discrimination-and-harassment).

### Application for Admission

Apply online at [www.cambridgecollege.edu/applynow](http://www.cambridgecollege.edu/applynow) or request a printed booklet from your admissions counselor. Please mail all admissions materials to your admissions counselor at the Cambridge College location that you plan to attend. See the *Directory* on page 371 at the end of this catalog for addresses.

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

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

### Rolling Admissions

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

#### **Please note:**

Cambridge College reserves the right to deny a student admission. Submission of all required materials does not guarantee admission.

Students may only be actively enrolled in one degree or certificate at a time, though some exceptions may apply.

### Admission Materials

Cambridge College requires all admission materials to be submitted and reviewed in order for a student to be accepted and register.

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

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

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

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

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

## Assistance With Admissions Process and Beyond

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

## English Language Proficiency

The student must have the ability to read and write in English at the level of a graduate of an American high school as demonstrated by the possession of a high school diploma, GED or passage of the California high school proficiency exam (as applicable for California students) or a higher education degree.

## Make an Informed Decision

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

## Transfer Credit Request

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

See *Transfer of Credit* on page 47.

## International Transcripts

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

**International Students may be admitted at all campus locations.** The California and Puerto Rico locations are now authorized to admit international students. In addition to all standard admission requirements, see *International Students* on page 57 for additional requirements and information, and go to [www.cambridgecollege.edu/prospective-international-students](http://www.cambridgecollege.edu/prospective-international-students) for the following:

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

## State Health Requirements — Massachusetts locations only

- **Immunizations** — Required before you may start classes. Get required form at [www.cambridgecollege.edu/resources/student-forms](http://www.cambridgecollege.edu/resources/student-forms).
- **Health Insurance** — Go to [https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office\\_of\\_the\\_Bursar](https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office_of_the_Bursar) and follow instructions under "Student Health Insurance." Students who have health insurance need to waive out. **If you do not waive out, you will be automatically enrolled and billed.**

## Students Returning After Five Years

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

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

See policy in *Appendix A: Returning Student Policy* on page 386 or at [www.cambridgecollege.edu/returning-student-policy](http://www.cambridgecollege.edu/returning-student-policy)

# School of Undergraduate Studies

[www.cambridgecollege.edu/admissions-requirements/school-undergraduate-studies-admissions-requirements](http://www.cambridgecollege.edu/admissions-requirements/school-undergraduate-studies-admissions-requirements)

## Bachelor's Degrees and Certificates

- **Application** completed and signed.
- **\$50 Application Fee** nonrefundable (\$100 for international students).
- **Official Transcripts/Basis of Admission**  
Request official transcripts to be sent directly to Cambridge College in a sealed, unopened envelope. Follow instructions at [www.cambridgecollege.edu/requesting-official-transcripts](http://www.cambridgecollege.edu/requesting-official-transcripts).

### Cambridge College requires at least one of the following:

- High school transcript (original) showing graduation or a recognized equivalent such as a General Educational Development (GED)/HiSET certificate.
- **or** Affidavit attesting to the completion of a high school program in a homeschool setting approved under state law, or—if state law does not require a homeschooled student to obtain a completion credential, completion of a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law).
- **or** Enrollment in an “eligible career pathway program”. (See <https://ifap.ed.gov/dpccletters/GEN1609.html>)
- **or** Passing scores on an approved ability-to-benefit test (such as the Accuplacer Test administered by Cambridge College) in a single test administration: Reading Comprehension 55, Sentence Skills 60, Arithmetic 34.
- **or** Nine credit hours of Cambridge College course work, applicable toward an undergraduate degree or certificate, completed with grades of B or better. (Non-matriculated students may not receive aid while earning credits.)
- **or** 24 or more credits earned from a regionally or nationally accredited college or university. All official college transcripts are evaluated for transfer credit. **Note:** courses not included in an earned associate's degree must be earned at a grade of C or better to be eligible for transfer.

Please request transcripts from all colleges you have attended if you would like them to be evaluated for transfer credit.

## Program-Specific Requirements

### Alcohol & Drug Counseling Certificate

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

- Interview with and approval of the SOPC Admissions Committee and acceptance by the dean.
- Interview with program chair.
- Current résumé.
- Two professional recommendations.

**International Students** - See *International Students* on page 57 and follow instructions at [www.cambridgecollege.edu/prospective-international-students](http://www.cambridgecollege.edu/prospective-international-students) to meet additional requirements, including official demonstration of English language proficiency.

### Required only at Massachusetts locations:

- **Immunizations**— [cambridgecollege.edu/resources/student-forms](http://cambridgecollege.edu/resources/student-forms).
- **Student health insurance**— [https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office\\_of\\_the\\_Bursar](https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office_of_the_Bursar)

Cambridge College Admission Requirements

# School of Education

[www.cambridgecollege.edu/admissions-requirements/school-education-admissions-requirements](http://www.cambridgecollege.edu/admissions-requirements/school-education-admissions-requirements)

## Non-Licensure Programs

### Master of Education (M.Ed.)

ADMISSION REQUIREMENTS FOR ALL LOCATIONS

- **Application Form** Completed and signed.
- **\$50 Application Fee** nonrefundable (\$100 for international students).
- **Official Transcripts** of required degree conferred by a regionally or nationally accredited institution of higher education. Request official transcripts to be sent directly to Cambridge College in a sealed, unopened envelope. Follow instructions at [www.cambridgecollege.edu/requesting-official-transcripts](http://www.cambridgecollege.edu/requesting-official-transcripts).
- **Earned bachelor's degree.**
- **International transcripts** must be translated and evaluated by an approved agency.
- **Transfer credit request** — Follow instructions at [www.cambridgecollege.edu/admissions/transferring-credits](http://www.cambridgecollege.edu/admissions/transferring-credits). See *Transfer of Credit* on page 47.
- **Current Résumé**
- **Personal Statement** Write a typed, double-spaced essay (500 words) describing your professional experience, your goals and objectives for graduate study. How do you expect your graduate studies to enhance your future career? Keep a copy for your electronic portfolio of learning.
- **Two Professional Recommendations** addressing professional character and ability to perform graduate work.
- **Program-Specific Requirements** See below.

For Education Leadership non-licensure (M.Ed. and CAGS), please see Education Leadership admission requirements below.

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

**International Students** - See *International Students* on page 57 and follow instructions at [www.cambridgecollege.edu/prospective-international-students](http://www.cambridgecollege.edu/prospective-international-students) to meet additional requirements, including official demonstration of English language proficiency.

#### Required only at Massachusetts locations:

- **Immunizations**— [cambridgecollege.edu/resources/student-forms](http://cambridgecollege.edu/resources/student-forms).
- **Student health insurance**— [https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office\\_of\\_the\\_Bursar](https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office_of_the_Bursar)

## Teacher Licensure Programs

### Master of Education (M.Ed.)

ADMISSION REQUIREMENTS FOR MASSACHUSETTS LOCATIONS

- **Application Form** Completed and signed.
- **\$50 Application Fee** nonrefundable (\$100 for international students).
- **Official Transcripts** of required degree conferred by a regionally or nationally accredited institution of higher education. Request official transcripts to be sent directly to Cambridge College in a sealed, unopened envelope. Follow instructions at [www.cambridgecollege.edu/requesting-official-transcripts](http://www.cambridgecollege.edu/requesting-official-transcripts).
- **Earned bachelor's degree with 3.0 GPA.**
- **International transcripts** must be translated and evaluated by an approved agency.
- **Transfer credit request** — Follow instructions at [www.cambridgecollege.edu/admissions/transferring-credits](http://www.cambridgecollege.edu/admissions/transferring-credits). See *Transfer of Credit* on page 47.
- **Current Résumé**
- **Personal Statement** Write a typed, double-spaced essay (500 words) describing your professional experience, your goals and objectives for graduate study. How do you expect your graduate studies to enhance your future career? Keep a copy for your electronic portfolio of learning.
- **Two Professional Recommendations** addressing professional character and ability to perform graduate work.
- **MA Educator Documentation** from the Massachusetts Dept. of Elementary and Secondary Education (DESE) website. Keep copies of all documents submitted and, upon admission, post in your electronic portfolio (TaskStream):
  - Required for entry:**
    - Massachusetts Educator Personnel ID (MEPID number).
    - MTEL Communication & Literacy Test, successfully completed.
  - Required if completed** (see *SOE Academic Programs and Policies*):
    - Massachusetts preliminary license, if held.
    - Sheltered English Instruction requirement.
    - Fingerprinting and Criminal Offender Record Information.
- Applicants who do not initially meet all requirements (e.g. GPA of 3.0 or MTEL) for admission into their chosen licensure program must enroll in the corresponding non-licensure degree option. Students who achieve a 3.0 GPA upon completion of the first three SOE courses, pass the MTEls, and now meet all requirements, may request a change of program.
- **Program-Specific Requirements** See next page.

Continued 



## Program-Specific Requirements for Non-Licensure and Teacher Licensure M.Ed. Programs

### • **Autism/Applied Behavior Analysis M.Ed.**

Applicants to the M.Ed. programs that include the ABA course sequence must meet the requirements below **before they may begin the ABA coursework.**

- Active employment in a relevant, related field with at least one year of experience in a ABA-based treatment setting.
- Be working with or supervised by certified BCBA personnel. (Supervisor name and contact information must be submitted and verified upon program entry.)

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

### • **English as a Second Language**

This program accepts students for the Fall term. Although the School of Education accepts applications on a rolling basis, program applications will not be accepted for the Fall in the four weeks prior to the start of the Fall term.

### • **Math (5-8, 8-12)**

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

This program accepts students for the Fall term. Although the School of Education accepts applications on a rolling basis, program applications will not be accepted for the Fall in the four weeks prior to the start of the Fall term.

### • **School Nurse Education**

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

### • **Skills-Based Health/Social Emotional Learning**

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

#### **Disclosures: Licensure Programs**

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

## SOE Certificates ADMISSION REQUIREMENTS

- **Application Form** Complete carefully and sign.

- **\$50 Application Fee** nonrefundable

### • **Official Transcripts**

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

If applying for:

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

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

- **Program-Specific Requirements** See below:

## Program-Specific Requirements for SOE Certificates

### • **Autism/Applied Behavior Analysis**

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

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

### • **Elementary Science Specialist (1-6) Certificate**

- Valid Massachusetts elementary PK-2 or 1-6 initial license.

### • **General Science (5-8) Initial Licensure Teaching Certificate**

- Bachelor's or master's degree in a STEM field.
- MTEL Communication & Literacy Test, successfully completed.
- Transcript analysis.

**Continued** 

# Education Leadership Programs

ADMISSION REQUIREMENTS FOR MASSACHUSETTS LOCATIONS

## Licensure and Non-Licensure

- **Master of Education (M.Ed.)**
- **Certificate of Advanced Graduate Studies (CAGS)**

- **Application Form** Completed and signed.
- **\$50 Application Fee** nonrefundable (\$100 for international students).
- **Official Transcripts** of required degree(s) conferred by a regionally accredited institution of higher education. Request official transcripts to be sent directly to Cambridge College in a sealed, unopened envelope. Follow instructions at [www.cambridgecollege.edu/requesting-official-transcripts](http://www.cambridgecollege.edu/requesting-official-transcripts).
- **M.Ed. applicants: earned bachelor's degree with 3.0 GPA.**
- **CAGS applicants: earned bachelor's and master's degrees with 3.0 GPA.** See also program-specific requirements.  
Please note: 3.0 GPA required for licensure programs but not for non-licensure programs.
- **International transcripts** must be translated and evaluated by an approved agency.
- **Transfer credit request** — Follow instructions at [www.cambridgecollege.edu/admissions/transferring-credits](http://www.cambridgecollege.edu/admissions/transferring-credits). See *Transfer of Credit* on page 47.
- **Current Résumé**
- **Personal Statement** Write a typed, double-spaced essay (500 words) describing your professional experience, your goals and objectives for graduate study. How do you expect your graduate studies to enhance your future career? Keep a copy for your electronic portfolio of learning.
- **Two Professional Recommendations** addressing the applicant's professional potential, leadership aspirations, and performance/readiness specific to the program selected. If currently employed in P-12 schools or districts, at least one must be from an immediate supervisor or peer.
- **MA Educator Documentation** from the Massachusetts Dept. of Elementary and Secondary Education (DESE) website. Keep copies of all documents submitted and, upon admission, post in your electronic portfolio (TaskStream):  
**Required for entry:**
  - Initial or professional license in Massachusetts. See also program-specific requirements.
  - Massachusetts Educator Personnel ID (MEPID number).
  - MTEL Communication & Literacy Test, successfully completed.
  - Fingerprinting and Criminal Offender Record Information**Required for advising** (see *SOE Academic Program Requirements* on page 135):
  - Sheltered English Instruction requirement, if completed.
  - Massachusetts preliminary license, if held.

## ◦ Program-Specific Requirements

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

The required employment must be documented by official letter(s) from supervisor or human resources director.

## PhD in Applied Behavior Analysis with Specialization in Autism Intervention

- **School of Education Admission Requirements** for non-licensure programs as outlined above.
- **BCBA Certification** with significant professional experience in the ABA field.
- **Interview** with, and approval from, the ABA Program Director and faculty.

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

**International Students** - See *International Students* on page 57 and follow instructions at [www.cambridgecollege.edu/prospective-international-students](http://www.cambridgecollege.edu/prospective-international-students) to meet additional requirements, including official demonstration of English language proficiency.

### **Required only at Massachusetts locations:**

- **Immunizations** — [cambridgecollege.edu/resources/student-forms](http://cambridgecollege.edu/resources/student-forms).
- **Student health insurance** — [https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office\\_of\\_the\\_Bursar](https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office_of_the_Bursar)

# School of Management

[www.cambridgecollege.edu/admissions-requirements/school-management-admissions-requirements](http://www.cambridgecollege.edu/admissions-requirements/school-management-admissions-requirements)

## All Programs

- **Application** completed and signed.
- **\$50 Application Fee** nonrefundable (\$100 for international students).
- **Official Transcripts** You must request official transcripts to be sent directly to Cambridge College; we must receive them sealed and unopened. Please follow instructions at [www.cambridgecollege.edu/requesting-official-transcripts](http://www.cambridgecollege.edu/requesting-official-transcripts). International transcripts must be translated and evaluated.
- **Transfer credit request** — Follow instructions at [www.cambridgecollege.edu/admissions/transferring-credits](http://www.cambridgecollege.edu/admissions/transferring-credits). See *Transfer of Credit* on page 47. Please note: No transfer credits are accepted into the MM55.
- **Bachelor's Degree** conferred by a regionally or nationally accredited college or university.
- **Current Résumé and Work Experience**  
On résumé indicate education and work experience. Two years of appropriate work experience recommended.
- **Interview**  
Interview with Dean or member of the School of Management Admissions Committee, or Program Chair or Regional Center Director.
- **Personal Statement**  
Write a 2-page description of your work experience, professional goals, and why you're interested in pursuing an MBA.
- **Two Professional Recommendations**  
Preferably including one from an employer.

Approval/acceptance into graduate management programs is determined by the Dean in consultation with the Program Chair and Regional Center Director.

**International Students** - See *International Students* on page 57 and follow instructions at [www.cambridgecollege.edu/prospective-international-students](http://www.cambridgecollege.edu/prospective-international-students) to meet additional requirements, including official demonstration of English language proficiency.

**Required only at Massachusetts locations:**

- **Immunizations**— [cambridgecollege.edu/resources/student-forms](http://cambridgecollege.edu/resources/student-forms).
- **Student health insurance**—[https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office\\_of\\_the\\_Bursar](https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office_of_the_Bursar)

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

# School of Psychology & Counseling

[www.cambridgecollege.edu/admissions-requirements/school-psychology-counseling-admissions-requirements](http://www.cambridgecollege.edu/admissions-requirements/school-psychology-counseling-admissions-requirements)

## All Degrees and Certificates

- **Application** completed and signed.
- **\$50 Application Fee** nonrefundable (\$100 for international students).
- **Official Transcripts** of required degree(s) conferred by a regionally or nationally accredited institution of higher education. Request official transcripts to be sent directly to Cambridge College in a sealed, unopened envelope. Follow instructions at [www.cambridgecollege.edu/requesting-official-transcripts](http://www.cambridgecollege.edu/requesting-official-transcripts).
- **M.Ed. and most graduate certificate programs** require an earned bachelor's degree. See also program requirements.
- **Post-master's certificates** require an earned master's degree; see program requirements.
- **Alcohol and Drug Counseling certificate** requires a high school diploma/GED, bachelor's, or higher degree.
- **International transcripts** must be translated and evaluated by an approved agency.
- **Transfer credit request** — Follow instructions at [www.cambridgecollege.edu/admissions/transferring-credits](http://www.cambridgecollege.edu/admissions/transferring-credits). See *Transfer of Credit* on page 47.
- **Interview** with and approval of the SOPC Admissions Committee and acceptance by the dean.
- **Current Résumé**
- **Personal Statement**  
Write a 1-2 page essay (250-500 words) describing your reasons for obtaining a degree from Cambridge College, your professional experience and goals, and your academic background.
- **Two Professional Recommendations**

**International Students** - See *International Students* on page 57 and follow instructions at [www.cambridgecollege.edu/prospective-international-students](http://www.cambridgecollege.edu/prospective-international-students) to meet additional requirements, including official demonstration of English language proficiency.

### Required only at Massachusetts locations:

- **Immunizations** — [cambridgecollege.edu/resources/student-forms](http://cambridgecollege.edu/resources/student-forms).
- **Student health insurance** — [https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office\\_of\\_the\\_Bursar](https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office_of_the_Bursar)

## School Counseling and School Adjustment DESE Licensure Programs

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

### ◦ MTEL Communication & Literacy Test

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

### ◦ GPA of 3.0

The official transcript of your prior bachelor's or graduate degree is required to show a GPA of 3.0 or better. Applicants who do not initially meet all requirements (e.g. GPA of 3.0 and/or MTEL) for admission into their chosen licensure program must enroll in our non-licensure degree options (see below).

### Students entering the College without having met the MTEL requirements are:

- Required to begin as follows:
  - ◆ If applying for *School Counseling (48 credits)*:  
GPA <3.0, Register for School Counseling, Non-Licensure
  - ◆ If applying for *Mental Health & School Counseling (66 credits)* or *School Adjustment/Mental Health Counseling (60 credits)*:  
GPA ≥3.0: Register for Mental Health Counseling.  
GPA <3.0: Register for Psychological Studies.
- Advised to take the Communication & Literacy MTEL within their first term at the College.

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

### ◦ Massachusetts Educator Personnel ID (MEPID number)

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

### ◦ Program Chair Consultation and Approval

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

**Continued** 

# Program-Specific Requirements

## **Alcohol & Drug Counseling Certificate**

- High school diploma/GED, bachelor's or higher degree required.
- Interview with program chair required.

## **Rehabilitation Counseling Certificate**

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

## **School Adjustment Counseling Certificate for Mental Health Counselors**

- Completion of current Cambridge College 60-credit M.Ed. in mental health counseling or equivalent program. (Bachelor's degree also required.)
- Pass Massachusetts Communication & Literacy Test (MTEL) and all other DESE licensure requirements for School Adjustment Counseling. See above.

# Cambridge College Global

## General Requirements - Computer and Internet Access

To participate in an online course, students must have access to a fully-functional laptop or desktop computer that can play audio and video. While students may be able to use a portable device (cell phones, tablets or “books”) to complete some of their coursework, other courses will require the use of downloaded software or web-based tools that are not compatible with portable devices. Access to Microsoft Office (Word, PowerPoint) and a broadband Internet connection is required to participate in discussions, assignments, access readings, transfer course work, and receive feedback from faculty.

## Undergraduate Programs

- **Application** completed and signed.
- **\$50 Application Fee** nonrefundable
- **Official Transcripts/Basis of Admission**

Request official transcripts to be sent directly to Cambridge College in a sealed, unopened envelope. Follow instructions at [www.cambridgecollege.edu/requesting-official-transcripts](http://www.cambridgecollege.edu/requesting-official-transcripts).

### Cambridge College requires at least one of the following:

- High school transcript (original) showing graduation or a recognized equivalent such as a General Educational Development (GED)/HiSET certificate.
- **or** Affidavit attesting to the completion of a high school program in a homeschool setting approved under state law, or—if state law does not require a homeschooled student to obtain a completion credential, completion of a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law).
- **or** Enrollment in an “eligible career pathway program”. (See <https://ifap.ed.gov/dpclatters/GEN1609.html>)
- **or** Passing scores on an approved ability-to-benefit test (such as the Accuplacer Test administered by Cambridge College) in a single test administration: Reading Comprehension 55, Sentence Skills 60, Arithmetic 34.
- **or** Nine credit hours of Cambridge College course work, applicable toward an undergraduate degree or certificate, completed with grades of B or better. (Non-matriculated students may not receive aid while earning credits.)
- **or** 24 or more credits earned from a regionally or nationally accredited college or university. All official college transcripts are evaluated for transfer credit. **Note:** courses not included in an earned associate’s degree must be earned at a grade of C or better to be eligible for transfer.

Please request transcripts from all colleges you have attended if you would like them to be evaluated for transfer credit.

The College reserves the right, in the interest of student welfare, upon approval of the Program Chair, to waive certain admissions requirements in situations where a student is seeking enrollment to the College pursuant to an articulation agreement, teach-out agreement or credit transfer agreement between the College and another educational institution that the student is currently attending or has attended.

## Graduate Programs

- **Application** completed and signed.
- **\$50 Application Fee** nonrefundable
- **Official Transcript(s)**

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

- Transfer credit request — Follow instructions at [www.cambridgecollege.edu/admissions/transferring-credits](http://www.cambridgecollege.edu/admissions/transferring-credits). See Transfer of Credit on page 47..
- **Personal Statement** (approximately one to two pages) describing how the Program will assist the applicant to achieve personal and/or professional goals.
- **Current Résumé** (Reflecting 4 years of work experience)
- **Personal Interview with Admissions** generally conducted via telephone.

The Program Chair for the specific graduate program or other qualified College administrator will evaluate and approve applications to ensure that admissions requirements have been satisfied.

For good cause shown, at the discretion of the Program Chair, institutional admissions requirements may be waived or altered upon written approval by the Program Chair.

**For more information**, please see *Cambridge College Global* on page 284

**International Students** - See *International Students* on page 57 and follow instructions at [www.cambridgecollege.edu/prospective-international-students](http://www.cambridgecollege.edu/prospective-international-students) to meet additional requirements, including official demonstration of English language proficiency.

# Non-Matriculated Students

## Taking Individual Courses

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

The non-matriculated students registration form is available at the registrar's office, at regional centers, and on the Cambridge College website on the Student Forms web page: <https://www.cambridgecollege.edu/student-forms>

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

See policy at [www.cambridgecollege.edu/college-policies](http://www.cambridgecollege.edu/college-policies).

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

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

### Financial Aid

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



## Student Financial Services

### Payment and Refunds, Tuition Rates and Fees, Financial Aid

# Payment and Refunds

Student Financial Services • 617.873.0403 • [sfs@cambridgecollege.edu](mailto:sfs@cambridgecollege.edu) • [www.cambridgecollege.edu/offices/bursar](http://www.cambridgecollege.edu/offices/bursar)

The following is an overview of information you need to be aware of as you begin your time at Cambridge College. The following items are subject to change at any time. Please refer to [www.cambridgecollege.edu/offices/bursar](http://www.cambridgecollege.edu/offices/bursar) for the most up to date information.

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

### Communicating With You

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

### Billing of Tuition

Tuition bills are emailed at least 30 days prior to the start of the term. Payments are to be remitted on or before the due date indicated on the statement. This date is typically at the start of the term.

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

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

### Late Payment Fee

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

### Paying for Your Education

There are several ways to pay for your college education:

- Financial aid (federal student loans, scholarships, etc.) — to apply for aid, go to [www.cambridgecollege.edu/financial-aid](http://www.cambridgecollege.edu/financial-aid).
- Employer tuition assistance programs or third party sponsor — acceptable if payment is made directly to Cambridge College and is not contingent upon grades. Please contact the Bursar's Office prior to the beginning of the term so that an invoice can be generated.
- Veteran's Benefits — if you are eligible for veteran's educational benefits, please speak with your Educational Services Officer (ESO) or counselor within your military service prior to enrollment, and contact the Bursar's Office to discuss your own particular situation. (see *Military Servicemembers & Veterans* on page 55).
- Using your own funds — see "*How to Pay Your Bill*" below.



## How to Pay Your Bill

**Online** — Cambridge College has partnered with Nelnet for easy online payment transactions. Students now have the option to either pay via E-Check, Credit or Debit card options. This is available 24 hours per day and can be done in a few easy steps:

1. Log in to MyCC using your Cambridge College student credentials.
2. Select the “Finance” tab. Under the “Payments and Refunds” section, click “Nelnet Portal”.

Once logged in, students are able to make one-time payments and sign up for monthly payment plans. Some service fees apply.

**Mail** — Checks or certified funds must be made payable to Cambridge College and include your college ID number. Mail payment to Cambridge College, ATTN: Student Financial Services, 500 Rutherford Avenue, Boston, MA 02129.

**In Person** — During business hours, you can make a payment in person at our main campus, 500 Rutherford Avenue, Boston, MA. Payments are not accepted at any other College location. During periods of remote learning, the Office of Student Financial Services will be open from 9 AM to 5 PM, Monday through Friday. In addition, please be aware, staff are working remotely with limited access to the campus. Please call ahead and make an appointment to ensure a staff member will be on site to assist you. We will make every effort to accommodate you during these periods. Credit cards are not accepted onsite—credit card payments must be made via the Nelnet online portal.

**Wire Transfer** — Please contact the Student Financial Services Office if you are interested in making a payment via wire transfer.

**Payment Plan** — Payment plans can be established with Nelnet Campus Commerce. The payment plan allows you to pay your tuition and fees in four payments in the fall (July through October) and spring (November through April) terms, and three payments in the summer term (May, June and July). Please visit Nelnet Campus Commerce to create your account and set up your payment plan. We highly recommend that this is done immediately after registering for your courses.

To establish a payment plan:

1. Log in to MyCC using your Cambridge College student credentials.
2. Select the “Finance” tab. Under the “Payments and Refunds” section, click on “Nelnet Portal”.

Once logged in, students are able to make one-time payments and sign up for monthly payment plans. Some service fees apply.

## Non-Payment

You will not be able to register until you have paid your bill. Once acceptable payment arrangements have been made, we can clear your account to register. Students with a balance will have a Bursar restriction (“Hold”) placed on their account. This restriction prevents access to grades, official transcripts; diplomas, and certificates. Students are notified of impending restrictions via email to their Cambridge College email address. **Non-payment may result in being dropped from your courses.** Please do not hesitate to reach out to us to discuss your billing statement—we are here to assist you with your financial needs.

The College will make every effort to work out repayment plans. In the event a balance remains outstanding, student debts will be submitted to a collection agency if payment is not received. In such cases, the student is liable for any court costs and collection agency fees.

**Collection agency fees may total up to 40% of the outstanding bill, as allowed by Massachusetts law. Cambridge College reserves the right to report account information to a credit bureau.**

## Leave of Absence or Withdrawal

Students considering leave of absence or withdrawal are urged to see the Student Financial Services Office before leaving the College in order to arrange payment of any outstanding balance. Students who have received financial aid are required to contact the Financial Aid Office prior to withdrawing.

Cambridge College policy and procedures regarding withdrawal or leave of absence can be found in *Appendix A: Leave of Absence and Withdrawal Policy* on page 384 or at <https://www.cambridgecollege.edu/academic-policies-procedures/leave-absence-or-withdrawal>. Students must consult applicable policy and procedures in case of any questions regarding this withdrawal or leave of absence.

## Refunds and Repayment

Tuition may be refunded. No other charges are refundable. Refunds of non-Federal/State funds are processed at the end of the academic year.

**Financial aid repayment/return** — Title IV financial aid or state scholarship monies are subject to federal regulations. See Repayment of Federal Funds or Repayment of Massachusetts Funds, under *Financial Aid*, below.

**Refunds** — Students who paid current tuition charges themselves (not from federal or state aid) are eligible for a refund of current term charges paid as follows:

### Date of Withdrawal from 8-20-week courses Refund (Week of instruction is 7 days)

Before add/drop deadline . . . . .	100%
During week 3. . . . .	75%
During week 4. . . . .	25%
Thereafter . . . . .	0%

### Date of Withdrawal from 5-week Courses Refund (Week of instruction is 7 days)

Before or during week 1 . . . . .	100%
During week 2. . . . .	75%
Thereafter . . . . .	0%

### Date of Withdrawal from Intensive & Weekend Courses Refund (Weekend intensives: two-weekend schedule, 4 classroom days)

Before first class . . . . .	100%
During week 1. . . . .	75%
Thereafter . . . . .	0%

## Excess Funds — Title IV

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

## Veteran's Addendum

The refund of the unused portion of tuition, fees, and other charges for veterans or eligible persons who fail to enter a course, withdraw or discontinue prior to completion, will be made for all amounts paid which exceed the approximate pro rata portion of the total charges that the length of the completed portion bears to the total length of the course. The proration will be determined on the ratio of days or hours of instruction completed to the total number of instruction all days or hours in the course.

## Military Tuition Assistance (TA) Refund Policy

Military Tuition Assistance is a benefit paid to the school for eligible military student recipients who are active members of the Army, Navy, Marines, Air Force, and Coast Guard. The student is awarded the TA benefit with the understanding that the student will attend the entire term. Cambridge College is required to calculate Military Tuition Assistance (TA) earned when a military student using TA withdraws.

As participants in the Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU), students who officially or unofficially withdraw from a course before completing 61 percent of the term have not earned 100% of the amount of their voucher for the withdrawn course. Cambridge College is required to return the unearned portion of the TA funds to the military service that provided the TA funding. Unearned TA funds that are returned to the appropriate military branch of service will become a debt to the student.

Cambridge College will calculate the amount of unearned Tuition Assistance funds using the official last date of attendance, as determined by the institution's attendance records. The last date of attendance is used to determine the number of days completed.

To remain in compliance with the Department of Defense's policy, Cambridge College will return any unearned TA funds through at least 60% of the term on a prorated basis. The amount of unearned TA that is returned is based on the date of withdrawal from the course.

After 60% of the term has passed, TA will not be evaluated for a return to the DOD.

As an institution, the DOD will be billed after 60% of the term has passed to reduce the amount of incorrect TA funds being disbursed by the DOD to Cambridge College. We will only bill for the amount the student earned given their enrollment.

Schedule for returning unearned TA:

### **Date of Withdrawal from 14-16 week Courses** **Refund**

*(Fall and Spring traditional courses: week of instruction is 7 days)*

Before or during weeks 1 – 2 . . . . . 100% return  
 During weeks 3 – 4 . . . . . 75% return  
 During weeks 9 – 10 . . . . . 40% return (60% of course is completed)  
 During weeks 11 – 16 . . . . . 0% return

### **Date of Withdrawal from 8-9 week Courses** **Refund**

*(Online and Summer courses: week of instruction is 7 days)*

Before or during week 1 . . . . . 100% return  
 During week 2 . . . . . 75% return  
 During weeks 3 – 4 . . . . . 50% return  
 During week 5 . . . . . 40% return (60% of course is completed)  
 During weeks 6 – 8 . . . . . 0% return

### **Date of Withdrawal from Intensive Courses** **Refund**

*(Intensive courses meet for 9.375 hours)*

Prior to Day 1 . . . . . 100% return  
 Prior to Day 2 . . . . . 60% return  
 Prior to Day 3 . . . . . 40% return (60% of course is completed)  
 After Day 3 . . . . . 0% return

### **For courses that have durations differing from those listed above:**

Unearned TA funds will be returned on a prorated basis, depending on the length of the course. To determine the amount of TA that needs to be returned, the institution will determine the date the withdrawal was submitted, and then divide that by the number of days in the term to determine the percentage of TA that was earned by the student.

Example: The student enrolled in a course that's duration is 30 days. The withdrawal was submitted on the 14th day. The institution would perform the calculation to determine how much TA was earned by the student's attendance: (14 divided by 30 equals 46.6%. 47% of the TA authorized was earned by the student, which means 53% of what was authorized will be returned to the DOD).

## Overpayment — Non-Federal Funds

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

## Graduation Clearance

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

## California: Student's Right to Cancel

You have the right to cancel or withdraw and receive a refund of 100% of the amount paid for institutional charges, less the STRF of \$2.50 per \$1000, and a reasonable deposit or application fee not to exceed \$250, through attendance at the first class session, or the seventh day after enrollment, whichever is later, if notice of cancellation is received on or before the *right to cancel date*. See table below.

First Term of Enrollment, 2022-2023 Academic Year	Application Deadline	Classes Begin	Right to Cancel Date
Fall Term 2022	Aug 31, 2022	Sept 6, 2022	Sept 13, 2022
Spring Term 2023	Jan 13, 2023	Jan 17, 2023	Jan 24, 2023
Summer Term 2023	June 1, 2023	June 5, 2023	June 12, 2023

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

After the **right to cancel** period, students are entitled to a pro-rata refund of services paid for, but not received, up to and including 60% of the period of attendance. The California Code of Regulations [CEC §94919](#), [§94920](#), [CCR §71750](#) pro-rata calculation will be applied.

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

## Student Health Insurance

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

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

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

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

**Annual Insurance waiver** — Students who have insurance with coverage comparable to Massachusetts state criteria may waive out of the College's student health insurance plan by submitting an annual waiver request by the term deadline. It is the student's responsibility to determine and certify that their insurance is comparable. To submit the annual waiver request, go to [https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office\\_of\\_the\\_Bursar](https://mycc.cambridgecollege.edu/ICS/Welcome.jnz?portlet=Office_of_the_Bursar), and follow the instructions under Student Health Insurance; click on the external link provided, and follow the online instructions. In so doing they grant permission for the insurance provider to audit their insurance information, and if it is found to be falsified, inactive, or non-comparable to Massachusetts criteria, they will be enrolled in the insurance plan and will be charged the full insurance premium.

Students who do not submit an annual waiver request by the deadline are automatically enrolled in and billed for the College's student health insurance plan and are responsible for the cost of the plan. The deadline for the current term is posted on the *MyCC web portal* homepage.

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

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

**CC Online** — Fully online degree students do not require the College's health insurance plan and are not required to submit a waiver. If at any point in your program you register for an in-seat or hybrid course, you will be required to either enroll in the College's health insurance plan or submit a waiver.

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

## Adding Courses

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

## Dropping Courses

### Tuition Charged

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

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

### Tuition Credit

Date Drop Request is Received	Tuition Credit
<b>8-20-week courses:</b>	
Before add/drop deadline . . . . .	100%
During week 3. . . . .	75%
During week 4. . . . .	25%
Thereafter . . . . .	0%
<b>5-week courses:</b>	
Before or during week 1 . . . . .	100%
During week 2. . . . .	75%
Thereafter . . . . .	0%
<b>Intensive &amp; weekend courses:</b>	
Before first class . . . . .	100%
During week 1. . . . .	75%
Thereafter . . . . .	0%

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

### Withdrawals

The last day to withdraw is 10 days prior to the end of the term. Withdrawals are not permitted after the term ends. Medical or other withdrawal does not guarantee a tuition credit.

# Tuition and Fees Rates

Student Financial Services • 617-873-0403 • sfs@cambridgecollege.edu • Rates as of June 2022, subject to change without notice.

## Admissions

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

**Course Tuition** Rates are set by the Board of Trustees and are subject to change. Current rates apply to all students. See policy at [www.cambridgecollege.edu/tuition-rates-and-fees](http://www.cambridgecollege.edu/tuition-rates-and-fees)

Rates effective Fall 2022 — All rates are **per credit hour**. Tuition for each course is the same for students enrolled in a degree or certificate, or as a non-matriculated student taking single courses.

	Boston	Lawrence	Puerto	Southern
	Springfield	Rico	California	

### School of Undergraduate Studies

B.A., B.S. . . . .	\$483. . . . .	\$450
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### School of Education • School of Psychology & Counseling

M.Ed. . . . .	\$609. . . . .	\$324. . . . .	\$592
Graduate and post-master's certificate . . . . .	\$609		
CAGS. . . . .	\$768		
CAGS in Behavioral Healthcare Management (non-licensure) . . . . .	\$527		
Ed.D. . . . .	\$1035		
Ph.D. . . . .	\$1035		

### School of Management

MBA. . . . .	\$678. . . . .	\$646	
MM. . . . .	\$678. . . . .	\$282. . . . .	\$646
For-credit certificate . . . . .	\$678		

### Online Programs

B.S. . . . .	\$483
MBA. . . . .	\$678

### Cambridge College Global Programs

See *Cambridge College Global Tuition and Fees* on page 30 for CCG tuition rates.

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

## Special Rates

**Alumni tuition discount** — Applies to individual courses only, not to degree and certificate programs, or courses offered in collaboration with other institutions; good financial standing with the College required; undergraduate courses limited to six credits. . . . . 25%

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

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

## Fees

**Credit card fee** (intelligent rate; % charge depends on type of card). . . . . 1.50%-3.99%

**Late payment fee**, per term . . . . . \$100

**Late registration fee**, per term . . . . . \$50

## Fees, cont.

**International student fee**, per term . . . . . \$160

**New international student fee**, one time . . . . . \$300

**Credentialing fee for foreign countries** (per instance; to address cost of compiling student credentials for certain countries) . . . . \$500

**Student printing fee** (per page; black & white/color) . . . . \$0.10/0.18

**Check returned by bank**. . . . . \$35

**Replace lost student ID card** . . . . . \$25

**Language testing fee** (per test). . . . . \$49

**Health Insurance** See *Health Insurance* on MyCC homepage. Rates below include \$50/year health insurance administrative fee.

	Undergraduate	Graduate
Sept 2022-Aug 2023 . . . . .	\$2,303 . . . . .	\$3,962
Jan-Aug 2023. . . . .	\$1,543 . . . . .	\$2,654

**Graduation fee** (degrees and certificates) . . . . . \$125

Charged at beginning of last term, as determined by anticipated graduation date in student's academic record, for processing records.

**Official transcripts** . . . . . \$5

**Unofficial transcript** (given to student) . . . . . \$2

## School-Based Fees

### SCHOOL OF UNDERGRADUATE STUDIES

**Cambridge College portfolio evaluation** (non-refundable) (per credit) . . . . . \$130

Block portfolio (5 credits or more) . . . . . \$650

**LRN175 course materials fee** (non-refundable) . . . . . \$50

**Undergraduate science lab fee**, per lab course (e.g. biology, anatomy, chemistry, physiology, microbiology) . . . . . \$50

**FLATS/CLEP test administration fee** (per instance; fee charged by external testing agency is additional) . . . . . \$30

### SCHOOL OF EDUCATION

**SCI 690 course materials fee** (non-refundable) . . . . . \$20

**Ed.D. research fee** (charged in first term) . . . . . \$350

### SCHOOL OF MANAGEMENT

**UCertify course materials fee**. . . . . \$100

### SCHOOL OF PSYCHOLOGY & COUNSELING:

**Field experience fee** (degrees and certificates at all locations; charged in first term of field experience; course tuition additional) \$400

**Replace lost field experience form** (per form requested by student for submission to licensure board) . . . . . \$50

## Late Degree Completion Fees

**Late undergraduate capstone fees (B.A., B.S.)** - no charge if completed in the next term after the first attempt.

Second and third terms, per term . . . . . \$300

Each additional term until completed. . . . . \$150

**Late graduate final project fees** - ILP/IRP, Graduate Management Capstone, Action Research Project. Students must register for the final project concurrently with the final seminar.

Second and third terms, per term after first registration . . . . . \$500

Each additional term until completed. . . . . \$200

**Dissertation extension course (Ed.D.)**, per credit . . . . . \$567

# Southern California Location

## Estimated Total Cost of Attendance

### 2022-2023

<i>Column number; see notes below</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
	Degree	Total Credit Hours	Program Length	Applic Fee	Tuition rate	First Term Tuition	LRN175 fee	Enrollment /First Term	Grad Fee	Field Experience Fee	Entire Program	STRF (non-refundable)	Personal Expenses (per term)
Criminal Justice	BS	120	10 terms	\$50	\$450	\$5,400	\$50	\$5,500	\$125		\$54,225	\$135.56	\$5,400
Early Childhood Education & Care	BA	120	10 terms	\$50	\$450	\$5,400	\$50	\$5,500	\$125		\$54,225	\$135.56	\$5,400
Finance	BS	120	10 terms	\$50	\$450	\$5,400	\$50	\$5,500	\$125		\$54,225	\$135.56	\$5,400
Health Care Management	BS	120	10 terms	\$50	\$450	\$5,400	\$50	\$5,500	\$125		\$54,225	\$135.56	\$5,400
Human Services	BS	120	10 terms	\$50	\$450	\$5,400	\$50	\$5,500	\$125		\$54,225	\$135.56	\$5,400
Human Services Management	BS	120	10 terms	\$50	\$450	\$5,400	\$50	\$5,500	\$125		\$54,225	\$135.56	\$5,400
Management Studies	BS	120	10 terms	\$50	\$450	\$5,400	\$50	\$5,500	\$125		\$54,225	\$135.56	\$5,400
Marketing & Sales	BS	120	10 terms	\$50	\$450	\$5,400	\$50	\$5,500	\$125		\$54,225	\$135.56	\$5,400
Interdisciplinary Studies	BA	120	10 terms	\$50	\$450	\$5,400	\$50	\$5,500	\$125		\$54,225	\$135.56	\$5,400
Psychology	BA	120	10 terms	\$50	\$450	\$5,400	\$50	\$5,500	\$125		\$54,225	\$135.56	\$5,400
Autism Specialist	MEd	31	3 terms	\$50	\$592	\$7,104		\$7,154	\$125		\$18,527	\$46.32	\$5,400
Autism/Behavior Analyst	MEd	38	6 terms	\$50	\$592	\$7,104		\$7,154	\$125		\$22,671	\$56.68	\$5,400
Interdisciplinary Studies	MEd	32	3 terms	\$50	\$592	\$7,104		\$7,154	\$125		\$19,119	\$47.80	\$5,400
Teaching Skills & Methodologies	MEd	32	3 terms	\$50	\$592	\$7,104		\$7,154	\$125		\$19,119	\$47.80	\$5,400
Marriage & Family Therapy	MEd	60	5-6 terms	\$50	\$592	\$7,104		\$7,154	\$125	\$400	\$36,095	\$90.24	\$5,400
Master of Business Administration	MBA	36-48	4-5 terms	\$50	\$646	\$7,752		\$7,802	\$125		\$23,431-\$31,183	\$58.58-\$77.96	\$5,400
Master of Business Administration/Health Care Management	MBA	36-48	4-5 terms	\$50	\$646	\$7,752		\$7,802	\$125		\$23,431-\$31,183	\$58.58-\$77.96	\$5,400
Master of Management	MM	30-36	3-4 terms	\$50	\$646	\$7,752		\$7,802	\$125		\$19,555-\$23,431	\$48.89-\$58.58	\$5,400

#### Please Note

- MBA program credits:** minimum 36 credits; up to 48 credits if foundation courses are needed (see program charts).
- Program Length**—three terms/year.
- Application Fee**—non-refundable.
- Tuition Rate**, per credit, 2022-2023 California rates (see preceding page)—All rates are subject to change and all students pay current rates. Therefore tuition rate may change over the period of an academic program. Tuition may be refunded (see Refunds and Repayment).
- LRN175 Course Materials Fee** (non-refundable): This introductory course is typically taken in the first term, so the fee is included in the enrollment/first term calculation.
- Enrollment/First Term** charges include application fee (non-refundable) and tuition (refundable) for one term of typical full-time study, 12 credits. Any first-term fees are also included: LRN175 course materials fee.
- Graduation Fee.**

- Field Experience Fee:** one-time fee for administering the clinical field experience required for counseling programs.
- Entire Program** total includes institutional charges only: application fee, tuition, school-based fees (see preceding page), and graduation fee. Does not include STRF.
- The Student Tuition Recovery Fund (STRF)**, at time of publication, is \$2.50 (subject to change) per \$1000 of institutional charges, as outlined above. It is non-refundable. See next page for details.
- Personal Expenses, estimated**, per term: Cambridge College does not offer or charge students for textbooks, supplies and equipment, room and board, or transportation or the optional (external) tuition payment plan servicing fee. The figure provided is for students to estimate their personal expenses on a term-by-term basis. This is not figured into the Enrollment/First Term or Entire Program cost estimates.  
TaskStream online portfolio licensing fee is \$50 at time of publication (subject to change), non-refundable, paid to external entity) required for: Autism Specialist, Interdisciplinary Studies, Teaching Skills & Methodologies.

## Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution prepaid tuition and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

### Eligibility

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- 1.The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- 2.You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
- 3.You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- 4.The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5.The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6.You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7.You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

# Cambridge College Global Tuition and Fees

## Tuition and Fees 2022-2023

Cambridge College Global (CCG) is committed to ensuring that everyone has access to higher education. CCG provides its students with a high quality, industry-specific education at reasonable tuition rates and with no hidden fees.

Tuition for programs in teach-out status will continue to follow the last New England College of Business catalog dated January 2020 and can be found on the former NECB website at <https://global.cambridgecollege.edu/archive/necbedu-2020-03/documents/>.

Program	General Public		Corporate Partners & Veterans	
	Per Course	Total Program	Per Course	Total Program
<b>Undergraduate Degree and Certificate Programs</b>				
Associate of Science in Accounting (ASA)	\$1,449	\$28,980	\$1,041	\$20,820
Associate of Science in Business Administration (ASBA)	\$1,449	\$28,980	\$1,041	\$20,820
Associate of Science in Healthcare Administration (ASHCA)	\$1,449	\$28,980	\$1,041	\$20,820
Bachelor of Arts in Multidisciplinary Studies (BAMDS)	\$1,449	\$57,960	\$1,041	\$41,640
Bachelor of Science in Business Administration (BSBA)	\$1,449	\$57,960	\$1,041	\$41,640
Bachelor of Science in Accounting (BSA)	\$1,449	\$57,960	\$1,041	\$41,640
Bachelor of Science in Healthcare Administration (BSHCA)	\$1,449	\$57,960	\$1,041	\$41,640
Bachelor of Science in Digital Marketing (BSDM)	\$1,449	\$57,960	\$1,041	\$41,640
Bachelor of Science in Quality Systems & Improvement Management (BSQSIM)	\$1,449	\$57,960	\$1,041	\$41,640
Bachelor of Science in Social Entrepreneurship Management (BSSEM)	\$1,449	\$57,960	\$1,041	\$41,640
Basic Accounting Certificate	\$1,449	\$10,143	\$1,041	\$7,287
Intermediate Accounting Certificate	\$1,449	\$10,143	\$1,041	\$7,287
Certificate in Digital Marketing	\$1,449	\$10,143	\$1,041	\$7,287
Medical Administrative Assistant Certificate of Achievement*	\$501	\$2,004	\$501	\$2,004
<b>Graduate Degree and Certificate Programs</b>				
Master of Business Administration (MBA)	\$2,034	\$24,408	\$1,644	\$19,728
Master of Science in Accounting (MACC)	\$2,055	\$20,550	\$1,659	\$16,590
Master of Science in Business Ethics and Compliance (MBEC)	\$2,055	\$20,550	\$1,659	\$16,590
Master of Science in Healthcare Management (MHM)	\$2,055	\$20,550	\$1,659	\$16,590
Master of Science in Finance (MSF)	\$2,055	\$20,550	\$1,659	\$16,590
Master of Science in Human Resource Management (MHRM)	\$2,055	\$20,550	\$1,659	\$16,590
Master of Science in Quality Systems Management & Improvement (MSQSIM)**	\$2,055	\$20,550	\$1,659	\$16,590
Master's Certificate in Financial Management	\$2,055	\$8,220	\$1,659	\$6,636
Master's Certificate in Financial Planning	\$2,055	\$8,220	\$1,659	\$6,636
Master's Certificate in Global Finance Trading	\$2,055	\$8,220	\$1,659	\$6,636
Graduate Certificate of Achievement in Compliance & Ethics*	\$750	\$2,250	\$750	\$2,250
Graduate Certificate of Achievement in Social Responsibility*	\$750	\$2,250	\$750	\$2,250
Graduate Certificate of Achievement in Supply Chain Management*	\$750	\$2,250	\$750	\$2,250
Doctor of Business Administration in Quality Systems Management**	\$2,055 (3 credits) \$685 (1 credit)	\$41,100	\$1,659 (3 credits) \$553 (1 credit)	\$33,180

Tuition rates are subject to change. Contact an Enrollment Specialist at 800-997-1673 for details.

\*Certificates of Achievement are not eligible for federal financial aid.

\*\*CCG Alumni Rate: Graduates of any CC/CCG master's program who matriculate to the DBA in Quality Systems and Improvement Management will be billed at the reduced tuition rate for Corporate Partners. Further, all CC/CCG alumni are entitled to waive the first course of the DBA program, and CCG alumni will be awarded transfer credit for two completed CCG master's program courses toward the completion of the DBA program, reducing the total program tuition.

Continued 

# Cambridge College Global Tuition and Fees

## Additional Fees

- Application fee** . . . . . \$50 (once per program, non-refundable)
- e-Resources (waived for military)**, per course . . . . . \$85
- Official Transcript fee through Parchment** . . . . . \$9
- Intent to Graduate fee** . . . \$125 (once per program, non-refundable)
- Course Re-enrollment fee** . . . . . Standard tuition rates apply
- Dissertation Continuation fee** . . . . . \$1000  
(for DSS 950, DSS 951, and DSS 952)
- STRF fee** for California residents only . . . . . \$2.50 per \$1000  
(see *Student Tuition Recovery Fund* on page 29)

## Tuition Rates for Active Military, First Responders and Families

Students who are actively serving in the United States armed forces (Army, Navy, Airforce, Marines or Coast Guard), currently employed in law enforcement or emergency response/management are eligible for special tuition rates for the programs listed in the table below.

### Veterans Educational Assistance

Please see *Military Servicemembers & Veterans* on page 55 and *Payment and Refunds* on page 23 for more information regarding veterans' tuition assistance.

Program	Active Military, First Responders and Families Tuition	
	Per Course	Total Program
<b>Undergraduate Degree and Certificate Programs</b>		
Associate of Science in Business Administration (ASBA)	\$750	\$15,000
Bachelor of Arts in Multidisciplinary Studies (BAMDS)	\$750	\$30,000
Bachelor of Science in Business Administration (BSBA)	\$750	\$30,000
Bachelor of Science in Accounting (BSA)	\$750	\$30,000
Bachelor of Science in Healthcare Administration (BSHCA)	\$750	\$30,000
Bachelor of Science in Digital Marketing (BSDM)	\$750	\$30,000
Bachelor of Science in Quality Systems Management	\$750	\$30,000
Basic Accounting Certificate	\$750	\$5,250
Intermediate Accounting Certificate	\$750	\$5,250
Certificate in Digital Marketing	\$750	\$5,250
Medical Administrative Assistant Certificate*	\$501	\$2,004
<b>Graduate Degree and Certificate Programs</b>		
Master of Business Administration (MBA)	\$1,524	\$18,288
Master of Science in Accounting (MACC)	\$1,524	\$15,240
Master of Science in Business Ethics and Compliance (MBEC)	\$1,524	\$15,240
Master of Science in Healthcare Management (MHM)	\$1,524	\$15,240
Master of Science in Finance (MSF)	\$1,524	\$15,240
Master of Science in Human Resource Management (MHRM)	\$1,524	\$15,240
Master of Science in Quality Systems & Improvement Management (MSQSIM)**	\$1,524	\$15,240
Master's Certificate in Financial Management	\$1,524	\$6,096
Master's Certificate in Financial Planning	\$1,524	\$6,096
Master's Certificate in Global Finance Trading	\$1,524	\$6,096
Graduate Certificate of Achievement in Compliance & Ethics*	\$750	\$2,250
Graduate Certificate of Achievement in Social Responsibility*	\$750	\$2,250
Graduate Certificate of Achievement in Supply Chain Management*	\$750	\$2,250
Doctor of Business Administration in Quality Systems Management**	\$1,524 (3 credits) \$508 (1 credit)	\$30,480



# Financial Aid

Financial Aid Office (Student Financial Services) • 617-873-0403 • [sfs@cambridgecollege.edu](mailto:sfs@cambridgecollege.edu)  
• [www.cambridgecollege.edu/offices/financial-aid](http://www.cambridgecollege.edu/offices/financial-aid)

Financial aid is available for our students who qualify, to assist in financing educational expenses at Cambridge College. Visit [www.cambridgecollege.edu/offices/financial-aid/](http://www.cambridgecollege.edu/offices/financial-aid/) to begin the financial aid process. The financial aid staff is available to assist students by phone, by appointment and by email.

## Eligibility for Financial Aid

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

### Eligibility Requirements

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

- Students must be enrolled in a Title IV approved program leading to a degree or certificate and the student may only receive federal financial aid for classes that are required for degree completion. Classes outside of a student's approved program cannot be used in cost of attendance calculations and determination of half time enrollment. Students enrolled in non-degree programs or certificate programs not Title IV approved are not eligible for federal financial aid.
- Students may not receive federal financial aid from two schools at the same time. Students can only receive federal aid from the school from which they are matriculated.
- The maximum time frame allowable to complete a program will be no more than 150% of the published full-time length of the program (measured in total credits attempted, including transfer credits) for undergraduate students. If a student does not complete a program in less than 150% of the published length of the program they will no longer be eligible for federal aid. (See policy on *Satisfactory Academic Progress* on page 33.)
- Students must be enrolled at least half time to receive a federal direct loan (undergraduate: at least 6 credits; graduate: at least 4 credits; DBA: at least 3 credits).
- Students must be enrolled full time to receive the maximum Pell Grant. If a student is enrolled less than full time, the Pell grant will be prorated based on enrollment status.
- Federal financial aid will be adjusted if a student withdraws from all classes before 60% of the term is completed. Students may have a balance owed to the College after these adjustments to financial aid are posted to the student's account. (See policy on *Leave of Absence or Withdrawal* on page 36.)
- Students must have financial need except for the unsubsidized loan program and some merit based aid or private grant aid. Need is defined as the cost of attendance minus the expected family contribution derived from filing the Free Application for Federal Student Aid (FAFSA).
- Students must have a high school diploma or equivalent (General Education Diploma (GED) certificate, a certificate from a state-authorized examination that the state recognizes as the equivalent of a high school diploma, a two year degree acceptable for full

credit towards a bachelor degree), or have completed a high school education in a home setting that is treated as a home school or private school under applicable state law.

- Students must be a U.S. Citizen or eligible non-citizen.
- Students must have a valid Social Security Number.
- Students cannot be in default or owe money on a federal student loan.
- Male students ages 18-25 must register with the Selective Service.

## Applying for Financial Aid

[www.cambridgecollege.edu/applying-financial-aid](http://www.cambridgecollege.edu/applying-financial-aid)

### Academic Award Year

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

Example: Student applies to start in the Summer 2021 term, the last term of the academic award year 2020-2021. Student must file the 2020-2021 FAFSA and will be awarded for the Summer 2021 term only. For the next academic award year of 2021-2022, the student must file the 2021-2022 FAFSA, and will be awarded starting with the Fall 2021 term and ending with the Summer 2022 term.

### Verification

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

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

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

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

**Deadlines** — Students are responsible for submitting all required verification items by the established deadline included in the letter sent to the student. Failure to submit required documents by the deadline may forfeit Federal Financial Aid eligibility. Deadlines are established each academic year and are located on the Cambridge College Financial Aid Application and on the Cambridge College web site: <https://www.cambridgecollege.edu/financial-aid/financial-aid-calendar>.

### Ongoing Eligibility

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

## Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is a measure of progress toward the completion of a student's course of study according to Cambridge College standards and required by federal regulations. Students must meet these standards to maintain eligibility for federal financial aid. These standards apply to all federal financial assistance programs and to all students: full-time and part-time, undergraduate, and graduate, degree and certificate candidates. The Financial Aid Office measures student academic progress by calculating completed credits as a percentage of attempted credits after each term.

For Financial aid satisfactory academic progress policy, see *Appendix B: Student Satisfactory Academic Progress (SAP)* on page 391 or visit [www.cambridgecollege.edu/federal-financial-aid-student-satisfactory-academic-progress-sap](http://www.cambridgecollege.edu/federal-financial-aid-student-satisfactory-academic-progress-sap). If you have any questions or concerns feel free to contact the director of financial aid.

## Grants for Undergraduate Students

### Pell Grant

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

### SEOG

**Supplemental Educational Opportunity Grants (SEOG)** for undergraduate students range from \$200 to \$2,000. Preference is given to Pell Grant recipients with high financial need. No repayment required.

## Loans for All Students

### Federal Direct Loans

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

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

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

### Grad Plus

Grad Plus Loans, with a fixed rate of 7.54%, are available to credit-worthy students. If a student is denied on the basis of an adverse credit history, the student may obtain a credit-worthy endorser who will be responsible for the loan. The Grad Plus is available to students only after they have borrowed the maximum on the unsubsidized Direct loan.

### Parent Plus

Parent PLUS loans, with a fixed interest rate of 7.54%, are available to credit-worthy parents of DEPENDENT students. If a parent is denied on the basis of an adverse credit history, the parent may obtain a credit-worthy endorser who will be responsible for the loan. If a parent is denied and cannot obtain an endorser, the student is eligible for additional Direct Unsubsidized funds. The Parent PLUS loan is available to students/parents only after they have borrowed the maximum on the Direct loans for dependent students.

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

## How Loans are Calculated

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

### Credits/Term

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

Enrollment Status	Credits each term		
	Undergraduate	Graduate	DBA
Full time	12 or more	8 or more	6 or more
At least half time	6 or more	4 or more	3 or more

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

### Student Enrollment Data

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

### Other Educational Expenses Eligible for Financial Aid

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

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

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

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

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

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

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

### Transfer Credits

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

### Grade Level

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

### Prior Student Loans

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

## Scholarships

### Cambridge College Scholarships

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

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

Scholarship information is available at:

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

Students who withdraw, cancel, become inactive, enroll less than full-time (when full-time enrollment is required for scholarship retention), or are suspended or dismissed from the College will lose their scholarship eligibility. Students who are classified under one of the above categories due to medical reason may appeal in writing to the Committee to have their scholarship reinstated. The appeal must be submitted in writing with supporting documentation.

For full policy, see *Appendix B: Scholarship Awarding and Administration Policy* on page 394 or visit [www.cambridgecollege.edu/scholarship-awarding-and-administration-policy](http://www.cambridgecollege.edu/scholarship-awarding-and-administration-policy)

## Finding Outside Scholarships

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

## Other Financial Aid Resources

### Alternative Loans

For more information and to apply for alternative loans please go to [www.elmselect.com](http://www.elmselect.com)

### Military Personnel

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

### Federal College Work Study

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

### State Aid

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

### Massachusetts State Scholarships

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

### Tax Benefits

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

## How Funds are Disbursed

### Financial Aid Award Letter

You will receive an email with your financial aid award. Your award can also be viewed on the MyCC portal..

## Awards and Disbursement

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

### Schedule of Disbursement

The initial disbursement of financial aid funds to student accounts begins two weeks after the add/drop deadline for the 15-week classes each term, and occurs bi-weekly thereafter.

### Refunds and Excess Funds — Title IV

Students must wait for awards to be credited to their student accounts. Any federal funds in excess of current charges may be refunded to students after term charges have been paid, pending any change of enrollment. Any excess funds are refunded within 14 business days after the disbursement is credited to a student's account (14 days after the add/drop deadline, if credited earlier). Students will be enrolled into a Nelnet Campus Commerce refund account by Cambridge College. After receiving the refund notification email from Nelnet Campus Commerce, students have approximately 24 hours from the receipt of the email to make changes to their refund method or account before the funds will be disbursed. Students can choose to have their refund directly deposited into either a savings or checking account. If no bank information is provided, Nelnet will send a physical check to the student's address on file with the College.

According to federal tax laws, these refunds are regarded as taxable income.

## Repayment Process and Loan Rehabilitation

### Exit Counseling

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

To complete the exit interview online, go to <https://studentaid.gov/>, and click on Exit Counseling.

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

## Loan Default and Rehabilitation

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

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

## Federal Financial Aid Withdrawal

### Leave of Absence or Withdrawal

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

### Withdrawal Deadline

The last day to withdraw is 10 days prior to the end of the term. Withdrawals are not permitted after the term ends. Medical or other withdrawal does not guarantee a tuition credit.

### Non-Attendance (No-Show)

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

### Return of Title IV Aid

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

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

- **Funds are returned to the appropriate federal program** based on the percentage of unearned aid using the following formula:  $\text{Aid to be returned} = (100\% \text{ of the aid that could be disbursed} - \text{percentage of earned aid}) \times \text{total amount of aid that could have been disbursed during the term}$ .
- If a student earned less aid than was disbursed, the College is required to return a portion of the funds that have been received by the student. Keep in mind that when federal Title IV funds are returned, **the student may owe a balance to the College.** If a student earned more aid than was disbursed, the College would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student’s withdrawal.

## Repayment

### Repayment of Federal Funds

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

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

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

#### Your disbursement or repayment owed:

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

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

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

### Repayment of Massachusetts Funds

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

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

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

**The following are then applied to your tuition fees:**

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

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

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

**Your disbursement or repayment owed:**

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

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

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

1. Tuition waiver (need based and categorical)
5. General Scholarship (Mass Grant)
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.



# Academic Advising, Policies, and Procedures

## Academic Standards and Expectations

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

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

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

## Academic Advising

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

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

- In the School of Undergraduate Studies, the Undergraduate Academic Advising Office provides academic advisors and an academic success program for students.
- The School of Education provides academic advisors for its graduate students. Program chairs serve as the primary advisor and site coordinators provide additional support.
- The School of Psychology and Counseling has an academic advisor for all graduate students. Program Chairs are available for further academic advising support.
- The School of Management provides an academic advisor for its graduate students.
- For programs through Cambridge College Global, Academic Advising is done by the Program Chairs for each program while the Student Advising team offers individual support for student scheduling.

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

# Course Registration

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

## Students Seeking Degree/Certificate

(Matriculated)

### NEW Students

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

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

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

### CONTINUING Students

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

### IMPORTANT NOTES

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

Students are responsible for following their academic program.

**Students must not register for courses outside their academic program, as financial aid eligibility may be lost** and graduation jeopardized. Courses taken outside a student's program of study are the personal financial responsibility of the student.

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

### How Many Credits to Register for:

	Minimum eligible for financial aid	Maximum registration limit*
<b>Undergraduate</b>	6 credits/term	15 credits/term (12 credits in summer)
<b>Graduate</b>	4 credits/term	12 credits/term
<b>DBA</b>	3 credits/term	7 credits/term

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

**Online and Hybrid Courses** — Online courses are offered each term. Students may select online and/or hybrid courses to complete their degree requirements in most programs. International students are restricted to registering for just one online course each term.

Hybrid courses combine online and in-seat residency in a single course, and are therefore considered in-seat and not online.

**Repeat Courses** — Students may repeat a course twice. See policy in *Appendix A: Repeat Courses* on page 386 or at [www.cambridgecollege.edu/repeat-courses](http://www.cambridgecollege.edu/repeat-courses).

### Students Returning After Absence — Before registering:

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

**Students absent fewer than five years (fifteen terms)** must visit the Registrar's Office to complete a Reinstatement form.

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

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

See policy in *Appendix A: Returning Student Policy* on page 386 or at [www.cambridgecollege.edu/returning-student-policy](http://www.cambridgecollege.edu/returning-student-policy)

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

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

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



# “Holds” That Hinder Students From Registering

## Financial Holds

### **FA Financial Aid Hold: Student Financial Services**

Phone: 617-873-0403  
Fax: 617-873-0270  
SFS@cambridgecollege.edu

**Reasons for hold:** There are missing documents from your financial aid file and/or your financial aid is still in process. Please check your account online to see what is needed to finalize your financial aid award.

### **BO, BR Business Office Hold or Business Registration Hold: Student Financial Services**

Phone: 617- 873-0403  
Fax: 617-873-0270  
SFS@cambridgecollege.edu

#### **Reasons for hold:**

- You have a balance with the College which must be paid.
- You have a payment plan; the balance must be paid before the hold will be removed.
- You have third party billing in effect and payment may be due.

**Students receiving Veterans Affairs assistance** will not be subject to financial or business holds due to the delayed disbursement of VA funding. For the full policy, see *Military Servicemembers & Veterans* on page 55 or visit <https://www.cambridgecollege.edu/resources/veterans-benefits>.

## Academic Holds

Students should speak with their academic advisor or regional site director to discuss and resolve an academic hold.

### **AB Academic Hold - Bachelors**

School of Undergraduate Studies . . . . .617-873-0547

### **AE Academic Hold - Education (Graduate)**

School of Education . . . . . Contact Program Chair

### **AP Academic Hold - Counseling Psychology (Graduate)**

School of Psychology & Counseling (Google voice) 617-286-6118

### **AM Academic Hold - Management (Graduate)**

School of Management . . . . .617-873-0424

### **Academic Hold - CAGS - School of Education or School of Psychology and Counseling (see numbers above)**

## Other Holds

### **FR FERPA Release Hold: Registrar's Office**

Phone: 617-873-0101  
Fax: 617-242-0026  
registrar@cambridgecollege.edu

**Reasons for hold:** This is an indicator to College staff that the student has submitted a FERPA release form, giving the College permission to speak to specified people about specific areas of the student's record. It does not prevent registration.

### **GP Graduation Clearance Pending Hold: Registrar's Office**

Phone: 617-873-0101  
Fax: 617-242-0026  
registrar@cambridgecollege.edu

**Reasons for hold:** The Registrar places a GP hold on your record when you submit an Intent to Graduate form for the upcoming graduation, and it ensures that you will be among the students audited for graduation. This hold will be removed at the close of the Registrar's graduation clearance for the current term. Hold is applied shortly before online registration for the following term opens, and it will prevent you from registering. If you do not intend to complete your degree program requirements this term, please update your anticipated graduation date with the Registrar's Office, which can remove the hold so that you may register for the upcoming term.

### **IN International Hold—I-20 Form: International Student Office**

Phone: 617-873-0142

**Reasons for hold:** This hold will be removed and the student will be allowed to register for courses once the DSO has met face to face with the international student and has given the student the I-20 form.

**If you attend a Regional Center outside Boston, Massachusetts, and need additional information, please contact the site director for assistance.**

### **MH Mail Hold: Registrar's Office**

Phone: 617-873-0101  
Fax: 617-242-0026  
registrar@cambridgecollege.edu

**Reasons for hold:** The Registrar's Office will place a Mail Hold on the accounts of students from whom they have received undeliverable mail. Students may contact the Registrar's Office to update their address and remove the hold.

### **NM Non-Matriculation Hold: Admissions Office**

Phone: 800-829-4723  
Fax: 617-242-0039  
admissions@cambridgecollege.edu

**Reasons for hold:** Added to records of students who were accepted but never registered, or who registered but dropped all courses. Students may contact [admissions@cambridgecollege.edu](mailto:admissions@cambridgecollege.edu) for next steps.

## Non-Matriculated Students

See policy in *Appendix A: Non-Matriculated Students* on page 387 or visit [www.cambridgecollege.edu/college-policies](http://www.cambridgecollege.edu/college-policies).

A non-matriculated student is a student who is not enrolled in a degree or certificate program.

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

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

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

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

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

## Adding and Dropping Courses

See *Appendix A: Add Drop Policy* on page 380 or visit [www.cambridgecollege.edu/add-drop-policy](http://www.cambridgecollege.edu/add-drop-policy)

### ONLINE Process - BEFORE Add/Drop Deadline

Students may **ADD or DROP a class by the add/drop deadline** listed in the Academic Calendar for the term, session, or subterm. Log in to the MyCC web portal and click on the Student Registration tab; click on add/drop courses. Add/Drop Deadlines may differ by school and program, and depend on when a class begins.

Repeat classes and project completion classes (e.g. Independent Learning Project Graduate Management Capstone) require *paper* Add/Drop forms.

### PAPER Process - AFTER Add/Drop Deadline

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

Get forms at the Registrar's Office, your local Cambridge College office, or at [https://www.cambridgecollege.edu/sites/default/files/file\\_uploads/reg-adddrop.pdf](https://www.cambridgecollege.edu/sites/default/files/file_uploads/reg-adddrop.pdf).

You may register for additional courses before the first class if space is available and school policies are satisfied. Faculty signature is also required to add a course if the course is full. Students enrolled in the School of Management or the School of Psychology and Counseling need approval from their advisor.

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

**Dropped courses will appear on your student record as follows:**

- Courses correctly dropped before add/drop deadline or before course starts will not appear on your record.
- Grade of Withdrawn (WD) — Completed form received **after course started**, after the add/drop deadline.
- Grade of No Show (NS) — Marked as never attended by the instructor, and Registrar's Office has not received form.

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

### Please Note

- Registration and billing issues must be resolved ten days prior to the end of the term. Title IV financial aid or state scholarship monies are subject to federal regulations.
- Adding or dropping courses may impact your financial aid.
- Students dropping courses after the add/drop period may be held financially responsible for the course tuition. (See *Payment and Refunds* on page 23).
- **No verbal or telephone "drops" or "adds" permitted.**
- Students must register for a class or add it as described above. Student names hand-written in to a class roster are **not** thereby registered. Unregistered students cannot attend class or receive academic credit without the written permission of the Dean. See *Class Rosters* policy at [www.cambridgecollege.edu/class-rosters](http://www.cambridgecollege.edu/class-rosters).

# Academic Policies and Procedures

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

## Academic Integrity, and Classroom and Field Experience Conduct

Cambridge College students are expected to meet high academic and ethical standards as they engage in experiences of genuine learning. By enrolling in the College, each student agrees to follow all College policies including the academic integrity policy and the Student Code of Conduct. The Student Code of Conduct describes expectations for all students as well as disciplinary procedures and appeals process. See *Appendix D: Student Code of Conduct* on page 422 or visit <https://www.cambridgecollege.edu/student-rights-complaints-grievances/student-code-conduct>.

## Federal Credit-Hour Definition

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

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

## Student Class Attendance

Cambridge College expects students to attend all regularly scheduled class meetings. Students are responsible for adhering to course attendance/participation as outlined in the course syllabi. Attendance and active participation in class (including active participation in group projects and online courses) are essential components of the learning process, and are important factors in student success.

Instructors may adjust course grades due to unexcused absences or failure to participate, provided this is clearly stated in the course syllabus.

In all cases, including courses taught online, course requirements (exams, presentations, group projects, labs, reports, participation in discussion, and all other types of coursework assigned) are not waived due to class absence. Alternate or additional work may be assigned at the instructor's discretion. See *Appendix A: Attendance Policy* on page 380 or visit <https://www.cambridgecollege.edu/academic-policies-procedures/attendance>.

## Academic Progress and Probation

### Satisfactory Academic Progress

The Financial Aid Office measures student academic progress by calculating completed credits as a percentage of attempted credits after each term.

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

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

### Academic Probation

Academic probation is an official warning issued by the Dean's office when a student falls below satisfactory academic progress (2.0 GPA at the undergraduate level; 3.0 at the graduate level). A student who has been placed on academic probation will be closely monitored over subsequent terms of enrollment. A student's continued lack of satisfactory academic progress may result in suspension or dismissal from their academic program.

### Procedures: (specific procedures may be subject to periodic change)

If the Dean of the relevant school determines that a student will be placed on academic probation, a Notice of Academic Probation will be issued by the Dean's office. The student must adhere to the following protocol upon notification:

- The student must meet their academic advisor within two weeks of receiving the notice of academic probation to discuss the notice of academic probation and its implications, and to develop a plan for academic success.
- **International students** must also meet with the Office of International Student Services or designee immediately upon receiving the notification of academic probation to discuss potential visa ramifications.

A copy of the notification of academic probation is given to the Registrar's office for inclusion in the student's file. A student placed on probation for lack of satisfactory academic progress will remain on probation until their GPA reaches 2.0 (undergraduate) or 3.0 (graduate).

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

### Change of Academic Program/Major, or School

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

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

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

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

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

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

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

### **Internal Course Substitutions (All Schools and Programs)**

The institution reserves the right to substitute one course for another in any degree program. Internal substitutions are only authorized by the academic dean or the provost.

### **Course Waivers**

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

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

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

**School of Psychology and Counseling** — Course waivers are typically requested along with evaluation of transfer credit. (See *Transfer of Credit* on page 47.) Other courses must be taken in place of any credits waived.

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

**Cambridge College Global** — Under certain circumstances, students' needs and program requirements differ. In such cases, a student may apply for a course waiver to take an elective in place of the requirement. This is accomplished by contacting the Registrar's Office. The request is followed up in writing to the Dean of Academic Affairs for approval. Once approved, the document becomes a permanent part of the student's record. (Up to 12 credits may be waived.)

### **Courses Taken at Other Institutions After Matriculation**

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

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

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

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

### **Leave of Absence or Withdrawal**

Students considering leave of absence or withdrawal are urged to see the Student Financial Services 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.

Cambridge College policy and procedures regarding withdrawal or leave of absence can be found in **Appendix A: Leave of Absence and Withdrawal Policy** on page 384 or at <https://www.cambridgecollege.edu/academic-policies-procedures/leave-absence-or-withdrawal>. Students must consult applicable policy and procedures in case of any questions regarding this withdrawal or leave of absence. Students can always contact the dean of students with further questions.

# Grades and Grading

See *Appendix A: Grades and Grading Policy* on page 382 or visit at [www.cambridgecollege.edu/academic-policies-procedures/grades-and-grading-policy](http://www.cambridgecollege.edu/academic-policies-procedures/grades-and-grading-policy)

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

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

## General Definitions and Policies

### Grade Point Value

Grade			Grade		
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
			F	0.0	0-59

**Credit (CR)** is a grade denoting content competence.

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

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

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

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

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

**Administrative Withdrawal (AW)** indicates that the Registrar's Office withdrew a student from a course after reviewing the individual circumstances. A student may remain financially liable for the tuition depending on the situation.

**Withdrawal (WD)** indicates that a student withdrew from a course after the approved add/drop window, and the student remains financially liable for the tuition.

**Medical Withdrawal (MD)** indicates that a student withdrew from the College due to medical circumstances. It does not guarantee a tuition credit.

**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.

## Distance Education Evaluation

For online courses, students will receive a response (grade or evaluation) within 7 days, on average, for any work (lessons, projects, or dissertations) submitted to the instructor.

## Undergraduate Grades

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

## Graduate and Post-Graduate Grades

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

## Incompletes (INC)

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

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

## Academic Support for Students With Incomplete Grades

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

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

## Incomplete Final Project

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

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

**Undergraduate:** If the Capstone is incomplete, students have one term to finish the work and have the Incomplete grade changed to a letter grade. If the Capstone is still incomplete, the student must register in the next term for the Capstone completion course in order to receive a grade. For example, students who get an Incomplete grade in BHS 490 and do not finish it in the following term must register for BHS 491 in the next term. An Incomplete for a Capstone course will be changed to a Permanent Incomplete (PIN) if it is not changed to a passing grade within the following term.

Students should be aware that there are fees associated with incomplete final projects. See *Tuition and Fees Rates* on page 27.

### Satisfactory Academic Progress

Students must make satisfactory academic progress to continue at Cambridge College as well as receive financial aid. Student records are reviewed at the end of each term. (See *Appendix B: Student Satisfactory Academic Progress (SAP)* on page 391 or visit [www.cambridgecollege.edu/federal-financial-aid-student-satisfactory-academic-progress-sap](http://www.cambridgecollege.edu/federal-financial-aid-student-satisfactory-academic-progress-sap).)

## Student Records

### FERPA — Student Records Access and Confidentiality

In compliance with the Family Educational Rights and Privacy Act (FERPA), the complete Cambridge College student records access and confidentiality policy can be found in *Appendix D: FERPA Student Records Access and Confidentiality* on page 402 or at <https://www.cambridgecollege.edu/academic-policies-procedures/student-records>

### Change of Name, Address and Contact Information

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

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

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

### Transcripts

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

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

Go to [www.cambridgecollege.edu/offices/registrar](http://www.cambridgecollege.edu/offices/registrar) to get the Transcript Request form. The completed form must be accompanied by full payment (see *Tuition and Fees Rates* on page 27 for cost).

### Verification of Degree or Enrollment

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

Web: [www.degreeverify.org](http://www.degreeverify.org)

Mail: National Student Clearinghouse  
2300 Dulles Station Boulevard, Suite 300  
Herndon, VA 20171

### Educator Licensure/Certification Verification

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

## Graduation

### Preparing to Graduate

- **Grades Required**

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

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

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

## Registrar Clearance for Graduation

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

Candidates who have completed all academic requirements are notified by the Registrar's Office via Cambridge College email. Their academic records are closed and the degree conferral date is placed on their final transcripts. Candidates who have not satisfied the academic requirements are informed via Cambridge College email of their status and next steps.

## Degree Conferral

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

## Diplomas

Diplomas are mailed to all students who have been financially and academically cleared within three months of the degree conferral date. Diplomas are mailed via U.S. mail to the address that is in the student database as of the commencement date. Diplomas that require tracking may be mailed by UPS by special arrangement, at the expense of the student.

If a hold is removed from the student's record after the original diploma mailing, the student must contact the Registrar's Office to arrange shipment of the diploma.

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

**Replacement Diplomas** — Students who need a replacement diploma may fill out the Replacement Diploma form on the Student forms section of the [Registrar page](#). Replacement diplomas cost \$27 and will be mailed via U.S. mail. Please note: all diplomas must show the student's name as of the degree conferral date.

## Commencement Ceremony

One Commencement Ceremony is held each year in Boston, in June. Graduates who earned a degree from all Cambridge College locations are invited to participate. Students who confer in August or January are invited to the Commencement Ceremony the following June. (Certificate students do not participate in Commencement.) Commencement ceremonies may be held at Regional Sites; please contact your Regional Site Director for the most up-to-date information.

Diplomas are not presented at the Commencement Ceremony, but are **mailed**.

## "March Only" Conditions

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

- All core requirements, including the final project (e.g. Capstone, Independent Learning/Research Project, Action Research Project) and required practicum and/or internship, must be completed and a passing grade documented in the student's academic record by the grade posting deadline.
- Six or fewer credits remain to complete the course of study; the credits are offered and completion is anticipated in the summer term.
- The student has registered for the summer term, for all remaining credits, and the registration has been processed.
- Exception by Provost, authorizing a student to march.
- A student must submit a Petition to March Only to the Registrar after registering and no later than April 11. The form is available at [www.cambridgecollege.edu/registrar](http://www.cambridgecollege.edu/registrar). Be sure to complete the second page (August Intent-to-Graduate form).
- No College written materials shall refer to the student as a Cambridge College graduate or otherwise imply that the student has satisfied Cambridge College graduation requirements.
- Students who have not completed graduation requirements cannot obtain a diploma and will not be given any written documentation that implies that they have graduated.

**Please note:** Changes may be made to timing, location, and participants due to unforeseen circumstances, such as the COVID-19 pandemic. Ceremonies may be held later in the year or virtually, and may include a population of graduates different than the usual group described above.

# Transfer of Credit

Transfer Credit Office 617-873-0143 • [transfercredit@cambridgecollege.edu](mailto:transfercredit@cambridgecollege.edu) •  
[www.cambridgecollege.edu/admissions/transferring-credits](http://www.cambridgecollege.edu/admissions/transferring-credits)

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

## How to Initiate Your Transfer Credit Request

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

## Priority Dates

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

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

**Military Servicemembers and Veterans** — The Transfer Credit Office adheres to the regulations and requirements outlined in the DoD Military Tuition Assistance Program. It recognizes, accepts and awards credit where appropriate; specifically credits earned through standardized examinations and from American Council on Education evaluated transcripts. See *Appendix D: Approved Courses and Transfer Credits for Military Students* on page 459 for more information.

## Evaluation Process

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

## In Your First Term

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

## Re-Evaluation of Transfer Credit

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

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

## Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

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



# Undergraduate Transfer Credit

[www.cambridgecollege.edu/transferring-credits/transferring-credits-undergraduate-programs](http://www.cambridgecollege.edu/transferring-credits/transferring-credits-undergraduate-programs)

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

## Courses: General Criteria

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

## Standardized Examinations

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

## ACE Evaluated Transcripts

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

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

## Please Note

- Prior written approval by the undergraduate academic dean is required before taking courses at other institutions.
- As many as 18 transfer credits may be awarded for FLATS or other language equivalency exams.
- ACE evaluated and standardized exam credits may not duplicate a course taken at Cambridge College or at another institution.
- Electronic transcripts will be accepted from military branches that only provide electronic transcripts; i.e. Army (AARTS) transcripts which will transition to Joint Services Transcripts on January 1, 2013.

## Articulation Agreements

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

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

Cambridge College currently has articulation agreements with the following colleges:

### Connecticut

- Asnuntuck Community College
- Capital Community College

### Massachusetts

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

### California

- Riverside Community College
- Chaffey College
- San Bernardino Valley College
- San Joaquin Valley College (SJVC)
- UCR Extension

# Master's and CAGS Transfer Credit

[www.cambridgecollege.edu/transferring-credits/transferring-credits-graduate-programs](http://www.cambridgecollege.edu/transferring-credits/transferring-credits-graduate-programs)

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

**All Courses** must meet the following criteria.

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

## School of Education: CAGS

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

**Courses NOT Acceptable** for master's or CAGS transfer credit:

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

## Licensure Course Transfer

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

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

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

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

## Transfer Credit Limits

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

## Please Note

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



## Student Affairs

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

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

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

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

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

For policies about starting and operating student organizations, see *Appendix D: Office of Student Affairs (OSA) Policies for Student Community* on page 406 or visit [www.cambridgecollege.edu/office-student-affairs-osa-policies-student-community](http://www.cambridgecollege.edu/office-student-affairs-osa-policies-student-community). If you have any questions or concerns feel free to contact the Assistant Dean of Student Affairs.

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

### Disability Support

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

To receive accommodations, students must work with the Office of Disability Support and provide medical documentation describing the student's diagnosis, functional limitations, and recommended accommodations. Please contact the Office of Disability Support Services to arrange for an intake meeting and to discuss your needs. The Office can be contacted at [disabilitysupport@cambridgecollege.edu](mailto:disabilitysupport@cambridgecollege.edu) or by phone at 617-873-0614. It is important to initiate the process of applying for accommodations as much in advance as possible. Many of the support services require third party vendors and must be arranged far in advance.

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

Initial self-disclosure may be initiated through phone, email, or in-person, but receipt of accommodations will require an in-person or Zoom meeting. In cases where an in-person meeting is not possible, only phone or video-call conversations will be acceptable. During the COVID-19 pandemic, Zoom conferences will replace any in-person meetings.

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

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

For the complete policy, see *Appendix D: Disability Declaration and Documentation* on page 453 or visit <https://www.cambridgecollege.edu/disability-declaration-and-documentation-policy-students>.

**Confidentiality** — The Office of Disability Support Services (ODS) is committed to ensuring that all information and communication pertaining to a student's disability is maintained as confidential as required or permitted by law. See *Appendix D: Confidentiality of Disability Documentation and Status Policy* on page 453 or visit [www.cambridgecollege.edu/college-policies](http://www.cambridgecollege.edu/college-policies).

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

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

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

**Disability grievances** — See *Appendix D: Disability Grievance Policy and Procedure* on page 453 or visit [www.cambridgecollege.edu/college-policies](http://www.cambridgecollege.edu/college-policies).

## Emergency Phone Calls for Students

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

## Health and Medical Care

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

## Health Insurance

In compliance with state public health departments, Cambridge College requires its students to comply with state laws regarding health insurance for college students. See *Student Health Insurance* on page 26.

## Immunizations

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

**MASSACHUSETTS: immunizations required** (subject to change by MA):

- **Tdap: 1 dose;** and history of a DPaP primary series or age appropriate catch-up vaccination. Tdap given at  $\geq 7$  years may be counted, but a dose at age 11-12 is recommended if Tdap was given earlier as part of a catch-up schedule. Td should be given if it has been  $\geq 10$  years since Tdap.
- **Hepatitis B: 3 doses;** laboratory evidence of immunity acceptable.
- **MMR: 2 doses;** first dose must be given on or after the first birthday and second dose must be given  $\geq 28$  days after dose 1; laboratory evidence of immunity acceptable. Birth in the U.S. before 1957 is acceptable only for non-health science students.
- **Varicella: 2 doses;** first dose must be given on or after the first birthday and second dose must be given  $\geq 28$  days after dose 1; a reliable history of chickenpox\* or laboratory evidence of immunity acceptable. Birth in the U.S. before 1980 is acceptable only for non-health science students.
- **Meningococcal: 1 dose;** 1 dose MenACWY (formerly MCV4) required for all students 21 years of age or younger. The dose of MenACY vaccine must have been received on or after the student's 16th birthday. Doses received at younger ages do not count towards this requirement. Students may decline MenjACWY vaccine after they have read and signed the MDPH Meningococcal Information and Waiver Form provided by their institution. Meningococcal B vaccine is not required and does not meet this requirement.

\*A reliable history of chickenpox includes a diagnosis of chickenpox, or interpretation of parent/guardian description of chickenpox, by a physician, nurse practitioner, physician assistant or designee.

**Exemptions:** Medical exemptions (dated statement signed by a physician stating that a vaccine(s) are medically contraindicated for a student), and religious exemptions (dated statement signed by a student or parent/guardian if the student is <18 years of age, stating that vaccination violates sincerely held religious beliefs) must be renewed annually, at the start of the school year.

Students are expected to submit proof of immunization using this form: [https://www.cambridgecollege.edu/sites/default/files/file\\_uploads/updated\\_immunizations\\_form\\_-\\_fillable\\_-\\_12-02-2020.pdf](https://www.cambridgecollege.edu/sites/default/files/file_uploads/updated_immunizations_form_-_fillable_-_12-02-2020.pdf)

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

## Orientation

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

**Orientation is required for all new students.**

The Assistant Dean of Student Affairs and site directors collaborate to provide students at regional Cambridge College locations with information and resources to help them get started at the College.

## Student Government

Opportunities for student governance and leadership vary from school to school. Students are invited to contact their academic dean or regional site director with creative suggestions for student participation efforts.

## Supportive Resources

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

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

# Student Rights, Complaints and Grievances

[studentaffairs@cambridgecollege.edu](mailto:studentaffairs@cambridgecollege.edu)

All Cambridge College students are required to become familiar with the Student Code of Conduct and other College policies, and to abide by them.

## Student Code of Conduct

The complete Student Code of Conduct is available in *Appendix D: Student Code of Conduct* on page 422 or at <https://www.cambridgecollege.edu/resources/student-rights-complaints-grievances>

## Student Concerns and Complaints

### Grades Related

The Cambridge College policy and procedures regarding student grade grievances can be found in *Appendix A: Grade Grievance Procedure* on page 383 or at [www.cambridgecollege.edu/grade-grievance-procedure](http://www.cambridgecollege.edu/grade-grievance-procedure). Students must consult applicable policy and procedures in case of any academic concerns, complaints or questions. Students can always contact the Assistant Dean of Student Affairs with further questions.

### Faculty Related

The Cambridge College policy and procedures regarding student complaints against faculty can be found in *Appendix A: Faculty-Related Complaints Procedure* on page 381 or at [www.cambridgecollege.edu/complaints-against-faculty](http://www.cambridgecollege.edu/complaints-against-faculty). Students must consult applicable policy and procedures in case of any concerns, complaints or questions regarding faculty. Students can contact the Assistant Dean of Student Affairs with further questions.

### Non-Academic and Service Offices Related

The Cambridge College policy and procedures regarding non-academic student complaints can be found in *Appendix D: Non-Academic and Service Offices: Concerns and Complaints* on page 406 or at [www.cambridgecollege.edu/non-academic-and-service-offices-concerns-and-complaints](http://www.cambridgecollege.edu/non-academic-and-service-offices-concerns-and-complaints). Students must consult applicable policy and procedures in case of any non-academic concerns, complaints or questions. Students can contact the Assistant Dean of Student Affairs with further questions.

## Disabilities Related

The Cambridge College policy and procedures regarding disability grievances can be found in *Appendix D: Policies for Students with Disabilities* on page 453 or at [www.cambridgecollege.edu/disability-support-services/disability-support-services-regulatory-information](http://www.cambridgecollege.edu/disability-support-services/disability-support-services-regulatory-information). Students must consult applicable policy and procedures in case of any concerns, complaints or questions regarding disabilities. Students are encouraged to contact the Assistant Dean of Student Affairs with further questions.

## Non-Discrimination and Harassment

Cambridge College is committed to an educational and work environment in which all individuals are treated with respect and dignity. Each individual has the right to study and work in a professional atmosphere that promotes equal opportunities and prohibits unlawful discriminatory practices, including harassment. Therefore, the College expects that all relationships among persons in the educational setting and the workplace will be business-like and free of bias, prejudice and harassment.

**Equal opportunity** — It is the policy of Cambridge College to ensure equal opportunity and prevent discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, gender identity, age, disability, marital status, citizenship, national origin, genetics, or any other characteristic protected by law. All candidate decisions related to admissions, retention, and graduation are made without unlawful discrimination. The College prohibits any such discrimination or harassment.

**Retaliation is also prohibited** — Cambridge College encourages reporting of all perceived incidents of discrimination or harassment. It is the policy of the College to promptly and thoroughly investigate such reports. The College prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports.

For more complete information, see *Appendix D: Non-Discrimination and Harassment Policy* on page 449 or visit <https://www.cambridgecollege.edu/non-discrimination-and-harassment>

## Title IX Sexual Harassment Policy & Cambridge College Sexual Misconduct Policy

Cambridge College is committed to establishing and maintaining an educational and employment environment that is free from sexual misconduct. Sexual harassment is a violation of a person's rights, dignity, and integrity, and is contrary to the mission and values of the College. Acts of sexual misconduct are strictly prohibited and will not be tolerated.

The Cambridge College policy and procedures regarding Title IX, Sexual Harassment can be found in *Appendix D: Title IX Sexual Harassment Policy* on page 432 or at <https://www.cambridgecollege.edu/title-ixsexual-misconduct-and-sexual-harassment-policy>.

For claims not covered by the Title IX Sexual Harassment Policy, please see the Cambridge College policy on Sexual Misconduct in *Appendix D: Sexual Misconduct Policy* on page 408 or at <https://www.cambridgecollege.edu/sexual-misconduct-policy>

Students must consult applicable policy and procedures in case of any questions regarding this topic. Students can contact the Assistant Dean of Student Affairs with further questions.

## External Resources

### State Education Commissions

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

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

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

**Massachusetts** — Massachusetts Board of Higher Education, One Ashburton Place, Room 1401, Boston, MA 02108 • 617-994-6950 • <https://www.mass.edu/forstufam/complaints/complaints.asp>

**Puerto Rico** — Puerto Rico Department of State - Office of Registration and Licensing of Educational Institutions, PO Box 9023271, San Juan, Puerto Rico 00902-3271 • 787-722-2121 • [www.estado.pr.gov](http://www.estado.pr.gov)

### Online Students Outside of Massachusetts

Cambridge College is a SARA member. SARA is an acronym for the State Authorization Reciprocity Agreement, which is an interstate agreement that allows colleges and universities located in a SARA member state to offer online classes in other SARA member states without needing to obtain authorization to do so from each state individually. SARA consists of a national network of member states, districts, and territories that agree to comply with the rules, policies, and procedures set forth by the National Council for State Authorization Reciprocity Agreements (NC-SARA). All states and territories in the United States are SARA members except for California, the Northern Mariana Islands, and Guam.

Students residing outside of Massachusetts in another SARA member state may submit a complaint regarding Cambridge College's distance learning programs to the Massachusetts Department of Higher Education (DHE) only upon exhausting Cambridge College's complaint process outlined above. The SARA complaint form may be accessed at <https://www.mass.edu/foradmin/sara/complaints.asp>

The DHE serves as the Massachusetts state portal entity for SARA. As the SARA portal for the Commonwealth, the DHE receives and evaluates institutional SARA applications, administers the student complaint process for students of SARA institutions operating in Massachusetts, and provides support to SARA institutions in Massachusetts.

### Other External Resources

**Standards for Accreditation** — The NECHE (formerly known as NEASC) complaint procedures are solely for the purpose of addressing significant non-compliance with the Standards for Accreditation, not for individual dispute resolution.

Contact: New England Commission of Higher Education  
• 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514  
• 781-425-7785 • email: [info@neche.org](mailto:info@neche.org)

**Equal Opportunity, Harassment, Sexual Harassment** — Please contact:

*The United States Equal Employment Opportunity Commission (EEOC)*

John F. Kennedy Federal Building, 475 Government Center  
Boston, MA 02203 • 617-565-3200  
EEOC offices nationwide are listed online at [www.eeoc.gov](http://www.eeoc.gov)

*Massachusetts Commission Against Discrimination (MCAD)*

• [www.mass.gov/mcad](http://www.mass.gov/mcad)  
One Ashburton Place, Sixth Floor, Room 601, Boston, MA 02108  
• 617-994-6000  
436 Dwight Street, Second Floor, Room 220, Springfield, MA 01103  
• 413-739-2145

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

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

# Violence Against Women Act

## Violence Against Women

### domestic violence • dating violence • sexual assault • stalking

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

### Prompt Crime Reporting

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

### Institutional Response to Reports of VAWA Crimes

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

### Education Programs About VAWA Crimes

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

### Sanctions for VAWA Crimes

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

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

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

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

**Reporting:** Victims should report to the Assistant Dean of Students, (room 1285 at 500 Rutherford Ave. in Boston, MA, 617-873-0614) or the local regional center director.

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

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

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

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

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

### Confidentiality

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

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

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

### For Students and Employees:

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

### For Survivors/Victims:

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

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

# Military Servicemembers, Veterans & Dependents

[veterans.support@cambridgecollege.edu](mailto:veterans.support@cambridgecollege.edu) • [www.cambridgecollege.edu/resources/veterans-benefits](http://www.cambridgecollege.edu/resources/veterans-benefits)

Cambridge College is recognized as a military friendly institution offering a variety of degree and certificate programs which serve the academic and career development needs of many military members and their families. At Cambridge College our focus is on adult students, their experiences and their needs. Our admissions staff and administration are trained to work with military students and help them get the best from all the benefits for which they qualify. At Cambridge College, we offer a personalized approach to assist our military students. Many of our faculty and staff have served in the armed forces and understand the challenges our military members and their families face each day. Our staff are here to help veterans through the admissions, registration and eligibility processes.

- The Veteran's Administration has approved Cambridge College programs for VA benefit coverage.

All students eligible to receive veterans' benefits or Department of Defense Tuition Assistance while attending the College are urged to speak with their Educational Services Officer (ESO) or counselor within their military service regarding their plans in advance of enrollment.

## Transfer Credit Evaluation

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

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

## Military Servicemember Tuition Discount

### Tuition discount for active Military Servicemembers —

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

### Military Tuition Assistance Refund Policy

Military Servicemembers awarded Tuition Assistance (TA) are subject to the Military TA Refund Policy in the event of withdrawal. For the full policy, see *Military Tuition Assistance (TA) Refund Policy* on page 25 or visit [https://www.cambridgecollege.edu/sites/default/files/file\\_uploads/cc-tuitionassistance-refundpolicy-7018019.pdf](https://www.cambridgecollege.edu/sites/default/files/file_uploads/cc-tuitionassistance-refundpolicy-7018019.pdf).

## Delayed Disbursement of VA Funding

Covered individuals are students entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits with 100% coverage by the VA. These students will not have financial aid or business Registration holds placed upon their accounts if they are unable to meet their financial obligations to the College due to the delayed disbursement funding from VA under chapter 31 or 33. No late fees, denial of access to classes or College facilities, requirement to borrow funds, or other penalties will be imposed upon students for whom the VA is delayed in disbursing educational assistance. These students will be permitted to attend or participate in a course of education during the period beginning on the date on which the student provides to the College a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33, and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution.
- 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

(A "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes.)



## Academic Progress

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

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

## Readmission after Interruption Due to Military Service

Cambridge College will readmit students whose studies were interrupted due to military service.

In accordance with federal regulations regarding readmission requirements for military servicemembers (34 C.F.R. 668.18), any student who withdraws from Cambridge College because of absence due to a military service obligation will be readmitted with the same academic status as previously held if the following conditions are met:

The student (or an appropriate officer of the armed forces or official of the Department of Defense) must give Cambridge College notice of such service as far in advance as is reasonable under the circumstances. Alternatively, at the time of readmission, the student may submit an attestation of military service that necessitated the student's absence from the College.

The student must submit proper notification of intent to return to school within three years of the completion of military service, or within two years of recovery from illness or injury resulting from service.

The cumulative length of the absence and of all previous absences from the College by reason of military service may not exceed five years (only the time the student spends actually performing service is counted). Should the served time exceed five years, the student must reapply to the College through the Admissions Office.

Students are encouraged to speak with their academic advisor regarding any absence due to military service. For more general information, please contact [veterans.support@cambridgecollege.edu](mailto:veterans.support@cambridgecollege.edu). Cambridge College adheres to the guidelines outlined in the 2019 Federal Student Aid Handbook.

## Departments of Veterans Services

A wide range of educational benefits are available to veterans, their dependents and family members through the United States Department of Veterans Affairs. Students must apply directly to the US Department of Veterans Affairs. Below are several links that will get you started and will provide you with the information you need to take advantage of your benefits.

U.S. Department of Veterans Affairs • <https://www.va.gov>  
Massachusetts • [www.mass.gov/veterans/education](http://www.mass.gov/veterans/education)  
MA Department of Veteran Services  
600 Washington Street, 7th Floor, Boston, MA 02111  
Phone: 617-210-5480 • Fax: 617-210-5755  
California • [www.calvet.ca.gov](http://www.calvet.ca.gov)  
Puerto Rico • <http://www.benefits.va.gov/sanjuan/>

### Other Resources for Veterans

VA Online Application for Educational Benefits • <https://www.ebenefits.va.gov/ebenefits/homepage>  
Montgomery GI Bill® (MGIB) • [https://www.benefits.va.gov/gibill/montgomery\\_bill.asp](https://www.benefits.va.gov/gibill/montgomery_bill.asp)  
MGIB Verification (Web Automated Verification of Enrollment/WAVE) • <https://www.gibill.va.gov/wave/index.do>  
Reserve Educational Assistance Program (REAP) or Chapter 1607 • [www.benefits.va.gov/gibill/docs/pamphlets/ch1606\\_pamphlet.pdf](http://www.benefits.va.gov/gibill/docs/pamphlets/ch1606_pamphlet.pdf)

Disabled veterans may qualify for accommodations under the Americans with Disabilities Act. Please contact the Cambridge College Office of Disability Support for more information: [disabilitysupport@cambridgecollege.edu](mailto:disabilitysupport@cambridgecollege.edu) • 617-873-0614

GI Bill® is a registered trademark of the United States Department of Veterans Affairs. More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>

# International Students

International Student Office • [international@cambridgecollege.edu](mailto:international@cambridgecollege.edu) • [www.cambridgecollege.edu/offices/international-students](http://www.cambridgecollege.edu/offices/international-students)

Cambridge College accepts international students at its campus locations in Massachusetts, California and Puerto Rico.

For assistance with the application process, please speak with your admissions counselor.

For assistance with F1 non-immigrant status questions, please speak with the International Student Office

## Admission of F1 Non-Immigrant International Students

### Admission Requirements for F1 Non-Immigrant Students:

1. Completed, signed Cambridge College Application, including any program requirements and documents (see *Admission* on page 12).
2. Application fee.
3. Official demonstration of English Language Proficiency, documented in one of the following ways (*not required* for students whose first language is English):
  - a. Official demonstration of English language proficiency. Cambridge College will accept the following scores equal to or greater than the following:
    - Duolingo English Language Test (DET): 90
    - Paper-based TOEFL (PBT): 518
    - Computer-based TOEFL (CBT): 188
    - Internet-based TOEFL (IBT): 67
    - IELTS: 5.5
    - Michigan Test of English Language Proficiency (in-house): Level 2, 68 (undergraduate candidates) Level 3, 84 (graduate candidates), or
  - b. A diploma from a U.S.-based college, university, high school, or equivalent, or
  - c. A Certificate of completion from a Cambridge College partner English language school. For a list of participating schools, please contact Admissions, or visit our website at [www.cambridgecollege.edu/international-students/approved-english-language-schools](http://www.cambridgecollege.edu/international-students/approved-english-language-schools)

### Conditional Acceptance

Conditional acceptance is offered to students who have met all admissions requirements except demonstration of the minimum level of English language proficiency. Students will not receive an I-20 from Cambridge College and must be enrolled in a partner school. For more information, please contact your admissions counselor or the International Student Office. See conditional acceptance policy in *Appendix D: Conditional Acceptance of F1 International Students* on page 456 or at [www.cambridgecollege.edu/college-policies](http://www.cambridgecollege.edu/college-policies).

## Issuance of an I-20

International students seeking to receive an I-20 to obtain or maintain F1 non-immigrant student status through Cambridge College must be fully admitted into a full-time degree program at Cambridge College. Issuance of an I-20 does not guarantee entry or the right to remain in the United States.

### I-20 Issuance Requirements for F1 Non-Immigrant International Students:

1. Copy of your passport or other government-issued document, showing:
  - Your name
  - Date of birth
  - Country of birth
  - Country of citizenship (if different from country of birth)
2. Demonstration of adequate ability to fund your studies for at least the first year of study. Documents must be:
  - a. In English, or accompanied by a notarized translation into English.
  - b. Equal to or greater than \$35,000 USD for bachelor's and master's students.
  - c. Dated within six months from the date of acceptance; within three months is preferred.
  - d. Accompanied by a validated bank statement, attestation, or equivalent, signed by the sponsor and/or a bank official from which funds are demonstrated.

### Additional Documents

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

- i94, Arrival/Departure record, which you can access online at <https://i94.cbp.dhs.gov/i94/>
- Copy of your most recent visa.

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

- Copy of current I-20, pages 1 and 2.
- Completed Transfer Request form.

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

- Copy of each dependent's passport.
- Copy of each dependent's F2 I-20 (if applicable).
- Demonstration of financial capability for supporting the dependent while in the U.S.:
  - For a spouse, demonstrate an additional \$6,000 in financial capability.
  - For each child, demonstrate an additional \$4,000 in financial capability.

## Changing to or Regaining F1 Status

Students who wish to obtain or regain F1 non-immigrant student status through Reinstatement or Change of Status must be fully accepted to a Cambridge College academic program before receiving a Change of Status requested or Reinstatement requested I-20. Cambridge College will assist with issuance of the I-20 and any photocopying services students need for the filing of the i539 for Change of Status or Reinstatement, but does not offer any legal advising to students for these processes.

## Maintaining F1 Status at Cambridge College

### Orientation

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

### Health Insurance Requirement (Massachusetts only)

All F1 non-immigrant students enrolled in Massachusetts must maintain health insurance throughout their studies at Cambridge College. For details, please see *Student Health Insurance* on page 26.

### Full Time Registration Requirement

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

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

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

## Dropping Below Full Time Registration

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

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

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

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

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

### Updated Records

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

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

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

## Program Dates

Student program dates are listed on page 1 of the Form I-20.

Students are expected to monitor their own program dates and notify the International Student Office if an extension is needed, if they will complete the program before the listed end-date, or if they will depart the U.S. prior to completion of the program without intention to return within 5 months.

## Degree/Enrollment Verifications

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

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

## Work Eligibility

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

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

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

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

## Additional Information

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

## Certification of Credentials Earned

Some international graduates report that upon returning to their home countries, they are asked to provide documentation from Cambridge College to certify the credentials they earned in the United States. Students who require the College to prepare documents beyond information readily available in the Academic Catalog or on the Cambridge College website will be assessed a fee (see *Tuition and Fees Rates* on page 27). Examples include but are not limited to:

- Report or letter summarizing specific course evaluation procedures, projects, and guidelines.
- Additional evaluation(s) created and conducted solely in conformity with the home country's protocol (e.g.: blind evaluation).
- Separate correspondence (beyond official transcript) verifying course descriptions/credits/hours for each course completed.
- Separate correspondence certifying class attendance policies. (Cambridge College cannot provide daily class attendance records for individual students.)
- Separate correspondence attesting to credentials of Cambridge College personnel such as blind evaluator and/or program chair, etc.
- Separate presentation certificate certifying Independent Learning Project presentation.
- Separate correspondence regarding Cambridge College online repository of published ILPs.
- Other documents that duplicate information readily available via the Cambridge College website or the Academic Catalog.

Students who plan to return to their home country following study at Cambridge College are advised to communicate with their National Department of Education (or other appropriate sources) prior to traveling to the United States, or upon their return, to obtain guidelines that itemize the documentation that will be required to validate credentials that were earned in the United States.



## Career Resources

### Center for Career and Professional Development

The Center for Career & Professional Development (CCPD) is Cambridge College's career resource hub for students, alumni and employers. CCPD will prepare students and alumni to understand and promote their diverse backgrounds and experiences as strengths in today's job market, to effectively utilize career information and advice to identify employment opportunities, to successfully launch new careers and finally, to pursue meaningful professional development.

The Center will:

- Deliver services and resources that support current students and alumni in their pursuit of employment pre- and post-graduation;
- Ensure access to information, knowledge and competencies that enhance individual career development, academic success and employability;
- Promote career opportunities that reflect sustainable jobs of the future; and
- Establish relationships with employers for the purpose of meaningful exposure and transition to professional employment opportunities.

**International Students** are encouraged to explore career building and experiential learning opportunities supported by CCPD, but must act in accordance with the rules and regulations set forth by the US Department of Homeland Security regarding number of hours, authorization to work, and tax filing. International students are encouraged to contact the International Student Office at [international@cambridgecollege.edu](mailto:international@cambridgecollege.edu).

Please see *International Students* on page 57 or visit <https://www.cambridgecollege.edu/offices/international-students> to review work authorization and visa requirements.

### Online Tools

#### CCPD on MyCC

Visit [MyCC](#) to access timely and important CCPD information, such as:

- Career tips
- Workshops, Presentations and Recordings
- Event Announcements
- Job and Internship Opportunities and much more

#### College Central Network



CCPD has teamed with College Central Network - CCN - to connect students, alumni and employers to a virtual range of career building services, events, job opportunities and field-based learning/internship experiences. Once students and alumni register, they can:

- View career building sites for data on jobs, salaries and employment statistics;
- Keep track of relevant CCPD and School events and activities;
- Search job opportunities and field-based learning/internship experiences; and
- Post resumes for employer review.

## Career Planning and Development

Students can support their career growth strategies through one-on-one sessions on one or more of the following:

- Perfecting resumes and cover letters
- Managing personal brands and social media identity
- Mastering networking principles
- Optimizing mentor relationships
- Navigating diversity and inclusion in the workplace
- Accessing professional development training and advanced-graduate degree options

### Contacts:

#### Massachusetts

- Center for Career and Professional Development – Irina Galatskaya, Manager for Career Services / SOM Business Practicum (Internship) Faculty: [irina.galatskaya@cambridgecollege.edu](mailto:irina.galatskaya@cambridgecollege.edu)
- School of Undergraduate Studies – Irina Galatskaya, Manager for Career Services: [irina.galatskaya@cambridgecollege.edu](mailto:irina.galatskaya@cambridgecollege.edu)
- School of Education – Doris Van Gorder, Assistant Dean of Field Experiences & Licensure: [doris.vangorder@cambridgecollege.edu](mailto:doris.vangorder@cambridgecollege.edu)
- School of Psychology and Counseling – Kathrine Sullivan-Corbett, Assistant Dean of Academic Advising: [kathrine.sullivan-corbett@cambridgecollege.edu](mailto:kathrine.sullivan-corbett@cambridgecollege.edu)

#### Puerto Rico

- Santiago Mendez-Hernandez, Regional Center Director: [santiago.mendez@cambridgecollege.edu](mailto:santiago.mendez@cambridgecollege.edu)

#### California

- Courtenay Griffin, Interim Director: [courtenay.griffin@cambridgecollege.edu](mailto:courtenay.griffin@cambridgecollege.edu)

For additional support, please contact one of our Center for Excellence in Learning and Teaching Success Coaches at [CELT@cambridgecollege.edu](mailto:CELT@cambridgecollege.edu) to get assistance by phone, email or in-person.

## Experiential Learning

Each school at Cambridge College provides experiential learning opportunities relevant to programs of choice including, but not limited to:

- Internships and field placements
- High impact practices such as industry-specific case studies
- Intensive industry or skill-based writing/research assignments
- Community-based service learning

### Contacts:

#### School of Undergraduate Studies

- Michael Siegell – Psychology Program Chair – [michael.siegell@cambridgecollege.edu](mailto:michael.siegell@cambridgecollege.edu)
- Carol Pepi – Human Services & Criminal Justice Program Chair – [carol.pepi@cambridgecollege.edu](mailto:carol.pepi@cambridgecollege.edu)
- Ronda Goodall – Early Childcare and Education Program Chair – [ronda.goodall@cambridgecollege.edu](mailto:ronda.goodall@cambridgecollege.edu)
- Jeff Lokey – Management Program Chair – [jeff.lokey@cambridgecollege.edu](mailto:jeff.lokey@cambridgecollege.edu)

#### School of Education

- Doris Van Gorder - Assistant Dean of Field Experiences & Licensure – [doris.vangorder@cambridgecollege.edu](mailto:doris.vangorder@cambridgecollege.edu)

#### School of Management

- Irina Galatskaya – Manager for Career Services / SOM Business Practicum (Internship) Faculty – [irina.galatskaya@cambridgecollege.edu](mailto:irina.galatskaya@cambridgecollege.edu)

#### School of Psychology and Counseling

- Kathrine Sullivan-Corbett – Assistant Dean of Academic Advising – [kathrine.sullivan-corbett@cambridgecollege.edu](mailto:kathrine.sullivan-corbett@cambridgecollege.edu)



## Academic Support

# Center for Excellence in Learning and Teaching

The Center for Excellence in Learning and Teaching (CELT) is the heart of academic and faculty support at Cambridge College. The Center is designed to foster student academic success through improved student learning and faculty teaching. The Academic Success Center provides student academic support through professional and peer tutoring as well as workshops and other events. The Institute for Faculty Excellence offers faculty workshops and professional development opportunities for continuous learning and to improve student learning outcomes. The CELT operates broadly across all of the Cambridge College regional locations, but some support varies slightly by location.

### Academic Success Center

**Professional/Peer Tutors** — Cambridge College's academic support is housed in the Academic Success Center. This is where students can connect with professional and peer tutors. Tutoring services vary slightly by campus, but students can expect professional writing tutors at the Boston, Lawrence, and Springfield campuses. Puerto Rico also offers peer writing tutors. In addition, students may find peer tutors for math, technology support, or accounting at various campuses. All of the schedules of in-house tutors and academic support staff can be accessed via our online scheduling system:

### To schedule an appointment with a tutor:

1. Log in to *MyCC*
2. Click the *Starfish* button
3. Click the "Academic Success Center" service
4. Select a tutor you want to work with and click "Schedule an appointment"
5. Follow the directions to book with a tutor. If choosing a Zoom appointment, the link will be emailed in the confirmation.

Or email [CELT@cambridgecollege.edu](mailto:CELT@cambridgecollege.edu)

**Workshops** — The Academic Success Center hosts many student workshops. These also vary by campus, but some of the workshops may be available to all students remotely via Zoom. In Boston, workshop topics include: study skills, time management, note-taking, and computer applications among other subjects. Look for email and posted announcements about upcoming workshops.

**TutorMe (24/7 online tutoring)** — All Cambridge College students have access to our CC TutorMe platform through the *MyCC web portal*. This platform will allow Cambridge College students to access a live tutor via the Internet 24/7 in most subject areas. Students can get help with writing, ESL, math, accounting, statistics, computers, college skills, or content areas like business, psychology, or education. To access TutorMe, log onto MyCC and visit the CELT page.

## Assessment

**New Student Testing** — Cambridge College's Office of Assessment runs all of the new student assessments. All new Undergraduate and School of Management students are required to take writing assessments upon acceptance. In addition, during their first semester, new undergraduate students take the College Student Inventory as part of their LRN 175 Principles and Processes of Adult Learning class. For more information, please contact [CELT@cambridgecollege.edu](mailto:CELT@cambridgecollege.edu).

**Language Testing for Credit** — Students may elect to pay a fee to take an assessment for prior knowledge in any foreign language. If they pass this assessment, they can earn up to 12 credits. These credits can be included in their academic plans and count toward a degree. To find out if you are eligible to take these exams, contact undergraduate advising at [AcademicAdvisingUG@cambridgecollege.edu](mailto:AcademicAdvisingUG@cambridgecollege.edu).

**Foreign Language Testing for Proficiency** — Cambridge College offers the Duolingo English Test to our international applicants. This test is accepted by all programs at Cambridge College as a method for demonstrating sufficient English language proficiency for matriculation. Information about this test can be found on the Cambridge College website at <https://www.cambridgecollege.edu/international-students/duolingo-english-test-det>.

See *Tuition and Fees Rates* on page 27 for the language testing fees.

## Faculty Support and Professional Development

The Center for Excellence in Learning and Teaching offers faculty professional development and support for both new and continuing, full and part-time faculty. The CELT offers many professional development opportunities each semester. Below are some of the supports available.

**New Faculty Orientations (NFO)** — the CELT runs the NFO for new faculty introducing them to the logistics of working at Cambridge College as well as the expectations for required activities and resources available to support them in their teaching at Cambridge College.

**In-house workshops and activities** — each term, the CELT publishes a list of faculty activities such as workshops on technical and pedagogical subjects, pilot groups, and other faculty events. The publications of these events can be found on the MyCC CELT page, and physically at all campuses. All faculty are encouraged to participate and may be eligible to earn points toward a stipend.

**Resources for Faculty** — the CELT offers many resources for faculty to help them improve their teaching and student learning. Many documents, articles, books, and other resources to support best teaching practices can be found on the MyCC CELT page. In addition, Cambridge College subscribes to Innovative Educators, which is a webinar resource that anyone with a [@cambridgecollege.edu](https://twitter.com/cambridgecollege) or [@go.cambridgecollege.edu](mailto:@go.cambridgecollege.edu) email can access. Find out more about Innovative Educators by visiting the Teaching & Pedagogy page on the Tutorials tab on MyCC.

# Title III Strengthening Institutions Grant

617-873-0150 • [www.cambridgecollege.edu/academic-programs/title-iii-strengthening-institutions-grant](http://www.cambridgecollege.edu/academic-programs/title-iii-strengthening-institutions-grant)

In October 2018, Cambridge College was awarded a \$2.25M Title III Strengthening Institutions Grant aimed at increasing success for students through a comprehensive framework of focused support beginning at enrollment and continuing through graduation. Delivered over a five-year period, these funds will provide Cambridge College with the financial backing to ensure that students not only persist to degree completion, but finish their programs of study in a timely manner.

Supported by this grant, the **Pathways to Persistence and Success (P2PS)** project will foster a culture of continuous improvement through the transformation of the student experience and through the reformation of curriculum and instruction.



# Early College Program

Cambridge College delivers Early College programs, dual enrollment, and college course access initiatives with several partner high schools. These include formal Massachusetts Department of Elementary and Secondary Education (DESE)-designated Early College programming with Somerville High School, Early College pathways programming with Charlestown High School, and other dual enrollment and college course access opportunities for multiple high school partners.

Cambridge College's Early College programming consists of predefined curricula and student support systems focused on dedicated academic and career pathways. Each partner high school works with the faculty and administration of Cambridge College to build a curriculum that is specifically responsive to the partner's needs and the needs of the Commonwealth.

## **DESE-designated Early College Program:**

The Somerville High School - Cambridge College Early College Program is a component of the Somerville High School Beyond the Classroom Learning initiative. It is a free program offered to high school students, primarily focusing on but not limited to English learners, students with disabilities, low-income students, and students from racial/ethnic groups that are traditionally underrepresented in higher education.

The Early College Program recruits students in the fall of tenth grade, with student and classroom outreach efforts conducted by both Somerville High School teachers and staff and Cambridge College faculty and staff. Interested students complete an internal application process, are interviewed, and are accepted based on program guidelines during the late fall of their sophomore year. If space limitations dictate, additional consideration is applied to English learners and students with disabilities.

Students selected for the program commit to participating for the second half of their tenth grade as well as their full eleventh and twelfth grades. Each year, students participate in college-level coursework delivered on Cambridge College's campus as part of the program's Liberal Arts Pathway. In total, participants can earn up to 19 college credits through the Early College program.

Prior to engaging in college-level coursework, students participate in Somerville High School programming to enhance college readiness skills, including note-taking, critical thinking, and time management. Additionally, students participate in a career-readiness curriculum that informs them of degree pathways within the Liberal Arts, as well as career-readiness and employability skills. Students receive further guidance in conducting college searches, arranging visits, and completing college applications.

# Library Services

[www.cambridgecollege.edu/resources/library-services](http://www.cambridgecollege.edu/resources/library-services)

## Cambridge College Online Library (CCOL)

The CCOL offers more than 15,000 full-text scholarly journals and periodicals and 185,000+ full-text books appropriate for academic research in the fields of education, counseling, psychology, management, health, and all other academic areas.

The Library is accessed by logging into the MyCC portal. Once the student has entered their MyCC logon credentials they may open the link on the Library tab labeled Cambridge College Online Library and the CCOL site will launch.

Our collections are fully indexed and searchable through our Ebsco Discovery Service (EDS), and include: Academic eBook Collection, Academic Search Complete, Academic Video Online, American Doctoral Dissertations, BioMed Central, The Boston Globe, Ebsco's Business eBook Collection, Business Source Complete, CINAHL, Ebsco's Education eBook Collection, Education Source, ERIC, Fuente Académica, Gale Books & Authors, Gale General Reference Center Gold, Gale Nursing Allied Health, Gale Nursing Resource Center, Opposing Viewpoints In Context, Gale Psychology collection, GreenFILE, Health Source: Nursing/Academic Edition, Humanities International Complete, Kanopy Video Collection, Library, Information Science & Technology Abstracts, MEDLINE, Medscape, Mental Measurements Yearbook, National Criminal Justice Reference Service Abstracts, Newspaper Source, Ebsco's Nursing eBook Collection, OmniFile Full Text Select, PsycARTICLES, PsycBOOKS, PsycEXTRA, PsycINFO, PubMed, Regional Business News, SAGE Open Source, Science.gov and SocIndex.

Within our EDS search engine, citation-only results link conveniently to the WorldCat database for location of local libraries which hold print versions. Cambridge College is not responsible for the content of these sites or of any sites to which they may link. Ebsco Discovery Service offers the options to create a personal folder within the program to save materials as well as print, email cite and share all research.

Chat with a Live Librarian provides 24/7/365 live reference librarian service for individual research assistance using online chat.

## Other Libraries

### Cambridge College regional locations and international —

For recommended academic and other research libraries open for public use, click the "Traditional Libraries" tab on the Cambridge College Online Library home page and select the link from the drop down menu for the campus of your choice. Links to nearby libraries, directions and how to access them online or visit in person are provided.

### Cambridge College Global —

CCG offers a fully online eLibrary which can be accessed at <https://libguides.necb.edu/elibrary>

# Computer Use and Policies

IT Support Center • 617-873-0159 • [www.cambridgecollege.edu/information-technology/available-it-resources](http://www.cambridgecollege.edu/information-technology/available-it-resources)

## Information Technology Resources, Services, & Policy Highlights

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

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

## Computer Requirements

As a student at Cambridge College, you will use a computer to access the College's web portal (MyCC), the online library, email and other software applications related to the classroom experience.

**All** students are required to be able to access and use a computer while a student at the College. Computers should meet the following minimum requirements:

- Recommended hardware:
  - 4GB RAM or higher (8GB RAM is preferable).
  - Intel or AMD processor: dual-core or better.
- Recommended Operating System:
  - Windows users: Windows 10 or higher
  - Apple users: Mac OS 10.8 or higher.
- Recommended Software:
  - Latest version of Firefox or Chrome browsers.
  - Microsoft Office 2010 and up.
  - DSL, broadband cable-modem or other high-speed internet access.
  - Windows users: up-to-date anti-virus software protection.
- Connection Requirements:
  - Wireless capability for use while in class or at breaks.

## Access to a Computer

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

## Purchasing Technology

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

Once enrolled, students are encouraged to visit the password protected "At Home or Student Use" discount software site linked at [www.cambridgecollege.edu/available-it-resources/it-services](http://www.cambridgecollege.edu/available-it-resources/it-services) to see if any of the available offerings can assist them in their classwork. Students may also visit <https://www.cambridgecollege.edu/microsoft-office> to learn about our Microsoft Office 365 offerings.

## IT Support

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

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

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

COVID-19 Update: Please note that during the prevalence of COVID-19, we have limited the physical staffing our computer labs. We do have a virtual assistant on hand in Boston to assist students with any on-the-spot questions. Lab hours have also been adjusted and are Monday through Sunday 8:00 am to 6:00 pm.

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

### To contact the IT Support Center Helpdesk

- Email [helpdesk@cambridgecollege.edu](mailto:helpdesk@cambridgecollege.edu) to create a support ticket.
- Call during Helpdesk hours **617-873-0159**.
- Drop-in locations (see your site information for details).

### IT Technicians

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

### Self Help

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

## MyCC Student Portal

Students' personal accounts are created upon self-enrollment through the admissions process. The login will be your Cambridge College network credentials. These are provided during the admissions process. Instructions about logging in for the first time are located at [www.cambridgecollege.edu/it-support](http://www.cambridgecollege.edu/it-support), then scroll down on the left to "MyCC New User Access" and follow the instructions. Users may log in to MyCC from the top right of the main Cambridge College website or <https://mycc.cambridgecollege.edu/ics>.

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

See full policy in *Appendix C: Web Portal Accounts Policies and Procedures* on page 401 or visit [www.cambridgecollege.edu/information-technology/it-security-and-policies](http://www.cambridgecollege.edu/information-technology/it-security-and-policies)

## Electronic Communication

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

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

- Student email addresses appear as:  
firstname.lastname00@go.cambridgecollege.edu
- Senior and adjunct faculty email addresses appear as:  
firstname.lastname@go.cambridgecollege.edu.
- Core faculty and staff email addresses appear as:  
firstname.lastname@cambridgecollege.edu.

All faculty use Go email in their conversations with students and all staff use Microsoft Office 365 email in their conversations with students.

**Use and Responsibility** — Faculty will require students to access MyCC and read notices sent to their official Cambridge College email address. Please read the Electronic Communication (email) Policy in *Appendix C: Electronic Communication (Email) Policy* on page 397 or visit [www.cambridgecollege.edu/information-technology/it-security-and-policies](http://www.cambridgecollege.edu/information-technology/it-security-and-policies). Please read the policy to better understand the responsible use of email and the types of email and behaviors that are prohibited.

## Network Credentials

Your network credentials are used to log in to our wireless network, lab computers, eHelpdesk, and to print or copy.

Username: `firstname.lastname` (only the first 20 digits)  
First-time login Password: `00+ID number` (ex: `00123456`)  
Add as many zeros to make a minimum of 8 characters

Please note for your security, students and adjunct faculty may change their network password in two ways:

1. While logged on to any computer on our campus, press Ctrl+Alt+Delete. A window will appear where you may select "Change Password".
2. By using our Password Reset Portal at <https://pwd.cambridgecollege.edu>

## Password Reset Portal

This service allows users to reset their network password at any time from anywhere that they have web access. The portal allows users to conveniently reset their passwords without having to contact an IT technician. Please contact a helpdesk technician for more information or access the portal at <https://pwd.cambridgecollege.edu>.

## Information Technology Responsible Use Policy

Cambridge College provides access to information technology resources to students, faculty and staff to support the College's mission and to conduct the business of the College. Every authorized user of information technology resources at Cambridge College is responsible for utilizing these resources in an efficient, ethical and legal manner and in ways consistent with the overall College policy. Please see *Appendix C: Responsible Use Policy* on page 398 or visit [www.cambridgecollege.edu/information-technology/it-security-and-policies](http://www.cambridgecollege.edu/information-technology/it-security-and-policies). This policy also covers the following points:

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

## Computer Labs

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

### Computer Lab Guidelines

- Lab computers and printers are for registered Cambridge College students only.
- Do not share your Cambridge College Network Login username and password with anyone. You will be held accountable if you share your personal information and someone else uses your account.
- When finished using the computer please completely log-off.
- Downloading, installing and running software is strictly prohibited on any lab computer.
- Illegally downloading music, videos or any other copyrighted content is a crime and may result in disciplinary action.
- Computer labs are not to be used for recreational purposes.

- Food and beverages, with the exception of covered water bottles, are not allowed in any computer lab.
- Cell phone conversations are not permitted in the lab.
- The College is not responsible for valuables left unattended.
- Navigating to offensive, harassing or sexually explicit sites is not permitted and may result in disciplinary action.
- No chat or other form of instant messaging is permitted other than through the facilities provided by the College's MyCC portal.
- Lab assistants can only provide technical support for Cambridge College software applications.
- Cambridge College technicians are not responsible for tutoring.
- Children are not allowed in the labs.

## Printing and Copying

Cambridge College believes in a green and sustainable environment. Towards that effort we have implemented a student printing and copying solution where the first 200 pages are free per semester. Your free-pages balance will not rollover to the next semester. All billing will be self-service, based on the student's personalized web account. All charges related to printing are non-refundable. See *Tuition and Fees Rates* on page 27.

For more information on our IT policies, please see *Appendix C: Information Technology Policies* on page 395 or visit [www.cambridgecollege.edu/information-technology/it-security-and-policies](http://www.cambridgecollege.edu/information-technology/it-security-and-policies).

## Digital Millennium Copyright Act Policy

Cambridge College does not allow Peer-to-Peer (P2P) software usage on its wired or wireless network. Anyone using P2P applications on the Cambridge College network will be blocked from the network without prior notification. Please review Cambridge College's Digital Millennium Copyright Act Policy in *Appendix C: Digital Millennium Copyright Act Policy* on page 396 or at [www.cambridgecollege.edu/information-technology/it-security-and-policies](http://www.cambridgecollege.edu/information-technology/it-security-and-policies). When attached to the Cambridge College network, downloading or distribution of whole copies of copyrighted material for personal use or entertainment without explicit permission from the copyright owner is against the law, and therefore against College policy. Violators may be subject to criminal or civil prosecution.

## Classroom Technology Services

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

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

## Cambridge College Global

The rigorous technological aspects of the CCG fully online course structure requires that students have access to various technology and software. Please see *Cambridge College Global* on page 284 for more information regarding these technological requirements.



# School of Undergraduate Studies

In the interest of cultivating a mutually supportive, intellectually flexible, and ethically grounded student body, the School of Undergraduate Studies has identified the following school-wide outcomes for all graduates. Successful students will:

- Approach complex issues through balanced intellectual consideration
- Demonstrate the ability to work collaboratively in highly diverse environments
- Express intellectual curiosity and a commitment to lifelong learning
- Communicate professionally and effectively

## General Education Learning Outcomes

- Formulate effective multi-modal communication that is respectful of civil discourse and diverse perspectives
- Apply quantitative reasoning to solve problems
- Demonstrate digital fluency
- Demonstrate critical thinking by examining assumptions underlying arguments using evidence
- Apply knowledge and ways of knowing from the major academic disciplines of arts and humanities, social sciences, and natural and physical sciences

## Program Components

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

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

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

**Final project** — Near the end of their program, degree candidates complete a Capstone project. Students apply the fruits of their academic experience to a culminating learning project that interests and challenges them, on a topic related to their 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

Academic success coaches/advisors are assigned to each student and serve as an ongoing resource from acceptance to graduation, working with students to stay on track and fulfill their academic and career goals.

Academic success coaches/advisors in the Undergraduate Advising Office:

- Update students' academic plans.
- Guide students in selecting appropriate courses for completing their degree in a timely manner.
- Monitor students' academic progress.
- Recommend academic support (tutors) as needed.
- Serve as a resource for creating portfolios and taking standardized tests (ACCUPLACER and CLEP).
- Provide current and accurate information regarding administrative, policy and curriculum changes.
- Provide career counseling services to students.

Orientation occurs before the start of the semester and is mandatory for new students. At Orientation students meet with the dean, faculty and fellow new students to learn about expectations for the academic journey that they will be embarking; establish important connection with faculty and students; and familiarize themselves with the resources and supports that will be available to them.

### Writing Assessment, Courses and Tutoring

All new students take a standardized writing assessment prior to registration. Need-specific tutoring is provided by the College. WRT 101-102 may be waived if students have taken equivalent courses **and** assessment indicates proficiency.

### Taking Graduate Courses

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

### Focused Study

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

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

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

### Independent Study

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

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

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

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

**Cost** — The standard undergraduate tuition per credit is charged (see *Tuition and Fees Rates* on page 27).

### Prior Learning Assessment/Portfolios for Credit; Evaluation of Certificates

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

#### Portfolio Process

1. Students meet with their academic advisor to verify that credit for this proposed portfolio would fit into their academic program, and to confirm their eligibility to petition for prior learning assessment (PLA)/portfolio credits.
2. Students may be directed by their advisor to contact the coordinator of undergraduate prior learning at 617-873-0112 or 617-221-3139 or [jeff.hogan@cambridgecollege.edu](mailto:jeff.hogan@cambridgecollege.edu) to obtain preliminary approval of the PLA proposal and guidance.
3. Students construct their portfolio(s). Portfolios will consist of a professional resume; a body of pertinent documentation; a written learning narrative that details and demonstrates a student's mastery of the learning outcomes of the course or knowledge area for which they are building the portfolio. No original documents should be included in a portfolio.
4. Once a portfolio is submitted, Cambridge College will identify a faculty subject matter expert who will review the portfolio and deliver an assessment of student mastery of the learning outcomes. Portfolios may be recommended for credit, returned for additional work, or declined for no credit.

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

**Cost** — Three credit portfolios are charged at the rate of \$390 (\$130/credit). Block portfolios (5 or more credits) are charged at the flat rate of \$650. PLA charges are not covered by Financial Aid.

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

Portfolio submission and review processes are subject to change based on student and institutional demand.

#### Prior Learning Assessment/Skills-based Testing

One way students can earn credit for prior learning is through the use of established skills-based testing instruments. There are several companies who administer exams for certain introductory college-level course knowledge outcomes. Passing these exams grants credit equivalent to that of passing a college level course.

Cambridge College offers computer-based language testing on campus through the Brigham Young University Foreign Language Testing Service (FLATS). The BYU FLATS test is offered in 52 different languages and can grant up to 12 credits for students who speak a language other than English. The cost for taking the FLATS test is \$50.

## **Standardized Examinations for Credit**

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

## **Undergraduate Certificates**

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

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

## **Undergraduate Policies and Procedures**

Detailed policies and procedures for the School of Undergraduate Studies are posted on the *MyCC web portal*. Students and faculty may log in to MyCC and click on the Academic Resources tab.



Pre-Baccalaureate Certificate or Post-Baccalaureate Certificate

## 21<sup>st</sup> Century Analytics for Trauma Centers

• CIP code 510701 • 15 credits

**Program Description** — The 21<sup>st</sup> Century Analytics for Trauma Centers Certificate program provides participants with basic and fundamental knowledge in quantitative and qualitative analytics, data visualization and data management concepts as it applies to healthcare and trauma center information. This program is designed for individuals who work with trauma center data and or healthcare information such as trauma registrars, trauma program managers, trauma medical directors and researchers.

Content will include current American College of Surgeons (ACS) National Trauma Data Standards (NTDS) and will adapt to continuing changes in data standards and key performance indicators for trauma centers. This certificate program is designed to develop data management and analytical skills and knowledge to prepare students for improved management performance, increased advancement opportunities, and more effective leadership in trauma centers. Each course will reflect current content knowledge in data and analytics with an enhanced emphasis on its application in trauma and additional healthcare settings.

This program is offered remotely with a blend of asynchronous and synchronous online courses.

**Learning Outcomes** — Graduates of the program will be able to demonstrate critical thinking and problem solving skills through the use of statistical and analytical solutions and visualizations as they are applied to trauma center and other healthcare related data.

**Careers** — Trauma Registrars, Trauma Program Managers, Trauma Medical Directors, and Researchers.

### Courses ..... 15 credits

MMG 506	Quantitative Analysis for Managers	3
MMG 525	Statistical Decision Techniques for Managers	3
MMG 603	Data Exploration and Visualization	3
MHC 730	Health Care Information Systems	3
MHC 733	Data, Knowledge and Information Management in Health Care Informatics	3

See *Master of Business Administration* on page 237.

**Admission requirements:** High school diploma/GED and other School of Management requirements (see Admissions) including:

- Current résumé.
- Official transcripts
- Personal statement
- Interview

Certification in Trauma Registry preferred but not required.

Determination of credit type awarded (undergraduate, graduate, or post graduate) will be made by the program chair and dean upon review of the application, accompanying curriculum vitae or resume, and depending on each student's current experience, credentials and previous academic degrees.

**Program chair:** Sandra Arabian, MBA, NREMT, CSTR, CAISS  
• sandra.arabian@cambridgecollege.edu



Pre-Baccalaureate Certificate or Post-Baccalaureate Certificate

## Alcohol & Drug Counseling

• CIP code 511501 • 18 credits • Licensed Alcohol & Drug Counselor (LADC)

**Alcohol & Drug Counseling** is for students seeking professional training in substance abuse/addictions treatment, education and prevention, leading to certification or licensure.

**Careers** — Addictions counseling professionals help people through public health agencies, youth services, residential treatment programs, hospitals, outpatient substance abuse programs, and homeless shelters.

**Learning Outcomes** — Students become familiar with addictions counseling, its professional ethics, and its role in society. They learn the 12 core functions of an addictions counselor: screening, intake orientation, assessment, treatment planning, referrals, reports and record keeping, and consultation with other professionals. They know and apply current theory and research in their field, and gain sufficient knowledge for competent interdisciplinary counseling practice. They exhibit socially-conscious behaviors, critical thinking, and effective communication skills in their work with individuals, caregivers, families, staff, and other professionals.

### Courses

ADC 505	Alcohol & Drugs in Society . . . . .	3
ADC 611	Family Treatment of Substance Abuse. . . . .	3
ADC 601	Role of the Professional in Alcohol & Drug Treatment. . .	3
ADC 625	Psychopharmacology in Addictions Treatment . . . . .	3
ADC 642	Addiction Counseling . . . . .	3

### Practicum

Includes 300 hours of supervised practical experience in an approved substance abuse treatment program with appropriate supervision in the 12 core functions. The experience and supervisor qualifications must meet 262 CMR criteria to be accepted into an M.Ed.

ADC 521	Practicum Seminar in Alcohol & Drug Counseling . . . . .	3
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See *Psychology and Counseling Course Descriptions* on page 272.

**Admission requirements:** High school diploma/GED, bachelor's, or higher degree and other School of Psychology & Counseling requirements.(see Admissions) Including:

- Interview with and approval of the SOPC Admissions Committee.
- Interview with program chair.
- Current résumé.
- Two professional recommendations.

**These courses may be accepted** into a Cambridge College bachelor's or master's degree. Courses must meet current program requirements at time of matriculation.

**Program chair:** Paul White, M.Ed., LMHC

- Paul.White@cambridgecollege.edu



Bachelor of Science

# Criminal Justice

• CIP code 430104 • 120 credits

## Program Description

The Bachelor of Science in Criminal Justice provides a comprehensive exploration of criminal behavior and the responses of law enforcement, the court system and corrections. Students will study law enforcement, the court system, and corrections in light of the principles of public safety, current social justice issues, and the constitutional rights of individuals. Students will explore the impact of crime on victims, offenders, and the general public.

The program draws upon the experience of professional practitioners through in-class and in-field education placements; using their classroom knowledge and developing practical skills in community settings.

## Program Outcomes

Students will be able to:

- Understand the underlying causes of crime and criminal behavior, and distinctions between various forms of law violations.
- Demonstrate, defend and critique the structure of the criminal justice system and discuss legal and ethical responsibilities and practices.
- Evaluate, defend and critique differing views of national, state and local laws, policies and enforcement practices.
- Know the role of law enforcement in society, the structure and training of its officers and specializations such as community policing, state police, environmental police, federal law enforcement.
- Know the history, structure and role of federal and local courts; designated courts such as drug courts, juvenile courts, mental health courts and the judicial process; the roles of defense, prosecution and judicial professionals.
- Evaluate, defend and critique the role of corrections, correctional facilities and sentenced populations, correctional policies, staffing and roles.
- Research and respond to controversial issues related to law enforcement, sentencing and correctional practices and defend differing views in a scholarly manner.
- Participate thoughtfully in debates on society's responses to crime: treatment vs. punishment, need for law and respect for human rights, the impact of crime and imprisonment, alternative sentencing and the principles of restorative justice.

## Careers and Further Study

Graduates will be well prepared for positions in court probation, case management in juvenile and adult judicial processes, community-based alternative sentencing programs, youth diversion programs, pre-release and community reintegration services, drug treatment, victim advocacy, domestic violence services, and corrections on county and state levels. Graduates will be well prepared for study at the Police Academy and for graduate study in criminology, criminal justice, forensics, public administration, law enforcement, legal studies, human and social sciences, and law.

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 34 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Criminal Justice Major ..... 44 credits

JUS 200	Crime and Criminal Justice	3
JUS 225	Introduction to Social Justice	3
JUS 304	Foundations of Law Enforcement	3
JUS 305	Introduction to Criminal Law	3
JUS 306	Courts and Community	3
BHS 300	Domestic Violence: Risks, Trends, Resources	1
BHS 310	Art of Advocacy: Skills for Policy & Service Delivery	1
JUS 310	Women, Crime & Criminal Justice	3
PSY 328	Forensic Psychology	3
JUS 343	Youth and Gangs	1
JUS 350	Introduction to Juvenile Justice	3
BHS 402	Special Topics in Justice Issues	3
PSY 409	Family Mediation Techniques	1
JUS 416	History and Current Practices of Corrections	3
JUS 435	Restorative Justice and Alternative Sentencing	3
JUS 470	Criminal Justice Field Education	4

## Capstone

JUS 490	Criminal Justice Capstone	3
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**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

## Cybersecurity

• CIP code 430403 • 120 credits

### Program Description

The Bachelor of Science in Cybersecurity equips students with the practical and conceptual means to understand and navigate today's vast digital security landscape. This expansive program focuses on the National Initiative for Cybersecurity Education (NICE) identified skill sets for the Cybersecurity workforce. The curriculum aligns a wide variety of courses with the technical, legal, social, and investigatory aspects of digital security. Students will emerge with the competencies necessary to compete in a growing global market that demands highly skilled Cybersecurity professionals. Two distinct concentrations enables students to select a range of career paths that fits their interests and goals.

### Program Outcomes:

Graduates of the Cybersecurity program will have demonstrated proficiency in the following areas:

- Techniques used to protect the integrity of an organization's security architecture and safeguard its data against attack, damage or unauthorized access
- Design and develop IT risk and cyber security programs using industry frameworks and methodologies
- Knowledge of cybersecurity regulatory environment and ethics
- Monitor and assess cloud assets and resources for misconfigurations and non-standard deployments
- Meeting the challenges of evolving cyber network threats

The Cambridge College Cybersecurity program is designed to provide the requisite skills and knowledge-base for successful graduates to sit for the following certifications: CompTIA (Cybersecurity Analyst) CSA, CompTIA (Information Security Specialist) Security+.

### Careers and Further Study

A Bachelor's Degree in Cybersecurity from Cambridge College qualifies you for in-demand positions such as:

- Information Security Manager
- Cybersecurity Analyst
- Cybersecurity Consultant
- Network Administrator
- Security and Risk Compliance Analyst
- IT Auditor
- Penetration and Vulnerability Tester

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

### General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

**Arts & Humanities** ..... 6

**Natural & Physical Sciences** ..... 6

**Social Sciences** ..... 6

### Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

### Cybersecurity Major ..... 42 credits

#### Core courses ..... 27 credits

CMP 250	Fundamentals of Cybersecurity
CMP 255	Information Security Foundations
CMP 260	EndPoint & Infrastructure Security
CMP 270	Operating Systems, Applications & Services
CMP 280	Introduction to Computer & Network Security Essentials
CMP 300	Digital Forensics
CMP 341	Incident Response
CMP 350	Cybersecurity Communications
CMP 390	Emerging Technologies

#### Concentrations ..... 15 credits

*Choose one concentration:*

##### Network Security

CMP 400	Cloud Networking Security
CMP 401	Wireless Technology & Security
CMP 415	Network & Digital Forensics Investigation
CMP 435	Network Protection & Threat Monitoring
CMP 450	Machine Learning for Network Intrusion Detection

##### Information Security & Risk Management

CMP 302	Cybersecurity Governance Frameworks
CMP 323	Digital Law – Policies, Regulations, Ethics
CMP 331	Cybersecurity Audit & Risk Management
CMP 455	Protecting and Handling Data
CMP 460	Risk Response & Monitoring

All courses 3 credits except as noted



## Pre-Baccalaureate Certificate

# Information Security & Risk Management Certificate

• CIP code 111003 • 27 credits, 3 terms

**Program Description** — The Information Security & Risk Management Certificate consists of 9 online or on-site courses focused on providing every student with a solid foundational knowledge of how to identify, quantify, respond and maintain IT risk, business continuity, regulatory and compliance protocols for an organization.

**Learning Outcomes** — Upon completion of the Information Security & Risk Management certificate, students will be able to:

- Identify and evaluate cyber security risks and threats
- Discern the risk appetite of an organization or business
- Design and develop IT risk and cyber security programs using industry frameworks and methodologies
- Understand the legal, policy and regulatory implications for cybersecurity
- Formulate an effective communication strategy by acquiring, evaluating, organizing, managing, and interpreting information

**Careers** — Graduates of the Information Security & Risk Management Certificate program will be prepared for employment in a variety of industries including Healthcare, Manufacturing, Financial Services, Government Agencies, Education, and Retail. An Information Security and Risk Management Certificate from Cambridge College qualifies you for in-demand positions, such as:

- Cybersecurity Analyst
- IT Audit and Risk Manager
- Security Consultant
- Security Operations Center (SOC) Analyst
- Security & Risk Compliance Analyst
- Cybersecurity Specialist

**Courses can be taken online or on-site.**

### Courses ..... 27 credits

#### Term 1 ..... Spring

*Introduction to Cybersecurity*

- CMP 250 Fundamentals of Cybersecurity
- CMP 255 Information Security Foundations
- CMP 280 Introduction to Computer and Network Security Essentials

#### Term 2 ..... Fall

*Governance, Risk & Compliance*

- CMP 302 Cybersecurity Governance Frameworks
- CMP 323 Digital Law - Privacy Policies, Regulations, Ethics
- CMP 331 Cybersecurity Audit & Risk Management

#### Term 3 ..... Spring

*Communications & Data Handling*

- CMP 350 Cybersecurity Communications
- CMP 455 Protecting and Handling Data
- CMP 460 Risk Response & Monitoring

## Pre-Baccalaureate Certificate

# Network Security Certificate

• CIP code 111003 • 27 credits, 3 terms

**Program Description** — The Network Security Certificate provides students with a solid foundational knowledge of network operating systems, network security, digital forensics, and incident response methods.

**Learning Outcomes** — Upon completion of the Network Security certificate, students will be able to:

- Analyze network and data traffic
- Build simple Local Area Networks (LAN)
- Establish disaster recovery strategies
- Implement and troubleshoot Access control list for Pv4 and IPv6 networks
- Explore network security tools
- Monitor networks for security breaches
- Install, configure and test security hardware and software tools with supporting documentation such as port scanners

**Careers** — Graduates of the Network Security Certificate program will be prepared for employment in a variety of industries including business, education, healthcare, government, insurance, manufacturing, and retail. Employment opportunities include but are not limited to Computer Network Defense Analyst, Computer Network Defense Infrastructure Support, Computer Network Support Specialist, Network Administrator, Penetration Tester, Red Team Technician, and Systems Administrator.

**Courses can be taken online or on-site.**

### Courses ..... 27 credits

#### Term 1 ..... Spring

*Introduction to Networking Basics*

- CMP 250 Fundamentals of Cybersecurity
- CMP 280 Introduction to Computer and Network Security Essentials
- CMP 205 Basic Network Troubleshooting

#### Term 2 ..... Fall

*Network Management*

- CMP 260 EndPoint & Infrastructure Security
- CMP 400 Cloud Network Security
- CMP 401 Wireless Technology & Security

#### Term 3 ..... Spring

*Protecting & Network Monitoring*

- CMP 415 Network & Digital Forensics Investigation
- CMP 435 Network Protection & Threat Monitoring
- CMP 450 Machine Learning for Network Intrusion Detection

All courses 3 credits except as noted.



Bachelor of Arts

# Early Childhood Education & Care

• CIP code 131210 • 120 credits

## Program Description

The Bachelor of Arts in Early Childhood Education and Care prepares students to teach within and manage early education and care organizations. This comprehensive curriculum develops the competencies defined by the Massachusetts Department of Early Education and Care as essential for leaders in this growing field. The dynamic course work addresses issues of social justice and inclusion of all children, focusing on special needs, diversity, program planning and leadership within child care settings. Electives enable students to tailor their studies to their particular career goals within the field.

## Program Outcomes

Successful graduates will have a demonstrated understanding of the following competencies supporting young children (birth to 8):

- Growth and core development of children.
- Guiding and interacting with children.
- Partnering with families and communities.
- Health, safety and nutrition for young children.
- Learning environments and implementing curriculum.
- Observation, assessment and documentation.
- Program planning, development and implementation.
- Professionalism and leadership.

## Careers and Further Study

Our graduates typically progress from entry level to upper level careers in state and private day care centers and pre-schools, Headstart and other agencies focused on underserved populations, and home care. Graduates are also well prepared for graduate study in fields related to young children.

Students enrolling in early childhood education and care will also have an option to be part of an accelerated masters degree leading to early education teacher licensure. The Early Childhood Education & Care program allows students in good academic standing to take courses during their undergraduate program in the graduate program that prepares students for teacher licensure.

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

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Early Childhood Major ..... 42 credits

EMC 210	Introduction to Early Education and Care	3
EMC 301	Integrated Language Arts & Reading	3
EMC 307	Inclusive Teaching in Early Childhood Classrooms	3
EMC 308	Observing & Recording in Early Childhood Classrooms	3
EMC 315	Developing Curriculum for Young Children	3
EMC 316	Effective & Positive Learning Environments in Early Childhood Settings	3
EMC 317	Educational Perspectives in Early Childhood Growth & Development	3
EMC 322	Health, Safety & Nutrition for Early Childhood Settings	3
EMC 323	Early Childhood Program Planning & Development	3
EMC 324	Partnering with Families & Communities in Early Childhood Settings	3
EMC 325	Principles of Early Childcare Administration	3
EMC 402	Early Education & Care Field Experience	3

One elective in management, human services, educational content or special education, based on your specific career goal and interest in young children. . . . . 3

## Capstone

BAM 490	Early Childhood Capstone	3
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Bachelor of Science

# Human Services

• CIP code 440000 • 120 credits

## Program Description

The Bachelor of Science in Human Services is guided by systemic and holistic thinking, along with an appreciation of research and how it informs practice. A collaborative model of teaching and helping creates an environment where all students are encouraged to reach their potential. We do this by providing opportunities for our students to increase their knowledge and practical skills while recognizing the valuable contributions they are making in their workplaces and in their communities. Our goal is to be an integral part of the change that needs to happen to create a more just and equitable society.

**Required courses** provide broad-based knowledge of individuals, families and communities, with historical and multicultural perspectives. They present a unique strengths-based, systemic and culturally relevant approach to working with people effectively across many varied settings.

**Field Education** — Students will apply their knowledge in a variety of community-based settings.

**Final Project** — Students will complete a Capstone project focusing on an topic related to human services. The project consists of research and written work applying their academic experience to a learning project that interests and challenges them.

## Program Outcomes

- Students gain the skills needed to work with people in a way that preserves their dignity and builds on their strengths, empowering them to address their concerns, leading to better outcomes.
- Students learn to identify and work with the strengths inherent in individuals, families and communities.
- Students gain practical skills for assisting people in making positive changes that will improve the quality of their lives.
- Students are prepared for personal and professional growth.
- Students have built a solid base for graduate studies in a wide variety of professional and academic fields.
- Students become effective agents of positive change

## Careers and Further Study

The health and human service industry has been identified by the Bureau of Labor Statistics as an area of increasing growth in the 21st century. Students majoring in human services may find themselves working and leading in a variety of settings — with adolescents in residential programs or with the elderly in nursing homes; in the community or in health centers; as program directors; as case managers or outreach workers. They work in prevention or in treatment, in after-school programs or criminal justice programs.

Our graduates are well positioned to enter graduate studies in human services, psychology, counseling, social work and related fields.

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 33 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Human Services Major ..... 45 credits

JUS 225	Introduction to Social Justice	3
BHS 305	Introduction to Human Services	3
BHS 315	Understanding Family & Community Systems	3
BHS 320	Community Building Principles & Strategies	3
BHS 420	Strategies for Change	3
BHS 300	Domestic Violence: Risks, Trends, Resources	1
BHS 306	Case Management for Human Services	3
BHS 310	The Art of Advocacy, Skills for Policy and Service Delivery	1
BHS 369	Legal & Ethical Issues in Human Services	3
BHS 400	Family Life Cycle	3
BHS 401	Intro to Addictions: Theory and Practice	3
BHS 470	Human Services Field Education I	4
MAN 350	Principles of Supervision	1

## Human Services Electives ..... 8

### Capstone

BHS 490	Human Services Capstone	3
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**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

# Human Services Management

• CIP code 440000 • 120 credits

## Program Description

The Bachelor of Science in Human Services Management provides students with a comprehensive understanding of human services and the management skills needed to provide oversight and direct the activities of human services-related organizations. Students integrate the knowledge from these two disciplines, to understand the mission and scope of service delivery within multiple program models as well as the management skills necessary for the procurement of contracts and the delivery of services for community-based and residential programs. Current ethical and legal issues will be examined.

Cambridge College integrates classroom learning with applied skills through a field education placement in a community human service agency or program. Students will be introduced to management theory and effective techniques through research, theory and practice.

## Program Outcomes

Students will:

- Gain the skills needed to work with people in a way that preserves their dignity and builds on their strengths, empowering them to address their concerns, leading to better outcomes.
- Learn to identify the needs and strengths inherent in individuals, families and communities and work to develop program services that address client needs.
- Gain essential management skills, including effective professional communication, human relations, teamwork, and negotiation while creating work environments that foster corporate social responsibility, sustainability, and long-term growth.
- Gain a theoretical and practical understanding of service delivery, often to very vulnerable persons, and the professional demands of creating and maintaining effective business processes and organizational systems.
- Understand the importance of valuing and respecting diversity, as one manages within the human service agency environment.
- Gain skill in the analysis of complex managerial and organizational situations, taking into account the larger context, strategy, policy, ethics and justice.

## Careers and Further Study

Graduates will be prepared for supervisory and mid-level management positions in the rapidly growing human services profession. Graduates will be ready for graduate study in management, human services, and social sciences.

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

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Human Services Management Major ..... 42 credits

BSM 203	Organizational Communication	3
BSM 204	Financial Accounting	3
BSM 305	Principles of Managing Organizations	3
BSM 315	Diversity in the Workplace	3
BSM 335	Human Resource Management	3
BSM 402	Grant Writing & Fund-Raising	3
BSM 410	Entrepreneurship	3
BSM 441	Business Ethics	3
BHS 305	Introduction to Human Services	3
BHS 310	The Art of Advocacy, Skills for Policy & Service Delivery	1
BHS 315	Understanding Family & Community Systems	3
BHS 320	Community Building Principles and Strategies	3
JUS 360	Contract Compliance & Risk Management	1
BHS 470	Human Services Field Education I	4

## Capstone

BHS 490	Human Services Capstone	3
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Bachelor of Science

## Finance

• CIP code 520801 • 120 credits

*New student enrollment in this program has been suspended.*

### Program Description

The Bachelor of Science in Finance presents a comprehensive financial management curriculum that equips students with the skills necessary to work in the areas of corporate finance, investments, economics, financial management, financial services and financial planning. Our students learn directly from practicing professionals, many of whom are distinguished leaders in their field. The Cambridge College teaching model gives students the opportunity to learn financial management theory in addition to effective, practical financial management techniques. By combining research, theory and practice, graduates will be prepared with the skills that will enable them to manage both people and complex financial projects and operations.

**Required courses** provide a dynamic academic framework which spans disciplines including corporate finance and investment, general management, strategic data analysis, purchase and sales of assets, dynamics of market forces, and institutional financial functions in different kinds of organizations. Additionally students will develop the analytical skills to understand key principles relating to the investment process within domestic and international markets

**Final Project** — Students complete a culminating research project in management related to their own personal and professional interests. Students demonstrate their mastery of financial management content and methodology, and apply their academic experience to a learning project that interests and challenges them.

### Program Outcomes

Successful graduates will have a demonstrated understanding of:

- Understand basic management functions and apply them to organizational practice.
- Demonstrate ethical reasoning skills.
- Demonstrate the oral and written communication skills necessary for effective leadership.
- Use quantitative data to support organizational decision-making.
- Apply problem-solving skills to accomplish organizational goals.
- Demonstrate the ability to lead and actively participate in diverse teams.
- Analyze the interplay of businesses in the global marketplace.

### Careers and Further Study

Graduates of the finance degree program will be prepared for employment in a variety of finance-related capacities in corporate, for-profit, and non-profit organizations. Employment opportunities include but are not limited to financial analysis, investments, financial forecasting, and financial data analytics. Graduates will additionally possess a strong academic background to support graduate studies in business, finance, and management.

### General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

### Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

### Finance Major ..... 42 credits

BSM 200	Introduction to Business	3
BSM 204	Financial Accounting	3
BSM 225	Fundamentals of Investment Management	3
BSM 300	Economics for Managers	3
BSM 315	Diversity in the Workplace	3
BSM 356	International Finance	3
BSM 357	Small Business Finance	3
BSM 405	Corporate Finance and Investments	3
BSM 412	Money and Banking	3
BSM 441	Business Ethics	3
BSM 442	Financial Management	3
BSM 496	Financial Services Operations	3
MAT 201	Introduction to Statistics	3

### Capstone

BSM 414	Strategic Management	3
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**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

## Health Care Management

• CIP code 510701 • 120 credits •

### Program Description

The Bachelor of Science in Health Care Management presents a comprehensive management curriculum that equips students with the skills necessary to work as managers in health care institutions. This curriculum is aligned with the practical and operational needs of today's health care institutions. Cambridge College students learn directly from practicing scholar-professionals, many of whom are distinguished health care business leaders. Faculty give students the best opportunity to learn management theory and effective, practical management operations, financial theory, tools and techniques, enabling decision making based on sound financial and managerial principles. By combining research, theory and practice, graduates will be prepared with the skills that will enable them to manage people and complex issues in the health care field.

### Program Outcomes

Students will:

- Understand basic management functions and apply them to organizational practice.
- Demonstrate ethical reasoning skills.
- Demonstrate the oral and written communication skills necessary for effective leadership.
- Use quantitative data to support organizational decision-making.
- Apply problem-solving skills to accomplish organizational goals.
- Demonstrate the ability to lead and actively participate in diverse teams.
- Analyze the interplay of businesses in the global marketplace.

### Careers and Further Study

Graduates will be prepared for supervisory positions in health care organizations as team members, managers and administrators. The program also prepares students for graduate study in health care management.

**Online courses:** 50% or more of this program may be taken as fully-online course work. International students may take only one fully-online course in any term.

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

### General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

**Arts & Humanities** .....6

**Natural & Physical Sciences** .....6

**Social Sciences** .....6

### Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

Recommended Electives:

BSM 315	Diversity in the Workplace	3
BSM 445	Organizational Theory & Behavior	3

### Health Care Management Major ..... 42 credits

BSM 203	Organizational Communication	3
BSM 204	Financial Accounting	3
BSM 300	Economics for Managers	3
BSM 305	Principles of Managing Organizations	3
BSM 340	Managing Information Systems & Databases	3
BSM 350	Comparative Health Care Systems	3
BSM 351	Human Resource Management in Health Care	3
BSM 354	Legal & Ethical Aspects of Health Care	3
BSM 442	Financial Management	3
HCM 300	Health Insurance & Reimbursement	3
HCM 301	Health Care Policy & Reform	3
MAT 201	Introduction to Statistics	3
SCI 339	Epidemiology & Public Health	3

### Capstone

BSM 414	Strategic Management	3
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Bachelor of Science

## Management Studies

• CIP code 520201 • 120 credits •

### Program Description

The Bachelor of Science in Management presents a comprehensive management curriculum that equips students with the skills necessary to work in for-profit and not-for-profit organizations. Our students learn directly from practicing scholar-professionals, many of whom are distinguished area business leaders. The Cambridge College *practicing professional* teaching model gives students the opportunity to learn both management theory and effective, practical management techniques. By combining research, theory and practice, graduates will be prepared with the skills that will enable them to manage both people and complex issues.

**Required courses** provide a practical framework to the management curriculum, including the history of management theory, structures of for-profit and not-for-profit organizations, and theories of leadership. Students will gain knowledge of strategic planning, diversity issues in the workplace, financial requirements, human resource planning, and ethics. Along with these skills graduates will be prepared with an understanding of marketing and sales skills, and technological advances in the corporate and not-for-profit environments.

### Program Outcomes

Students will:

- Understand basic management functions and apply them to organizational practice.
- Demonstrate ethical reasoning skills.
- Demonstrate the oral and written communication skills necessary for effective leadership.
- Use quantitative data to support organizational decision-making.
- Apply problem-solving skills to accomplish organizational goals.
- Demonstrate the ability to lead and actively participate in diverse teams.
- Analyze the interplay of businesses in the global marketplace..

### Careers and Further Study

Graduates will be prepared for employment as team members and managers within corporate and non-profit organizations. Areas of employment may include sales, marketing, finance, information technology, e-business, general management, human resources and hospitality.

The undergraduate management program additionally prepares students for graduate study in management, economics, finance, human resources, sales and marketing.

**Online courses:** 50% or more of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

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

### General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

### Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

### Management Studies Major ..... 42 credits

BSM 200	Introduction to Business	3
BSM 203	Organizational Communication	3
BSM 204	Financial Accounting	3
BSM 205	Marketing	3
BSM 300	Economics for Managers	3
BSM 315	Diversity in the Workplace	3
BSM 320	Operations Management	3
BSM 335	Human Resource Management	3
BSM 340	Managing Information Systems & Databases	3
BSM 441	Business Ethics	3
BSM 442	Financial Management	3
BSM 445	Organizational Theory & Behavior	3
MAT 201	Introduction to Statistics	3

### Capstone

BSM 414	Strategic Management	3
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Bachelor of Science

## Managerial Accounting

• CIP code 520201 • 120 credits •

### Program Description

The Bachelor of Science in Managerial Accounting gives students the skills and academic background to work in managerial accounting, and to sit for the Institute of Managerial Accountants' (IMA) Certified Managerial Accountant (CMA) examination\*. The curriculum focuses on the practical skills and knowledge-base which the IMA has identified as essential to the field, and these learning outcomes and coursework are directly aligned with the practical experience and academic requirements of the CMA certification examination. Graduates will be well prepared to work in this exciting and growing field, with both the knowledge and application-based training to make important institutional decisions based on sound financial principles.

\*Full IMA certification requires an earned bachelor's degree in finance, accounting or economics, successful passing of the CMA exam, and two years of documented work experience in preparation of financial statements, financial planning and analysis, auditing (external or internal), budget preparation and reporting, corporate investment decision making, or costing analysis (this experience requirement can be earned prior to, or within 7 years of passing the CMA examination).

### Program Outcomes

Students will:

- Understand basic management functions and apply them to organizational practice.
- Demonstrate ethical reasoning skills.
- Demonstrate the oral and written communication skills necessary for effective leadership.
- Use quantitative data to support organizational decision-making.
- Apply problem-solving skills to accomplish organizational goals.
- Demonstrate the ability to lead and actively participate in diverse teams.
- Analyze the interplay of businesses in the global marketplace.

### Careers and Further Study

Graduates of the Managerial Accounting degree are well equipped to work in finance, book-keeping and accounting positions within private, public, profit and non-profit organizations. Additionally, students are prepared for graduate studies in accounting, finance and economics.

**Online courses:** 50% or more of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

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

### General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

### Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

### Managerial Accounting Major ..... 42 credits

BSM 204	Financial Accounting	3
BSM 315	Diversity in the Workplace	3
BSM 355	Performance Management	3
BSM 405	Corporate Finance and Investments	3
BSM 411	Planning, Budgeting and Forecasting	3
BSM 441	Business Ethics	3
BSM 442	Financial Management	3
BSM 456	Intermediate Financial Accounting	3
BSM 481	Cost Management & Internal Controls	3
BSM 482	Internal and External Auditing	3
BSM 493	Decision Analysis and Risk Management	3
BSM 494	Financial Statement Analysis	3
MAT 201	Introduction to Statistics	3

### Capstone

BSM 414	Strategic Management	3
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Bachelor of Science

## Marketing & Sales

• CIP code 521401 • 120 credits

*New student enrollment in this program has been suspended.*

### Program Description

The Bachelor of Science in Marketing and Sales provides students with focused, relevant training in corporate sales, sales management, marketing, product placement, and branding. Our students learn both theory and dynamic applications directly from practicing professionals, many of whom are distinguished leaders in their field.

**Eight required courses** form the core of the sales and marketing curriculum, and include topics ranging from marketing and sales strategies, marketing communication practices, processing and evaluation of strategic data, customer relationship management, and effective product placement. In addition, students select 15 credits (5 courses) from the suite of management offerings, including: the history of management; theories of leadership; general economic theory; diversity issues in the workplace; oral presentation skills; accounting and financial management; human resource planning, and ethics.

### Program Outcomes

Students will:

- Understand basic management functions and apply them to organizational practice.
- Demonstrate ethical reasoning skills.
- Demonstrate the oral and written communication skills necessary for effective leadership.
- Use quantitative data to support organizational decision-making.
- Apply problem-solving skills to accomplish organizational goals.
- Demonstrate the ability to lead and actively participate in diverse teams.
- Analyze the interplay of businesses in the global marketplace.

### Careers and Further Study

Graduates of the sales and marketing degree program will be prepared for employment in a variety of sales/marketing-related capacities in corporate, for-profit, and non-profit organizations. Employment opportunities include but are not limited to corporate sales, general marketing, advertising, branding, digital media, and business communications. Graduates will possess a strong academic background to support graduate studies in sales, marketing, business, and management.

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

### General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

### Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

### Marketing & Sales Major ..... 42 credits

#### Core Requirements

BSM 200	Introduction to Business	3
BSM 205	Marketing	3
BSM 320	Operations Management	3
BSM 326	Strategies for Selling	3
BSM 327	Customer Relations Management	3
BSM 328	Marketing Communications	3
BSM 421	Digital Marketing	3
BSM 423	Business Analytics	3
BSM 424	Social Media Marketing	3
MAT 201	Statistics	3

#### Major Electives — choose three courses below ..... 9

BSM 203	Organizational Communication	3
BSM 204	Financial Accounting	3
BSM 300	Economics for Managers	3
BSM 315	Diversity in the Workplace	3
BSM 335	Human Resource Management	3
BSM 340	Managing Information Systems & Databases	3
BSM 439	Consumer Behavior	3
BSM 441	Business Ethics	3
BSM 442	Financial Management	3

#### Capstone

BSM 414	Strategic Management	3
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Bachelor of Arts

# Interdisciplinary Studies

• CIP code 300000 • 120 credits

## Program Description

The baccalaureate program in Interdisciplinary Studies at Cambridge College integrates critical inquiry, multiple perspectives, ethical awareness of socio-cultural power structures, and metacognition in order to prepare students for both professional positions and/or graduate study. Curriculum emphasizes a practical approach, with courses that build academic skills and broad-based knowledge across the humanities, social sciences, and natural sciences. Upon completion, students will be able to employ multiple disciplines to deepen their understanding of the world and their capacity to explain, problem-solve, and create. The program is very flexible, supporting each student's interests with a wide selection of courses and professional concentrations.

## Program Outcomes

- Generate ideas and questions through critical inquiry and from multiple perspectives
- Apply two or more disciplinary-based perspectives to contemporary concerns
- Assess ethical issues in socio-cultural power-structures
- Direct own learning using metacognitive strategies

## Careers and Further Study

Students will acquire a vocabulary in concepts and methods of interdisciplinary thinking, and will gain the skills necessary to navigate and manage complex systems and ideas, obtain fulfilling employment, and compete in the working world. Students will develop flexible thinking, strategies for learning and problem-solving, and excellent communication skills. With these transferrable skills and broad-based knowledge across disciplines, our graduates will be equipped to take on new and unforeseen challenges in a fast-paced and quickly changing world. Our graduates go on to a wide variety of careers, often working in schools, community organizations and services, government agencies, and businesses. Many continue on to graduate study in fields ranging from education to law to business management.

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Interdisciplinary Studies Major ..... 42 credits

IDS 200	Foundations of Interdisciplinary Studies	3
IDS 300	Topics in Interdisciplinary Studies	3

Upper level courses (300 level and above) distributed by discipline:

<b>Art, Literature, or History</b>	6
<b>Philosophy or Religious Studies</b>	3
<b>Sociology or Psychology</b>	6
<b>Natural or Physical Sciences</b>	6

## Electives in Interdisciplinary Studies or other ..... 12

### Capstone

IDS 490	Action Research Capstone	3
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**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

# Natural & Applied Sciences

• CIP code 300101 • 120 credits

*New student enrollment in this program has been suspended.*

## Program Description

The Natural and Applied Sciences program provides students with applicable training across scientific disciplines, enabling them to integrate scientific thought and analysis throughout their course of study. The degree is composed of courses and laboratories in four major scientific disciplines: life sciences, mathematics, physical sciences, and engineering and technology. The integration of these classical areas of science encourages students to broaden their approach to analysis and scholarship, and to develop a creative perspective in the pursuit of scientific learning and practice.

## Program Outcomes

- General education in the life sciences, chemistry, physics, mathematics, and applied sciences.
- Demonstrated understanding of fundamental concepts of scientific thought, data-based reasoning, statistical inference, scientific method, logic, and critical thinking.
- Analysis and application of knowledge of biological systems, life sciences concepts and laboratory procedures, human anatomy and physiology.
- Understanding and creative approaches to the application of mathematical concepts including statistics, statistical inference, probability, and data-based reasoning.
- Understanding and evaluation of the general concepts and procedures within the physical sciences, including: fundamentals of geology and geologic systems, general astronomy, college-level chemistry and physics.
- Analysis and creative approaches to general engineering, technology trends, and the application of scientific principles to research and product development.

## Careers and Further Study

Competencies across scientific disciplines provide graduates with the fundamental academic training and analytical skills to work in a variety of science-related fields such as biotechnology, biological research, information technology, health science, and environmental science. Graduates will have a strong foundation to support graduate studies within the life sciences and other scientific fields.

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

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 33 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Natural & Applied Sciences Major ..... 45 credits

SCI 203	General Biology I — with lab	4
SCI 204	General Biology II — with lab	4
SCI 205	Anatomy & Physiology I — with lab	4
SCI 207	Microbiology — with lab	4
SCI 223	Physics I: Classical Mechanics — with lab	4
SCI 201	General Chemistry I — with lab	4
SCI 300	Principles of Ecology	3
SCI 138	Physical Geology	3
SCI 224	Fundamentals of Astronomy	3
MAT 201	Introduction to Statistics	3
MAT 310	Mathematical Thought	3
SCI 308	Principles of Engineering	3
SCI 303	History of Technological Innovation	3



Bachelor of Arts

# Psychology

• CIP code 420101 • 120 credits

## Program Description

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

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

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

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

## Program Outcomes

- Fundamental understanding of the historical development and methodologies of modern psychology.
- Understanding and basic knowledge of major psychological theories, concepts and processes.
- Understanding of learning theory and cognition, personality, motivation and group theories.
- Understanding of a variety of perspectives regarding mental health, psychopathology, maladaptive behaviors and psychotherapy.
- Understanding of the roles of cultural, social and historical forces in shaping behavior.

## Careers and Further Study

Cambridge College Psychology graduates are well prepared to enter a variety of career pathways working with people. These include clinical, educational, human service and management settings, and research. Graduates work in a wide variety of institutional and private programs and agencies.

Our graduates are additionally well positioned to enter graduate studies in psychology, counseling, social work and related fields.

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Psychology Major ..... 42 credits

PSY 120	Formative Ideas in Psychology	3
PSY 130	Groups & Social Psychology	3
PSY 210	Developmental Psychology	3
PSY 310	Psychology of Learning	3
PSY 315	Research in Psychology	3
PSY 325	Theories of Personality	3
PSY 402	Themes in Adult Development	3
PSY 412	Perspectives on Psychopathology	3

## Psychology Electives ..... 15

### Capstone

PSY 490	Psychology Capstone	3
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**Degree completion:** General education requirements may be satisfied by an associate's degree or 60 credits of prior courses that meet all general criteria for transfer; up to 90 credits may be accepted.



Bachelor of Science

# Wellness & Health Promotion

• CIP code 510001 • 120 credits

## Program Description

The Bachelor of Science in Wellness & Health Promotion prepares students with the knowledge and skills necessary to educate, coach and support individuals, institutions and communities in promoting and maintaining healthy lifestyles. Through an investigation into human health and the history, philosophical, and theoretical foundations of wellness and health promotion initiatives, students gain a practical understanding of issues affecting individual, community and population health. Coursework emphasizes a lifestyle approach to promoting health and includes elements such as nutrition, physical activity, stress reduction, and other influences on health and wellbeing such as substance use, socio-economic and environmental factors.

## Program Outcomes

Upon successful completion, students will be able to work effectively with individuals, organizations, corporations and communities in efforts to enhance lifestyle to impact health, prevent disease and increase quality of life. Students will:

- Gain content knowledge in the science, history and theoretical foundations of wellness and health promotion.
- Assess health and wellness needs; plan, implement, direct and evaluate health promotion and wellness programs.
- Gain communication and marketing skills to effectively assess, organize, and implement wellness and promotion programs and efforts.
- Understand theories and strategies that facilitate positive lifestyle change.
- Utilize evidence-based strategies to improve health and well-being.
- Maximize the well-being of specific target populations by collaborative planning and implementation of wellness programs.
- Apply their learning through direct field experience.
- Effectively advocate for policies and practices that empower individuals and communities to sustain and reinforce health promotion efforts.

## Careers and Further Study

Successful graduates will be well positioned to work as health/wellness coaches and educators in community health initiatives, corporate wellness programs, public and private educational settings, and in fitness and wellness facilities. Graduates are further prepared for advanced studies in a wide range of health related fields such as community and public health, nursing, health education, health care management and administration, addiction studies, psychology, and human services.

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

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6	
<b>Natural &amp; Physical Sciences</b>	6	
SCI 205	Anatomy & Physiology I – <u>required</u>	
<b>Social Sciences</b>	6	
PSY 110	Systems Thinking in Psychology – <u>required</u>	

## Open Electives ..... 33 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Wellness & Health Promotion Major ..... 45 credits

PHW 300	Introduction to Wellness & Health Promotion	3
SCI 235	Principles of Health & Wellness	3
SCI 339	Epidemiology & Public Health	3
PHW 303	Nutrition & Health Promotion	3
SCI 311	The Science of Exercise	3
PSY 426	Self Care for Helping Professionals	3
PHW 420	Leadership in Promoting Health	3
PHW 302	Research in Health Promotion	3
BHS 378	Program Planning & Evaluation	3
PHW 402	Lifestyle Change to Promote Health	3
PHW 470	Field Education: Wellness & Health	3

## Wellness & Health Promotion Electives ..... 9

### Capstone

PHW 490	Capstone: Wellness & Health Promotion	3
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# Elective Concentrations

## Undergraduate Concentration

### Accounting . . . . . 18 credits

The **Accounting** Concentration helps students gain an understanding of financial theory, tools and techniques so that institutional decision making can be based on sound financial principles. This concentration gives students the fundamental skills and academic background to apply contemporary accounting principles to their workplace.

BSM 200	Introduction to Business ( <i>required first course</i> ) . . . . .	3
BSM 204	Financial Accounting . . . . .	3
BSM 409	Budget Preparation & Reporting . . . . .	3
BSM 442	Financial Management . . . . .	3
BSM 481	Cost Management & Internal Controls . . . . .	3
BSM 494	Financial Statement Analysis . . . . .	3

## Undergraduate Concentration

### Addiction Studies . . . . . 18 credits

**Addiction Studies** is for counselors, case managers, residence managers, and advocates. This concentration considers the impact of substance abuse on individuals, families and communities. It explores theories regarding addiction, various treatment approaches, and the societal consequences.

BHS 401	Introduction to Addictions . . . . .	3
BHS 411	Family Systems and Addictions . . . . .	3
BHS 421	Mental Health and Substance Abuse . . . . .	3
BHS 360	Ethical Issues in Substance Abuse . . . . .	3
BHS 302	Women and Addictions . . . . .	3
BHS 361	Adolescent Drug Prevention . . . . .	3

## Undergraduate Concentration

### Community Building . . . . . 18 credits

**Community Building** is for students planning careers in community work: building and organizing, developing programs and re-creating communities. The courses present an empowering approach to working with communities to improve conditions, expand opportunities and sustain positive change, by fostering relationships and social networks.

BHS 322	Dynamics of Power in Communities . . . . .	3
BHS 325	Community Planning & Development . . . . .	3
BHS 340	Youth Development & Community Practice . . . . .	3
BHS 445	Leadership for Community Builders . . . . .	3
BHS 310	The Art of Advocacy, Skills for Policy & Service Delivery . . . . .	1
BHS electives	. . . . .	5

## Undergraduate Concentration

### Education . . . . . 18 credits

(does not satisfy licensure requirements)

EMC 300	Classroom Management & Discipline . . . . .	3
EMC 301	Integrated Language Arts & Reading . . . . .	3
EMC 318	Successful Inclusion in the Classroom . . . . .	3
EMC 319	Social Foundations of Education . . . . .	3
EMC 420	Strategies for Teaching . . . . .	3
PSY 310	Psychology of Learning . . . . .	3





# Elective Concentrations

## Undergraduate Concentration

### Expressive Therapies ..... 18 credits

**Expressive Therapies** provides an interdisciplinary approach to psychology, human growth and the therapeutic encounter with an emphasis on the creative process as an important component of clinical insight and psychological healing. Having developed out of the specialized fields of art therapy, music therapy, dance therapy and psychodrama, the expressive therapies incorporates different expressive art modalities into a holistic, action-based approach to working with people with a broad spectrum of psychological and medical issues. Practitioners work with individuals, families and communities in a wide range of treatment settings including hospitals, clinics, community health centers, prisons, youth and geriatric institutions, as well as in private practice, often as part of treatment teams.

- PSY 120 Formative Ideas in Psychology ..... 3
- PSY 325 Theories of Personality ..... 3
- PSY 376 Psychological & Therapeutic Dimensions of the Arts ... 3
- PSY 403 Psychodrama & Drama Therapy ..... 3
- PSY 407 Principles & Practices of Art Therapy..... 3
- PSY 408 Movement & Healing. .... 3

## Undergraduate Concentration

### Family Studies ..... 18 credits

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

- BHS 315 Understanding Family & Community Systems ..... 3
- BHS 366 Family Interventions ..... 3
- BHS 400 Family Life Cycle. .... 3
- BHS 430 Families with Special Needs ..... 3
- BHS 365 Ethical Issues in Working with Families ..... 3
- PSY 409 Family Mediation Techniques. .... 1
- BHS 300 Domestic Violence: Risks, Trends ..... 1
- BHS Elective. .... 1

## Undergraduate Concentration

### General Management ..... 18 credits

The **General Management** Concentration provides a practical framework for understanding contemporary management theory and practice.

- BSM 200 Introduction to Business ..... 3
- BSM 204 Financial Accounting. .... 3
- BSM 205 Marketing ..... 3
- BSM 300 Economics for Managers ..... 3
- BSM 320 Operations Management. .... 3
- BSM 335 Human Resource Management. .... 3
- BSM 445 Organizational Theory & Behavior ..... 3

## Undergraduate Concentration

### Health Care Management ..... 18 credits

**Health Care Management** provides students with a theoretical and practical understanding of health care administration. Students gain knowledge of economic, financial, historical, legal and scientific concepts within health care systems. The concentration covers the regulatory requirements, management of personnel and fiscal practices that insure proper management within the health care industry.

*Prerequisite course:* BSM 200 Introduction to Business ..... 3

#### *Concentration courses:*

- BSM 300 Economics for Managers ..... 3
- BSM 350 Comparative Health Care Systems ..... 3
- BSM 351 Human Resource Management in Health Care ..... 3
- BSM 354 Legal Aspects of Health Care ..... 3
- SCI 339 Epidemiology & Public Health ..... 3
- HCM 301 Health Care Policy & Reform. .... 3





# Elective Concentrations

## Undergraduate Concentration

### Holistic Studies ..... 18 credits

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

- PSY 120 Formative Ideas in Psychology .....3
- PSY 325 Theories of Personality .....3
- PSY 316 Cross-Cultural Perspectives in Psychology .....3
- PSY 345 Psychology of Religion: Spiritual & Mystical Dimensions .....3
- PSY 376 Psychological & Therapeutic Dimensions of the Arts ...3
- PSY 428 Holistic Psychology: An Integrated Approach .....3

## Undergraduate Concentration

### Hospitality Management ..... 18 credits

**Hospitality Management** equips students to manage staff and systems in the hospitality industry. The primary focus is on restaurant front of the house and back of the house management, and on hotel management. Students can become more valuable individual contributors, outstanding team members, and managers of organizations within the hospitality industry.

#### Prerequisite courses:

- BSM 200 Introduction to Business .....3
- BSM 204 Financial Accounting. ....3
- BSM 205 Marketing .....3

#### Concentration courses:

- BSM 431 Introduction to Hotel & Restaurant Operations (required first course; may be waived with permission). .3
- BSM 433 Hospitality Marketing, Sales & Food Promotion .....3
- BSM 434 Advanced Hospitality Operations .....3
- BSM 435 Food & Beverage Cost Control .....3
- BSM 436 Legal Issues in the Hospitality Industry .....3
- BSM 437 Current Issues and Trends in the Hospitality Industry
- or** BSM 438 Hospitality Internship. ....3

## Undergraduate Concentration

### Information Technology & Ebusiness ..... 18 credits

**Information Technology & E-Business** prepares students to develop strategies for managing infrastructure design, server management, security, e-business strategy and marketing. Graduates gain an overview of the technologies for electronic commerce on the Internet and current trends with respect to the technology of the World Wide Web, and explore various e-business models.

*Prerequisite course:* BSM200 Introduction to Business .....3

- BSM 413 Strategic Business Planning .....3
- BSM 406 Introduction to E-Business .....3
- BSM 420 Internet Marketing. ....3
- BSM 460 Database Management. ....3
- BSM 470 Project Management. ....3
- BSM 475 Information Technology. ....3

## Undergraduate Concentration

### Juvenile Justice Studies ..... 18 credits

**Juvenile Justice Studies** provide students interested in working with adolescents and the juvenile justice system with a solid introduction into the history of youth services, current theories of adolescent development, and the impact of community disadvantage, child abuse and neglect on behavior.

- JUS 350 Introduction to Juvenile Justice .....3
- PSY 359 Understanding Child Abuse and Neglect .....3
- JUS 377 Legal Process for Reporting Suspected Child Abuse ... 1 (PSY359 required concurrently)
- PSY 330 Adolescents in Search of Belonging .....3
- JUS 225 Introduction to Social Justice .....3
- JUS 342 Girls and Delinquency .....3
- Two 1-credit JUS electives .....2





# Elective Concentrations

## Undergraduate Concentration

### Legal Studies ..... 18 credits

**Legal Studies** introduces students to the history and function of the American legal system and provides students interested in pursuing a law career with a basic understanding and knowledge of various aspects of law school and the legal profession. Cambridge College students are introduced to diverse topics and learning that incorporate principles of social justice, civil liberties and service to the community. It is in this context that students learn about and discuss executive, legislative and judicial law and their power to both shape and reflect our understanding of our changing society, world and communities.

- JUS 205 Introduction to Legal Studies .....3
- SOC 212 Introduction to the American Legal System .....3
- JUS 200 Crime and Criminal Justice .....3
- PSY 328 Forensic Psychology. ....3
- JUS 435 Restorative Justice and Alternative Sentencing .....3
- BHS 310 Art of Advocacy: Skills for Policy & Service Delivery ....1
- Two JUS electives .....2

## Undergraduate Concentration

### Organizational Psychology ..... 18 credits

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

#### *Prerequisite/concurrent courses:*

- PSY 120 Formative Ideas in Psychology .....3

#### *Concentration courses:*

- PSY 110 Systems Thinking in Psychology .....3
- PSY 325 Theories of Personality .....3
- PSY 421 Psychology & Work Today. ....3
- BSM 315 Diversity in the Workplace. ....3
- BSM 445 Organizational Theory & Behavior .....3
- BSM 465 Negotiation & Conflict Management .....3

## Undergraduate Concentration

### Peace & Justice Studies ..... 18 credits

**Justice Studies** is concerned with treating justice issues as a general class of social and political problems to be understood. It is through understanding of the issues that underlie injustice that society is able to create social change. It is the mission of the Justice Studies program to recognize that the fair and equitable provision of justice is the only path to a more just and humane world.

- JUS 225 Introduction to Social Justice .....3
- JUS 345 War, Peace and Non-Violence. ....3
- JUS 435 Restorative Justice and Alternative Sentencing .....3
- JUS 315 Wealth, Poverty and Inequality .....3
- JUS 415 Violence in American Society .....3
- BHS 402 Special Topics in Justice Issues .....3



# Accelerated Bachelor's to Master's Degree Programs

Cambridge College bachelor's programs are designed to align closely with our master's degree programs. Accelerated programming allows high-achieving undergraduates to enroll in specific graduate-level courses that will count toward both their bachelor's and their master's degrees, saving the student both time and money; advancing them at an accelerated pace toward greater employment opportunities.

Cambridge College undergraduate students with a history of strong academic achievement are eligible to apply.

**1. Students who may wish to apply** must indicate their interest to their advisor or program chair early in their program, and plan accordingly to complete all accelerated program prerequisites below before they have completed 90 credits.

- **General education prerequisites:**

WRT 101-102 College Writing II  
MAT 101-102 College Math I-II  
CMP 130 Computer Applications  
LRN 175 Principles & Processes of Adult Learning  
CTH 225 Critical Thinking

- **Specified undergraduate courses** identified by the relevant graduate program as accelerated program prerequisites.

## 2. Apply for accelerated master's program: Requirements

- Maintenance of an undergraduate GPA of 3.5+ based on a full record transcript, including courses transferred in.
- 90 or more credits successfully completed, that meet requirements towards a Cambridge College bachelor's degree, including general education prerequisites listed above and any additional undergraduate prerequisites of the accelerated program:
- Students will need to obtain a written recommendation from their academic advisor or undergraduate program chair. These recommendations will be provided to the respective graduate school along with the student's academic record.
- The graduate school will then schedule an interview with the applicant. If approved by the receiving graduate school, the student will be allowed to enroll in specified courses within the respective master's programs.

**3. Accepted students** take specified **graduate courses** while still completing their bachelor's degree.

This graduate course work, if completed at a grade of B or better, will be applicable toward both the bachelor's degree requirements and the master's degree. The courses are billed at the undergraduate tuition rate. (The credits will appear on the graduate transcript as graduate-level transfer credits.)

- School of Education: up to 12 credits (four courses).
- School of Psychology & Counseling: up to 9 credits (three courses).

## 4. Transition to master's program

- Students will be granted their bachelor's degree when they complete all the undergraduate requirements; they are undergraduate students until that point.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All admission requirements of the receiving graduate school and the degree/concentration must also be met before matriculation. (see *Admission* on page 12). Note that licensure programs have more specific requirements.

**Upon matriculating into the master's program**, students will be assigned a graduate advisor who will monitor their progress and work with them to complete the master's program (see master's program chart).

Students will be expected to maintain their strong academic record as they progress through the graduate program.



Bachelor's Degree and Master of Education

## Accelerated Bachelor's to M.Ed.: Interdisciplinary Studies

Both degrees: 120+32 credits • 5 years full-time

The Accelerated B.S. to M.Ed. program allows qualified Cambridge College students to earn both a bachelor's degree and an M.Ed. within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

WRT 101-102 College Writing I-II

MAT 101-102 College Math I-II

CMP 130 Computer Applications

LRN 175 Principles & Processes of Adult Learning

CTH 225 Foundations of Critical Thinking

### 2. Apply for Accelerated M.Ed.

**3. Accepted students** may take the **graduate courses** below within their bachelor's degree program.

EED 636 Rereading Global Oppression

EED 705 Multicultural Diversity Issues in Workplace & Classroom

EED 647 Human Brain, Human Learning

EED 681 Visualizing Social Justice

or EED 544 Teacher As Artist

### 4. Transition to Master's Program

#### Required to Apply

- 90 or more credits successfully completed in a Cambridge College bachelor's degree in any field, including all accelerated program prerequisites, with a GPA of 3.5+ based on a full record transcript including courses transferred in.
- Written approval of the student's undergraduate program chair and regional center director (if applicable), and School of Education dean.

#### Transition to Master's Program

- All undergraduate graduation requirements must be satisfied.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All admission requirements of the graduate School of Education and the degree/concentration must also be met before matriculation.

Upon matriculating into the master's program, students will be assigned a graduate advisor who will monitor their progress and work with them to complete the master's program (see *Interdisciplinary Studies* on page 155). Students will be expected to maintain their strong academic record as they progress through the graduate program.



## Bachelor's Degree and Master of Education

### Accelerated Bachelor's to M.Ed.: Early Childhood Teacher

Both degrees: 120+31-34 credits • 5 years full-time

The Accelerated B.S. to M.Ed. program allows qualified Cambridge College students to earn both a bachelor's degree and an M.Ed. within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

#### Accelerated Program Prerequisites

- WRT 101-102 College Writing I-II
- MAT 101-102 College Math I-II
- CMP 130 Computer Applications
- LRN 175 Principles & Processes of Adult Learning
- CTH 225 Foundations of Critical Thinking

#### 2. Apply for Accelerated M.Ed.

**3. Accepted students** may take the **graduate courses** below within their bachelor's degree program.

- ESP 592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit)
- ESP 594 Collab & Consultation Techniques (2 credits)
- ECE 612 Developmental Reading for Early Childhood Birth to Eight
- ESP 512 Inclusion & Behavior Management
- ECE 600 Development of Young Children *OR*  
ELE 620 Integration of Children's Literature in Early Childhood & Elementary Curriculum

#### 4. Transition to Master's Program

## Bachelor's Degree and Master of Education

### Accelerated Bachelor's to M.Ed.: Mathematics (5-8)

Both degrees: 120+35-38 credits • 5 years full-time

The Accelerated B.S. to M.Ed. program allows qualified Cambridge College students to earn both a bachelor's degree and an M.Ed. within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

#### Accelerated Program Prerequisites

- WRT 101-102 College Writing I-II
- MAT 101-102 College Math I-II
- CMP 130 Computer Applications
- LRN 175 Principles & Processes of Adult Learning
- CTH 225 Foundations of Critical Thinking

#### 2. Apply for Accelerated M.Ed.

**3. Accepted students** may take the **graduate courses** below within their bachelor's degree program.

- MAT 603 Arithmetic to Algebra: Developing Math Patterns & Ideas
- MAT 605 Technology in Math Learning & Teaching
- MAT 607 College Algebra
- MAT 609 Euclidean Geometry

#### 4. Transition to Master's Program

##### Required to Apply

- 90 or more credits successfully completed in a Cambridge College bachelor's degree in any field, including all accelerated program prerequisites, with a GPA of 3.5+ based on a full record transcript including courses transferred in.
- Written approval of the student's undergraduate program chair and regional center director (if applicable), and School of Education dean.

##### Transition to Master's Program

- All undergraduate graduation requirements must be satisfied.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All admission requirements of the graduate School of Education and the degree/concentration must also be met before matriculation.

Upon matriculating into the master's program, students will be assigned a graduate advisor who will monitor their progress and work with them to complete the master's program.

Students will be expected to maintain their strong academic record as they progress through the graduate program.



# Accelerated Bachelor's to M.Ed.: English as a Second Language

Both degrees: 120+33 credits • 5 years full-time

# Accelerated Bachelor's to M.Ed.: Skills-Based Health/Social & Emotional Learning

Both degrees: 120+36 credits • 5 years full-time

The Accelerated B.S. to M.Ed. program allows qualified Cambridge College students to earn both a bachelor's degree and an M.Ed. within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

- WRT 101-102 College Writing I-II
- MAT 101-102 College Math I-II
- CMP 130 Computer Applications
- LRN 175 Principles & Processes of Adult Learning
- CTH 225 Foundations of Critical Thinking

### 2. Apply for Accelerated M.Ed.

**3. Accepted students** may take the **graduate courses** below within their bachelor's degree program.

- ESL 630 Equitable Assessment of ESL Learners
- ESL 631 Second-Language Acquisition & Culture
- ESL 610 Linguistics & Language Variations
- ESL 620 Teaching Reading & Writing to ESL Students

### 4. Transition to Master's Program

The Accelerated B.S. to M.Ed. program allows qualified Cambridge College students to earn both a bachelor's degree and an M.Ed. within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

- WRT 101-102 College Writing I-II
- MAT 101-102 College Math I-II
- CMP 130 Computer Applications
- LRN 175 Principles & Processes of Adult Learning
- CTH 225 Foundations of Critical Thinking
- SCI 205 Anatomy & Physiology I

### 2. Apply for Accelerated M.Ed.

**3. Accepted students** may take the **graduate courses** below within their bachelor's degree program.

- EHE 613 Principles of Health/Social Emotional Promotion & Public Health Issues . . . . . Fall
- EHE 622 Implementing Curriculum in the Health/SEL Classroom Fall
- EHE 632 Teaching About Human Sexuality . . . . . Fall
- EHE 682 Health-SEL Skills for Risk Reduction & Positive Behavior Change . . . . . Spring

### 4. Transition to Master's Program

#### Required to Apply

- 90 or more credits successfully completed in a Cambridge College bachelor's degree in any field, including all accelerated program prerequisites, with a GPA of 3.5+ based on a full record transcript including courses transferred in.
- Written approval of the student's undergraduate program chair and regional center director (if applicable), and School of Education dean.

#### Transition to Master's Program

- All undergraduate graduation requirements must be satisfied.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All admission requirements of the graduate School of Education and the degree/concentration must also be met before matriculation.

Upon matriculating into the master's program, students will be assigned a graduate advisor who will monitor their progress and work with them to complete the master's program.

Students will be expected to maintain their strong academic record as they progress through the graduate program.





Bachelor's Degree and Master of Education

## Accelerated Bachelor's to M.Ed.: General Science 1-6 or 5-8

• CIP code 131316 • Both programs: 120 + 32-35 credits • 5 years full-time

The Accelerated B.S. to General Science program provides a career pathway for qualified Cambridge College students, leading to initial licensure in General Science, Grades 1-6 or 5-8. Students earn both a bachelor's degree and an M.Ed. within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

WRT 101-102 College Writing I-II

MAT 101-102 College Math I-II

CMP 130 Computer Applications

CTH 225 Foundations of Critical Thinking

SCI 203 General Biology I

SCI 204 General Biology II

SCI 223 Physics I

SCI 201 General Chemistry I

SCI 138 Physical Geology

SCI 224 Fundamentals of Astronomy

### 2. Apply for Accelerated M.Ed.

**3. Accepted students** may take the **graduate science methods courses** below within their bachelor's degree program.

### Methods & Materials for Teaching:

SCI 686 Physical Science . . . . . Fall

SCI 682 Life Science . . . . . Spring

SCI 684 Earth Science . . . . . Spring

SCI 688 Middle School Chemistry . . . . . Summer

### 4. Transition to M.Ed. in General Science (1-6 or 5-8)

### Required to Apply

- 90 or more credits successfully completed in a Cambridge College bachelor's degree in any field, including all accelerated program prerequisites, with a GPA of 3.5+ based on a full record transcript including courses transferred in.
- Grade of B or better in all science content courses that document subject matter competency.
- Submit official transcript to science program chair for transcript review to ensure compliance with subject matter knowledge competencies for teaching science grades 1-6 or 5-8.
- Meet with the deans of the Undergraduate School and Graduate School of Education.
- Written approval of the student's undergraduate program chair and regional center director (if applicable), and SOUG dean.

### Transition to Master's Program

- All undergraduate graduation requirements must be satisfied.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All School of Education admission requirements for teacher licensure programs must also be met before matriculation (see *Admissions*).
- Subject matter competency for General Science 1-6 or 5-8 will be evaluated through transcript analysis by the program chair, following the Massachusetts standards for the license (see [www.doe.mass.edu](http://www.doe.mass.edu)). Only coursework completed within the last seven years with grades of B or better will be considered.

**Upon matriculating into the master's program**, students work with the General Science program chair, who monitors their progress and works with them to complete the M.Ed. in General Science (5-8) initial licensure program (see *General Science (1-6 or 5-8)* on page 151.

Students are expected to maintain their strong academic record as they progress through the graduate program.



# Accelerated Programs: School of Management

*The Accelerated BS to MBA and BS to MM programs are no longer open for enrollment. Qualified candidates must contact the School of Management for an updated degree plan.*

Bachelor's Degree and Master of Business Administration

## Accelerated Bachelor's to MBA

Both degrees: 120 + 45 credits • 5 years full-time

Bachelor's Degree and Master of Management

## Accelerated Bachelor's to MM

Both degrees: 120 + 37 credits • 5 years full-time

The Accelerated B.S. to MBA program allows qualified Cambridge College students to earn both a bachelor's degree and an MBA within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

WRT 101-102 College Writing I-II  
MAT 101-102 College Math I-II  
CMP 130 Computer Applications  
CTH 225 Foundations of Critical Thinking

BSM 200 Introduction to Business  
BSM 300 Economics for Managers  
BSM 203 Organizational Communication  
BSM 204 Financial Accounting  
MAT 201 Introduction to Statistics

### 2. Apply to Accelerated MBA

**3. Accepted students** may take the **MBA core courses** below within their bachelor's degree program.

MMG 512 Organizational Environment  
MMG 522 Information Systems in the Organization  
MMG 520 Financial Accounting  
MMG 740 Human Resources Management (MBA)  
or MHC 720 U.S. Health Care System (MBA/Health Care)

### 4. Transition to Master's Program

#### Required to Apply

- 90 or more credits successfully completed in a Cambridge College bachelor's degree in any field, including all accelerated program prerequisites, with a GPA of 3.5+ based on a full record transcript including courses transferred in.
- Written approval of the student's undergraduate program chair and regional center director (if applicable), and SOM dean.

The Accelerated B.S. to MM program allows qualified Cambridge College students to earn both a bachelor's degree and an MM within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

WRT 101-102 College Writing I-II  
MAT 101-102 College Math I-II  
CMP 130 Computer Applications  
CTH 225 Foundations of Critical Thinking

BSM 200 Introduction to Business  
BSM 300 Economics for Managers  
BSM 203 Organizational Communication  
MAT 201 Introduction to Statistics

### 2. Apply to Accelerated MM

**3. Accepted students** may take the **MM core courses** below within their bachelor's degree program.

MMG 512 Organizational Environment  
MMG 514 Accounting for Managers  
MMG 517 Research Methods for Managers

### 4. Transition to Master's Program

#### Transition to Master's Program

- All undergraduate graduation requirements must be satisfied.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All admission requirements of the graduate School of Management and the degree/concentration must also be met before matriculation.

Upon matriculating into the master's program, students will be assigned a graduate advisor who will monitor their progress and work with them to complete the master's program.

Students will be expected to maintain their strong academic record as they progress through the graduate program.



Bachelor's Degree and Master of Education

## Accelerated Bachelor's to M.Ed.: Mental Health Counseling or Psychological Studies

Both degrees: 120 + 36-66 credits • 5-6 years full-time

The Accelerated Bachelor's to Master's in the School of Psychology and Counseling allows qualified students to earn both a bachelor's and a master's degree within a reduced time frame and at a reduced cost. The program is open to students in any bachelor's degree program in the Cambridge College School of Undergraduate Studies. It can lead into any master of education degree offered by the Cambridge College graduate School of Psychology & Counseling.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

WRT 101-102 College Writing I-II  
MAT 101-102 College Math I-II  
CMP 130 Computer Applications  
LRN 175 Principles of Adult Learning  
CTH 225 Foundations of Critical Thinking

**2. Apply** to the accelerated program when 90 credits are successfully completed.

**3. Accepted students** may take the **SOPC core courses** below within their bachelor's degree program.

CCP 540 Personality & Counseling Theory  
CCP 639 Career Development  
CCP 630 Human Development Across the Lifespan

Each of these courses is taught in each academic term and fulfills requirements across all master's programs within the School of Psychology & Counseling.

### 4. Transition to Master's Program

#### Required to Apply

- 90 or more credits successfully completed in a Cambridge College bachelor's degree in any field, including all accelerated program prerequisites, with a GPA of 3.5+ based on a full record transcript including courses transferred in.
- Written approval of the student's undergraduate program chair and regional center director (if applicable), and SOPC dean.

#### Transition to Master's Program

- All undergraduate graduation requirements must be satisfied.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All admission requirements of the graduate School of Psychology & Counseling and the degree/concentration must also be met before matriculation.

Upon matriculating into the master's program, students will be assigned a graduate advisor who will monitor their progress and work with them to complete the master's program (see *Mental Health Counseling* on page 257 and *Psychological Studies* on page 267).

Students will be expected to maintain their strong academic record as they progress through the graduate program.

# Undergraduate Course Descriptions

## Adult Learning (LRN)

### **LRN 175 Principles and Processes of Adult Learning - 3 credits**

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

### **LRN 200 Career Development and Planning - 3 credits**

This course will explore the interrelationships among lifestyle, work place, and career planning and execution. Career development theories; occupational educational and personal/social information sources and delivery systems; and organization of career development programs are studied. The course will also emphasize the role of self-assessment of interests, values, and skills. Then it will move to an understanding of the steps in career decision making, and learning the necessary employability skills to obtain roles that ultimately amount to a career.

## Arts (ART)

### **ART 200 Introduction to Studio Arts - 3 credits**

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

### **ART 201 Studio Art II - 3 credits**

This course builds on previously learned art studio skills and visual arts “grammar.” Students will be exposed to various extensions of ideas such as: art volume and space, focus, composition, pattern and placement. This course will expand the student’s experience of “seeing” and the translation of visual perception into art making, especially in media such as painting, drawing and collage. Works of art from multiple cultures will be treated. Methods and principles for learning will integrate visual literacy with written and spoken communication. The course will further the idea of visual art as a powerful collective and personal expression of the human experience.

### **ART 211 Experiencing the Visual and Performing Arts - 3 credits**

ART 211 provides an introduction to the visual and performing arts; examining the major historical developments, traditions and practices within the visual and performing arts. We explore artistic genres spanning dance, music, theater, and other visual and expressive arts. Through readings, lectures, presentations and other activities, students will develop an understanding of the theories and terminology of the major movements in the global history of the visual and performing arts.

### **ART 215 Introduction to the Theater - 3 credits**

This course surveys major aspects of theatre from ancient Greece to the present. It includes study of significant playwrights, plays, theatre design, dramatic methods and principles. Given the public nature of drama, the relationship between the dramatic works and their cultural contexts will be explored.

### **ART 217 Storytelling Through Video and Film - 3 credits**

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

### **ART 230 Western Arts I: A Survey of Art from Ancient Times to the Renaissance - 3 credits**

Beginning with reference to ancient Minoan and Mycenaean art, this course surveys the development of Greek art to and beyond the classical period, the phases of Roman art, the Romanesque, early and late Gothic Art and the Renaissance in Europe. Students develop vocabulary and skills for the analysis of painting, sculpture and architecture, and an ability to communicate about them orally and in writing. The course examines style, technique, and iconography in their historical and cultural context, considering the religious, political, and intellectual climates expressed through the arts. We learn criteria for evaluating quality and beauty, examine how an object was made, for what purpose and audience. This course may be taken independently of ART 231, Western Arts II.

### **ART 231 Western Arts II: Survey of Arts from the Renaissance to Post-Modernism - 3 credits**

Beginning with the Renaissance, this course surveys the exciting proliferation of styles, symbolism and techniques in western visual arts during the past five hundred years. Major styles and periods include mannerism and the baroque, neo-classicism, romanticism, realism, impressionism and the many forms of modernism, among them, expressionism, surrealism, abstraction and pop art. Students strengthen their vocabulary and skills for the analysis of painting, sculpture, architecture, and gain enhanced ability to communicate about them in writing and speaking. The course examines style, technique, and iconography in historical and cultural context, considering the religious, political, social and intellectual climates articulated in the arts, including new systems of patronage and attitudes toward the public. We learn criteria for evaluating quality, beauty and accomplishment in the arts, and examine how an object was made, for what purpose and audience. ART 230 Western Arts I is useful preparation but is not required.

### **ART 300 Art in the Public Interest - 3 credits**

Public art explores the role that art and artists play outside of the traditional structure of museums and galleries by investigating notions of the public and the private. Through analysis of publicly-funded and commissioned art, site-specific art, guerilla art, and socially-engaged art, students consider the aesthetic, sociocultural, and political issues in creating art that engages with the public.

### **ART 301 Art and Society - 3 credits**

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

### **ART 303 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.

### **ART 305 Women and Film - 3 credits**

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

### **ART 400 The Harlem Renaissance - 1 credit**

The Harlem Renaissance was a major movement in American cultural and social history. During a brief period in the 20s and 30s, Harlem, New York became the world capital of Black artistic life. In this one-credit class, we focus on visual art, dance, and music of the time while attending to literary works such as poems, essays, and short stories. We will focus on the intersections of race, gender, and sexuality, and how art relates to these intersections.

## **Computer Sciences (CMP)**

### **CMP 130 Introduction to Computer Applications - 3 credits**

Assessment available. This course provides a hands-on introduction to the personal computer, Windows, word processing, spreadsheet, presentation software, the Internet, and an overview of Word, Excel and Power-Point uses. Students begin with the basics of each application and progress through intermediate level.

### **CMP 230 Digital Literacy - 3 credits**

Prerequisite: CMP 130 (course or portfolio) and familiarity with Windows and/or Mac operating system, or permission of instructor. Digital literacy is the ability to find, use, and share information using technology in order to excel in a digital world. Students will practice using a range of digital tools, including tools for searching and evaluating information and for creating and communicating digitally. Students will learn to select and use appropriate digital tools for a variety of settings including the classroom and workplace. Ethical and effective use of information will contribute to students' identities as effective digital citizens.

### **CMP 250 Fundamentals of Cybersecurity - 3 credits**

This course introduces the foundational concepts, principles, technologies and techniques employed in the field of Cybersecurity. Topics include but are not limited to: categories of threats, information security architecture, hacking techniques, malware, and contemporary technologies to identify and combat cybersecurity incidents. The interactive framework of the course will provide students with the practical experience in identifying, assessing and responding to a range of Cybersecurity threats.

### **CMP 251 Network Security and Communications - 3 credits**

This course is designed to prepare students for the CompTIA (Information Security Specialist) Security+ Exam. This course will cover general digital security, cryptography, network attacks, wireless security, application security, device security, identity management, risk mitigation, and cybersecurity tools used by industry professionals. It is specifically constructed to prepare students for Security+ certifications, which is an important credential for IT security professionals in the workforce.

### **CMP 310 Computer and Network Support: Part I - 3 credits**

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

### **CMP 320 Computer & Network Support: Part II - 3 credits**

Prerequisite: CMP 310. This is the second of two classes that provides the technical skills and knowledge students need to be successful in entry-level IT careers. Through a combination of lecture and hands-on work, students build on their existing knowledge of networking and learn PC imaging, operating system installation, and helpdesk soft skills.

### **CMP 330 Web Production I - 3 credits**

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

### **CMP 340 Web Production II - 3 credits**

This is the second of a two-part course on design and implementation of full-featured, interactive websites. Students tackle back-end issues pertaining to web development. First, they get an understanding of web/database interactions, and then learn to use various coding techniques and applications to create and manage these interactions. Moreover, students put their skills to use on various real-life projects for real external clients. Prerequisite: CMP 330.

## Communications (COM)

### COM 322 Effective Oral Presentations - 3 credits

Through practical study and experience preparing and giving presentations, learners develop expertise and gain confidence in speaking before groups. Students gain competency in preparation, organization, time management, voice projection, enunciation, appearance, posture and body language in order to expand their professional communication skills.

## Critical Thinking (CTH)

### CTH 225 Foundations of Critical Thinking - 3 credits

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

### CTH 230 Critical Thinking in the Humanities - 3 credits

This course explores fundamental approaches to the thinking about, creating and evaluating works in the Humanities, including literature, history, philosophy, art and religion. This course uses core texts from various periods to examine works in these disciplines to explore essential questions: "Where do we come from? What are we? Where are we going?"

### CTH 300 Critical Thinking Through Cinema - 3 credits

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

## Education (EMC)

### EMC 200 Science in Elementary School - 3 credits

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

### EMC 201 Curriculum Development: Social and Cultural Studies: Elementary Grades - 3 credits

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

### EMC 202 Classroom Testing and Measurement - 3 credits

Educators are experiencing greater pressure to become more knowledgeable about assessment techniques. This course introduces educational testing and measurement, including traditional teacher-made tests and newer methods. Prospective teachers try out new skills for classroom application. More experienced teachers "finally make sense" of some basic testing concepts including norm-referenced and criterion-referenced tests. We practice structuring test items and learn what constitutes content validity. We apply performance based measures and learn about portfolio assessment. An overview of basic statistical concepts increases confidence in interpreting test results. More importantly, new skills improve teaching and enhance learning.

### EMC 210 Introduction to Early Education and Care - 3 credits

Students will learn about the skills necessary for being an early childhood teacher and what the profession offers and requires for career and professional growth. The topics covered include what it means to create a developmentally appropriate program for young children, issues of the daily care of children, and current and future trends of the profession. Included will be an understanding of how developmental, emotional, and educational needs of young children (birth to eight years of age) are integrated in the course of daily life.

### EMC 215 Integrating Technology into Teaching and Learning - 3 credits

Technology is most effective when it seamlessly supports instruction. Standards-based software can provide key skills and concepts, give the students the opportunity to model dynamic systems, and allow them to express themselves through a variety of media. Presentation tools address a range of learning styles with visual and auditory cues. Internet resources allow learners to access original source material and provide a forum for discourse among classmates, and with the instructor. Properly integrated, technology forms a silent background for sound educational purposes.

### EMC 300 Classroom Management and Discipline - 3 credits

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

### EMC 301 Integrated Language Arts & Reading - 3 credits

Students investigate the reading process and the rationale for integrating listening and speaking, reading, writing, and critical thinking by practicing all of these elements. Focus is on the principles and practice of language acquisition and activities that encourage creativity and methods of developing, linking and expanding a child's encounters with literature.

**EMC 304 Language, Art and Music for Children - 3 credits**

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

**EMC 306 Mathematics for the Early Education Classroom - 3 credits**

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

**EMC 307 Inclusive Teaching in Early Childhood Settings - 3 credits**

This course will introduce the process of achieving an inclusive classroom. Topics addressed will include: the nature of various disabilities and the laws that govern their education; how to use best-practice strategies, accommodations, motivational interventions, and differentiated instruction so that ALL students benefit from instruction; how to work with other school professionals as part of a team that supports students with disabilities, as well as students from culturally and linguistically diverse backgrounds; and how to develop the affective skills of students, including behavior management strategies for behaviorally challenged students.

**EMC 308 Observing and Recording in Early Education Classrooms - 3 credits**

This course will provide strategies for authentic assessments of young children in school and family settings. Appropriate use of assessment and observation strategies to document development, growth, play, and learning will be studied. Students will learn the value of using data from assessment to enhance curriculum and instruction for the class and individual child. Students will also learn to work with families and other professionals to share assessments and resulting strategies to best serve children.

**EMC 315 Developing Curriculum for Young Children - 3 credits**

Students will demonstrate their ability to organize the environment and plan developmentally appropriate curriculum within a high-quality learning environment to facilitate young children's learning. They will identify the range of appropriate behaviors, activities and materials and be able to implement an integrated, comprehensive, developmentally appropriate curriculum in a supportive physical and social setting for children birth through age 8.

**EMC 316 Effective & Positive Learning Environments in Early Childhood Settings- 3 credits**

The emphasis of this course is on using appropriate guidance techniques to promote positive behavior in childcare settings. What is critical is to understand that interventions must be based on the different developmental, cultural and self-esteem needs of children. Students will be presented with discipline models to become competent practitioners of techniques for birth-8 that match the student's personality and philosophy of learning as well as what is appropriate for the developing child. They will learn to help children develop self-regulation, self-concept, coping mechanisms, self-comfort skills, and positive interaction with peers and adults.

**EMC 317 Educational Perspectives in Early Childhood Growth and Development - 3 credits**

This course covers theories of child development and the developmental sequences critical for early education with emphasis on physical, sensory, language, cognitive, and social-emotional development in the context of individual differences. The course will focus on how children (birth-8) learn based on research in early brain development and the impact of adults on this learning process. Students learn how to create safe, nurturing and challenging learning environments that are developmentally appropriate and promote growth, social skills and knowledge.

**EMC 318 Successful Inclusion in the Classroom - 3 credits**

Students will learn about different techniques and models that promote the successful inclusion of all students in elementary and early education classrooms. Students will gain knowledge about existing federal and state laws, how to adequately understand and develop individualized education plans, plan collaboratively with other teachers to meet students' needs, and enrich the learning environment for all.

**EMC 319 Social Foundations of Education - 3 credits**

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

**EMC 321 Special Topics in Early Education and Care - 1-3 credits**

This course will provide an in-depth review and analysis of a specially selected topic in early education. Topics vary by term and professor, and will be announced prior to the beginning of each term that it is offered. NOTE: This course is designed to provide an in-depth understanding of an advanced and highly specific topic in early education. EMC 321 is a variable-credit course which requires a minimum of 15 contact hours per credit. Topics and course content are determined by the professor and approved by the program chair in advance of the term.

**EMC 322 Health, Safety & Nutrition for Early Childhood Settings - 3 credits**

This course will focus on health, safety and nutrition as well as preventative health maintenance of the young child. Students will learn to recognize and respond to child abuse and neglect as well as other factors that may threaten a child's safety. Students will study current theories and practice problem-solving methods and conventional applications for in-class situations. The role of culture, language and ability on health decisions and how they impact young children will be assessed. Students will develop activities and resources for a health curriculum that encompasses all aspects of the healthy child.

**EMC 323 Early Childhood Program Planning and Development - 3 credits**

This course assesses the management of early childhood programs and child care centers. Topics covered include planning, managing and evaluating programs and environments for children. Subjects for discussion are marketing, record keeping, budgeting, licensing, accreditation, hiring, motivating/evaluating staff, family involvement and community collaborations. Emphasis will be placed on regulations, applicable laws, professional standards, policies and quality standards. Students will learn best practices in supervision and managing resources.

**EMC 324 Partnering with Families and Communities in Early Childhood Settings - 3 credits**

This course will help students understand diverse family structures and influences and develop consultation and interpersonal skills necessary for communication with coworkers, parents and community members. Students will learn strategies to build respectful and reciprocal relationships with families and the broader community allowing them to help families navigate community resources and schools. Intervention strategies and interviewing techniques will be stressed. Discussions include dynamics of the team process, roadblocks to communication, and analysis of a school system, with subsequent in-service recommendations. Students have an opportunity to apply these learned skills while examining theory concurrently.

**EMC 325 Principles of Early Childcare Administration - 3 credits**

This course will emphasize professionalism and leadership in early childcare settings, leading students to understand and adhere to ethical guidelines and professional standards. Students will learn the value of collaborative leadership where knowledge is shared, reflective practice is encouraged, decisions are informed by data, best practices are followed and diversity is valued. Students will learn to develop themselves as leaders and mentor others.

**EMC 326 Supporting Diversity and English Language Learners in the Early Education Classroom - 3 credits**

This course will focus on the theory and practice of multicultural education, providing students the skills and knowledge necessary to create classrooms that best serve all children. Students will explore how children's experience is shaped by their race, gender, class, ability, religion, language, etc. They will learn to create classrooms that will embrace diversity, valuing the contributions and cultures of all students. This course will also include specific strategies relative to best practices for serving English Language Learners.

**EMC 330 Literature for Children - 3 credits**

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

**EMC 401 Teaching Mathematics in Elementary Grades - 3 credits**

This course provides elementary teachers with a strong foundation in mathematics language, principles, and teaching methods and strategies.

**EMC 402 Early Education and Care Field Experience - 3 credits**

This course is an advanced field experience that includes observation, participation, and teaching in the early childhood setting (specifically preschool and kindergarten). Emphasis is on program planning including assessment for children in early childhood education. The candidate must apply to the Early Education and Care program chair one semester in advance to enroll in this course.

**EMC 410 Current Issues and Topics in Education - 3 credits**

This course focuses on current issues in the field of education. Topics for this course are selected from issues and /or concerns raised by the United States Dept. of Education, professional educational organizations, and state boards of education. Students study the historical roots of the selected issues and evaluate approaches to addressing the issues.

**EMC 412 Storytelling and Playmaking - 3 credits**

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

**EMC 415 Multidisciplinary Approach to Content Areas - 3 credits**

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

**EMC 420 Strategies for Teaching - 3 credits**

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

## History (HIS)

**HIS 101 World History I - 3 credits**

This course provides an understanding of early civilizations from ancient times until c.1650. Early civilizations include Egypt, Babylonia, India, China, Israel, Greece and Rome. European coverage includes Middle Ages, Renaissance, Reformation and beginnings of the Age of Discovery. This course includes cultural, intellectual, political and economic developments, and is the basis for the 2nd term, HIS 102.



**HIS 102 World History II - 3 credits**

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

**HIS 201 U.S. History I - 3 credits**

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

**HIS 202 U.S. History II - 3 credits**

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

**HIS 300 Martin, Malcolm and the Movement - 3 credits**

This course examines and analyzes the development of selected political and economic issues and structures that shape current events and public discourse. Topics vary by term and may include the evolution of the American political parties, of the Executive Branch, the effects of new media, globalism and others. Students learn to analyze source materials and to distinguish fact from opinion. This semester, historical perspectives on contemporary issues will focus on two central figures of the civil rights movement, Martin Luther King, Jr. and Malcolm X. This course seeks to critically examine the social context, the philosophical and ideological framework of Martin Luther King Jr. and Malcolm X. Through biographical and historical analysis, students will develop a greater appreciation of the two historical figures. In addition, we will critically evaluate and relate the methods of each to contemporary U.S.A. and Third World racial, social, political and economic problems. We will read and study the assigned material and bring to class questions on issues that we wish to critically examine through writings and class discussions. Your attendance and active participation is therefore crucial in this course. The instructional modes in class will be based primarily upon lectures, discussion/debates, DVDs, and audiotapes.

**HIS 301 US History through the Media - 3 credits**

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

**HIS 302 History of the Modern Middle East and North Africa - 3 credits**

This course will explore the modern history of the Middle East and North Africa through an investigation of the historical, social, political, religious and economic forces that have sculpted the current cultural landscape across this vast region. Through readings, films, art and news reports, we will examine the impact and influence of imperialism, revolution, expansionism, hegemony, post-colonialism, nationalism, gender and modernity on the region, and develop an informed perspective of the current social and cultural realities across the Middle East and North Africa.

**HIS 310 Perspectives on Ancient Egypt - 3 credits**

Ancient Egypt figures in film, song, literature and history, but is the ancient Egypt that popular culture imagines now the same as the people saw for themselves then? Drawing upon historiography, archaeology, art history, history and comparative literature in juxtaposition with popular film, fiction and song, students will dissect images of ancient Egypt through time to come to an understanding of ancient Egypt, then and now.

**HIS 321 Special Topics in History - 3 credits**

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

**HIS 343 History of Massachusetts - 3 credits**

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

**HIS 344 History of the Labor Movement - 3 credits**

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

**HIS 350 Introduction to Political Science - 3 credits**

What is the perfect society? How much power should the government have? Is democracy the best form of government? Political science is the study of how and why people come together to form governing institutions. To understand the nature of government, political scientists study such issues as power and authority, human nature, freedom, obligations, justice and the organization of the state. In this course, we examine the work of some of the greatest political

thinkers — Aristotle, Plato, Aquinas, Machiavelli, Hobbes, Rousseau, Nietzsche, Locke and Marx — and learn how they look at politics, government and the individual. The course explores a central issue of government: the difficulty of reconciling the good of an individual with the good of the public. In thinking about this question, students reflect upon the definition of justice, the nature and importance of freedom, the relation between an individual and the community, the best form of government, and the character of the ideal ruler.

## Human Services (BHS)

### **BHS 125 Spanish for the Helping Professions - 3 credits**

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

### **BHS 300 Domestic Violence: Risks, Trends, Resources - 1 credit**

Domestic violence\*, also referred to as intimate partner violence (IPV), affects men, women and children of all races and social and economic levels. In 2008 domestic violence reached epidemic proportions and was declared a public health emergency in Massachusetts (Comm of MA, 2015). This course will examine recent statistical trends in reported cases of IPV, the identified risks and behaviors that may serve as cautionary indicators in relationships, and the personal, community and legislative resources available to those who are subject to physical and psychological violence. Students will be guided in exploring their personal attitudes toward domestic violence, violence and gender as well as social acceptance of psychological violence. The role of the human service professional in working with families impacted by domestic violence will be explored.

\*Domestic violence is the willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior as part of a systematic pattern of power and control perpetrated by one intimate partner against another. It includes physical violence, sexual violence, threats, and emotional abuse. The frequency and severity of domestic violence can vary dramatically.

### **BHS 302 Women and Addictions - 3 credits**

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

### **BHS 305 Introduction to Human Services - 3 credits**

This course provides an overview of the history, philosophies, structures and systems of delivery for human services. Drawing from a variety of resources including case studies, students learn what the programs are, whom they serve, and how they work; they explore protocols and procedures to evaluate their success. Particular attention is paid to questions of poverty and wealth and their impact upon public welfare. Students become familiar with ethical issues involved in working with diverse populations and communities, and consider the implications for public policy.

### **BHS 306 Case Management for Human Services - 3 credits**

This course focuses on the practice of human services in a case management context. This course is designed to introduce students to a variety of ways in which case management is used to assess and assist clients with identified needs. A particular focus will be placed on how to develop effective service plans with clients and how to find necessary community resources for clients. All phases of the case management process will be discussed.

### **BHS 307 Substance Abuse and the Law - 3 credits**

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

### **BHS 310 The Art of Advocacy, Skills for Policy and Service Delivery - 1 credit**

Advocacy is an art which integrates policy and passion with the skills of communication, social intelligence and change analysis to achieve a better world. Students will recognize how they already engage in advocacy while exploring systems and institutional level advocacy for social change. Each student will outline an advocacy campaign based on a social issue they have selected. The class will visit the Massachusetts State House and other sites. Students will communicate advocacy actions they have undertaken.

### **BHS 315 Understanding Family & Community Systems - 3 credits**

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

**BHS 320 Community Building Principles & Strategies - 3 credits**

This course introduces the history, theory, and practice of community building in order to increase the effectiveness of people working to improve their communities. It increases students' capacity and engagement in community planning, advocacy, organizing, decision-making and evaluation. The fundamental principles of community building are explored: Such as incorporating those directly affected by policies at the heart of dialogue and community building; valuing racial and cultural diversity as the foundation for wholeness; promoting active citizenship and political empowerment, building on community strengths and assets; ensuring access to fundamental opportunities and removing obstacles to equal opportunity; supporting and enhancing the well-being of children and their families; fostering sustained commitment, coordination and collaboration based on a shared vision and mutual respect. This course is based on The Boston Community Building Curriculum, developed by the Boston Foundation and currently being implemented by Interaction Institute for Social Change.

**BHS 321 School, Family and Community Partnerships - 3 credits**

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

**BHS 322 Dynamics of Power in Communities - 3 credits**

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

**BHS 324 Building Community through Media - 3 credits**

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

**BHS 325 Community Planning and Development in an Urban Environment - 3 credits**

The course will focus on community planning and development and how the process is continuous, guided, and ideally adheres to principles of community building. This course focuses on specific issues of community development where the physical and economic

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

**BHS 327 Building Successful Organizations - 3 credits**

Organizational capacity is the interaction of human capital (employees and clients) with organizational structures to solve collective problems and improve and maintain the well-being of that organization. This course will explore the concepts and practices of developing effective and evolving organizations. The course will be highly interactive and will emphasize the sharing of experiences, ideas, and insights from students. Students will be encouraged to ground the ideas discussed by applying them to their own organizations or those they are familiar with. Critical areas of strong organizations include creating effective teams, empowering employees and those receiving services as fellow decision-makers, and addressing the many challenges that emerge when people work together.

**BHS 330 Group Facilitation for Community Building - 3 credits**

Students who work with groups whose purpose is to strengthen the capacity of communities and other structures will learn how to work with groups to address issues and reach agreement. Skills associated with group development will be covered. The course is structured to provide students with an understanding of how facilitation skills and methodology that can be used in their practice working with groups and community building initiatives. Participants will learn how to apply group facilitation theory and use interactive methods to engage the hearts, minds, and energies of diverse groups of people in finding and implementing solutions to difficult problems.

**BHS 335 Using Dialogue to Transform Communities and Organizations - 3 credits**

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

**BHS 340 Youth Development and Community Practice - 3 credits**

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

**BHS 360 Ethical Issues in Substance Abuse - 3 credits**

Prerequisite: BHS 401 or experience in the field of addictions (permission from the instructor). This course explores current ethical issues common among a substance abusing population, such as mandatory treatment, involuntary treatment, duty to warn requirements, criminalization, and perinatal addiction. The course also covers professionals' competence, confidentiality, accountability, client welfare, emotional health/personal wellness, and financial concerns. Students begin to understand the ethical debates and the foundations the arguments are based on. This course uses as a foundational code of ethics the Principles of Professional Standards for Substance Abuse Professionals. Students gain increased awareness of the ethical issues in the field and a broader understanding of the debates; they can address client needs more holistically and engage in public discourse on the issues.

**BHS 361 Adolescent Drug Prevention - 3 credits**

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

**BHS 363 Caring for Elders with Alzheimer's and Memory Related Problems - 3 credits**

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

**BHS 364 Unequal Treatment: Disparities in Health and Human Services - 3 credits**

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

**BHS 365 Ethical Issues in Working With Families - 3 credits**

This course explores current ethical issues that are common when working with families in a human service setting, such as child and elder abuse reporting, mandatory treatment, involuntary treatment, duty to warn requirements, research, and privacy. In addition, six areas of ethical concern are covered, including: professionals' competence, confidentiality, accountability, client welfare, emotional health/personal wellness, and financial concerns. Students begin

to understand various aspects of ethical debates, as well as the foundations the arguments are based on. The goal of this class is to increase awareness of the ethical issues within human services and develop a broader understanding of the debates. The ultimate goal is to prepare students to address client needs more holistically and to engage in public discourse on the issues.

**BHS 366 Family Interventions - 3 credits**

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

**BHS 369 Legal and Ethical Issues in Human Services - 3 credits**

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

**BHS 378 Program Planning and Evaluation - 3 credits**

Successful programs address client needs and deliver services utilizing an effective systems approach. Students discuss the issues programs face in establishing guidelines for short-term and long-term planning, recruiting and training staff, and in conducting ongoing evaluation of services. Students participate in a client/provider interview and create a program design. The course addresses systems theory, family relationships, governmental agencies and their relationship to community services, program planning, setting goals and objectives, conducting interviews and evaluations, applied critical thinking, assessment, professional writing, and grant writing. (formerly MAN 424).

**BHS 400 Family Life Cycle - 3 credits**

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

**BHS 401 Introduction to Addictions: Theory & Practice - 3 credits**

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

**BHS 402 Special Topics in Justice Issues - 3 credits**

This seminar will provide students with the opportunity to develop an understanding of the justice issues inherent in contemporary social attitudes and institutions. Students will utilize Circles as a forum for in-depth discussion of selected social issues such as race, poverty, juvenile delinquency, crime, war, terrorism, and the death penalty. Issues selected will vary.

**BHS 411 Family Systems and Addictions - 3 credits**

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

**BHS 420 Strategies for Change - 3 credits**

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

**BHS 421 Mental Health and Substance Abuse - 3 credits**

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

**BHS 430 Families with Special Needs - 3 credits**

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

**BHS 434 Community Building Across Disciplines: "Portraits of Practice" - 3 credits**

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

**BHS 445 Leadership for Community Builders: Theory and Skills - 3 credits**

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

**BHS 470 Human Services Field Education I - 4 credits****BHS 471 Human Services Field Education II - 3 credits**

Human services field education gives students opportunity to practice knowledge and skills gained in the classroom, and to become familiar with the structure and functioning of organizations and community agencies. Under agency supervision, students provide counseling, advocacy, research, information, referral, and similar services, and then document and reflect on their activities. The accompanying seminar includes students from varied placements, who give and receive feedback on case presentations and agency and organization issues. All field sites must be approved in advance by the concentration director and close ties are maintained between the agency supervisor and the course instructor. Students wishing to use their place of employment as a site should contact the concentration director to start the approval process before signing up for this course. The parameters (number of hours, days, etc.) are negotiated between the site, the student, and the College; and a joint contract is signed. Site supervisors must be immediately available to students, and must provide weekly individual or small group supervision. Students should be at their field sites approximately 6-8 hours a week and participate in a 2-hour/week seminar. Satisfactory completion requires satisfactory work at the site and the College seminar. HS Field Education II continues HS Field Education I or covers a new or special situation; offered as a focused study.

**BHS 490 Human Services Capstone - 3 credits**

Prerequisites: 90 credits minimum, including WRT 101 and WRT 102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students' learning in the undergraduate human services program. It is an opportunity to explore a topic of personal or professional interest in human services and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for BHS 491 and pass before graduating.

**BHS 491 Human Services Capstone Completion - 3 credits**

Second or additional term(s) as needed to complete the Psychology Capstone.

## Human Services Management (MAN)

**MAN 350 Principles of Supervision - 1 credit**

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

## Interdisciplinary Studies (IDS)

**IDS 200 Foundations of Interdisciplinary Studies - 3 credits**

Prerequisites: WRT 101 or CTH 225 or permission of instructor. Learning about interdisciplinary studies is a multi-step process that involves self-reflection, self-assessment, goal setting, research, inquiry, and metacognition. This course is designed to introduce students to the Interdisciplinary Studies Program and to concepts and methods of interdisciplinary study more generally. Emphasis is placed on generating ideas and questions through critical inquiry and from multiple perspectives. Key ethical issues in socio-cultural power structures will be addressed.

**IDS 300 Topics in Interdisciplinary Studies - 3 credits**

Prerequisites: IDS 200 and WRT 102 or WRT 201. Using an interdisciplinary approach to a complex topic, students will continue to learn to generate ideas and questions to become critical interdisciplinary thinkers. Emphasis is placed on critical inquiry and approaches to the topic from multiple perspectives. Key ethical issues in socio-cultural power structures will be addressed.

**IDS 490 Action Research Capstone - 3 credits**

Prerequisites: 90 credits minimum, including WRT 101, WRT 102, IDS 200, and IDS 300. The Capstone is an action research project and portfolio completion that is the culminating academic activity that helps to synthesize students' learning in the undergraduate interdisciplinary program. Students will identify an issue, consider multiple perspectives, and advance a creative, interdisciplinary intervention, solution, or response to the issue identified. Those who take an additional term to complete the Capstone must register for IDS 491 and pass before graduating.

## Justice Studies (JUS)

**JUS 200 Crime and Criminal Justice - 3 credits**

This course provides an introduction to the nature of the crime problem in the United States, including patterns of victimization and offending and the ways in which the criminal justice system responds to these behaviors.

**JUS 205 Introduction to Legal Studies - 3 credits**

Introduction to Legal Studies introduces students to the legal system and the legal profession in the United States. The course will explore theoretical and historical influences on the American legal system and the practice of law, the origins of the legal system in English common law, the sources of American law, including an overview of the Constitution, state and federal status, the court system, and the legislative and trial process. Students will explore the legal profession and the varied roles assumed by the legal professional in contemporary society. Students will gain an understanding of the emergence of specialized areas of law and the knowledge and skills needed to pursue a law career.

**JUS 225 Introduction to Social Justice - 3 credits**

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

**JUS 300 Working With Adolescents: Group Leadership, Concepts and Techniques - 1 credit**

The purpose of this class is to provide students with a basic understanding of effective group leadership skills, concepts and techniques in facilitating educational, life skill and process groups when working with the adolescent population. Students will learn the necessary skills to effectively lead group exercises for topics specific to adolescents. Students will be able to utilize a number of proven group leadership skills to enhance engagement, provide support for change, and increased communication skills.

**JUS 301 Working With Families of Court-involved Youth - 1 credit**

This class will focus on the skills necessary for students working with families of adjudicated youth. This class will offer a strength based approach to providing support and skills building for the family of adolescents and will highlight the characteristics of the family system, influences on behavior and the changing family. Students will learn to use an integrated, systemic approach to engage family groups characterized by the adolescent dynamic. The impact of economic stress, divorce, family conflict, abuse and neglect, and legal issues on the family system and adolescent behavior will be explored.

**JUS 302 Adolescents and Anger Management - 1 credit**

This course will focus on developmentally appropriate anger management and self regulation skills youth workers can model, communicate and teach to adolescents. The class will provide students with a basic understanding of the emotion, anger, during the stage of human development known as adolescence. This class will explore root causes of anger and the negative impact it can have on healthy development and interpersonal relationships. Students will learn strategies to assist adolescents in their ability to control and express anger in a healthy pro-social manner.

**JUS 303 Mass Incarceration - 3 credits**

This course explores the rate of incarceration in the United States. Although the U.S. makes up only 5% of the world's population, we hold 25% of the world's prison population — Why? Through challenging readings, including guest speakers, this course will introduce the student to social praxis as a cornerstone for recognizing the need for blending both theory and practice in confronting injustice. Through guided independent and collective study, we can begin to provide an answer as to why so many Americans are in prison; this awareness will create pathways for action resulting in change.

**JUS 304 Foundations of Law Enforcement - 3 credits**

Students will examine the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course will offer a study of various careers in public safety including local and state police, environmental police, and federal law enforcement officers to include ATF, DEA, Military Police, DHS, Border Control and ICE. The course will explore the history and development of law enforcement in the United States as well as the roles and responsibilities inherent in community policing. Contemporary social policies, attitudes and recent controversies such as Black Lives Matter, Stand Your Ground, police use of force, and racial profiling will be discussed with the goal of achieving an unbiased understanding of the nature of conflict and possible strategies for resolution.

**JUS 305 Introduction to Criminal Law - 3 credits**

This course explores the role of law, legislation, prosecution and the courts within the criminal justice system. It examines legal elements of crime, how crimes are prosecuted and defended, types and classes of crime, sentencing, alternatives to prosecution and incarceration, juvenile delinquency and prosecution of minors, victims' services and restorative justice, and social functions of law. The overrepresentation of low-income, Black, and Brown people in the criminal justice system is emphasized, and how race and class inform policing, prosecution, sentencing, and punishment.

**JUS 306 Courts and the Community - 3 credits**

This course will explore the history of the Community Court system inclusive of Drug Courts and Mental Health Courts, methods employed in assessing behavior and recommending treatment, and the availability of appropriate community resources and strategies used to provide treatment and evaluate outcomes.

**JUS 310 Women, Crime and Criminal Justice - 3 credits**

This course focuses on the history and role of women as offenders, victims, and professionals within the criminal justice system. Emphasis will be placed on social and cultural norms that marginalize women and create the pathways to criminal behavior. The experience of women within the courts, the jail and prison system and upon returning to the community will be explored. Additionally, the impact of women as professionals within the criminal justice system will be discussed.

**JUS 315 Wealth, Poverty and Inequality - 3 credits**

This course explores differing sociological theories of why inequality exists and how it affects us, and offers alternatives toward a more economically and socially just society. While the United States is the main focus, attention is also given to global inequality. The major emphasis is on socio-economic class, including intersections of class with race and gender. Students will learn about the U.S. upper class, middle class, working class, and poverty class.

**JUS 342 Girls and Delinquency - 3 credits**

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

**JUS 343 Youth and Gangs - 1 credit**

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

**JUS 345 War, Peace and Non-Violence - 3 credits**

Working from an international and local perspective, this course will explore roots of war and peace, connect theory with practice and address personal as well as political implications of war, peace and non-violence. The course will touch on Just War theory, but focus on positive alternatives to war—including a Just Peace framework and the range of strategies (and ways of life) that are often grouped under the umbrella of "non-violence." The course is an introduction, but we will offer time for participants to build community and dig more deeply into specific areas of interest through a final project.

**JUS 350 Introduction to Juvenile Justice - 3 credits**

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

**JUS 356 Youth and the Law - 3 credits**

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

**JUS 357 Healing Circles - 1 credit**

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

**JUS 358 Bullying Behavior - 1 credit**

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

**JUS 360 Contract Compliance and Risk Management for Human Service Programs - 1 credit**

This course examines the clinical, personnel and environmental dynamics present within human service programs and the legal, fiscal and ethical responsibilities program leadership assumes to identify situations that may require immediate intervention. Students learn to develop and implement pro-active harm reduction strategies in order to achieve fiscal and programmatic contract compliance.

**JUS 365 Adolescent Females and Cutting - 1 credit**

This course studies the dynamics of the adolescent female self-mutilator in today's society. Key areas of study are: (1) What is self-mutilation, (2) Who is the self-mutilator; diagnostic factors, (3) How the disorder develops and progresses, (4) Reactions of others, (5) Attachment patterns and family dynamics, and (6) Treatment resources. Course materials are based on: Cognitive-Behavioral Treatment of Borderline Personality Disorder (M. Linehan), Self-Mutilation: Theory, Research and Treatment (Walsh and Rosen), Cutting: Understanding and Overcoming Self-Mutilation (Levenkron). The class presents clear and comprehensive information on the causes and effective treatment resources for this behavior based on the most current and relevant information from noted experts in the field.

**JUS 368 American Immigration Law and Policy - 3 credits**

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

**JUS 376 Internet Research Methods for Juvenile Justice - 1 credit**

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

**JUS 377 Legal Process for Reporting Suspected Child Abuse - 1 credit**

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

**JUS 415 Violence in American Society - 3 credits**

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

**JUS 416 History and Current Practice of Corrections - 3 credits**

This course is a study of the history and evolution of corrections from medieval beliefs about the nature of punishment through the establishment of church-sponsored penitentiaries to current philosophies of punishment and incarceration. The purpose and function of U.S. jails and prisons, the different levels of security and the diverse approaches to treatment and rehabilitation vs. punishment will be examined. The course will also study recent theory and research pertinent to the effectiveness of prison programming in preparing men and women for successful reintegration back to the community. Current social issues and policies such as Mass Incarceration, Prison for Profit, Use of Solitary Confinement and Physical Restraint, Out of State Transfers, and the Age of Waiver to the Adult System will be debated. The physical and psychological impact of the correctional system on both inmates and correctional officers will be examined.

**JUS 425 Program Models for Adjudicated Youth - 1 credit**

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

**JUS 430 Global Justice for Youth - 3 credits**

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

**JUS 435 Restorative Justice and Alternative Sentencing - 3 credits**

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



# Literature (LIT)

## LIT 203 Introduction to Poetry - 3 credits

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

## LIT 210 Topics in Literature - 3 credits

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

## LIT 215 Shakespeare - 3 credits

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

## LIT 301 Exploring Our World Through Poetry - 3 credits

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

## LIT 309 Contemporary Latino/a Literature - 3 credits

Prerequisite: WRT 101. This course examines the contributions to American literature made by Chicanos, Puerto Ricans, Cuban, Dominicans and other Latino/ Latina writers in the United States over the last fifty years. Through a variety of Latino/Latina writing, we will explore the ways in which these writers represent community, class, race, gender, culture, nation, and ethnicity in their works. We will also examine the ways in which Latinas(os) have manufactured identities within mainstream society, as well as the development of cultural hybrids and other forms of cultural registers. Representative works of various genres will be read and analyzed within a cultural context: the testimonial, the autoethnographic essay, the narrative (novel and short story), drama, poetry and film. Authors include Rudolfo Anaya, Gloria Anzaldúa, Sandra Cisneros, Luis Valdez, Cristina Garcia, Julia Alvarez, Junot Diaz, Achy Obejas and Piri Thomas.

## LIT 310 Gothic Fiction - Horror - 3 credits

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

## LIT 311 Studies in Literary Genres - 3 credits

This course deepens the student's initial encounter with literature by closely examining the specific ways in which the various literary genres work, why a writer might choose one genre over another, and how material may be transformed when adapted from one genre to another (when, for example, a film is based upon a novel). The course will study fiction, poetry, memoir, drama, and film. In each semester there may be a particular emphasis on one or more of these genres.

## LIT 312 World Literature - 3 credits

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

## LIT 314 Introduction to Western Literature - 3 credits

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

## LIT 315 American Literature - 3 credits

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

## LIT 316 Survey of British Literature - 3 credits

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

## LIT 318 The Modern Literatures of Africa, The Caribbean and South Asia - 3 credits

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

**LIT 325 African-American Literature - 3 credits**

Literature has provided the most powerful and perceptive expressions of the African-American experience, from slavery to our own day. Through a rich selection of folktales, songs, short stories, novels (and excerpts), drama, autobiography and poetry, this course will explore the contradictions, defeats and triumphs of Black individuals and communities over four tumultuous centuries. As the African-American story lies at the core of the larger American story, so African-American narratives lie at the core of American literature.

**LIT 400 Themes in Literature: Outsiders, Authority, Law and Injustice - 3 credits**

This course focuses on the struggle by experienced and caring executives to manage people with very different backgrounds, personal styles and issues. Each text dramatizes attempts to do justice through reason and law, tempered with compassion; focuses on the mystery of the individual personality or soul, particularly among those who have suffered loss; inquiries into the nature of madness; how being reasonable itself may blur the line between sanity and insanity; whether innocence can survive in the workplace; how an outsider calls into question 'business as usual'; and whether law can accommodate truth. There are ethical dilemmas, values, clarification under stress, presentation and analysis of various leadership models, attempts to gather and evaluate evidence, make moral choices, manage crisis and to comfort and resolve grief.

**LIT 401 Enduring Themes in Great Literature - 3 credits**

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

**LIT 402 The Eastern Epic - 3 credits**

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

## Management (BSM)

**BSM 101 Business Writing - 3 credits**

The course presents an introduction to the demands of business writing. Students learn how to develop the skills for effective written business communication including idea formulation, research, outlining, drafting, revising, peer editing, and presentation skills.

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

**BSM 125 Computer Networking & Support Internship - 3 credits**

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

**BSM 126 Business Essentials - 3 credits**

BSM 126 explores the definitions and practice of professionalism in contemporary corporate environments, and how professional behaviors and habits positively impact an individual's success. Students learn how developing a professional persona and personal brand work to positively impact productivity and success in different professional environments, and to understand the importance of maintaining professional standards in the workplace. We review best practices and techniques for professional networking, identifying mentors and allies, developing interpersonal skills, managing corporate workplace standards through vertical and horizontal relationships, maintaining self-awareness, engaging in timely self-advocacy, and building trust with coworkers.

**BSM 130 Customer Service Essentials - 3 credits**

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

**BSM 200 Introduction to Business - 3 credits**

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

**BSM 201 Introduction to Wellness in the Workplace - 3 credits**

With the cost of health care continually rising, there is increasing interest among employers to find effective ways to improve health while lowering costs. This course will provide students with an overview of the impact of bringing wellness initiatives into the workplace. In this introduction to workplace wellness, students will identify the elements of wellness, characteristics of wellness programs and the return on the investment for companies who have invested in wellness within their organizations, such as reduction of health care costs, reduced rates of absenteeism, increased productivity, improved morale and retention. They will identify how various elements of wellness can be introduced in the workplace and how organizations can sustain a culture of wellness.

**BSM 203 Organizational Communication - 3 credits**

This course focuses on developing the communication skills necessary to be an effective member of an organization. Students will apply basic communication principles to the creation of effective business documents and oral presentations. The role of communication in team building and the use of technology to enhance messages will also be emphasized.

**BSM 204 Financial Accounting - 3 credits**

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

**BSM 205 Marketing - 3 credits**

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

**BSM 225 Fundamentals of Investment Management - 3 credits**

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

**BSM 300 Economics for Managers - 3 credits**

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

**BSM 305 Principles of Managing Organizations - 3 credits**

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

**BSM 315 Diversity in the Workplace - 3 credits**

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

**BSM 320 Operations Management - 3 credits**

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

**BSM 326 Strategies for Selling - 3 credits**

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

**BSM 327 Customer Relations Management - 3 credits**

Prerequisites: BSM 205 and BSM 326. Students will gain an understanding of Customer Relations Management (CRM) and how to implement CRM tools. Students will examine a holistic approach to using CRM, which can result in customer retention optimization, improved customer value management, and more effective customer service processes. The course will draw on the best practices of CRM which include compiling data from marketing, sales and financial analytics.

**BSM 328 Marketing Communications - 3 credits**

Prerequisite: BSM 205. This course will provide the skills for Marketers to craft an organization's message, so its identity, purpose, and product/service is conveyed to potential customers and the general public. In this course the use of advertising, public relations, and various media are employed to develop content and substance for the broadcast of these messages to the intended audience. An examination of current examples; combined with the hands on development of a comprehensive communication plan, students develop skills that can be immediately applied in the workplace.

**BSM 331 Principles and Practices of Consumer Credit - 3 credits**

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

**BSM 333 Statistics for Business - 3 credits**

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

**BSM 334 Principles of Banking - 3 credits**

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

**BSM 335 Human Resource Management - 3 credits**

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

**BSM 340 Managing Information Systems and Databases - 3 credits**

Prerequisite: CMP 130 Introduction to Computer Applications. This course presents the fundamentals of management information systems and provides an overview of the issues managers face in the selection, use, and management of information technologies/information systems (IT/IS). The use of IT/IS and e-commerce as key enablers of competitive global business and social change will be emphasized. Topics covered will include the basic concepts of computer hardware, software, telecommunications, networks, and database systems. The course also examines IT/IS ethical standards, security, enterprise systems, DSS, knowledge management systems, expert systems, and AI.

**BSM 350 Comparative Health Care Systems - 3 credits**

This course surveys the historic development, organization and unique characteristics of the health care delivery system in the US. We explore the history and functions of health care providers in America; contrast that history and structure with those of other developed nations, discuss organizational patterns of health care facilities, current payment and reimbursement systems, external accrediting agencies, governmental regulation, and medical staff organization.

**BSM 351 Human Resource Management in Health Care - 3 credits**

This course provides an essential overview of policies, practices, and organizational structures within human resources management in health care settings. Students will compare and contrast the relationship between human resources management and general management; explore the roles, responsibilities, requirements and expectations of human resource management in health care organizations; review compensation and benefits, recruitment, selection and retention of staff, training and development, and other topics in the field of human resources management in health care.

**BSM 352 Health Care Economics - 3 credits**

This course is designed to give students an understanding of the fundamental characteristics, structures, policies and practices of health care economics in the United States. Students will develop an understanding of health care markets, including supply and demand, delivery, production, services, and costs. Additionally, this course explores practical economic analysis, a survey of insurance policies and programs, and a review of current regulations in health care.

**BSM 354 Legal and Ethical Aspects of Health Care - 3 credits**

This health law course surveys current federal and state regulatory structures and policies governing the provision of healthcare. Students will learn about professional licensure, malpractice, the provider-patient relationship, informed consent, the regulation of healthcare facilities, the organization of healthcare entities (such as integrated delivery systems), the regulation of health insurers and managed care providers, managed care liability, Medicare/Medicaid, federal self-referral and "anti-kickback" prohibitions, and other ethical topics.

**BSM 355 Performance Management - 3 credits**

Performance Management investigates control and performance evaluation, including revenues, costs, profits, and investment in assets. We emphasize the importance of understanding variance analysis based on flexible budgets and standard costs of operations in small, medium and large institutions. Additionally, this course reviews responsibility-accounting for revenue, operational costs, contribution and profit centers, and developing a balanced score card.

**BSM 356 International Finance - 3 credits**

Prerequisite: BSM 442. This course describes how businesses evolve into multinational corporations (MNCs) in order to capitalize on international opportunities. Assessing the international environment, comparing various strategies, and how to manage risk will be emphasized. The course will describe the relationship between exchange rates and economic variables. Motives for direct foreign investment, multinational capital budgeting, trade financing, and international cash management will be covered.

**BSM 357 Small Business Finance - 3 credits**

Prerequisite: BSM 225 and BSM 442. This course provides an understanding of the financial requirements needed to manage a small business. Students will learn the elements of financial statement analysis, which reports to analyze, financial planning, capital budgeting, investment management, risk, profitability and forecasting. In addition students will learn how to make numbers align with goals, and what questions to ask their accountants to ensure the development of strategies that provide optimal tax advantages.

**BSM 401 Health Care Management Fundamentals - 3 credits**

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

**BSM 402 Grant Writing and Fund Raising - 3 credits**

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

**BSM 403 Personal Finance - 3 credits**

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

**BSM 404 Social Media for Community Businesses - 3 credits**

Community and small businesses often gain a competitive advantage through the use of social media that builds upon their local connections and commitments. However, small businesses typically operate without a formalized marketing department, or the necessary training to use social media as a tool to listen to and engage more effectively with their customer communities. Social Media for Community Businesses is a fundamentals course designed to provide training in the use of social media to promote service and product awareness, community engagement, and customer interaction.

**BSM 405 Corporate Finance and Investments - 3 credits**

This advanced finance course serves as a detailed exploration of corporate finance and investments, and covers contemporary theories and practices of financial decision-making within corporations. Topics include types and measure of financial risk, portfolio management, options and futures, capital instruments for long-term financing, dividend policy, cost of capital, raising capital, managing and financing working capital, mergers and acquisitions, and international finance. We also review cash flow estimates, discounted cash flow concepts, net present value, internal rate of return, non-discounting analysis techniques, income tax implications for investment decisions, ranking investment projects, real options, and valuation models.

**BSM 406 Introduction to E-Business - 3 credits**

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

**BSM 407 International Business - 3 credits**

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

**BSM 408 Business Law - 3 credits**

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

**BSM 409 Budget Preparation and Reporting - 3 credits**

This course introduces students to the techniques and tools used in the development and reporting of budgets. A budget is an institution or department's structured plan which projects or anticipates the desired outcome of financial activity for a specific set of resources for a fixed period. Specific areas of study within this course include: estimated revenues and expenditures; asset receipts; liability receipts; expenditure receipts; internal revenues; internal revenue transfers; capital fund internal revenues, and interest on outstanding accounts/notes receivable. We discuss and analyze various types of expenditures, and how funds are distributed to best serve an institution's strategic plan.

**BSM 410 Entrepreneurship - 3 credits**

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

**BSM 411 Planning, Budgeting and Forecasting - 3 credits**

Prerequisite: BSM 333 Business Statistics. This course examines the financial planning process within private, public and non-profit institutions, and includes a review of standard budgeting concepts, annual profit plans and supporting schedules. Students will analyze different types of budgets, including activity-based budgeting, project budgeting, and flexible budgeting. This course will also investigate top-level planning and analysis within organizations, and strategies for forecasting; including quantitative methods such as regression analysis and learning curves.

**BSM 412 Money and Banking - 3 credits**

Prerequisite BSM 300. For anyone in business it is important to understand the influence that the banking system has upon interest rates, economic growth, and price and employment stability. This course covers the banking system, credit, money and interest rates, and the interrelationship between the domestic and international financial institutions. The course begins by studying monetary systems from 5000 BC to modern times. Students learn how our economies evolved from barter societies to new forms of money such as credit cards and electronic funds transfer. Next, the course presents the commercial banking systems in the U.S. and foreign countries. Then the course covers the role of the Federal Reserve System's and other nations' central banks in influencing a country's economic status. Then a more detailed analysis of bank operations is presented and the analysis is expanded to other types of financial institutions such as savings banks, credit unions, mortgage companies and government agencies. Finally, international banking institutions and international monetary exchanges are studied.

**BSM 413 Strategic Business Planning - 3 credits**

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

**BSM 414 Strategic Management - 3 credits**

The principles and tools of the strategic management process are the focus of this integrative course. Students will apply the knowledge and skills developed in the functional areas of management to formulate competitive, sustainable organizational strategies. Extensive use of case studies and simulations will require the ability to think critically and communicate clearly. The ethics of strategy implementation will also be emphasized.

**BSM 415 Leadership Models - 3 credits**

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

**BSM 418 Internet Technologies - 3 credits**

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

**BSM 420 Internet Marketing - 3 credits**

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

**BSM 421 Digital Marketing (DMM) - 3 credits**

Prerequisite: BSM 205. This course will emphasize the role of digital marketing in the overall marketing strategy of an organization, integrating on line and off line (TV, SMS [Short Message Service- text messaging], Radio, display advertising) marketing channels. Students will also learn how to identify customer needs and utilize social media, search engine optimization, content marketing, and email to successfully target desired audiences.

**BSM 423 Business Analytics - 3 credits**

Prerequisites: BSM 205, BSM 421, and MAT 201. In this course the student will develop a working understanding of the principles of organizational data analysis. Students will learn how to apply scientifically based strategies to create decision-making frameworks based on how a clear understanding of data collection and analysis positively influences institutional outcomes.

**BSM 424 Social Media Marketing (SMM) - 3 credits**

Prerequisite: BSM 205 or permission of instructor. This course focuses on social media platforms that allow business and nonprofit organizations to develop distinctive marketing approaches using Social Media. Throughout, it emphasizes the role of social media marketing in the overall digital marketing strategy of an organization. Students learn how to develop social media marketing content directed at targeted audiences, where the exchange of information between content providers and the targeted audience include major internet elements.

**BSM 430 Nonprofit Organization Management - 3 credits**

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

**BSM 431 Introduction to Hotel and Restaurant Operations - 3 credits**

Prerequisite: BSM 200. This course will introduce students to hotel and restaurant industry and provide an overview of the different functions within the field. Students will gain a basic understanding of the restaurant and hospitality industry. Students will also gain an understanding of the evolution of the industry and explore current trends. The course will be delivered through a variety of lectures, site visits and class projects.

**BSM 432 Hospitality Operations Management - 3 credits**

Students will analyze the workings of a restaurant from all operational perspectives. These include menu design, location analysis, physical layout, front- and back-of-the-house design, and back-of-the-house work flow. This course will integrate material taught in other classes and result in an understanding of and appreciation for the complex world of successful restaurant operations.

**BSM 433 Hospitality Marketing, Sales and Food Promotion - 3 credits**

Prerequisite: BSM 205. This course examines the principles of menu pricing, food and drink development and enhancement. The course will also provide students with the ability to properly develop marketing plans and understand how to target the appropriate customer base. Topics will include forecasting product requirements, researching menu trends, competitive analysis of restaurant concepts and how to manage the development of marketing concepts to target markets. Topics will also include personal selling by waitstaff, advertising, and public relations. Students will develop marketing plans and analyze current merchandising plans for food products and services.

**BSM 434 Advanced Hospitality Operations - 3 credits**

Prerequisite : BSM 431. This course will emphasize customer service, industry trends, sales, and merchandising. Students will explore the details that are necessary to create and maintain reservation and point of purchase systems. Students will learn how to plan and control inventory, learn the latest merchandising products and services and learn how to utilize customer relations management techniques and technology.

**BSM 435 Food and Beverage Cost Control - 3 credits**

Prerequisites: MAT 102 and BSM 204. This course will examine the information and skills necessary to analyze and improve the profitability of a foodservice establishment. Topics include forecasting sales, and controlling labor and food costs. Students will also analyze the complete purchasing cycle of a restaurant, beginning with product and vendor selection.

**BSM 436 Legal Issues in the Hospitality Industry - 3 credits**

Prerequisite: BSM 200. This course gives students an overview of the legal issues surrounding the operations of a hospitality facility. Students will leave with an understanding of their legal obligations as an employer, business owner, and manager. This course will also give students an understanding of the legal concepts that are very specific to the hospitality industry such as ServSafe.

**BSM 437 Current Trends and Issues in the Hospitality Industry - 3 credits**

Must be taken in the student's final semester. This course will explore issues that currently impact the hospitality industry in the local, national and international arenas. The course will deal with employee development and assessment.

**BSM 438 Hospitality Industry Internship - 3 credits**

Prerequisite: BSM 200. The internship provides participants with practical experience within an actual food service or hotel operation.

**BSM 439 Consumer Behavior - 3 credits**

Focuses on the basic concepts of consumer behavior in a variety of contexts. Understanding the decision process, attitude, and behavior of buyers is essential to developing marketing plans in today's competitive marketplace in which sophisticated customer relationship management approaches are dependent upon knowing the customer. Considers the major theoretical approaches to consumer behavior and examines how the concepts of affect and cognition, behavior, learning, and the environment can be used to design and maintain an effective marketing strategy. Offers students an opportunity to also gain a better understanding of their own buying behavior.

**BSM 441 Business Ethics - 3 credits**

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

**BSM 442 Financial Management - 3 credits**

This course provides tools for managing business funds and making decisions that will affect the financial position of an organization. Students gain an understanding of financial analysis and its use in planning and control functions. Capital budgeting, discounted cash flow, and present/future value techniques are presented as well as the capital formation process, the advantages and disadvantages of various capital structures, and the long and short term uses of capital. Students gain an understanding of the workings of financial markets and institutions, financial instruments, and the domestic and international financial environment. Prerequisite: BSM 204.

**BSM 445 Organizational Theory & Behavior - 3 credits**

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

**BSM 456 Intermediate Financial Accounting - 3 credits**

Considerable attention will be given to examples from current accounting practice and the reporting requirements promulgated by the Financial Accounting Standards Board. The focus is on an external user perspective and financial accounting standards promulgated in the U.S.; however, international contrasts and/or constituencies are brought into the discussion of many of our topics. Ethical considerations and impact on various stakeholders are also an important component of our study of financial reporting practices. The course is for students preparing to become practicing accountants in either the public or private sector. In addition to prospective practicing accountants, the course provides valuable background for those looking forward to various managerial or financial careers.

**BSM 460 Database Management - 3 credits**

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

**BSM 465 Negotiation & Conflict Management - 3 credits**

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

**BSM 470 Project Management - 3 credits**

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

**BSM 475 Information Technology - 3 credits**

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

**BSM 480 Small Business Accounting - 3 credits**

Prerequisites: BSM 204, BSM 442, and BSM 456. This course introduces accounting concepts and procedures relating to small business. Content includes a basic overview of the accounting cycle, data entry using manual and computerized systems, analysis and use of financial statement data.

**BSM 481 Cost Management and Internal Controls - 3 credits**

This course explores cost concepts, flows and terminology. Students investigate alternative cost objectives; cost measurement concepts, and cost accumulation systems including job order costing, process costing, and activity-based costing. Additionally we discuss overhead cost allocation; operational efficiency and business process performance topics such as JIT, MRP, theory of constraints, value chain analysis, benchmarking, ABM, and continuous improvement. Students will review risk assessment; internal control environment, responsibility and authority for internal auditing; types of audits; and assessing the adequacy of the accounting information system controls.

**BSM 482 Internal and External Auditing - 3 credits**

This auditing course will teach students the proper role of an internal and external auditor. Students will learn the value of an internal auditor in various business operations including purchasing, personnel, production and internal operations. Also the course will teach students the role of the external auditor in conducting an audit using sampling and statistical tools to evaluate the financial statements of an organization. Topics will include but are not limited to the purpose of internal/external auditing, audit pre-planning, collection of evidence and auditing industry software.

**BSM 483 Taxation - 3 credits**

Prerequisites: BSM 204, BSM 442, and BSM 482. This course offers practical study of current federal income tax concepts, requirements, procedures and forms as they relate to businesses and individuals. Content includes income inclusions and exclusions, capital gains and losses, business and personal deductions and accounting methods.

**BSM 484 Accounting Information Systems - 3 credits**

Prerequisites: BSM 204, BSM 442, and BSM 483. This course requires work with accounting systems to maintain books and prepare financial statements. Content includes preparation of source documents, flowcharts, journal entries, adjusting entries, general ledgers, subsidiary ledgers, bank reconciliations, depreciation schedules, payroll records, and financial statements, including the statement of cash flows. Microsoft Excel used in this course. Prior experience with the software not required.

**BSM 485 Accounting Internship - 3 credits**

Prerequisites: BSM 204, BSM 442, and BSM 484. This internship experience gives students an opportunity to practice knowledge and skills gained in the classroom, and to become familiar with the structure and functioning of an organization's accounting procedures and systems. Under supervision, students provide accounting services for companies or non-profit agencies. The students and host organization will document and reflect on their activities.



**BSM 490 Management Studies Capstone - 3 credits**

Prerequisites: 90 credits minimum, including WRT 101 and WRT 102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students' learning in the undergraduate management program. It is an opportunity to explore a topic of personal or professional interest in the field of management and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for BSM 491 and pass before graduating.

**BSM 491 Management Studies Capstone Completion - 3 credits**

Second or additional term(s) as needed to complete the Psychology Capstone.

**BSM 492 Management Field Experience - 3 credits**

The management field experience gives students the opportunity to practice knowledge and skills gained in the classroom and to become familiar with the actual operational functions within a for profit or not for profit entity.

**BSM 493 Decision Analysis and Risk Management - 3 credits**

In this course, students learn to identify and analyze types of risk in corporations, assess measures of risk, and understand concepts of management-relevant data. We evaluate cost-volume-profit analysis, marginal analysis, and make vs. buy decisions. We will also investigate concepts of pricing, and will consider income tax implications for operational decision analysis, operational risk, hazard risk, financial risk, and strategic risk.

**BSM 494 Financial Statement Analysis - 3 credits**

Financial Statement Analysis will teach students the tools and methods to evaluate a company's current financial positioning and to predict potential earnings and/or losses. Students will use the skills learned to determine how an organization's financial statements are impacted by the organization's operations and strategies. These skills will allow the student to critically think about an organization's performance by analyzing the financial statements. Topics will include but are not limited to cash flow statement analysis, earnings quality analysis and ration and profitability analysis.

**BSM 496 Financial Services Operations - 3 credits**

Prerequisites: BSM 225 and BSM 442. This course provides an understanding of the knowledge required to enter the career path of investment banking and brokerage services. The Subjects covered include regulatory agency requirements, comprehensive valuation analysis, integrated cash flow modeling, leveraged buyout modeling, merger and acquisition modeling, investment banking processes & best practices, fraud prevention. Students will learn what information is required to analyze markets and investment tools, to understand market trends for investment products, to be able to oversee client investments.

## Management: Health Care (HCM)

**HCM 300 Health Insurance and Reimbursement - 3 credits**

This course investigates health insurance models and the financing and delivery of healthcare services. Students explore reimbursement and payment structures, and examines insurance practices as they have evolved over time. Students discuss concepts in insurance, third-party and prospective payments, and managed care organizations.

**HCM 301 Health Care Policy and Reform - 3 credits**

This course examines the structure of the health system, current topics in health care reform, the policy process, and advocacy for public health. Attention will be given to disparities in access to care, the quality of care, the structure of the delivery system, the challenges of long term care and the aging population, and the drivers of cost growth.

**HCM 490 Health Care Management Capstone Project - 3 credits**

The Capstone is a comprehensive research project related to current issues within the health care industry. This project is the culminating academic activity that helps to synthesize students' learning. It is an opportunity to explore a topic of personal or professional interest and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed.

## Mathematics (MAT)

**MAT 100 Foundations of Mathematics - 3 credits**

MAT 100 emphasizes the central mathematical ideas of logic, data-based reasoning, pattern recognition, analysis, and rational communication. By combining real-life problem solving with mathematical operations and investigation, we develop and enhance the essential concepts underlying undergraduate mathematics. Topics include a review of multiplication and division, fractions, decimals, percents, ratios, positive and negative integers, expressions, equations and inequalities, exponents, basic graphing, geometric functions, and the fundamentals of algebraic functions.

**MAT 101 College Mathematics I - 3 credits**

Prerequisite: MAT 100 if assessment indicates need. This course introduces students to the value of mathematics for students' career and educational goals. Students will acquire mathematical study skills, gain strategies for problem solving, and develop a sound foundation for future mathematics coursework. The course is structured towards engaging students in active, applied, and real-life learning in order to facilitate mathematical problem solving and conceptual understanding.

### **MAT 102 College Mathematics II - 3 credits**

This course develops students' mathematical thinking and problem solving around issues of both mathematical content and process. Students will acquire a conceptual and practical understanding of and familiarity with numbers and operations, algebra, geometry, measurement, and basic data analysis and probability. The course focuses on supporting students' understanding of problem solving, reasoning and proof, communication, connections, and representations. A key feature of the course is active student involvement to support communicating mathematics in everyday and academic contexts. Prerequisite: MAT 101 If assessment indicates need. Challenge exam available.

### **MAT 200 Using and Understanding Algebra - 3 credits**

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

### **MAT 201 Introduction to Statistics - 3 credits**

Statistics is the branch of mathematics that focuses on the collection of data, data analysis, probability, and statistical inference. In this course students will learn the principles of using data to identify patterns, ascertain distributions, conduct accurate group comparisons, and make data-based inferences and predictions. Concepts of spread, normal distribution, multi-modal distribution, standard deviation, statistical skewing, graphing, statistical significance, variance, validity, and probability will be covered.

### **MAT 203 Pre-Calculus - 3 credits**

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

### **MAT 310 Mathematical Thought - 3 credits**

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 (BAM)**

### **BAM 490 Multidisciplinary Studies Capstone - 3 credits**

Prerequisites: 90 credits minimum, including WRT 101 and WRT 102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students' learning in the undergraduate multidisciplinary program. It is an opportunity to explore a topic of personal or professional interest in the field of multidisciplinary studies and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for BAM 491 and pass before graduating.

### **BAM 491 Multidisciplinary Studies Capstone Completion - 3 credits**

Second or additional term(s) as needed to complete the Psychology Capstone.

## **Music (MUS)**

### **MUS 100 History of Jazz - 3 credits**

The purpose of this course is to familiarize students with the rich heritage of jazz, America's true artform, through historical and cultural data, examination of style, and an in-depth visual and aural evaluation of the great artists who have contributed to enrichment of society through this music.

## **Philosophy (PHI)**

### **PHI 201 Introduction to Philosophy - 3 credits**

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

**PHI 235 Introduction to Philosophy Through Literature - 3 credits**

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

**PHI 300 Existential Philosophies - 3 credits**

"Existence" literally means to step forth. Characteristic of existential philosophies is the inquiry into what it means to "step forth" in the journey of becoming a self, i.e. a journey involving freedom, anxiety, despair, risk, choice, and the joy of embracing life. The course examines writings by 19th century philosophers and writers, such as Kierkegaard, Nietzsche, Dostoyevsky, Kafka, whose texts contain existential elements that inspired the mid-20th century philosophical-cultural movement of existentialism (Sartre, Camus, Beckett) as well as the phenomenological response (Heidegger) to existentialism. Finally, the course discusses 21st century philosophical positions that both react to and are inspired by these previous philosophies.

**PHI 310 Ancient Greek Philosophy - 3 credits**

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

**PHI 315 Philosophy of Religion, Faith, Doubt and Reason - 3 credits**

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

**PHI 318 Ethical Analysis in Contemporary Society - 3 credits**

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

**PHI 320 Philosophy of Film - 3 credits**

This course examines how and why we watch films. The course studies films, film theory, and philosophical texts. It covers topics related specifically to film, e.g. the structure of film, the question of how film technology impacts film content, as well as topics pertaining to the humanities, such as the roles of gender and ethnicity. Through these topics, the class looks at how films see themselves and how films develop ideas of identity, including the meaning of being a spectator.

## Prior Learning Assessment (PLA)

**PLA 100 Prior Learning Assessment: Theory and Practice**

PLA 100 introduces students to the process of evaluation, documentation and written synthesis of prior learning. Through this online course, students will identify areas of prior learning, and discuss and apply experiential learning research, theory, and models in an evaluation of that learning. Students will prepare an academic narrative which gathers, organizes, and describes their prior learning; constituting a comprehensive portfolio that demonstrates learning outcomes comparable to college level coursework.

## Psychology (PSY)

**PSY 110 Systems Thinking in Psychology - 3 credits**

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

**PSY 120 Formative Ideas in Psychology - 3 credits**

The CLEP exam in Introductory Psychology is accepted as equivalent. The field of psychology is introduced and the historical development of psychology as an academic discipline and as a professional career are surveyed. The major fields of psychology are explored and applied to understanding human beings as individuals, and as members of groups, and communities. The major methods of psychological research are introduced, including data collection and analysis.

**PSY 130 Groups and Social Psychology - 3 credits**

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

**PSY 210 Developmental Psychology - 3 credits**

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

**PSY 251 Infant and Toddler Development - 3 credits**

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

**PSY 253 Psychology of Social Media - 3 credits**

This course provides a psychological foundation for understanding the pervasive and expanding nature of social media and how digital experiences shape, inform and impact individuals and collective lives. Drawing from a broad range of theoretical perspectives, we explore the personality, identity, emotional and belonging needs in the online world, social media and social/political movements on the internet.

**PSY 310 Psychology of Learning - 3 credits**

The conditions of learning are explored, from the prenatal through adolescence and early adulthood, emphasizing cognitive and emotional development. Current views of behavioral change and the learning process are introduced. The theoretical models of Piaget, Pavlov, and Erickson are covered. Students formulate original ideas and incorporate established theories to develop a better understanding of concepts and assist with transferring theory into practice. Topics include the nature-nurture controversy, Maslow’s hierarchy of needs, effects of prenatal development on learning, cultural and environmental effects of development, and multicultural awareness.

**PSY 311 Group Dynamics and Diversity - 3 credits**

Prerequisite: PSY 120 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 PSY 110.

**PSY 315 Research in Psychology - 3 credits**

Strongly recommended: at least two psychology courses including PSY 120 or permission of instructor. This course introduces students to the major research findings that have had significant influence on the development of psychology as the science of human behavior throughout the twentieth century. Students will learn about the history and philosophy of specific research topics, research questions and methodologies and how they have affected the scope and direction of psychological knowledge and the practice of psychology as a profession. Particular attention is paid to the impact of culture and epistemological models implicit in both quantitative and qualitative research methodologies and how they have influenced the direction of research in the field of psychology.

**PSY 316 Cross-Cultural Perspectives in Psychology - 3 credits**

This course introduces cross-cultural, traditional, and psycho-spiritual views on human growth and development, wellness and illness, healing and belief, the ritual process, the roles of healers, altered states of consciousness, and comparative models of self-realization. Drawing from a wide range of cultures and perspectives, the course emphasizes the internal coherence of these views and how individuals experience and use them in their own lives and settings. Given recent trends in diversity and cross-cultural encounters, it has become critical to understand the views of those who embrace radically different ideas about the world we all share. Special emphasis is given to the practical implications of this understanding in a variety of human service, educational, and therapeutic settings.

**PSY 317 Community Psychology - 3 credits**

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

**PSY 321 Child Development: Themes and Topics - 3 credits**

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

**PSY 325 Theories of Personality - 3 credits**

This course is an introduction to the study of personality and examines a broad range of theoretical explanations for understanding personality development. Students will learn both historical and contemporary approaches to understanding personality including: psychoanalytic, humanistic-existential, social-cognitive, behavioral, biological and feminist perspectives and will also examine the impact of culture on personality development. The course will examine similarities and differences between various theories through case studies and students will be encouraged to explore the relevance of the material to their professional and personal understanding.

**PSY 328 Forensic Psychology - 3 credits**

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

**PSY 330 Adolescents in Search of Belonging - 3 credits**

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

**PSY 332 Learning to Say Goodbye: Death, Dying and Grief in the 21st Century - 3 credits**

Nothing is more profoundly human than the experience of loss and the awareness of our own mortality and those around us. It is unique, personal and informed by our community, our culture, and our sense of history. The ways in which society has experienced, processed and expressed such awareness will be examined through a review of centuries of literature, poetry, music and prayer. We will look at the cultural and historical rituals and beliefs that influence the manner in which we approach an understanding of our own mortality and the multiple losses we experience throughout our lives. While considering topics of grief, bereavement, aging and the dying process, emphasis will be placed on the complex bioethical questions of end of life care in the 21st Century. Among the topics to be considered are hospice care, palliative care vs. aggressive medical treatment, DNR orders, physician assisted death, organ donation, health care proxy and living wills. These topics will be considered from multiple perspectives including those of science, religion, culture and law.

**PSY 340 Changing Lives: Psycho-Social Perspectives of Women - 3 credits**

Students are introduced to women's issues, including current debates in feminist theory and the changing role of women in social institutions. The course addresses a wide range of theoretical perspectives, including psychology, social psychology, literature, and women's studies.

**PSY 345 Psychology of Religion: Spiritual and Mystical Dimensions - 3 credits**

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

**PSY 351 Adolescents and Addiction - 1 credit**

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

**PSY 352 Sexual Activity as At-Risk Behavior - 1 credit**

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

**PSY 353 Suicide Assessment - 1 credit**

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

**PSY 354 Crisis Intervention - 1 credit**

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

**PSY 359 Understanding Child Abuse and Neglect - 3 credits**

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

**PSY 376 Psychological and Therapeutic Dimensions of the Arts - 3 credits**

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

**PSY 377 Psychology, Meditation and Applied Neuroscience - 3 credits**

In this course, students will learn about recent advances in brain science and their applications in the fields of psychology, education, and the helping professions. With recent research in neuroscience, a variety of psychological theories and methods can be understood in terms of what we know about the how the brain functions. The psychology of meditation, visualization and related modalities will be explored which can be applied in a variety of contexts, both personal and professional. The course will include both theoretical and experiential learning activities to help students understand the expanding role of neuroscience in psychology, wellness and related fields.

**PSY 378 Psychology of Behavioral Addictions - 3 credits**

Behavioral Addictions refer to chronic, compulsive or impulsive behaviors that result in severe negative consequences for a person and may be associated with a variety of normal, healthy behaviors of daily life with regard to: food, money, exercise, sex, work, computer gaming or other activities using technology and other means. This course will introduce students to the emerging field of Behavioral Addictions, the current state of research and understanding as to its underlying causes and expressions and the treatments that have emerged to help those who suffer from a variety of addictive behaviors. Similar to the more commonly known effects of alcohol or substance abuse, normal, healthy behaviors of daily life can also become dysfunctional when a person becomes overly preoccupied or unbalanced with them either by overly engaging in these activities or by avoiding them. Application of treatments to specific populations will be a major focus of the course.

**PSY 390 Psychology of Aging - 3 credits**

The life phase of old age is characterized by a dynamic interplay of internal and external adaptations including often, a prevailing sense of loss: loss of ones' capabilities and skills, one's physical abilities and health, the loss of friends, spouse or social world and of course, the increasing sense of the loss of ones' own future. And yet, Erik Erikson has also described old age at its best, as a time for the gathering of wisdom and the deepening of personal integrity which can be passed on to others for all to benefit. What does it mean to age "successfully"? What are the challenges, the rewards and the stresses of aging and how do they affect one's psychological experience of oneself and of those around an aging individual? In what ways can old age challenge or fulfill one's sense of oneself? This course will examine the components of successful aging as well as the psychological stressors older adults may experience as they travel through the last phases of the life-cycle. Topics include the influence of age on cognitive processes, personality and psychological well-being. Special attention will be paid to the impact of culture, gender, and socioeconomics as one looks at the psychology of aging and we will describe strategies to reduce isolation and increase social interaction for the elderly.

**PSY 395 Psychology of Race - 3 credits**

This course explores the psychological and social factors that influence how we perceive race and how differing notions about race affect our interactions with people from different racial or ethnic groups. The course begins with an interdisciplinary examination of ideas about race, including biological, cultural and perceptual constructs. Cultural transmission theories including meme theory are used to examine how beliefs about race are acquired, reinforced and expressed. We explore the neuropsychology of perception and attribution theory to better understand how race influences our personal and social experience. We will consider the application of this understanding within a variety of psychological and educational contexts.

**PSY 396 The Psychology of Women - 3 credits**

This course critically examines psychological, behavioral and socio-cultural factors that impact women's lives across the lifespan. Students will learn about sex differences in brain and neuropsychological development, stereotypical gender roles and communication styles, gender differences in relationship expectations and goals and issues related to women's sexuality. Historical and current research on the psychology of women will be examined.

**PSY 400 Personnel Psychology: Diversity and Empowerment - 3 credits**

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

**PSY 402 Themes in Adult Development - 3 credits**

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

**PSY 403 Psychodrama and Drama Therapy - 3 credits**

Prerequisite: at least nine prior psychology credits.

This course will provide a theoretical and skills-based overview of the uses of psychodrama and drama therapy and how they are therapeutically applied with a range of populations and psychological issues. We will examine the basic concepts and philosophy originating with J.L. Moreno, the founder of psychodrama, as well as other drama therapy pioneers to better understand the process and complexities of action-based psychotherapeutic modalities. In addition, psychodrama and drama therapeutic perspectives will be explored within the framework of individual, group, family, creative arts therapy and community healing applications. This is a highly experiential, action-based class which combines theoretical and practical considerations of what psychodrama offers within the therapeutic encounter.

**PSY 407 Principles and Practices of Art Therapy - 3 credits**

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

**PSY 408 Movement and Healing - 3 credits**

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

**PSY 409 Family Mediation Techniques - 1 credit**

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

**PSY 410 Theories of Motivation - 3 credits**

This course examines current research and theoretical models of motivation in relation to the factors that give rise to, sustain, and direct behavior. Emphasis is on achievement and competence motivation and understanding diverse motivational needs of individuals and groups. Theoretical models explored include Elton Mayo and the Harvard Studies' impact of cooperation, camaraderie, participation and communication; Douglas McGregor's impact of management philosophy; Chris Argyris' impact of the organization; Abraham Maslow's hierarchy of human needs and high performance teams; Robert White (competence); Stanley Schachter (affiliation); and David C. McClelland (achievement). Topics for discussion and field analysis include: concepts of the self; environment; commitment and contribution; career counseling and planning; emotional maturity, needs, and security; human energy and shared vision; assessing and measuring achievement.

**PSY 411 Conflict Prevention in a Multicultural World - 3 credits**

Prerequisite: PSY 110 recommended. Techniques and methods of understanding and addressing conflict in diverse groups, organizations, and communities are explored. The course helps students develop the characteristics and skills of a good negotiator/mediator, who can effectively facilitate constructive changes in themselves, their families, workplaces, and communities. Theories and methods are applied to the classroom experience and off-campus settings, as appropriate. Students examine their assumptions about people who are different from themselves and explore how those assumptions influence how they interact with, and are perceived by other people. This course builds upon systems thinking.

**PSY 412 Perspectives in Psychopathology - 3 credits**

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

**PSY 421 Psychology and Work Today: Introduction to Industrial and Organization - 3 credits**

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

**PSY 426 Self-Care for Helping Professionals - 3 credits**

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

**PSY 428 Holistic Psychology: An Integrated Approach - 3 credits**

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

**PSY 433 Existential Psychoanalytic Theory and Life - 3 credits**

This course will examine major topics in psychoanalysis and existential therapy. The course focuses on both traditional and current developments in the field. There will be a review of the work of Sigmund Freud, Medard Boss, Rollo May and Viktor Frankl. Why do people do the things that they do? How can we free ourselves from our compulsion to repeat certain behavioral and emotional patterns? We'll explore the powerful forces that compel us to "act out" unconscious scripts. Issues covered will include: the repetition compulsion of addictions, the tyranny of anxiety and fear, the possibility of purpose and freedom, acceptance and commitment, love and will, and the relationship between "dreaming" and authentic living. A willingness to develop self-reflection and self-analytical skills is required.

**PSY 440 Play Therapy - 3 credits**

Prerequisite: at least 9 prior Psychology credits. A course in Developmental Psychology is strongly recommended. This course provides students with an introduction to the principles and practices of a variety of play therapy orientations, models and techniques. Students will learn about the history and development of play therapy as a therapeutic and developmental approach in working with children, parents and families. Specific skills, developmentally appropriate and cross-cultural approaches to play therapy will be explored which can be used when working with children and their families in a variety of clinical and educational settings. Experiential learning is a major component of this course.

**PSY 470 Psychology Internship I - 3 credits****PSY 471 Psychology Internship II - 3 credits**

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

**PSY 490 Psychology Capstone - 3 credits**

Prerequisites: 90 credits minimum, including WRT 101 and WRT 102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students' learning in the undergraduate psychology program. It is an opportunity to explore a topic of personal or professional interest in psychology and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for PSY 491 and pass before graduating.

**PSY 491 Psychology Capstone Completion - 3 credits**

Second or additional term(s) as needed to complete the Psychology Capstone.

## Religion (REL)

**REL 230 Religions of the World - 3 credits**

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

**REL 300 Religion, Justice & Globalization - 3 credits**

This class will seek to equip students with the resources to better understand religion's role in globalization. This will be achieved in two ways. First, we will spend time learning about the historical set of beliefs and rituals belonging respectively to Judaism, Christianity, Islam, and Buddhism in order that we grasp the theological values and assumptions which define their worldviews. Second, we will read authors whose work represents attempts to address from within their traditions some of the most controversial issues emerging from globalization. As a result of these readings, class discussion, and assigned writing, students will develop a knowledge base and set of critical faculties so that they may independently evaluate the various roles which some of the world's religions have come to play in the debates surrounding globalization.

**REL 301 World Mythology - 3 credits**

This course explores the origins and functions of mythologies across the world as well as throughout history. By examining such recurring mythological themes as the hero's quest and stories of world beginnings and endings, we inquire into what myth means to us, and as such we inquire into processes of meaning-making and identity construction. We consider various interpretative theories often applied in the study of myth and how interpretation shapes the meanings of myth.

**REL 360 Religions of the East - 3 credits**

This course explores the philosophical, cultural and historical foundations of the world's major Eastern religious traditions, including religious beliefs and ritual practice. Our study will include an in-depth investigation of: Hinduism, Buddhism, Sikhism, Jainism, Taoism, Confucianism and Shinto. Interdisciplinary in nature, the course draws from the fields of philosophy, anthropology, history, psychology and the arts, as we examine how these religious traditions continue to shape and influence an astonishing range of human motivations, activities and experiences around the world.

## Sciences (SCI)

**SCI 102 The Nature of Inquiry in the Natural Sciences - 3 credits**

This course explores the history and application of empirical observation, conjecture, experimentation, analysis, and the scientific method, which serves as the foundation of all modern research within the Natural Sciences. We trace the development of the modern scientific approach through time, and examine and practice contemporary methods of observation, postulation, identification of data types, measurement, experimentation, analysis, and communication of findings.

**SCI 131 Physical Science - 3 credits**

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



**SCI 138 Physical Geology - 3 credits**

This course provides an overview of the physical features, components, and geologic dynamics of the planet Earth. Topics include a study of rock and mineral types, volcanism, plate tectonics, and the physical effects of glaciers, oceans, rivers, wind, volcanoes, and earthquakes. Additionally, aspects of resource utilization and management, and the geologic histories of other planets in our solar system will be explored. SCI 138 is an introductory course, suitable for students with a limited knowledge of physical geology.

**SCI 201 General Chemistry I - 4 credits**

This lab-based general chemistry course will begin with a brief introduction to matter and measurement, chemistry in the real world, and the scientific method; subsequent topics will include the development of atomic theory and the structure of the atom; the nomenclature of the elements and chemical compounds; chemical reactions and stoichiometry; chemical bonding theories; thermochemistry; and the properties of gases and the ideal gas law.

**SCI 203 General Biology I - 4 credits**

This survey course lays the foundation for study within the life sciences, including biology, biochemistry, biotechnology, health sciences, and other specialized life science fields. This laboratory-based course begins with the study of cellular structure, single-celled organisms, cellular metabolism, and reproduction, and then proceeds to the study of tissues and more complex organisms including multi-cellular plants, fungi and animals. Additional topics include genetics, evolution, ecology and the interrelationships between organisms and their environments.

**SCI 204 General Biology II - 4 credits**

This survey course serves as a continuation and expansion of General Biology I, laying the foundation for study within the life sciences, including biology, biochemistry, biotechnology, health sciences and other specialized life science fields. This lab-based course includes an in-depth review of multicellular organisms; including the structure and evolution of plant, fungal, and animal life. Additional topics include metabolic function, biomechanics, and the interrelationships between multicellular organisms and their environments.

**SCI 205 Anatomy & Physiology I - 4 credits**

SCI 205 provides a laboratory-based approach to the major anatomical and functional components of the human body, and is designed to help students develop an understanding of how these systems function together in health and disease. Topic coverage includes basic medical and diagnostic terminology, histology, and an in-depth examination of the body's anatomical and physiological systems including the integumentary, skeletal, muscular, nervous, and circulatory systems. The laboratory component of the course provides a hands-on experience within the study of anatomy and physiology, and consists of dissection techniques, histology, and other related procedures.

**SCI 206 Anatomy & Physiology II - 4 credits**

SCI 206 serves as a continuation of Anatomy & Physiology I, and provides an in-depth study of body systems and system interactions. Topic coverage includes medical and diagnostic terminology, and an examination of the body's anatomical and physiological systems including the respiratory endocrine, lymphatic, immune, digestive, excretory and reproductive systems. It is laboratory-based and systemic in its approach, and requires the successful completion of SCI 205 or permission of instructor in order to enroll.

**SCI 207 Microbiology - 4 credits**

This laboratory-based course focuses on the principles of microbiology and is designed to familiarize the student with the biology, ecology, and behaviors of microbes and viruses in human health, medicine and biotechnology. Topics include the general principles of microbial growth; the evolution and classification of microbes and viruses; the natural ecology of microorganisms; pathogenesis, diagnosis, and treatment, and the use of microorganisms in biotechnology and medicine.

**SCI 214 The Elements of Geography - 3 credits**

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

**SCI 217 General Chemistry II - 4 credits**

This is the second in a two-part course on general chemistry. This laboratory-based course will begin with a brief recap of General Chemistry I, followed by subjects including: chemical equilibrium; chemical kinetics; thermodynamics; electrochemistry; solution equilibria; transition metals and coordination chemistry; nuclear chemistry; biochemistry; and polymer chemistry.

**SCI 223 Physics I: Classical Mechanics - 4 credits**

Physics I is a laboratory-based introduction to the basic principles of classical physics; emphasizing a quantitative and conceptual understanding of mechanics. Primary topics include kinematics, mass, force, momentum, energy transfer, drag and friction, and angular momentum. Laboratory demonstrations and experimentation provide hands-on support to conceptual learning throughout the course.

**SCI 224 Fundamentals of Astronomy - 3 credits**

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

**SCI 225L General Biology Lab - 1 credit**

The hands on component of SCI 203 introduces students to laboratory techniques used in the study of general biology. The laboratory follows lecture topics presented in SCI 203 and takes a systemic approach to the study of general biology.

**SCI 227L General Biology Lab II - 1 credit**

This laboratory serves as a continuation of SCI 225L, proving students with an intermediate hands-on experience within the study of general biology. It consists of intermediate laboratory protocols, scientific observation, experimentation, microscopy, and other procedures related directly to course material covered in SCI 204 (General Biology II).

**SCI 231 Marine Biology - 3 credits**

SCI 231 is designed to introduce students to the principles of marine biology, oceanography and marine ecology. It is broad in scope and covers a number of diverse topics including basic oceanography, pelagic and coastal ecology, and the taxonomy and biology of marine invertebrates, fishes, reptiles, seabirds, and mammals. Additional course topics include a review of New England's history as a maritime economy, global conservation concerns, and responsible oceanic resource management. A background in general biology is recommended.

**SCI 233L Anatomy & Physiology II Laboratory - 1 credit**

The SCI 233L laboratory provides students with continued hand-on experience within the study of anatomy and physiology, and consists of advanced dissection techniques, histology, and other related procedures.

**SCI 235 Principles of Health & Wellness - 3 credits**

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

**SCI 240 Systems of Thought in Science: How They Shape Our World - 3 credits**

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

**SCI 300 Principles of Ecology - 3 credits**

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

**SCI 301 Global Ecology - 3 credits**

This course will explore and analyze current global environmental issues and their existing and potential solutions. Human population growth, food production, energy use and conservation, air and water pollution, desertification, deforestation and climate change will be the topics of classroom discussion, class exercises, and field trips. Historic and current knowledge and understanding of each issue; its relationship to ecological and human social systems, and current potential solutions will be examined. The use of critical thinking skills and a problem solving process will be introduced and practiced throughout the course. Each global issue will be addressed through student research and solution proposals. The purpose of the course is to introduce students to current global environmental issues and their impact upon human well being, ecological health and contemporary culture. Students will explore and analyze current global environment issues through selected readings, critical thinking and a problem solving process. Students will be challenged to explore their role and potential solutions to the presented global environment issues.

**SCI 302 Wetland Ecology - 3 credits**

Wetland Ecology provides students with an introduction to the nature and function of wetlands and their conservation and management. Students will be introduced to: history of wetland loss in the U.S., wetland classification, wetland identification and delineation, biological adaptations to wetlands, wetland soils, hydrology and plants, human impacts on wetlands and the importance of wetlands in the water cycle and health of the environment. Wetland functions, the restoration of wetland functions, and the laws protecting wetlands will be reviewed during classroom discussion, exercises and field trips.

**SCI 303 History of Technological Innovation - 3 credits**

SCI 303 traces the progression of technological development from its earliest examples to the current cutting edge of scientific and technological advances. Students will learn about the history of technological achievement, and consider that history within the context of the latest advancements in engineering, computing, medicine, robotics and other technologies. In addition, we will explore what emerging approaches are currently being developed, how they are being imagined, and why.

**SCI 308 Principles of Engineering - 3 credits**

Principles of Engineering is the process of applying scientific principles to the conception, design, construction and implementation of machines, technologies, structures, devices and materials. It is a broad field with many sub-fields, including but not limited to: mechanical engineering, electrical engineering, computer engineering, genetic engineering, civil engineering, aerospace engineering and chemical engineering. This course introduces students to the general theory, methods and processes of engineering, and explores the various applications of scientific engineering principles. Topics include the history and development of engineering principles, mechanics, design, construction, implementation and the integration of technologies into modern society.

**SCI 310 Scientific Inquiry - 3 credits**

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

### **SCI 311 The Science of Exercise - 3 credits**

This course provides an historical perspective on physical activity and fitness, and how changes in lifestyle, technology and other factors that have contributed to a more sedentary lifestyle and related health concerns. Students will examine various forms of physical activity and will be introduced to exercise physiology, the ways in which physical activity impacts biology, including physical health, mental health and the brain. The literature on various forms of exercise and the impact on health will be examined including but not limited to endurance, flexibility, strength, stamina, cognition, memory. We will investigate current trends in exercise, by factors such as age, culture and gender, and whether these factors are considered in our efforts to influence rates of physical activity.

### **SCI 335 Topics in Biology: Understanding Human Genome Project - 3 credits**

Prerequisite: SCI 225 or permission of instructor. This course is an investigation of the human genome project. We commence with a discussion of molecular biology. After achieving a command of the language of molecular biology, we study how the human genome was sequenced. To examine the method first hand we visit a DNA sequencing facility, meeting and observing scientists actively performing DNA sequencing techniques. We spend the last part of the term exploring how the data gathered from the human genome project impacts society, specifically discussing various benefits and drawbacks.

### **SCI 336 Drug Discovery: From the Laboratory to the Pharmacy - 3 credits**

Prerequisite: SCI 225 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.

### **SCI 337L Microbiology Lab - 1 credit**

This one credit laboratory is the counterpart to SCI 207. Microbiology. This lab focuses on the principles of microbiology and is designed to familiarize the student with the biology, ecology, behaviors, and the use of microbes and viruses in human health, medicine, biotechnology, and in nature.

### **SCI 338 Urban Ecology - 3 credits**

The urban environment is characterized by highly altered landscapes and ecosystem function, and requires a specialized approach to its ecological study. Urban Ecology explores the distinctive human-generated ecological conditions and processes that typify urban environments, and presents evaluative methods unique to these highly-altered ecosystems. Course topics include: urban microclimates; water, carbon and nutrient cycles in the urban setting; urban vegetation; urban wildlife; urban soils; aquifer recharge and subsistence; and urban water and air quality. After gaining an understanding of how urban ecosystems function, students will explore current management techniques and policies which work to mitigate the adverse effects of altered landscapes on urban ecosystems.

### **SCI 339 Epidemiology and Public Health - 3 credits**

Epidemiology and Public Health introduces the foundations of epidemiology and biostatistics as applied to the study, monitoring and maintenance of public health. This course focuses on the foundations and methods of epidemiologic investigation; accurate sampling, analysis and presentation of data, and the use of classical statistical approaches to describe the health of populations. Topics include the dynamic behavior of disease; outbreaks, spread, epidemics, pandemics, and control strategies. Additionally, this course discusses and reviews epidemiologic study designs, cause and effect, treatment efficacy, and ethical and legal issues in epidemiology.

### **SCI 400 Ethology: Principles of Animal Behavior - 3 credits**

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

### **SCI 406 Evolutionary Biology - 3 credits**

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

## **Sociology (SOC)**

### **SOC 120 Cross-Cultural Communication - 3 credits**

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

### **SOC 201 Cultural Anthropology - 3 credits**

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

### **SOC 212 Introduction to the American Legal System - 3 credits**

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

### **SOC 215 Language and Society: Introduction to Linguistic Anthropology - 3 credits**

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

### **SOC 228 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!

### **SOC 260 Themes in Sociology - 3 credits**

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

### **SOC 311 Images of Women - 3 credits**

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

### **SOC 322 Women in the Workforce - 3 credits**

Women have contributed significantly to this country's social, political and economic history through their roles in the workforce. This course will trace women's roles as workers from the 18th century to the present time, detailing the difficulties they have faced, the evolution of their roles, and their accomplishments. It will examine their leadership in reform movements and unions, and relate their work to the students' lives and experiences as workers and educators.

### **SOC 413 Women, Sexuality, and Society - 3 credits**

Sex and sexuality are socially, biologically, and politically determined concepts. Sexual behaviors, identities, and norms vary across time and across culture. In this course we will examine female and female-identified sexuality within the social context in which sexuality occurs, asking how ideas about sexuality develop and about the consequences associated with those ideas. Topics will include the sexual response cycle, erotic plasticity, morality and social control, the androcentric model of sexuality, and consent.

## **Spanish (SPA)**

### **SPA 100 Spanish I - 3 credits**

Spanish I serves as an introductory course to spoken and written Spanish. This course covers four important aspects of new language acquisition: listening, speaking, reading and writing. Students are immersed in a highly interactive environment where they learn Spanish through associative and mnemonic methods rather than direct translation into their mainstream language. This innovative method encourages students to think in Spanish and to understand rather than translate the message into their native languages. Course coverage includes vocabulary, grammar and verb conjugation, and idiomatic expressions that are in common use for the Spanish native speaker. Pronunciation, articulation and enunciation are emphasized throughout the course.

### **SPA 200 Spanish for Heritage Speakers I - 3 credits**

A heritage speaker is a person who has limited proficiency in, or a cultural connection to a specific language. **This course** introduces academic and formal Spanish to native speakers, quasi-native speakers and bilingual speakers of varying abilities. Through the study of Hispanic cultural heritage, students will develop their communication and literacy skills in Spanish. The class is designed to address language and grammar issues, vocabulary, oral communication and writing skills particular to heritage learners.

### **SPA 201 Spanish for Heritage Speakers II - 3 credits**

This course serves as a continuation and expansion of Spanish for Heritage Speakers I. A heritage speaker is a person who has limited proficiency in, or a cultural connection to a specific language. Heritage speakers will develop advanced Spanish language skills with emphasis on grammar, pronunciation and individual or particular language issues. The class provides opportunities to reinforce writing, reading, oral communication and listening comprehension skills.

# Wellness & Health Promotion (PHW)

## **PHW 200 Mindfulness, Health and Wellbeing - 3 credits**

In this course, students will learn what mindfulness is and its implications for health. They will gain an understanding of mindfulness practice, begin to examine the ever-growing research related to physical and mental health, stress reduction, learning, memory, and brain function. They will explore the mechanisms by which mindfulness may influence health. They will also identify settings and professions where mindfulness has been studied and integrated, such as with health care providers, educators, parents, children, and athletes.

## **PHW 205 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.

## **PHW 208 Financial Literacy - 3 credits**

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

## **PHW 300 Introduction to Wellness and Health Promotion - 3 credits**

This course introduces students to the concepts, theories and research related to wellness and health promotion. We will examine the state of health, our current model of care in the U.S. and the implications for adopting a wellness or health promotion approach. Students will research factors that influence wellness and health promotion, such as nutrition, exercise, stress reduction and sleep. We will explore wellness and health promotion initiatives and challenges related to implementing and sustaining them within various settings and with diverse populations. Future trends and efforts towards prevention will be explored. Students will research career opportunities in prevention, health maintenance, education and promotion, such as health and wellness coaching.

## **PHW 301 Understanding Obesity - 3 credits**

This course explores the current epidemic of obesity; what factors influence the development and persistence of this public health problem and what efforts are underway to address the weight of the nation. This course will include a review of the literature on the burden, causes, consequences and prevention of obesity for both children and adults. We will explore how we got here, the costs we currently encounter and why individual will power is not enough to change this epidemic. Stigma, bias and environmental factors that impact obesity will be examined. Students will identify and develop effective prevention strategies.

## **PHW 302 Research in Health Promotion - 3 credits**

Research plays a key role in efforts focused on enabling people to take greater control in increasing health life styles for themselves, their families, within organizations, communities and populations. Students learn to evaluate/critique existing research; examine its function in proposing and evaluating health promotion programs and influencing policy. Students are introduced to the critical steps needed to conduct research, including the role of theory and ethics and gain experience in developing a proposal within the field of health promotion.

## **PHW 303 Nutrition and Health Promotion - 3 credits**

In this course students will gain a foundation in the basics of nutrition and how the body utilizes nutrients that contribute to health. Students will examine theories and current research on elements of nutrition and their relationship to chronic disease. They will also have the opportunity to assess the nutritional value of foods and examine strategies for modifying nutritional intake in the context of life cycle, culture and environment.

## **PHW 320 Brain Health - 3 credits**

The brain is the most complex organ in the human body and affects every aspect of our lives, yet most efforts to promote health fails to address how to keep your brain healthy. Students will examine the impact of lifestyle factors such as diet, exercise, stress, and sleep on brain functioning, disease prevention and optimizing health. Students will identify strategies to assist in improving brain health throughout the lifespan.

## **PHW 402 Lifestyle Change to Promote Health - 3 credits**

This course explores why changing lifestyle is critical for increased health and wellbeing and how to assist in the process of bringing about needed change. Students will look comprehensively at the role of lifestyle change in promoting health and will critically examine the related evidence. They will examine theories aimed at explaining and predicting health behaviors and identify factors that influence decision-making. Students will apply their knowledge in designing interventions and policies that promote health.

## **PHW 420 Leadership in Promoting Health - 3 credits**

Prerequisites: PSY 110, PHW 300, PHW 401. Leaders in health promotion mobilize people and efforts to prevent disease and increase health. Business leaders measure financial returns, health promoting leaders measure quality of life. Students will critically examine theories, practices and ethics of leaders focused on promoting health. Students will expand their leadership abilities to promote health through the identification and cultivation of key skillsets and mindset to meet the needs of diverse communities and populations.

**PHW 470 Field Education Wellness & Health - 3 credits**

Field Education gives students the opportunity to put into practice the knowledge and skills gained throughout their program. They will learn how diverse organizations and groups work to increase health and wellness across a wide range of settings. Department chair and instructor approval are required in advance of registering. Students are expected to be engaged in 90 hours of field education for the term, have ongoing agency supervision, and attend a weekly seminar.

**PHW 490 Capstone Wellness & Health Promotion - 3 credits**

The Capstone is a comprehensive research project that is the culminating academic activity that helps to synthesize students' learning in the undergraduate Wellness and Health Promotion program. It is an opportunity to explore a topic of personal and professional interest in wellness and health promotion and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for PHW 491 and pass before graduating.

## Writing (WRT)

**WRT 101 College Writing I - 3 credits**

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

**WRT 102 College Writing II - 3 credits**

WRT 102 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 WRT 101 and then moves to selecting and narrowing a topic, preliminary research, and establishing a focus for a 12-15 page argument research paper. The final paper includes an abstract, an introduction, discussion, conclusion, and references. Students learn how to write an annotated bibliography and use APA documentation for in-text citations and references.

**WRT 104 The Art of Grammar - 1 credit**

This course reviews basic grammatical, mechanical, and usage skills of written English language. Students develop knowledge of the form, meaning, and use of grammar structures, focusing on the use of English grammar structure in college-level writing and communication. Through revision of their own writing and the writing of others, students learn to articulate ideas using a variety of sentence structures.

**WRT 201 The Craft of Research - 3 credits**

Prerequisites: WRT 101, 102 or equivalent.

WRT 201 acquaints students with the academic research paper both as process and product. This includes selecting and narrowing a topic, preliminary research, and establishing a focus for a 10-15 page research paper. Throughout the process, students use information literacy skills to analyze problems, research and select relevant information, and evaluate the credibility of that information. Primary research is introduced. The final paper includes an abstract, an introduction, literature review, discussion, conclusion, and references. The course focuses on the use of APA documentation for in-text citations and references.

**WRT 202 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.



## School of Education

The **SCHOOL of EDUCATION** (SOE) offers graduate studies at the M.Ed., CAGS and Doctoral level designed for individuals seeking licensure or certification in MA as teachers, principals and support staff within the state's PK-12 school districts. Students pursuing careers in other educational settings that do not require state-level certification may register for M.Ed. non-licensure degree options. The SOE also provides a M.Ed. in Interdisciplinary Studies tailored for those seeking self-selected study in specific areas related to education. In addition, the school houses programs for school nurses. The SOE also offers Master's and PhD programs for those professionals interested in seeking certification as Board Certified Behavior Analysts (BCBA).

### Professional Ethics & Core Principles

The SOE upholds the professional ethics valued in the field of education. These include an unwavering commitment to working with all learners, regardless of the educational setting, and to the profession itself in ways that engender public trust in our respective roles as educators in both PK-12 and in higher education. The goal is that all graduates of the SOE will teach and lead well in their professional roles and be ethical, principled, and effective in working with the learners, families, and communities served. Core principles upheld by the faculty in the SOE related to this work include a commitment to:

- Diversity
- Innovation
- Academic Excellence
- Social Justice
- Integrity
- Building Community

### Learning Community

The SOE's learning community is comprised of a diverse group of students and faculty committed to the principles of academic excellence and equitable access to quality learning environments for all. Faculty are all experienced professionals in PK-12 who are scholar-practitioners passionate about their work and committed to making a difference in the lives of others. Classes led by faculty embody principles of adult learning with a rich focus on content and applications specific to the program-of-study. Faculty also share a commitment to establishing clear learning outcomes supportive of students' academic success, quality advising of program requirements and key assessments in courses offered, and have high expectations to the professional standards and ethical principles specific to the field. Classes offered also support critical thinking, communication, and decision-making skills reflective of the program and are designed to assist educators in being responsive, capable, and discerning leaders in the schools, districts, and communities served. Distance learning is now available in all of our programs, either completely or in a hybrid format.

### Program Selection & Consultation

Applicants should carefully review all requirements for the academic program of interest before applying to SOE programs, then schedule an in-person or phone consultation with the program chair (CC-Boston), site coordinator (CC-Lawrence, CC-Springfield), or site director (in CC-California, CC-Puerto Rico). The consultation is designed to assist applicants with making informed choices for program selection and understanding all entry requirements prior to submitting the application. For those entering licensure programs, the consultation is also an opportunity for the SOE to discuss the required documents needed for the application and to clarify the academic and professional expectations required to successfully complete the program. (If planning to enroll at our CC-Boston location, please contact the SOE office to schedule appointments with program chairs.)

Candidates in licensure programs must, without exception, uphold professional ethics specific to the field of education and the SOE's core principles. At all times, candidates must demonstrate the conduct becoming of an educator or leader, including the College's requirements for student conduct.

Consultation with the designated program chair (CC-Boston) or site coordinator (CC-Lawrence, CC-Springfield) is required prior to program entry and course registration.

### **New Student Orientation**

Students entering SOE academic programs for the first time are required to attend the New Student Orientation offered prior to the term of initial enrollment. The orientation is a valuable opportunity to: (a) clarify academic and program expectations with Program Chairs and faculty teaching in these areas; (b) share details required to successfully launch graduate studies; and (c) gain critical information about the support teams, services, and events available to students.

### **Academic Success Panels**

A variety of events are held each term both at the College and SOE level supportive of students enrolled. These co-curricular events are designed to enhance the learning opportunities and assist with professional growth.

### **Communication Competency**

Upon application, the SOE uses the Personal Statement to assess entry-level writing skills. If applicants have not taken or passed the Communications and Literacy MTEL they may enter the non-licensure program until they successfully complete the above MTELS.

Once enrolled, written assignments and papers further assist students with obtaining the communication competency required for academic and professional success. To gain the most from the learning experience and to assist with writing skills, students in the SOE also have access to the College's e-tutors available through the Center for Learning and Teaching (CELТ) who can facilitate writing supportive of academic success. Students may also be referred to take writing assessments, as needed, to facilitate their success.

The SOE is committed to producing graduates who think critically and communicate clearly and respectfully in verbal and written form. Performance expectations include positive communication with instructors, classmates, individuals, and within teams. This also applies to interacting with others online (e.g., via email and virtual learning environments).

### **Transfer Credit & Analysis**

Requests to transfer credit from graduate-level courses completed at other institutions must be submitted with the application for admission using the SOE's Transfer Credit Request Form within the first term. Courses accepted for graduate credit into SOE programs must meet the criteria, content, and academic requirements aligned to existing courses offered by the SOE. (See also *SOE Cambridge College Admission Requirements School of Education* on page 15.)

## **Academic Program Requirements**

All students must uphold College policies and SOE deadlines, and all requirements and practices related to academic program enrolled.

Once admitted into a SOE degree program, regardless of location, only the SOE's dean/designee (California and Puerto Rico) can approve a change of program. A Change of Program form, including an analysis of all remaining course requirements must be completed in consultation with and submitted by the program chair (CC-Boston), site coordinator (CC-Springfield, CC-Lawrence), or site director (CA, Puerto Rico).

Students admitted into the SOE program are responsible for self-monitoring academic progress, maintaining effective communications with faculty and staff, and understanding the requirements for the academic program enrolled. In order to do this more effectively, students and advisors are asked to communicate through the *Starfish Student Success* portal.

### **Licensure Programs**

SOE programs offered for licensure are designed for those seeking licensure as teachers and leaders in PK-12 schools and districts located in MA. Programs offered are aligned to MA professional standards and state regulations and are subject to change.

Applicants to all licensure programs must meet SOE requirements for admissions in the program selected and complete all conditions specific to certification in MA.

Applicants who have successfully passed the Communications and Literacy MTELS are immediately entered into the licensure program of their choice. Those who have not taken or have not passed the Communication and Literacy MTELS must enroll in the licensure program of their choice (and remain) in the non-licensure option aligned with the licensure area and type selected until all conditions for entry are met. Once met, a Change of Program form requesting entry into the corresponding licensure program can then be submitted for review along with the Communication and Literacy MTEL results.

All applications for entry must be reviewed and written approval received prior to entering a licensure program. Even when all conditions for entry are met, acceptance into the licensure program is not guaranteed. Applicants must demonstrate clear evidence of readiness to enter the program on all dimensions assessed.

Consultation with the designated program chair (CC-Boston) or site coordinator (CC-Lawrence, CC-Springfield) is required prior to program entry and course registration. Unless all requirements are fully met with evidence submitted to the appropriate department in the School of Education upon admission into the College, prospective candidates must first enroll in the non-licensure program that parallels that of the licensure area.

Candidates admitted into licensure programs must maintain a GPA of 3.0. Should the GPA drop below 3.0, an academic warning will be issued by the SOE and the candidate placed on academic probation. If not resolved within one term, the candidate must submit a Change of Program form and complete the non-licensure degree option.



## Non-Licensure

Applicants who are not seeking licensure in MA must select (and remain in) the non-licensure program option in their chosen area.

Candidates accepted from non-licensure programs must enter the licensure program aligned only with the program previously enrolled, including the type and level of licensure.

## Practicum

An application to enter the practicum is required for all candidates in SOE licensure programs. All teacher licensure candidates must complete EDU 704 Practicum Readiness prior to being accepted into practicum. Those in Ed Leadership must complete an application prior to enrolling in practicum.

From the beginning of the program, candidates are required to purchase *TaskStream*, an electronic portfolio used to document all requirements for completion in the program enrolled. For certification purposes, the e-portfolio is assessed at several points during program completion by program chairs and site coordinators for advising purposes; and by the Assistant Dean of Field Placements *upon program completion for licensure purposes*.

### Pre-Practicum and Practicum Placements

*Before entering the Practicum and Practicum Seminar*, candidates enrolled in licensure programs in teacher education must:

- Pass all required courses.
- Successfully complete the program-specific pre-practicum hours.
- Pass the state-required MTEL exams required for licensure
- Satisfy the SEI 605 requirement (SEI 705 for principal/assistant principal)
- Complete EDU 704 Practicum Readiness requirements (Teacher Licensure)
- Submit a practicum application and practicum placement form to the Field Experience Office for approval at least one term prior to the practicum.

**Hours and Documentation** — Pre-Practicum and Practicum hours vary depending on the program enrolled. Candidates must be aware of and complete all required hours established by the program in which they enrolled.

Candidates must document the number of hours completed for the pre-practicum and practicum using SOE adopted forms for this purpose and upload these to their e-portfolio in *TaskStream* once all signatures are obtained.

**Principal/Assistant Principal** — Candidates seeking licensure as a principal or assistant principal are further required to have all four tasks for the MA Performance Assessment for Leaders (MA-PAL) completed no later than the end of their Practicum. All candidates in the CAGS program are further required to have the Action Research Project (ARP) completed by the end of their Professional Seminar IV.

### Legal Status

Legal status as a U.S. citizen or lawfully admitted resident is required for a license from any state agency; see Title 8, U.S. Code Section 1621. This rule applies to all licensure types.

## Fingerprinting and Criminal Offender Record Information (CORI)

Candidates in licensure programs are required to complete fingerprinting prior to entering schools for field experiences, pre-practicum, practicum, or clinical/internships. This includes all students, including those in early childhood classes and care centers or any of the SOE and SOPC licensure programs. See your program chair and advisor for details related to this process.

Additionally, all students are required to complete a CORI (Criminal Offender Record Information) check when entering schools. This is completed by visiting the Human Resources or Superintendent's Office in the school district of choice and is submitted directly at this level prior to entering a school for pre-practicum observations.

## Partnerships

### Evergreen Center, Beacon ABA Services, & Criterion Child Enrichment

The School of Education partners with the Evergreen Center, Beacon ABA Services, and Criterion, Inc. in Milford, MA to offer expanded opportunities for experienced teachers and professionals working with students diagnosed with autism or other autism spectrum disorders to pursue M.Ed. and Ph.D. degrees, BCBA certification, and professional development opportunities. Staff who actively practice within the partnership hold faculty appointments with Cambridge College. These faculty teach courses, serve as program coordinators, and work in collaboration with colleagues in the SOE to guide curricular decisions for the Autism/Applied Behavior Analysis (ABA) programs and are responsible for maintaining the academic integrity of the approved course sequence designed specifically for professionals seeking eligibility to take the exam for national BCBA certification.

The Evergreen Center is a residential treatment center and school serving students diagnosed with autism and related developmental disabilities. The Center focuses on social competence as a reliable predictor of successful adjustment to a lifestyle centered in community participation. Evidence-based, applied behavior analytic procedures are employed to achieve academic outcomes recommended by the National Center on Educational Outcomes and the adaptive behaviors that enhance independent living skills. All staff receive specialized training in behavioral and educational procedures designed to develop self-help, academic, and vocational skills that may be applied in fully integrated community settings. Presentation of effective treatment techniques developed by Evergreen staff, including scholar practitioners and lead faculty teaching at Cambridge College, are further shared at national presentations during professional conferences, and may be published in behavior analytic journals.

Beacon ABA Services is a private practice of behavioral educators founded on the principles of applied behavior analysis (ABA). Beacon ABA Services is committed to using only empirically validated approaches for the treatment of autism and related disorders. The agency provides intensive home and school-based education, behavioral consultation, behavioral assessment, and training services for early interventionists, parents, and public schools. Beacon works with public schools to develop partnership programs supporting their efforts to provide high quality ABA services to children and families. Beacon is committed to the dissemination of applied research completed in educational settings, including studies conducted by

lead faculty at Cambridge College, through presentations at regional, national, and international conferences and publications in behavior analytic journals.

Criterion Child Enrichment is a private, non-profit agency dedicated to providing high quality early childhood education and support to families with young children and serves over 7,000 families. The SOE provides professional development opportunities for highly qualified staff working within the agency in the area of speech and language development.

## MA Schools and Districts

The School of Education partners with PK-12 schools and districts to provide professional development opportunities. Current work in this area highlights General Science and STEM-related programs. Additionally, the SOE is committed to advancing pipeline diversity within area districts and faculty serving as scholar practitioners are actively engaged in PK-12 schools. Faculty hired as scholar practitioners in certification programs also currently practice as licensed teachers, principals, and superintendents in area schools.

## Inactive Programs

We are no longer admitting new students into the following programs as of Fall 2020:

- English as a Second Language Certificate
- Curriculum & Instruction track of the CAGS in Educational Leadership

If you are enrolled in a program that is no longer active, please confer with your academic advisor and continue to follow your program plan as outlined in the Academic Catalog published in the year you entered your program. All back issues of the Academic Catalog may be found at <https://www.cambridgecollege.edu/academic-catalogs-back-issues>.



Master of Education

# Autism/Applied Behavior Analysis

- CIP code 422814 • 38 credits, 6 terms
- ABAI Verified Course Sequence meets coursework eligibility criteria for the Behavior Analyst Certification Board exam.

**Program Description** — Autism is becoming more prevalent in our society and the need for specialists dedicated to serving this population is growing rapidly. This program provides knowledge of the autism spectrum and the skills necessary to meet the needs of individuals with autism. By completing the Applied Behavior Analysis (ABA) program, students meet the academic requirements to sit for the national BCBA examination, earning a credential that is in high demand.

**Learning Outcomes** — Students will demonstrate knowledge of applied behavior analysis (ABA) and associated scientific principles that govern human behavior and the treatment of individuals with autism spectrum disorders (ASD). Students will demonstrate knowledge of clinical, educational and ethical issues pertaining to the application of ABA across a broad range of treatment contexts and behaviors.

**Careers — Careers/BCBA certification** — Students who complete the ABA course sequence, supervised fieldwork, and successfully pass the BCBA examination will earn a national certification and also be eligible for licensure in Massachusetts. They will be able to work in a wide range of clinical and treatment settings as a BCBA in the treatment of individuals with autism spectrum disorders and other behavior and learning challenges. There is currently significant demand for persons with the BCBA credential, so that it is highly portable and desired across the state, the country and internationally.

**Required to begin the ABA course sequence:**

- Bachelor's degree required for the master's program. Individuals with a master's degree may enroll in the ABA coursework only.
- Active employment in a relevant, related field with at least one year of experience in an ABA-based treatment setting.
- Be working with or supervised by certified BCBA personnel. (Supervisor name and contact information must be submitted and verified upon program entry.)

**Student responsibility:** A high level of professional acumen and decorum is required. Students are expected to be fluent in the BACB ethics standards from the start and throughout the program. Students must have basic competence with technology-based academic applications.

**Program and course schedule subject to change.**

**Program director:** Daniel Almeida, Ph.D.  
 • daniel.almeida@cambridgecollege.edu

**Program chair:**  
 Joseph Vedora, Ed.D., BCBA-D, LABA  
 • joseph.vedora@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)

## Autism & Special Education Courses . . . . . 14 credits

- This course sequence is strongly recommended.

	Fall Entry	Spring Entry
ESP 610 Autism: History, Prevalence, Diagnosis & Characteristics . . . . .	Fall 1 . . .	Spring 1
ESP 630 Social & Psychological Perspectives in Autism Spectrum Disorders . . . . .	Spring 1 . .	Summer 2
ESP 616 Communication Disorders (ASD) . .	Summer 1 . .	Summer 1
ESP 615 Assistive Technology: Modifying Curric for Diverse Learning Styles . . . . .	Fall 2 . . . . .	Fall 2
ESP 594 Collaboration & Consultation Techniques (2 credits) . . . . .	Fall 2 . . . . .	Fall 1

## ABA Course Sequence . . . . . 24 credits

- All courses 3 credits @ 45 contact hours, unless otherwise noted.
- Courses **must** be taken in the order delineated here.

	Fall Entry	Spring Entry
ABA 715ABasic Applied Behavior Analysis I (4 credits) . . . . .	Fall 1 . . .	Spring 1
ABA 715BBasic Applied Behavior Analysis II (4 credits) . . . . .	Spring 1 . . . . .	Fall 1
ABA 726 Ethics in Applied Behavior Analysis . . . . .	Summer 1 . .	Summer 1
ABA 716 Behavior Assessment . . . . .	Fall 2 . . .	Spring 2
ABA 718 Research Methods . . . . .	Spring 2 . . .	Spring 2
ABA 719 Behavioral Interventions . . . . .	Spring 2 . . . . .	Fall 2
ABA 722 Supervision & Management in Applied Behavior Analysis . . . . .	Summer 2 . .	Summer 2
ABA 721* Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program . . . . .	Summer 2 . . . . .	Fall 2

\*Students who do not pass ABA721 after two semesters must re-enroll in the course. Students may contact the program chair to discuss a non-endorsement option.

**Timely completion of ABA course sequence:** ABA coursework, including supervision and fieldwork, are specifically aligned with current BACB standards and its corresponding edition of the BCBA exam. Standards and exam are subject to change, therefore timely completion is essential.



Master of Education

# Autism Specialist

• CIP code 131013 • 31 credits, 3 terms full-time • This program does not satisfy licensure requirements for K-12 public school teachers.

**Program Description (MEd)** —Teachers in general education and special education today are working with more and more students diagnosed with Autism Spectrum Disorders (ASD). This program answers the growing need for more understanding and better preparation for those working with students with severe disabilities. It is designed for experienced teachers and para-professionals, to enhance their working knowledge of the field. It also provides opportunities to explore new opportunities this knowledge would provide. ***This is not a licensure program and does not lead to BACB certification.***

**Learning Outcomes** — Graduates will demonstrate knowledge and understanding of autism, behavioral issues and severe special needs. They personalize their learning through an Independent Learning Project that enhances their preparedness as a professional educator.

**Careers** — This program will enhance the skills and understanding of:

- Experienced special educators, wanting more information to better serve the needs of this growing population.
- General educators who wish to work more effectively in their inclusion classes.
- Para-professionals currently working with students with severe disabilities, to gain a better understanding of the autistic needs and behavioral issues of the students they serve.
- Anyone wanting to know more about this growing field.

## Courses ..... 31 credits

- EDU 558 Introduction to Graduate School (1 credit) . . . every term
  - ESP 615 Assistive Technology: Modifying Curriculum for Diverse Learning Styles . . . every term
  - ESP 610 Autism: History, Prevalence, Diagnosis & Characteristics . . . . . Fall, Spring
  - ESP 695 Laws & Regulations Pertaining to Special Education . . . . . Fall, Spring
  - ESP 689 Theories of Typical & Atypical Human Development . . . . . Fall, Summer
  - ESP 621 Assessment & Appraisal Process (ASD) . . . . . Spring
  - ESP 625 Behavior Management (ASD) . . . . . Fall, Summer
  - ESP 616 Communication Disorders (ASD) . . . . . Fall, Summer
  - ESP 630 Social and Psychological Perspectives in Autism Spectrum Disorders . . . . . Summer
  - ESP 635 Teaching & Curriculum Development for Students with Severe Disabilities . . . . . Summer
- One approved 3-credit School of Education elective.

**Program and schedule subject to change.**

**Program chair:** Nicole Stallions, M.Ed.  
 • nicole.stallions@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Post-Master's Certificate

# Autism Specialist Endorsement Certificate

• CIP code 13100

15\* credits, 2 terms, part-time • Endorsement program for Massachusetts licensed educators

**Program Description** — This DESE endorsement recognizes specialized study in Autism by individuals with an Initial or Professional license and two years' teaching experience. This program provides educators in special education with a contextual and practical understanding of the Autism Spectrum and how to support families and schools while meeting the needs of students. The endorsement is not required for licensure or employment in schools. This program requires four courses and a 150-hour field-based experience.

The program and coursework are available in a hybrid format.

**Learning Outcomes** —

- Meet the unique and complex educational needs of students on the Autism Spectrum.
- Assist public schools in including students on the Autism Spectrum in developing and implementing IEPs and participating in regular education settings.
- Assist families of students on the Autism Spectrum to participate meaningfully in their children's education.

**Careers** — Career options are defined by the educator's original certificate. However, the Autism Specialist Endorsement indicates that the educator has acquired specialized knowledge and skill in assisting students on the Autism Spectrum. School districts have authority to require candidates to hold or be eligible for the Autism Specialist Endorsement in addition to the original license.

**Courses required may vary based on transcript analysis.**

**Courses** ..... 15 credits

ESP 610	Autism: History, Prevalence, Diagnosis & Characteristics — <b>required first course</b> . . . . .	Summer
ESP 625	Behavior Management (ASD) . . . . .	Summer
ESP 616	Communication Disorders (ASD). . . . .	Fall
ABA 702	Field Experience Internship and Seminar: Autism Specialist . . . . .	Fall
*ESP 607	Psycho-Educational Assessment for Teaching Exceptional Students . . . . .	Fall

\*If students have already completed ESP607 outside of this program, students are instead required to take ESP630:

ESP 630	Social and Psychological Perspectives in Autism Spectrum Disorder
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**Admission requirements:**

Candidates are expected to enter the program based on prerequisite criteria to ensure that they have the prerequisite skills to be effective in the licensure role:

- Valid Massachusetts initial or professional license as: Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of Visually Impaired, Teacher of the Deaf and Hard of Hearing.
- School of Education requirements for certificate programs.

**\*Program credits:** Other educators interested in participating in these courses are welcome, but will not receive the DESE endorsement unless they meet the requirements listed above.

Courses already taken in this program at Cambridge College will be accepted. One 3-credit graduate-level course from another college or university will be considered.

**Please note:** This program has been approved for financial aid.

**Program subject to change.**

**Program chair:** Nicole Stallions, M.Ed.  
• nicole.stallions@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Post-master's Certificate

# Behavior Analyst Certificate

• CIP code 422814 • 24 credits, 6 terms

• ABAI Verified Course Sequence meets coursework eligibility criteria for the Behavior Analyst Certification Board exam.

**Program Description** — The ABA program is designed specifically for those who are currently practicing in ABA-based treatment settings who wish to pursue national certification as a Board Certified Behavior Analyst (BCBA™). Formal access to BCBA supervision is essential to the academic requirements and is a prerequisite for program entry.

The ABA course sequence is delivered in a hybrid learning model that includes both live (in-person) and asynchronous course content. For successful completion of the program students must be both familiar with and able to effectively use technology-based instructional formats and be highly disciplined in meeting deadlines for required work assignments. Effective and timely communication skills are also essential to student success.

**Learning Outcomes** — Students in the ABA program will be able to demonstrate knowledge of applied behavior analysis and associated scientific principles that govern human behavior, which is achieved by completing a functional assessment project and a written behavior support plan under the guidance of the faculty and their BCBA field work supervisor and a literature review. Students will complete a range of behavior analytic projects during their ABA courses specific to the topics covered during each course and the current BACB task list. Finally, all students will demonstrate knowledge of the current BACB ethics standards as well as the current BACB Task List content specified in the course syllabus.

**Careers/BCBA certification** — Students who complete the ABA course sequence, supervised fieldwork, and successfully pass the BCBA examination will earn a national certification and also be eligible for licensure in Massachusetts. They will be able to work in a wide range of clinical and treatment settings as a BCBA in the treatment of individuals with autism spectrum disorders and other behavior and learning challenges. There is currently significant demand for persons with the BCBA credential, so that it is highly portable and desired across the state, the country and internationally.

## ABA Course Sequence ..... 24 credits

- All courses 3 credits @ 45 contact hours, unless otherwise noted.
- Courses **must** be taken in the order delineated here.

	Fall Entry	Spring Entry
ABA 715A Basic Applied Behavior Analysis I (4 credits) . . . . .	Fall 1 . . .	Spring 1
ABA 715B Basic Applied Behavior Analysis II (4 credits) . . . . .	. . . . . Spring 1 . . . . .	. . . . . Fall 1
ABA 726 Ethics in Applied Behavior Analysis . . . . .	. . . . . Summer 1 . . .	. . . . . Summer 1
ABA 716 Behavior Assessment . . . . .	. . . . . Fall 2 . . .	. . . . . Spring 2
ABA 718 Research Methods . . . . .	. . . . . Spring 2 . . .	. . . . . Spring 2
ABA 719 Behavioral Interventions . . . . .	. . . . . Spring 2 . . . . .	. . . . . Fall 2
ABA 722 Supervision & Management in Applied Behavior Analysis . . . . .	. . . . . Summer 2 . . .	. . . . . Summer 2
ABA 721* Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program . . . . .	. . . . . Summer 2 . . . . .	. . . . . Fall 2

\*Students who do not pass ABA 721 after two semesters must re-enroll in the course. Students may contact the program chair to discuss a non-endorsement option.

**Timely completion of ABA course sequence:** ABA coursework, including supervision and fieldwork, are specifically aligned with current BACB standards and its corresponding edition of the BCBA exam. Standards and exam are subject to change, therefore timely completion is essential.

### Required to begin the ABA course sequence:

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

**Student responsibility:** A high level of professional acumen and decorum is required. Students are expected to be fluent in the

BACB ethics standards from the start and throughout the program. Students must have basic competence with technology-based academic applications.

### Program and course schedule subject to change.

**Program director:** Daniel Almeida, Ph.D.  
• daniel.almeida@cambridgecollege.edu

**Program chair, ABA:**  
Joseph Vedora, Ed.D., BCBA-D, LABA  
• joseph.vedora@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Post-Master's Certificate

# Digital Literacy Computer Science Certificate

• CIP code 130501 • 15 credits, 2-3 terms •

**Program Description** — The Digital Literacy Computer Science Certificate (DLCS) serves licensed science, math and library teachers who seek this additional add-on license. The course work provides the necessary depth and content knowledge needed to support the expectations outlined in the Massachusetts Curriculum Framework 2016 and addresses the subject matter knowledge as outlined by the Massachusetts Dept. of Elementary and Secondary Education for the new Digital Literacy and Computer Science licensure (K-12).

The demand for this license is great since the state government has issued guidelines for all schools to integrate digital and computer science literacy and courses K-12 to prepare students for high tech working environments.

The program and coursework are all online. Two courses are offered each term.

**Learning Outcomes** — Graduates demonstrate the knowledge and skills expected of professional educators by regional, state and national accreditation bodies. They understand the principles and concepts of computing and society, including cyberbullying, safety security issues, and technology laws as well as recovery strategies. They evaluate the impact of technology and assistive technologies in people's lives, commerce and society. They demonstrate advanced research skills and strategies to identify and evaluate and credit sources and information. In addition, they utilize digital tools and resources to enhance communication and collaboration, solve problems, and publish online by demonstrating an understanding of computer systems, programming and computational thinking.

**Careers** — Computer science teacher (5-12)

**Courses required may vary based on transcript analysis, reviewed by Program chair.**

**Courses** ..... 15 credits

- SCI 634 Computational Thinking: Data Structures & Algorithms
- SCI 636 Computers, Software & Networks
- SCI 637 Computers & Society
- SCI 638 Computer Programming
- SCI 640 Network Security & Safety

**Admission requirements:**

- School of Education requirements for certificate programs.
- Master's degree required.
- Massachusetts teachers who hold an initial or professional license may elect to add this digital literacy license by submitting this coursework on their own to the Massachusetts Department of Elementary and Secondary Education (DESE) for transcript approval. Part of the approval process will include 150 hours of teaching digital literacy in a school setting; this can be submitted by a school principal on official letterhead. There is no MTEL for this license.

**Transcript analysis:** Subject Matter Competency for Digital Literacy will be evaluated through transcript analysis by the program chair, following the Subject Matter Knowledge Standards for the Massachusetts Digital Literacy License (see [www.doe.mass.edu](http://www.doe.mass.edu)). Only coursework completed within the last seven years, with grades of B or better will be considered.

**\*Program credits:** Additional credits may be required for competencies not satisfied before enrollment; credits may be reduced if any competencies have already been covered acceptably.

**Program subject to change.**

**Program chair:** John Papadonis  
• [john.papadonis@cambridgecollege.edu](mailto:john.papadonis@cambridgecollege.edu)

All courses 3 credits except as noted.



Master of Education

# Early Childhood Teacher (PreK-2)

- CIP code 131210 • For licensure: 31-34\* credits, 4 terms full-time
- Non-licensure: 30-32 credits, 3 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE)

**Program Description** — The Early Childhood PreK-2 program is for students who plan to teach in public or private schools. They are prepared with the appropriate skills and knowledge that will assist them in pursuing their initial license in Early Childhood PreK-2 With and Without Disabilities. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates demonstrate the disposition, knowledge and skills expected of professional educators articulated by state and national accreditation bodies. They understand the principles of early childhood education, including developmentally appropriate lessons and activities for educators working with children in preK-grade 2 settings and utilize inclusive practices appropriate for children with learning disabilities and for diverse students (including but not limited to English learners) to enhance the abilities of their children. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development; set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Careers** — Graduates who have completed the licensure option are eligible for initial licensure and are qualified for employment in public or private preschool/kindergarten as well as in the early childhood arena.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams. Two approved School of Education electives (total 4-6 credits) also required.

**\*Program credits:** 31 credits total if SEI is completed before enrollment, 34 credits if SEI is completed at Cambridge College.

**Program and course schedule subject to change.**

**Program chair:** Christy Reynolds, Ed.D.  
 • christy.reynolds@go.cambridgecollege.edu

**Courses — program chair will advise on sequence . . . . 26 credits**

- EDU 558 Introduction to Graduate School (1 credit) . . . Fall, Spring
- ELE 500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit; req. for ELE 521) . . . . . Fall, Spring
- ELE 521 Development of Reading & Writing Skills for Early Childhood & Elementary Curriculum . . . Fall, Spring
- ESP 592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) . . . . . every term
- ESP 594 Collab & Consultation Technq (2 credits) . . . . . every term
- ECE 600 Development of Young Children . . . . . Summer
- ELE 653 Teaching Science & Technology in Early Childhood & Elementary Curriculum . . . . . Fall, Spring
- ESP 512 Inclusion & Behavior Management . . . . . Fall, Summer
- ELE 656 Teaching Social Science, History & Multicultural Educ in Early Childhood & Elementary Curric. . . . . Spring
- ELE 620 Integration of Children’s Literature in Early Childhood & Elementary Curriculum . . . . . Fall, Summer
- MAT 700 Inclusion in Math Class . . . . . every term
- ELE 594 Integrating Physical Education into Early Childhood & Elementary Curriculum (1 credit) . . Summer

**Practicum Prerequisites . . . . . 1-4 credits**

- Pass all MTEls required by Massachusetts for this license: Communication & Literacy, Early Childhood, and Foundations of Reading (MTEL).
- SEI 605 Sheltered English Immersion (3 credits) or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

**Practicum & Seminar (licensure students only) . . . . . 4 credits**

- ECE 794 Practicum**— 300 hours (2 credits) . . . . . Fall, Spring  
 Guided and evaluated by a licensed/certified early childhood teacher in the classroom and a Cambridge College early childhood supervisor. Practicum locations are subject to DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.
- ECE 791 Practicum Seminar** (2 credits) . . . . . Fall, Spring  
 Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)





Master of Education

# Educational Leadership

- CIP code 130401 • For Principal/Assistant Principal 31-33\* credits • Non-licensure 32 credits • 4 terms full-time
- Licensure program approved by the Mass. Dept. of Elementary & Secondary Education (DESE).

**Program Description** — The M.Ed. in Educational Leadership is specific to leadership roles in P-12 settings. The program is based on standards upheld by the Educational Leadership Constituent Council and follows the Massachusetts Department of Elementary and Secondary Education’s (DESE) Professional Standards for Administrators. The program supports the acquisition of prerequisite knowledge and professional skills to serve as competent, caring, ethical, and highly qualified social justice leaders who create rigorous and culturally responsive teaching and learning environments in the schools, districts, and communities served.

The degree supports career advancement for currently licensed practitioners in P-12 settings with at least three years of employment in a Massachusetts-approved school or district. The Principal/Assistant Principal license (PK-8 or 5-12) is for those seeking to lead schools. The non-licensure option is designed for seasoned professionals in educational settings or agencies that do not require the Massachusetts license.

**Outcomes** — With guidance of the program chair, seminar leaders, faculty, and licensed, current practitioners in schools and districts within Massachusetts, candidates for the M.Ed. in Educational Leadership demonstrate an ability to engage in site-based leadership that: (a) promotes success for all students by establishing a high quality curriculum and evidence-based instruction, (b) cultivates a shared anti-racist vision for effective schools, (c) ensures a safe, efficient, and effective culturally responsive learning environment, (d) ensures the effective use of resources, and (d) promotes the involvement of all stakeholders, and (e) promotes the success of all students. Effective leadership is further evidenced through written reflections, key assessments, tasks assigned and field experiences documented in an e-portfolio and submitted via TaskStream. Specifically, candidates must demonstrate the ability to:

### Principal/Assistant Principal

- Create a physically and emotionally safe school environment.
- Ensure that curriculum is of high quality, standards-aligned, rigorous and culturally responsive.
- Build a professional culture supportive of reflective practice, high expectations, and continuous improvement of skillfully implementing high quality curriculum which is standards aligned and exhibits target skills through evidence based teaching and learning.
- Engage school communities including teachers, parents, district leaders, and community partners in ways supportive of the school’s academic and social justice mission.
- Effectively implement effective plans, policies, procedures, routines, budgets, and operating systems, including technology, that are equitable, honor all students’ backgrounds, eliminate bias and address the full range of safety, health and social-emotional needs of students.

**Careers** — Graduates typically pursue leadership or policy related positions in PreK-12 schools. Principal/Assistant Principal graduates become school leaders or pursue management positions in education-related organizations and agencies. Those in the non-licensure option typically lead private or charter schools and later return to pursue licensure through the CAGS program in order to pursue further advancement in Massachusetts public schools and districts.

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## M.Ed.—Licensure

**Program Entry** — Evidence of successful completion of the MA Communications and Literacy (MTEL) test and GPA requirement are required for program entry. If the MTEL is not available, students seeking licensure must first matriculate into the non-licensure pathway, then complete a Change of Academic Program signed by the program chair, educational leadership and dean, School of Education once this requirement is met. Evidence of current license as a practitioner in a Massachusetts approved school or district is also required.

**Practicum Prerequisites**—*All documentation is verified and signed by the professional seminar advisor and program chair, then uploaded in TaskStream.*

- Signed acknowledgement of area/level of licensure sought, PreK-8 or 5-12
- Successful completion of all courses with a grade of “B” or better.
- Unless evidence is submitted that the SEI RETELL or SEI MTEL was successfully completed prior to program admission, all candidates must take the SEI 705 Sheltered English Immersion for School Administrators.
- Pre-Practicum logs documenting hours embedded in courses appropriate to the area of licensure.

### Practicum Logs, Portfolios, MA PAL

- All practicum logs evidencing completion of all hours must be verified by the supervising practitioner, professional seminar advisor, and program chair before uploading logs into TaskStream.
- All candidates must submit an electronic portfolio by uploading all documents specific to licensure, including reflections, key assignments, practicum logs, and evidence of current licensure in TaskStream.
- Candidates for the Principal/Assistant Principal licensure option are required to have successfully completed all required tasks for the Massachusetts Performance Assessment for Leaders (PAL).

## Education Leadership—M.Ed. Non-Licensure

If licensure is not desired, students must sign a form attesting that they understand that this option is not eligible for licensure upon degree completion.

All program components are required (including pre-practicum) **except** the licensure components: MTEL, MEPID, MA-PAL, SEI, and Practicum. Non-licensure students take Educational Leadership courses, Professional Seminar, and the Independent Learning Project.



**\*Program credits:** 31 credits total if SEI is completed before enrollment, 33 credits if SEI is completed at Cambridge College.

**Program and course schedule subject to change.**

**Program chair:** Stephen Maio, Ed.D.

- [stephen.maio@cambridgecollege.edu](mailto:stephen.maio@cambridgecollege.edu)



MEd

Continued

# Educational Leadership

## Principal/Assistant Principal Licensure

### Term 1

- EAD 712 Curriculum Principles and Practices for Educational Leaders
- EAD 684 Selection, Development & Supervision of Educational Personnel
- EAD 691 Professional Seminar I (2 credits; *25 practicum hours*)

### Term 2

- EAD 688 Legal Aspects of School Administration
- EAD 690 Finance & Business Administration for the School Administrator
- EAD 692 Professional Seminar II (2 credits; *50 practicum hours*)

### Term 3

- EAD 662 Contemporary Issues & Topics in Educational Administration
- EAD 783 Leading Antiracist Schools
- EAD 693 Professional Seminar III (2 credits; *75 practicum hours*)

### Term 4

- SEI 705 Supervision of Sheltered English Immersion Instruction for Administrators (2 credits) — only if needed.
- EAD 694 Professional Seminar IV (2 credits; includes *15-page paper on an action research issue related to practicum*)

**EAD 790 H or J Practicum 500 hours Completion** (5 credits) and *all MA-PAL requirements*

- EAD 790 **H** Principal/Asst Principal (PreK-8)
- EAD 790 **J** Principal/Asst Principal (5-12)

*Total 31-33 credits with 500 hours of documented practicum.*

## Education Leadership—M.Ed. Non-Licensure

### Term 1

- EAD 712 Curriculum Principles and Practices for Educational Leaders
- EAD 684 Selection, Development & Supervision of Educational Personnel
- EAD 691 Professional Seminar I (2 credits)

### Term 2

- EAD 688 Legal Aspects of School Administration
- EAD 690 Finance & Business Administration for the School Administrator
- EAD 692 Professional Seminar II (2 credits)

### Term 3

- EAD 662 Contemporary Issues & Topics in Educational Administration
- EAD 783 Leading Antiracist Schools
- EAD 693 Professional Seminar III (2 credits)

### Term 4

- EAD 721 Supervision, Induction & Coaching of New Teachers
- EAD 800 Independent Learning Project
- EAD 694 Professional Seminar IV (2 credits)

*Total 32 credits; no practicum*

(All courses @ 3 credits except as noted.)



## Certificate of Advanced Graduate Study

# Educational Leadership - CAGS

- CIP code 130401 • School Administration 36-38\* credits • 4 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE) for Principal/Assistant Principal (PreK-8 or 5-12)

**Program Description** — The Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership is a post-master's option designed for educators to advance their knowledge and skills specific to leadership in P-12 schools and districts. The focus is to advance teaching and learning through school transformation, with a concentration in school administration or curriculum. The program is based on standards upheld by the Educational Leadership Constituent Council and follows the Massachusetts Department of Elementary and Secondary Education's (DESE) Professional Standards for Administrators. Emphasis is on the role power and politics play in schools and districts with a focus on social justice, along with research skills and data analysis required to support and advance caring, competent, and qualified teachers and school leaders who create rigorous and culturally responsive teaching learning environments.

**Outcomes** — Graduates: (a) demonstrate the knowledge and ability to create a physically and emotionally safe school environment, (b) demonstrate a knowledge of and sensitivity to school and system organization; (c) understand that improving teaching and learning is an intricate process that requires a willingness to change, an educational vision, and persuasive communication; (d) pursue action research and data collection to inform decision making and create meaningful professional development for faculty; and (e) explore technology, inclusive strategies for reaching a diverse student body, and develop skills in teaching students with special needs and those for whom English is a second language. As a result of evidenced based instruction and culturally responsive teaching and learning, graduates perceive their educational setting as part of a larger system and are able to identify and end historic patterns of racial inequity within that system. They effectively implements plans, procedures, routines, budgets, and operating systems, including technology, that are equitable and honor all students' backgrounds, eliminate bias and address the full range of safety, health and social-emotional needs of students.

**Careers** — Graduates enter into the full range of school leadership positions in public, private, and charter schools and in corporate and community education. Positions held include teacher-leaders, department chairs, assistant principal, and principal. In addition, graduates hold offices at the district level as coordinators and directors.

An administrator license is required for employment half-time or more as director, department head, or curriculum specialist.

**All students who enter CAGS** must select a concentration and level of licensure if desired, and submit a signed Declaration of Intent **by the end of their first term of enrollment**. All students must consult the program chair and have their approval *prior* to submitting the Declaration of Intent.

## CAGS-Licensure — Program Completion Requirements

- All CAGS requirements for licensure must be met, including those outlined for program entry, all CAGS courses, and field experiences (pre-practicum and practicum).
- Sheltered English Immersion or successful completion of the SEI RETELL or SEI MTEL offered through DESE.
- A total of 500 hours of field experiences, including the Pre-Practicum and Practicum, in the role and level of licensure sought.
- Massachusetts Performance Assessment for Leaders (PAL) — required of candidates seeking licensure as a principal or assistant principal.
- Exit Performance Portfolio via TaskStream.

**Practicum Prerequisites**—*All documentation is verified and signed by the professional seminar advisor and program chair, then uploaded in TaskStream.*

- Signed acknowledgement of area/level of licensure sought, PreK-8 or 5-12
- Successful completion of all courses with a grade of "B" or better.
- Unless evidence is submitted that the SEI RETELL or SEI MTEL was successfully completed prior to program admission, all candidates must take the SEI 705 Sheltered English Immersion for School Administrators.
- Pre-Practicum logs documenting hours embedded in courses appropriate to the area of licensure.

## CAGS-Non-Licensure — Program Completion Requirements

All CAGS components are required except for those specific to licensure (e.g., the Massachusetts Communications and Literacy MTEL, SEI, MA-PAL).

**\*Program credits:** 36 credits total if SEI is completed before enrollment, 38 credits if SEI is completed at Cambridge College.

**Program and course schedule subject to change.**

**Program chair:** Stephen Maio, Ed.D.  
• [stephen.maio@cambridgecollege.edu](mailto:stephen.maio@cambridgecollege.edu)

**Continued**



CAGS  
Continued

# Educational Leadership - CAGS

## School Administration (licensure and non-licensure)

- Principal/Asst Principal

### Term 1

- ECL 800 Foundations of Social Science Research  
ECA 725 Structural and Institutional Barriers to Equality  
in Education  
ECA 701 School Management & the Law

### Term 2

- ECL 801 Advanced Graduate Research Seminar  
ECL 802 Advanced Leadership  
ECA 703 Managing Financial Resources

### Term 3

- ECL 803 Advanced Technologies in Education  
ECL 804 Advanced Leadership in Policy & Practice  
SEI 705 Supervision of Sheltered English Immersion Instruction  
for Administrators (2 credits) — only if needed.  
ECC 710 Assessment & Developing & Evaluating Curriculum

### ECA 805 Practicum I (3 credits)

- ECA 805 **H** Principal/Asst Princ (PreK-8) *300 of 500 hours*  
ECA 805 **J** Principal/Asst Princ (5-12) *300 of 500 hours*

### Term 4

- ECL 807 Applied Action Research Project (1 credit)  
ECC 707 Leading Educational Change and School Renewal

### ECA 806 Practicum II (2 credits)

- ECA 806 **H** Principal/Asst Princ (PreK-8) *200 of 500 hours*  
ECA 806 **J** Principal/Asst Princ (5-12) *200 of 500 hours*

*Total 36-38 credits with 500 hours of documented practicum.*

**MA Department of Elementary and Secondary Education  
required practicum hours for licensure:**

- Principal/Assistant Principal: 500 hours

(All courses @ 3 credits except as noted.)



Master of Education

# Elementary Teacher (1-6)

- CIP code 131202 • For licensure: 32-35\* credits, 4 terms full-time
- Non-licensure: 30 credits, 3 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE)

**Program Description** — The Elementary Teacher 1-6 initial licensure program is for students who plan to teach in public schools or collaboratives. Students are prepared with appropriate skills and knowledge that will assist them in pursuing their initial license as an Elementary Teacher 1-6. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates demonstrate the disposition, knowledge and skills expected of professional educators articulated in regional, state and national accreditation bodies. They utilize best practices for teaching students with diverse abilities and languages and scientifically-based practices for teaching reading and mathematics; inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development; set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Careers** — Graduates who have completed the licensure option are eligible for initial licensure and are qualified for employment in public schools and collaboratives, teaching elementary grades 1-6.

## Courses — program chair will advise on sequence . . . . 27 credits

- EDU 558 Introduction to Graduate School (1 credit) . . . Fall, Spring
- ELE 500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit; req. lab for ELE521) . . . Fall, Spring
- ELE 521 Development of Reading & Writing Skills for Early Childhood & Elementary Curriculum . . . Fall, Spring
- ELE 653 Teaching Science & Technology in Early Childhood & Elementary Curriculum . . . . . Fall, Spring
- ELE 510 Developmental Psychology . . . . . Spring
- ELE 656 Teaching Social Science, History & Multicultural Educ in Early Childhood & Elementary Curric. . . . . Spring
- ELE 620 Integration of Children’s Literature in Early Childhood & Elementary Curriculum . . . . . Fall
- MAT 623 Common Core Math . . . . . Spring, Summer
- ELE 594 Integrating Physical Education into Early Childhood & Elementary Education (1 credit) . . . Summer
- ELE 593 Integration of Visual Arts for Early Childhood & Elementary Curriculum (1 credit) . . . . . Spring
- MAT 700 Inclusion in Math Class . . . . . every term
- ESP 512 Inclusion & Behavior Management . . . . . Fall, Summer

## Practicum Prerequisites . . . . . 1-4 credits

- Pass all MTEs required by Massachusetts for this license: Communication & Literacy, General Curriculum, math sub-test, and Foundations of Reading (MTEL).
- SEI605 Sheltered English Immersion (3 credits) or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

## Practicum & Seminar (licensure students only) . . . . . 4 credits

- ELE 794 Practicum**— 300 hours (2 credits)  
Guided and evaluated by a licensed/certified elementary teacher in the classroom and a Cambridge College elementary supervisor. Practicum locations are subject to DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.
- ELE 791 Practicum Seminar** (2 credits)  
Electronic exit portfolio (Taskstream) required for credit.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams. One approved 3-credit School of Education elective also required.

\***Program credits:** 32 credits total if SEI is completed before enrollment, 35 credits if SEI is completed at Cambridge College.

**Program and course schedule subject to change.**

**Program chair:** Christy Reynolds, Ed.D.  
• christy.reynolds@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Graduate Certificate

# Elementary Science Specialist (1-6) Certificate

- CIP code 131316 • 17\* credits, 3 terms
- Add a (1-6) science license for elementary classroom teachers

**Program Description** — The Elementary Science Specialist Certification in General Science is designed for classroom teachers who hold an initial license in elementary teaching, or another relevant field, who want to “add-on” an endorsement in General Science, 1-6. The program addresses the subject matter knowledge competencies in science content and scientific practices required for endorsement in General Science, grades 1-6 and integrates essential science content with best practices in hands-on, inquiry-based science education. The program includes a blend of seated and online content science courses. This certificate is firmly rooted in the Massachusetts 2016 Science/Technology and Engineering Standards. Students are required to submit completed coursework to the Massachusetts Department of Elementary and Secondary Education for the license endorsement.

**Learning Outcomes** — Teachers understand basic principles and concepts of the life sciences appropriate to the elementary school curriculum; basic principles and concepts of the physical sciences appropriate to the elementary school curriculum; philosophical theories in science, and identify common misconceptions; identify socially important issues including the impact of technology on our environment. They design and conduct scientific inquiries to test scientific hypotheses, using appropriate tools and techniques to gather, analyze, and interpret data; develop descriptions, explanations, predictions, and models using evidence, communicate scientific procedures and explanations; and know how science, technology, and math inform each other and serve as mechanisms for inquiry into the nature of the universe. They teach science content through engaging learners in the scientific practices and the engineering design process. They use “best practices” in teaching inquiry-based science and develop a balanced approach to hands-on science instruction using appropriate methodology and appropriate safety procedures as described in state standards.

**Careers** — Elementary science specialist, grades preK-5; middle school general science teacher/earth, life, physical and engineering sciences, grades 5-8; science museum educator, nature center specialist/guide, aquarium and zoo educator.

**Courses required may vary based on transcript analysis.**

**Science Methods..... 14 credits**

ELE 653 Teaching Science & Technology in Early Childhood & Elementary Curriculum . . . . .Fall, Spring

**Methods & Materials for Teaching:**

SCI 686 Physical Science. . . . . Fall  
 SCI 690 Teaching Engineering & Technology (2 credits). . . . . Fall  
 SCI 682 Life Science . . . . . Spring  
 SCI 684 Earth Science . . . . . Spring

**Science Content.....3 credits**

Online courses @ 1 credit

<b>Select one course:</b>	SCI 601	Aquatic Ecology
	SCI 600	Cell Biology
<b>Select one course:</b>	SCI 603	Electricity & Magnetism
	SCI 609	Transfer of Energy
	SCI 615	Forces in Motion
<b>Select one course:</b>	SCI 607	Structure of the Earth
	SCI 613	Earth's Place in the Universe
	SCI 629	Practical Meteorology

**Admission requirements:**

- School of Education requirements for certificate programs.
- Valid Massachusetts elementary PK-2 or 1-6 initial license. (No MTEL is required for General Science, Grades 1-6.)

**Transcript analysis:** Subject Matter Competency for General Science will be evaluated through transcript analysis by the program chair, following the Subject Matter Knowledge Standards for the Massachusetts 1-6 Science Specialist License (see [www.doe.mass.edu](http://www.doe.mass.edu)). Only coursework completed within the last seven years, with grades of B or better will be considered.

**\*Program credits:** Additional credits may be required for competencies not satisfied before enrollment; credits may be reduced if any competencies have already been covered acceptably.

**Program subject to change.**

**Program chair:** John Papadonis, M.S.  
 • [john.papadonis@cambridgecollege.edu](mailto:john.papadonis@cambridgecollege.edu)

(All courses @ 3 credits except as noted.)



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

- CIP code 131401 • For licensure: 33 credits, 4-5 terms full-time
- Non-licensure: 30-31 credits, 3-4 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE)

**Program Description** — The Teaching English as a Second Language program prepares candidates with the disposition, knowledge and skills to create learning environments that enable English Learners (ELs) to become proficient in English and access the academic content area curriculum. The program meets all state regulations for licensing of Teachers of English as a Second Language, with the SEI Endorsement. Courses present nationally recognized research-based models for first and second language learning, address curriculum mandates, and the developmental characteristics of students in grades PreK-6, 5-12, and adult levels. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates demonstrate the disposition, knowledge and skills expected of professional educators as articulated by regional, state and national accreditation bodies. They understand language as a system, the structure and nature of language, and language variation and change. They understand language acquisition and literacy development, including practices for reading skills/comprehension in a first language at different levels; first and second language differences for reading instruction; English phonemic awareness for students not literate in their first language; effect of first language literacy on second language learning/literacy; role of oral language development in literacy development for ELs; formal/informal reading assessment with English learners; listening/speaking/reading/writing vocabulary, and practices for developing writing skills/writing tools; formal writing elements; oral/aural English fluency at different proficiency levels; social and academic content English; metalinguistic skills and vocabulary for cognitive, academic, and language proficiency. They utilize research-based ESL approaches and best practices and apply socio-cultural and socio-emotional considerations. They understand the role of community, families, and schools in EL education and the laws pertaining to education of ELs.

ESL graduates utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams. One approved 2- or 3-credit School of Education elective also required; total 30-31 credits.

**Program and course schedule subject to change.**

**SEI is included within the M.Ed. degree for initial licensure in ESL.**

**Program chair:** Leba Heigham, M.Ed.  
• leba.heigham@cambridgecollege.edu

**Careers** — Candidates who complete the ESL licensure program are able to teach ESL in public, private, and charter schools, educational collaboratives, and community programs. They are also eligible for the Massachusetts SEI Teacher Endorsement. Non-licensure M.Ed. graduates are able to provide ESL support and tutoring in schools; and to teach/tutor ESL in other settings including higher education intensive ESL, other countries, immigrant support programs, and workplace ESL.

**Courses — recommended sequence . . . . . 28 credits**

ESL 500	Introduction to Education for English Learners (1 credit) . . . . .	Fall
ESL 610	Linguistics & Language Variations . . . . .	Fall
ESL 631	Second-Language Acquisition & Culture . . . . .	Fall
ESL 615	Methods & Materials for ESL . . . . .	Spring
ESL 635	Sheltered Instruction & Assessment . . . . .	Spring
ESL 625	Technology for Linguistically Diverse Classrooms . . . . .	Summer
ESL 650	Teaching Content to ESL Learners . . . . .	Summer
ESL 620	Teaching Reading & Writing to ESL Students . . . . .	Fall
ESL 630	Equitable Assessment of ESL Learners . . . . .	Fall
ESL 640	Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling . . . . .	Spring

**Practicum Prerequisites . . . . . 1 credit**

- Pass all MTEs required by Massachusetts for this license: Communication & Literacy, and English as a Second Language (MTEL). Take MTEL in Year 2.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

**Practicum (licensure students only) . . . . . 4 credits**

**ESL 794A Practicum (PreK-6) or ESL 794B Practicum (5-12)**  
300 hours (2 credits)

Guided and evaluated by a licensed/certified ESL teacher in the classroom and a Cambridge College ESL program supervisor. Practicum locations are subject to DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

**ESL 791 Practicum Seminar** (2 credits) . . . . . Fall, Spring  
Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)



Master of Education

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

- CIP code 131316 • For licensure: 32-35\* credits, 5-6 terms full-time
- Non-licensure : 30 credits, 4 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE)

**Program Description** — The General Science Education program provides essential science content, integrated with best practices in hands-on, inquiry-based science education. The curriculum is firmly rooted in the 2016 Massachusetts science education model with a balance of earth, life, physical and engineering sciences. The program focuses on candidates' understanding of how to integrate the eight Practices of Science with the Subject Matter Knowledge Content standards in PK-8 General Science. Students experience a blend of seated and online content science courses. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates demonstrate the disposition, knowledge and skills expected of professional educators articulated by state and national accreditation bodies. They design and conduct scientific inquiries to test scientific hypotheses, using appropriate tools and techniques to gather, analyze, and interpret data; develop descriptions, explanations, predictions, and models using evidence, communicate scientific procedures and explanations; and know how science, technology, and math inform each other and serve as mechanisms for inquiry into the nature of the universe. They use "best practices" in teaching inquiry-based science and develop a balanced approach to hands-on science instruction using appropriate methodology and appropriate procedures as described in state standards. They set high expectations and create a safe and collaborative learning environment to engage all students in their learning. They implement well-structured lessons with measurable assessments of learning and engage in ongoing reflection on practice.

**Careers** — Elementary science specialist, grades preK-5; middle school general science teacher/earth, life, physical and engineering sciences, grades 5-8; science museum educator, nature center specialist/guide, aquarium and zoo educator.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams. Eleven credits of science content coursework are required. These courses must be selected in consultation with the program chair.

**\*Licensure program credits:** 32 credits total if SEI is completed before enrollment, 35 credits if SEI is completed at Cambridge College.

**Program subject to change.**

**Program chair:** John Papadonis, M.S.  
 • john.papadonis@cambridgecollege.edu

## Science Methods..... 19 credits

- SCI 680 Attaining Science Literacy. . . . . Fall
- 1-6: or** ELE 653 Teaching Sci & Technol in Early Childhood & Elem Curric . . . . . Fall, Spring

### Methods & Materials for Teaching:

- SCI 686 Physical Science. . . . . Fall
- SCI 690 Teaching Engineering & Technology (2 credits). . . . . Fall
- SCI 692 Logistics of Teaching Science (2 credits) . . . . . Spring
- SCI 682 Life Science . . . . . Spring
- SCI 684 Earth Science. . . . . Spring
- SCI 688 Middle School Chemistry . . . . . Summer

## Science Content..... licensure: select 8 credits

non-licensure: select 11 credits

Online courses @ 1 credit

*Students should select those courses that reflect their weakest area of preparation and support their abilities to teach the science content required for their area of licensure*

- SCI 609 Transfer of Energy. . . . . Fall
- SCI 611 Ocean Science. . . . . Fall
- SCI 619 Teaching Project-Based Science. . . . . Fall
- SCI 627 Teaching Chemistry Through Inquiry . . . . . Fall
- SCI 603 Electricity & Magnetism. . . . . Spring
- SCI 607 Structure of the Earth . . . . . Spring
- SCI 613 Earth's Place in the Universe. . . . . Spring
- SCI 629 Practical Meteorology . . . . . Spring
- SCI 601 Aquatic Ecology . . . . . Summer
- SCI 615 Forces in Motion. . . . . Summer
- SCI 617 Earth's History . . . . . Summer
- SCI 600 Cell Biology . . . . . Summer

All courses offered at least once/year.



(All courses @ 3 credits except as noted.)





MEd

Continued

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

## Practicum Prerequisites ..... 1-4 credits

- Pass all MTELs required by Massachusetts for this license:  
Communication & Literacy test and:  
1-6: Successful completion of coursework  
5-8: General Science 5-8 MTEL test
- SEI 605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

## Practicum & Seminar (licensure students only) . . . . 4 credits

**Practicum** – 300 hrs in an elementary (1-6) or middle school (5-8) science classroom (2 credits)

SCI 794A Practicum 1-6 • SCI 794B Practicum 5-8

Guided and evaluated by a licensed/certified general science teacher in the classroom and a Cambridge College general science supervisor. Practicum locations are subject to DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

### SCI 791 Practicum Seminar (2 credits)

Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)



# General Science (1-6 or 5-8) Initial Licensure Teaching Certificate

- CIP code 131316 • For licensure: 21-24\* credits, 3 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE)

**Program Description** — This program is designed for individuals who hold an undergraduate degree in science and are interested in teaching general science in the Massachusetts public school system at the middle school (1-6 or 5-8) grade level. This is a license-only pathway and does NOT result in a graduate degree; credits earned can be used toward the M.Ed. in General Science. The program will focus on the necessary pedagogical skills needed to teach in Massachusetts Public/Private Schools.

**Learning Outcomes** — Graduates teach science content through engaging learners in the elementary and middle grade level in the scientific practices and the engineering design process. They design and conduct scientific inquiries to test scientific hypotheses, using appropriate tools and techniques to gather, analyze, and interpret data; develop descriptions, explanations, predictions, and models using evidence, communicate scientific procedures and explanations; and know how science, technology, and math inform each other and serve as mechanisms for inquiry into the nature of the universe. They use “best practices” in teaching inquiry-based science and develop a balanced approach to hands-on science instruction using appropriate methodology and appropriate safety procedures as described in state standards. They set high expectations and create a safe and collaborative learning environment to engage all students in their learning. They implement well-structured lessons with measurable assessments of learning and engage in ongoing reflection on practice.

**Careers** — Middle school general science teacher/earth, life, physical and engineering sciences, grades 1-6 or 5-8; science museum educator, nature center specialist/guide, aquarium and zoo educator.

### Admission requirements

- School of Education requirements for certificate programs.
- Bachelor's or master's degree in a STEM field.
- Pass Communication & Literacy (MTEL).

**Transcript analysis:** Subject matter competency for General Science 1-6 or 5-8 will be evaluated through transcript analysis by the program chair, following the Massachusetts standards for the license (see [www.doe.mass.edu](http://www.doe.mass.edu)). Only coursework completed within the last seven years, with grades of B or better will be considered.

**\*Program credits:** 20 credits total if SEI is completed before enrollment, 23 credits if SEI is completed at Cambridge College. Additional credits may be required for competencies not satisfied before enrollment; credits may be reduced if any science methods have already been covered acceptably.

### Program subject to change.

**Program chair:** John Papadonis, M.S.  
• [john.papadonis@cambridgecollege.edu](mailto:john.papadonis@cambridgecollege.edu)

*Courses required may vary based on transcript analysis.*

### Science Methods..... 16 credits

#### Methods & Materials for Teaching:

SCI 686	Physical Science. . . . .	Fall
SCI 690	Teaching Engineering & Technology (2 credits). . . . .	Fall
SCI 692	Logistics of Teaching Science (2 credits). . . . .	Spring
SCI 682	Life Science . . . . .	Spring
SCI 684	Earth Science . . . . .	Spring
SCI 688	Middle School Chemistry . . . . .	Summer

### Practicum Prerequisites..... 1-4 credits

- Pass all MTEs required by Massachusetts for this license: Communication & Literacy and General Science 5-8 tests.
- SEI 605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

### Practicum & Seminar..... 4 credits

**SCI 794A Practicum 1-6** – 300 hrs in a middle school (1-6) science classroom (2 credits)

**SCI 794B Practicum 5-8** – 300 hrs in a middle school (5-8) science classroom (2 credits)

Guided and evaluated by a licensed/certified general science teacher in the classroom and a Cambridge College general science supervisor. Practicum locations are subject to DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

**SCI 791 Practicum Seminar** (2 credits)

Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)



Graduate certificate

# Health/Social Emotional Education for School and Community Certificate

• CIP code 131307 • 12 credits, 2 or more terms

**Program Description** — This Health/Social Emotional Education certificate is for physical educators, community and public health educators, wellness and fitness center employees who want current knowledge of health and how to teach it effectively. Students learn to teach skills-based health education based on the Massachusetts performance indicators and the National Health Education Standards.

Two courses are required and two are selected from the initial licensure courses of the Skills-Based Health/Social Emotional Learning master's program.

**Learning Outcomes** include increased competency in health education content and teaching skills.

**Pre-Practicum field experience:** Students completing the certificate do not need to complete pre-practicum field experiences. However, students who matriculate at a later time must complete all pre-practicum field experiences associated with these courses.

**Successfully completed courses** may be accepted into the Skills-Based Health/Social Emotional Learning (SEL) initial licensure program if taken within 5-7 years of matriculation (subject to change).

**Program and course schedule subject to change.**

**Program chair:** Mary Connolly, CAGS, CHES

• [mary.c.connolly@go.cambridgecollege.edu](mailto:mary.c.connolly@go.cambridgecollege.edu)

**Required Courses** ..... **6 credits**

- EHE 622 Implementing Curriculum in the Health/SEL Classroom Fall
- EHE 632 Teaching About Human Sexuality ..... Fall

**Electives in Health Education** ..... **choose 6 credits**

- EHE 613 Principles of Health/Social Emotional Promotion & Public Health Issues ..... Fall
- EHE 642 Promoting Wellness: Building Positive Health/SEL Behavior. .... Spring
- EHE 652 Preventing Unintentional Injury & Violence ..... Summer
- EHE 662 Promoting Mental/SEL Health Through School-Based Intervention. .... Spring
- EHE 672 Improving School Health/SEL Through Coordination ..... Summer
- EHE 682 Health-SEL Skills for Risk Reduction & Positive Behavior Change ..... Summer

(All courses @ 3 credits except as noted.)



Master of Education

# Interdisciplinary Studies

• CIP code 130101 • 32 credits, 3 terms full-time

**Program Description** — The Interdisciplinary Studies program enables students to develop their own program in consultation with a faculty advisor to augment their knowledge and professional skills and, in some instances, prepare for a career transition. Students select courses from among the College’s offerings in any or all disciplines. They are expected to articulate a rationale for each course selected. (Note: the program does not prepare students for licensure.)

**Assessment** — Students meet with their faculty advisor to assess their progress in meeting their program goals as part of a formative evaluation process.

**Independent Learning Project** — Students will research and write about a topic that supports their post-graduate endeavors and/or personal growth.

**Learning Outcomes** — Students who complete the degree requirements for Interdisciplinary Studies will be able to:

- Integrate information and knowledge from interdisciplinary perspectives.
- Demonstrate advanced cultural competence.
- Improve higher order cognitive skills, capacity for independent thinking, and autonomous action.
- Employ meta-cognition in the classroom, the work place, and life circumstances.
- Demonstrate advanced critical thinking skills by making profound connections between and among seeming dissimilarities as required for effective analyses and performances in social, professional, and cultural contexts.
- Appreciate and enjoy questions, ambiguity, and paradox.
- Interrogate world views and become cognizant of ethical dimensions of human systems, institutions, issues, and dilemmas.

**Careers** — Our graduates pursue a wide variety of jobs that involve a significant element of educating. They are tutors and teachers; personal, academic, and athletic coaches; actors; family advocates and mediators; clergy; college faculty and administrators; and more. They work in schools and colleges, nonprofit organizations and human services, the criminal justice system; religious organizations, community planning and development, and corporations.

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

- EED 691-693 Professional Seminar I-III (3 terms @ 2 credits)
- EED800 Independent Learning Project

**Theory & Practice** .....2 credits

- EED 590-591 Theory & Practice of Education — Fall and Spring only (2 terms @ 1 credit)

**Preparing for Success** .....3 credits

- EED 604 Graduate Level Writing for Social Science Research

**Foundation Courses** ..... choose 6 or more credits

- EED 610 Strategies for Teaching Critical Thinking Across the Curriculum
- EED 617 Foundations of Social Justice
- EED 636 Rereading Global Oppression
- EED 647 Human Brain, Human Learning
- EED 680 America Through its Literatures
- EED 681 Visualizing Social Justice
- EED 705 Multicultural Diversity Issues in Workplace & Classroom

**Elective Courses** .....choose up to 12 credits

- EED, ENG, EDU Choose any EED, ENG or select EDU course(s)
- ELM 517 Literature for Young Adults
- ELM 523 Children’s Literature
- EED 544 The Teacher as Artist
- EED 564 Motivation & Teaching: Theories & Practices
- EDU 612 From Writing to Reading
- EDU 622 Active Assessment for Active Reading
- EIT 711 Advanced Technologies in Education
- EIT 712 Using Educational Technology to Improve Teaching & Learning in Math, Science & Language Arts

Or, with prior approval of the seminar leader, appropriate dean, program chair, and the IS program chair, students may take no more than:

- Four 3-credit courses in any program outside the Interdisciplinary Studies program.
- Two 3-credit independent studies courses.

**Changing program:** If entering Interdisciplinary Studies from another Cambridge College graduate program, students must consult with the program chair to plan their program. The following (at minimum) must be taken within Interdisciplinary Studies:

- Final Professional Seminar: EED 692 or 693
- Independent Learning Project: EED 800 or EED 801
- One 3-credit course in EED, EDU, ELM, or ENG.

**Program NOT approved** by the Mass. Dept. of Elementary & Secondary Education (DESE).

**If 9-12 external transfer credits are accepted:**

- Professional Seminar is reduced to two terms: EED 691-692
- EED800 Independent Learning Project required
- Theory & Practice is reduced to one credit: EED 590 or 591
- Four 3-credit courses required: EED, EDU, ENG courses (others by permission)
- Program may be completed in two terms.

**Program chair:** Diane Harper, M.A.  
• Diane.Harper@cambridgecollege.edu

All courses 3 credits except as noted.



Master of Education

# Mathematics (5-8 or 8-12)

- CIP code 131311 • For licensure: 35-38\* credits, 4 terms full-time
- Non-licensure: 30 credits, 3 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE)

**Program Description** — The Mathematics Education program prepares students to effectively teach mathematics at the middle (5-8), and high school levels (8-12). Students learn the concepts, language, and procedures of mathematics; and develop competence in mathematics and interest in applying it to the world around them. The program builds on the College’s successful student-centered curriculum that links theory and practice in a collaborative learning environment. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates have strong mathematical content knowledge and the skills to help students they teach in accessing and learning that content and support positive attitudes towards the subject. They understand and apply mathematical problem solving processes and construct rigorous mathematical arguments. They make connections among ideas in mathematics and other fields, using varied representations of mathematical ideas to communicate mathematical thinking and deepen students’ understanding. They embrace technology as an essential tool for mathematics, are proficient in computation, understand relationships among quantities, use measurement concepts and tools, spatial visualizations and geometric modeling and understand data analysis, statistics, and probability. Graduates who teach in the secondary levels, understand the concepts, techniques and applications of calculus and discrete mathematics. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Careers** — The program is ideally suited for: a) adults who want to work with and help children learn the language of mathematics; b) current teachers who wish to add mathematics as a new subject area; c) those wishing to become National Board Certified mathematics teachers, mathematics coaches, mathematics specialists, and mathematics coordinators/directors; d) non-mathematics majors who wish to earn a highly qualified title to their academic experience to enhance and broaden their teaching careers; and e) career changers who wish to pursue a more meaningful career in working with children. Teachers of mathematics at all school levels remain in high demand nationally; and individuals coming from careers in business, engineering, finance and the military are often very successful in relating the importance of the mathematics they teach, to the real world they have worked in for many years.

### Courses recommended sequence for 5-8 . . . . . 30 credits

MAT 603	Arithmetic to Algebra: Developing Math Patterns & Ideas . . . . .	Fall
MAT 607	College Algebra . . . . .	Fall
MAT 609	Euclidean Geometry . . . . .	Spring
MAT 623	Common Core Math . . . . .	Spring
MAT 615	History of Math (preqs. MAT 607, 609, 611) . . .	Summer
MAT 611	Calculus I (preqs. MAT 607, 609) . . . . .	Summer
MAT 700	Inclusion in Math Class . . . . .	Fall
MAT 613	Discrete Math (preqs. MAT 607, 609) . . . . .	Fall
MAT 605	Technol in Math Learning & Teaching . . . . .	Spring
MAT 633	Probability & Statistics (req. MAT 613) . . . . .	Spring

### Courses recommended sequence for 8-12 . . . . . 30 credits

MAT 613	Discrete Math (preqs. MAT 607, 609) . . . . .	Fall
MAT 700	Inclusion in Math Class . . . . .	Fall
MAT 633	Probability & Statistics (req. MAT 613) . . . . .	Spring
MAT 629	Non-Euclidean Geometry (req. MAT 609) . . . . .	Spring
MAT 611	Calculus I (preqs. MAT 607, 609) . . . . .	Summer
MAT 627	Abstract Algebra (req. MAT 607) . . . . .	Summer
MAT 631	Calculus II (req. MAT 611) . . . . .	Fall
MAT 625	Number Theory (req. MAT 611) . . . . .	Fall
MAT 605	Technology in Math Learning & Teaching . . . . .	Spring
MAT 635	Applied Math (preqs. MAT 611, 631) . . . . .	Spring

### Practicum Prerequisites . . . . . 1-4 credits

- Pass all MTEL teacher tests required for this license: Communication & Literacy, and Middle School Mathematics or Mathematics (8-12)
- SEI 605 Sheltered English Immersion or DESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.



(All courses @ 3 credits except as noted.)



Graduate Certificate

# Mathematics Specialist Certificate

• CIP code 131311 • 12 credits, 2 terms

MEd

Continued

## Mathematics (5-8 or 8-12)

**Practicum & Seminar** (licensure students only) . . . . . 4 credits

**Practicum** in Mathematics — 300 hours (2 credits)

Guided and evaluated by a licensed/certified math teacher in the classroom and Cambridge College mathematics supervisor.

Practicum locations are subject to DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

MAT 794B Practicum 5-8. . . . . Fall, Spring

MAT 794C Practicum 8-12. . . . . Fall, Spring

**MAT 791 Practicum Seminar**

in Mathematics Teaching (2 credits) . . . . . Fall, Spring

Electronic exit portfolio (Taskstream) required for credit.

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

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams.

**\*Program credits:** 35 credits total if SEI is completed before enrollment, 38 credits if SEI is completed at Cambridge College.

**Program and course schedule subject to change.**

**Program Description** — This program is best suited for current classroom teachers who wish to add mathematics as a new subject area to their professional skills; and to new teacher candidates entering the teaching profession who are non-mathematics majors, and who wish to earn a highly qualified title to their academic experience and broaden their teaching careers as a mathematics specialist or mathematics coach.

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

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

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

- MAT 603 Arithmetic to Algebra:  
Developing Math Patterns & Ideas. . . . . •
- MAT 623 Common Core Math. . . . . •
- MAT 605 Technol in Math Learning & Teaching . . . . . •
- MAT 700 Inclusion in Math Class . . . . . •
- MAT 611 Calculus I . . . . . •
- MAT 609 Euclidean Geometry . . . . . •

If a student wishes to cover both levels, one four-course certificate for one level must be completed, and then the student may re-enroll to complete a second certificate for the other level: Complete the remaining two courses above, and two more courses below, for a total of four courses:

- MAT 615 History of Math
- MAT 613 Discrete Math

The two certificates may not be taken concurrently.

(All courses @ 3 credits except as noted.)



Post-Baccalaureate Certificate

# Perrone-Sizer Institute for Creative Leadership

• CIP code 130101 • 15 credits, 3 terms, full-time

**Program Description** — This certificate prepares emerging leaders to continuously apply a creative, adaptive approach to challenges and engage in meaningful collaboration with other leaders and organizations to help students and families flourish. By developing leaders from the perspectives of Educator, Artist, and Community leader, students build the skills, capacity and confidence to lead innovative, democratic, urban schools that prioritize student agency, family engagement, and community partnership, championing access, equity, and diversity.

This certificate is comprised of in-seat and hybrid courses.

**Learning Outcomes** — Students who complete the program will show competency in becoming:

- A Creative Leader—engaging, persisting, using design and studio thinking in their work.
- A Reflective and Ethical Practitioner—exhibiting moral courage and racial and cultural self-knowledge, calm and level headed under pressure, and embracing racial justice, human imperfection, and uncertainty.
- A Effective Communicator—communicating regularly, proactively, clearly, inspirationally, and harnessing people's minds and hearts to create change.
- A Skilled Politician and Community Leader—convening the community around common values, a common mission and vision, and a dynamic organizational strategy.
- A Head Teacher—demonstrating performance-based instructional leadership and deep commitment to academic/intellectual/social/emotional/civic development of students within an ethos of equity.
- A Chief Talent Developer—recruiting, nurturing, and retaining a diverse and high-quality community of colleagues.
- A Entrepreneurial and Competent CFO—managing the fiscal resources of the organization, understanding the role of fundraising and use of data and their impact on equity.

**Careers** — PSi prepares emerging school and youth-focused nonprofit leaders to take the next step in leadership, whether as a school principal, assistant principal, teacher leader, or nonprofit executive. PSi provides extensive coaching so that interested participants complete the Massachusetts Performance Assessment for Leaders (PAL), a requirement for principal licensure.

PSi graduates join an expanding network of alumni who bring new innovations and improvements in achievement and wellbeing to the 21,000+ young people they serve each year. They report an increased sense of agency in their work, seeing themselves as actors catalyzing institutional change in both positional and nonpositional roles. Our graduates are turning around schools, reviving nonprofits, addressing unmet student needs, and knitting together vibrant cohorts of parents and teachers, neighbors and nonprofits focused on student achievement and helping their communities thrive.

**Courses** ..... 15 credits

**Term 1**

- ADM 610 PSI Research Design .....3
- ADM 686A PMI Part time Practicum in Educational Administration ..... 1.5

**Term 2**

- ADM 603 Organizational Change .....3
- ADM 686B PMI Part time Practicum in Educational Administration ..... 1.5

**Term 3**

- ADM 606 Sociocultural Change .....3
- ADM 655 Advanced Seminar in Supervision and Evaluation .....3

Cambridge College partners with the Perrone-Sizer Institute for Creative Leadership at Hale to develop a network of adaptive leaders who champion racial justice and equity, integrate artistic and design thinking, and engage youth and families to mobilize teams who transform educational and community-based organizations.

**Admission requirements:**  
You will be asked to upload your resume/curriculum vitae and your personal statement as part of the application. You must also provide contact information for two professional references, one of whom should be your supervisor.

*This program has been approved for financial aid.*

**Licensure:**  
For participants seeking to qualify for Massachusetts principal licensure, PSi provides significant coaching support to complete PAL Tasks at no additional cost.

Participants seeking to qualify for Massachusetts principal licensure are also required to arrange their own placement in a 500 hour apprenticeship under the supervision of a licensed principal in a Massachusetts public or charter school.

**Program subject to change.**

**Program chair:** Linda Nathan  
• lnathan@artistryandscholarship.org



Graduate Certificate

# PK-12 Online Learning Certificate

• CIP code 130101 • 6 credits, 1-2 terms •

**Program Description** — The PK-12 Online Learning Certificate is a six-credit distance-learning certificate designed to offer classroom teachers, school counselors, school administrators, and other educators the tools needed to be successful in working with students in an online or distance education environment. The Certificate consists of two three-credit classes. Each course offers specific strategies to help educators meet the needs of their students in distance education scenarios.

The program and coursework are all online.

**Learning Outcomes**

1. Develop learning experiences to account for the backgrounds, abilities, and levels of students' knowledge
2. Use alternative teaching methods to engage students and deliver educational content effectively online
3. Develop a wide range of instructional practices, approaches, methods and curricula materials to support learning by students with or without disabilities
4. Implement active learning techniques and effective universal design theories and practices to promote student learning and engagement
5. Create comprehensive lesson plans specific to your grade level context
6. Create and implement appropriate assessments to evaluate student learning and inform instructional decision-making.
7. Evaluate technologies to determine which will be most effective to communicate with students, parents, colleagues and other stakeholders.

**Careers** — The educator can live anywhere as the program will be offered online. The program will not add any type of certification to a teaching license, but it will help educators be better prepared to work with students in an online setting. Educators will learn about communication, the use of apps, Universal Design, Flipped Learning, using websites, using various technologies and working with students with disabilities in the online setting.

**Courses** .....6 credits

- EOL 500 Online Learning in the PK-12 Classroom
- EOL 501 Serving Students with Disabilities in the Online Classroom

**Admission requirements:**

- School of Education requirements for certificate programs apply
- The program is a graduate level certificate for teachers/educators.

**Program subject to change.**

**Program chair:** Leba Heigham, M.Ed.

- leba.heigham@cambridgecollege.edu

All courses 3 credits except as noted.





Master of Education

# School Nurse Education

• CIP code 130101 • 32 credits, 4 terms full-time

• In Massachusetts, this degree may lead to school nurse professional licensure. In other states, this program does not satisfy licensure requirements. You must check with your state licensing/credentialing authorities.

**Program Description** — Inspired by increased responsibilities of school nurses in the past decade, our M.Ed. in School Nurse Education strengthens the knowledge of school nurse professionals. The curriculum focuses on nursing processes with school age children, management and evaluation of school health programs, leadership skills, research in the field, and legal and ethical issues in this unique nursing specialty.

The program builds upon the standards of the National Association of School Nurses and reflects competency requirements outlined by the Massachusetts Department of Elementary and Secondary Education (DESE).

**Learning Outcomes** — Students will discover their learning style and strengths, becoming lifelong learners. They will make sense of previous experiences and build on them to integrate new information, skills, and attitudes. They will gain competencies in research and analysis, and understanding of evidence-based health program outcomes, practice protocols and policies. They will serve more effectively as nurses and educators of children and adults from diverse backgrounds with diverse needs, creating learning environments and presentations. They will have a network of relationships with fellow learners, Cambridge College faculty, and the faculty of their own schools, a ready resource for their career growth in collaborative school health leadership.

**Careers** — Graduates will grow in confidence and competence in their professional role as an expert school health manager and leader in each of their school systems. They are encouraged to publish in professional journals, present at local and national conferences for educators and school nurses, develop and initiate new policies/health care protocols within their school districts, mentor new school nurse hires, and apply for and advance into formal leadership roles.

**Program and course schedule subject to change.**

**Contact:** Tahia Bell-Sykes.

• tahia.bell-sykes@cambridgecollege.edu

**SUMMER 1 on site . . . . . 14 credits**

- ESN 691 Professional Seminar I . . . . .2
- ESN 660 Principles, Process, Practc of School Health Mgt . . . . .3
- ESN 710 Dealing With Grief & Loss: Role of Educators & School Nurses. . . . .3
- ESN 725 Legal Responsibilities & Ethical Issues for School Nurses . .3
- ESN 780 School Nurse Leadership in School & Community. . . . .3

**FALL 1 online learning . . . . . 5 credits**

- ESN 692 Professional Seminar II . . . . .2
- ESN 750 Evaluation of School Health Programs. . . . .3

**SPRING 1 online learning . . . . . 7 credits**

- ESN 693 Professional Seminar III. . . . .1
- ESN 800 Independent Learning Project . . . . .3
- One elective . . . . .3

**SUMMER 2 on site . . . . .6 credits**

- Two electives . . . . .6

All courses 3 credits except as noted.

**Electives** must be in health, family & consumer sciences, counseling psychology, school guidance, special education, or Interdisciplinary Studies. If courses in these areas are not available, other courses in education may be taken as electives with program chair's approval.

**Nine transfer credits** in education or nursing may be accepted as electives. Transfer courses must meet all general criteria for transfer (see *Transfer of Credit* on page 47).

**Program changes** effective Summer 2012.

**No more than 15 credits** can be completed through Cambridge College online learning courses.

**If you enter in the fall or spring**, work with program chair to choose electives and begin research for the Independent Learning Project.

(All courses @ 3 credits except as noted.)



# Skills-Based Health/ Social Emotional Learning

- CIP code 131307 • For licensure: 36 credits, 4 terms full-time
- Non-licensure: 31 credits, 3 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE) for Health/Family & Consumer Science (all levels) initial licensure

**Program Description** — The Skills-Based Health/Social Emotional Learning (SEL) initial licensure program prepares health educators to be proficient in the Massachusetts Professional Standards for Teachers, the National Health Education Standards, and the CAEP health education teacher education (HETE) standards. Program completers are career-ready, technologically savvy, exhibit intercultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates demonstrate expertise in health education content, able to conduct a needs assessment, plan and implement curriculum, assess student learning, coordinate school health, advocate for health education, and serve as a resource to the school, students and their families, and the community.

They exhibit confidence in their ability to teach comprehensive skills-based health education as a component of coordinated school health; identify student risk factors and help young people reduce those behaviors to improve their personal health and academic performance. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice. They advocate for health/SEL by conducting, implementing, and sharing the results of action research.

**Careers** — Graduates teach (preK-12) and work as health educators in many settings: local health departments, hospitals and clinics, business and industry. In colleges, they also teach courses and conduct research.

**SEI endorsement optional** — Students are not required to be endorsed in Sheltered English Immersion. Students interested in SEI endorsement should take SEI 605 (program total will be 39 credits).

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams.

**Program and course schedule subject to change.**

**Program chair:** Mary Connolly, CAGS, CHES  
• mary.c.connolly@go.cambridgecollege.edu

## Courses ..... 31 credits

- EHE 695 Action Research I (2 credits) . . . . . Fall
- EHE 697 Action Research III (2 credits) . . . . . Fall
- EHE 613 Principles of Health/Social Emotional Promotion & Public Health Issues . . . . . Fall
- EHE 622 Implementing Curriculum in the Health/SEL Classroom Fall
- EHE 632 Teaching about Human Sexuality . . . . . Fall
- EHE 696 Action Research II (2 credits) . . . . . Spring
- EHE 698 Action Research IV (1 credit) . . . . . Spring
- EHE 642 Promoting Wellness: Building Positive Health/Social Emotional Behavior . . . . . Spring
- EHE 652 Preventing Unintentional Injury & Violence . . . . . Summer
- EHE 662 Promoting Mental/SEL Health Through School-Based Intervention. . . . . Spring
- EHE 672 Improving School Health/SEL Through Coordination . . . . . Summer
- EHE 682 Health-SEL Skills for Risk Reduction & Positive Behavior Change . . . . . Summer

## Practicum Prerequisites .....1 credit

- Pass all MTEs required by Massachusetts for this license: Communication & Literacy, and Health/Family & Consumer Sciences
- Completed course in anatomy and physiology.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

## Practicum & Seminar (licensure students only).....4 credits

**HEA 794 Practicum** – 300 hrs: 150 hrs in an elementary school setting & 150 hrs in a secondary setting (2 credits)  
Guided and evaluated by a licensed/certified educator in the classroom and a Cambridge College supervisor. Practicum locations are subject to DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

**HEA 791 Practicum Seminar** (2 credits)  
Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)



Graduate certificate

# Skills-Based Physical Education/Social Emotional Learning Certificate

• CIP code 131307 • 12 credits online, 2 or more terms

**Program Description** — This Physical Education/Social Emotional Learning (SEL) certificate provides graduate course work based on SHAPE America's Grade Level Outcomes for K-12 Physical Education and the CASEL Social Emotional Competencies, for educators to enhance their knowledge of physical education content and pedagogical skills.

Students with a Massachusetts initial license in Physical Education may submit the credits earned in this program when applying for or renewing their Massachusetts professional license.

**Learning Outcomes** include increased competency in teaching physical/SEL education .

**Courses** ..... 12 credits

- EHE 718 Strategies for Inclusion in Physical Education . . . . . Fall
- EHE 710 Model Based Instruction in Physical Education . . . Spring
- EHE 704 Best Practices in Physical/Social Emotional Education. . . . . Summer
- EHE 706 Assessment in Physical/Social Emotional Education. . . . . Summer

**Program and course schedule subject to change.**

**Program chair:** Mary Connolly, CAGS, CHES  
• mary.c.connolly@go.cambridgecollege.edu

Graduate certificate

# Skills-Based Health/Social Emotional Learning Certificate

• CIP code 131307 • 12 credits online, 2 or more terms

**Program Description** — This Health/Social Emotional Learning (SEL) certificate provides graduate course work based on the National Health Education Standards and the CASEL Social Emotional Competencies, for educators to enhance their knowledge of health content and pedagogical skills.

Students with a Massachusetts initial license in Health/Family & Consumer Science may submit the credits earned in this program when applying for or renewing their Massachusetts professional license.

**Learning Outcomes** include increased competency in teaching skills-based health/SEL education.

**Courses** ..... choose 12 credits

- EHE 701 Current Research on the Interrelations of Risk Factors . . . . . Fall
- EHE 703 New Perspectives in Teaching Human Sexuality. . . . . Summer
- EHE 705 Promoting Health-Social Emotional Wellness in Media-Saturated Society. . . . . Summer
- EHE 713 Assessing Skills-Based Health/Social Emotional Literacy . . . . . Spring
- EHE 716 Health/Social Emotional Education for the Culturally & Language-Diverse Classroom . . . . . Fall

**Program and course schedule subject to change.**

**Program chair:** Mary Connolly, CAGS, CHES  
• mary.c.connolly@go.cambridgecollege.edu



Graduate Certificate

# STEM Certificate: Science, Technology, Engineering and Mathematics

• CIP code 131316 • 12 credits, 2 terms or more part-time

**Program Description** — The Stem Certificate in Science, Technology, Engineering and Mathematics provides early childhood, elementary, special education and middle school educators with the core background skills and content knowledge necessary to become highly-qualified mathematics, science and engineering educators serving our younger students.

The courses combine math, science and engineering content with methodology at the elementary and middle school levels. The 12 graduate credits include both seated and online courses, making for a very user friendly learning experience.

**Learning Outcomes** — Participating teachers will:

- Gain significant mastery of science content, preparing their students for the Massachusetts grade 5 and 8 MCAS exams and for science and technology challenges into their future.
- Integrate earth, life and physical science concepts to solve engineering problems.
- Apply design process steps to solving engineering and science problems.
- Recognize and use connections, relationships and patterns among mathematical ideas; and use representations to model and interpret physical and technical phenomena.
- Gain the necessary mathematical skills in order to become highly qualified and competent teachers of elementary and middle school mathematics.

**Careers** — After the completing the STEM certificate program, teachers may wish to add a Massachusetts state certification in Mathematics (1-6), Mathematics (5-8), General Science (5-8), or Mathematics/Science (combo 5-8) by taking and passing the appropriate Massachusetts MTEL exam.

## Science and Engineering Courses .....6 credits

- ELE 653 Teaching Science & Technology in Early Childhood & Elementary Curriculum
- SCI 619 Teaching Project Based Science (online, 1 credit)

Choose two science content courses (online, @1 credit):

- SCI 601 Aquatic Ecology
- SCI 613 Earth in the Universe
- SCI 617 Earth's History
- SCI 603 Electricity & Magnetism
- SCI 607 Structure of the Earth

## Mathematics Courses .....6 credits

- MAT 605 Technology in Math Learning & Teaching
- MAT 613 Discrete Math

COURSE SCHEDULE — All courses offered at least once/year.

**Satisfactory academic progress** — All students must maintain a minimum GPA of 3.0 or be placed on academic probation.

**Program subject to change.**

**Program chair:** John Papadonis, M.S.  
 • john.papadonis@cambridgecollege.edu



Master of Education

# Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) & Applied Behavior Analysis

• CIP code 131001

- For licensure: (PreK-8) 54-57\* credits, (5-12) 57-60\* credits; 4-5 terms full-time
- Non-licensure: (PreK-8) 49 credits, (5-12) 52 credits; 3-4 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE)
- The ABA course sequence is a Verified Course Sequence as determined by the Behavior Analyst Certification Board.
- Graduates are eligible to sit for the BCBA examination.

**Program Description** — The Teacher of Students With Moderate Disabilities & Applied Behavior Analysis program offers a unique opportunity for educators to become licensed special educators and certified behavior analysts. The program prepares special educators and behavior analysts to be caring and competent in the classroom with the essential and critical skills to understand the use of diverse curriculum design and development and also provide all the services necessary to implement behavior plans in schools. Graduates are prepared to become highly motivated educators who are practitioners of educational innovation, and meet the regulations for licensure of Teacher of Students with Moderate Disabilities (preK-8 and 5-12). They are prepared to take the exams required by the Behavior Analyst Certification Board. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Outcomes** — Graduates demonstrate the knowledge, skills and values necessary to enable their students to excel academically and socially. They understand how moderate disabilities affect progress in learning academic content of the general curriculum that their non-disabled peers learn. They understand their responsibility to provide strategies for their students to access the regular education curriculum. They are also prepared to become behavior analysts upon completion of the BACB exam. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Careers** — Students who complete this program will be eligible for licensure to teach in grades Pre-K-12 as a co-teacher, a consulting teacher or a teacher of record in resource room settings. They will also be eligible to become certified behavior analysts with a teaching license, creating opportunities for multiple opportunities for employment in fields which are in high demand.

(All courses @ 3 credits except as noted.)

## Special Education

PreK-8: 25 credits

### Foundation Courses..... 5-12: 28 credits

- EDU 558 Introduction to Graduate School (1 credit) . . . every term
- ESP 689 Theories of Typical & Atypical Human Development . . . . . Fall, Summer
- ESP 594 Collab & Consultation Technq (2 credits) . . . . every term
- ELE 500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit) . . . . . every term
- MAT 700 Inclusion in Math Class . . . . . every term
- ESP 680 Pedagogy in Reading & Eng Lang Arts . Spring, Summer
- ESP 615 Assistive Technology: Modifying Curric for Diverse Learners . . . . . every term
- ESP 607 Psycho-Educational Assessment for Teaching Exceptional Children. . . . . Spring, Summer
- ESP 698 Laws and Regulations Pertaining to Behavioral Intervention and ABA (1 credit) . . . . . Spring
- ESP 662 Principles of Language Dev Bridging Differences & Disorders. . . . . Fall, Summer
- ESP 592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) . . . . . every term

### One additional course for 5-12 (licensure and non-licensure):

- SCI 680 Attaining Science Literacy. . . . . Fall
- or ESP 636 Teaching Social Science, History and Multicultural Education in Grades 5-12 . . . . . Spring

### Practicum Prerequisites..... 1-4 credits

- Pass all MTELs required by Massachusetts for the license:
  - PreK-8:** Communication and Literacy, General Curriculum (multi-subject) + math subtest (Elementary Math (53), Middle School Math (47) or Mathematics (09) will also meet the math subtest requirement.) + Foundations of Reading (Reading (08) will also meet this requirement.).
  - 5-12:** Communication and Literacy, Foundations of Reading, and either the General Curriculum test or a subject matter test in an approved academic subject: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy (5-8 or 8-12).
- SEI 605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.





# Teacher of Students with Moderate Disabilities & Applied Behavior Analysis

Continued

## Practicum & Seminar: Moderate Disabilities

(licensure students only) .....4 credits

Guided and evaluated by a licensed/certified special educator in the classroom and by a licensed/certified Cambridge College supervisor. Practicum locations are subject to DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

**ESP 794A 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. (2 credits) . . . . . Fall, Spring

or

**ESP 794B Practicum (5-12) — 300 hours** in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate setting for students with moderate disabilities. (2 credits) . . . . . Fall, Spring

**ESP 791 Practicum Seminar (2 credits)** . . . . . Fall, Spring  
Electronic exit portfolio (Taskstream) required for credit.

*Students must complete all special education foundation courses including the Practicum and Practicum Seminar prior to entering into the ABA course sequence. Exceptions must be approved by ABA program chair. Consultation with ABA program chair required before entering the ABA course sequence.*

## ABA Course Sequence ..... 24 credits

- All courses 3 credits @ 45 contact hours, unless otherwise noted.
- Courses **must** be taken in the order delineated here.

	Fall Entry	Spring Entry
ABA 715ABasic Applied Behavior Analysis I (4 credits) . . . . .	Fall 1 . . .	Spring 1
ABA 715BBasic Applied Behavior Analysis II (4 credits) . . . . .	Spring 1 . . . . .	Fall 1
ABA 726 Ethics in Applied Behavior Analysis . . . . .	Summer 1 . .	Summer 1
ABA 716 Behavior Assessment . . . . .	Fall 2 . . .	Spring 2
ABA 718 Research Methods . . . . .	Spring 2 . . .	Spring 2
ABA 719 Behavioral Interventions . . . . .	Spring 2 . . . . .	Fall 2
ABA 722 Supervision & Management in Applied Behavior Analysis . . . . .	Summer 2 . .	Summer 2
ABA 721*Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program . . . . .	Summer 2 . . . . .	Fall 2

\*Students who do not pass ABA721 after two semesters must re-enroll in the course. Students may contact the program chair to discuss a non-endorsement option.

**Timely completion of ABA course sequence:** ABA coursework, including supervision and fieldwork, are specifically aligned with current BACB standards and its corresponding edition of the BCBA exam. Standards and exam are subject to change, therefore timely completion is essential.

### Required to begin the ABA course sequence:

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

**Student responsibility (ABA):** A high level of professional acumen and decorum is required. Students are expected to be fluent in the BACB ethics standards from the start and throughout the program. Students must have basic competence with technology-based academic applications.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams.

**Endorsement:** Candidates are endorsed for licensure in moderate disabilities upon completion of the entire Moderate Disabilities/ABA program.

### Students are responsible for:

- Monitoring and understanding the requirements established by the Behavior Analyst Certification Board and for ensuring that their program of study complies with all requirements for BCBA certification.

- Discussing options for licensure practicum with the program chair or regional site director prior to enrollment.
- Supervision and field experiences specific to national standards at the time of application to the BCBA.

In addition, graduates must pass the BCBA examination to become a Board Certified Behavior Analyst.

**\*Program credits (PreK-8):** 49 credits total if SEI is completed before enrollment, 52 credits if SEI is completed at Cambridge College.  
**(5-12):** 52 credits total if SEI is completed before enrollment, 55 credits if SEI is completed at Cambridge College.

**Online courses, Moderate Disabilities only:** 50% or more of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.\

### Program and course schedule subject to change.

**Program chair, Moderate Disabilities:** Nicole Stallions, M.Ed.  
• nicole.stallions@go.cambridgecollege.edu

**Program director:** Daniel Almeida, Ph.D.  
• daniel.almeida@cambridgecollege.edu

**Program chair, ABA:**  
Joseph Vedora, Ed.D. BCBA-D, LABA  
• joseph.vedora@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Master of Education

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

• CIP code 131001

- For licensure: (PreK-8) 36-39\* credits, (5-12) 39-42\* credits; 4-5 terms full-time
- Non-licensure: (PreK-8) 31 credits, (5-12) 34 credits; 3-4 terms full-time .
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE)

**Program Description** — The Teacher of Students with Moderate Disabilities program prepares graduates to be caring and competent special education teachers and leaders with the essential and critical skills to make the general education curriculum accessible to all students, especially those with moderate disabilities. Graduates are also prepared to become highly motivated educators who are practitioners of educational innovation. The program meets the regulations for licensure of Teacher of Students with Moderate Disabilities PreK-8 or 5-12. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates are knowledgeable of the public school curriculum and ways to engage students with moderate disabilities in accessing that curriculum. They utilize educational terminology specific to mild to moderate disabilities. They prepare, implement, and evaluate Individualized Education Programs (IEPs); design or modify curriculum material and classroom environments for students with moderate disabilities. They are familiar with augmentative and alternative communication and other assistive technologies; are knowledgeable of services provided by other agencies; federal and state laws and regulations pertaining to special education; child development, including basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence; and of characteristics and instructional implications of moderately and severely disabling conditions. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Careers** — Students who complete this program are eligible to be special educators in grades PreK-8 or 5-12 as a co-teacher, consulting teacher or teacher of record in resource room settings.

## Special Education .....PreK-8: 31 credits

### Foundation Courses..... 5-12: 34 credits

Program chair will advise on sequence

- EDU 558 Introduction to Graduate School (1 credit) . . . every term
- ELE 500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit) . . . . . every term
- ESP 592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) . . . . . every term
- ESP 594 Collab & Consultation Technq (2 credits) . . . . . every term
- ESP 512 Inclusion & Behavior Management . . . . . Fall, Summer
- ESP 662 Principles of Language Dev Bridging Differences & Disorders. . . . . Fall, Summer
- ESP 689 Theories of Typical & Atypical Human Dev. . Fall, Summer
- ESP 607 Psycho-Educational Assessment for Teaching Exceptional Children. . . . . Spring, Summer
- ESP 615 Assistive Technology: Modifying Curriculum for Diverse Learners . . . . . every term
- ESP 680 Pedagogy in Reading & Eng Lang Arts . Spring, Summer
- ESP 695 Laws & Regulations Pertaining to Spec Ed . . Fall, Spring

### Moderate Disabilities (Prek-8)

- MAT 623 Common Core Math . . . . . Spring, Summer
- MAT 700 Inclusion in Math Class . . . . . every term

### Moderate Disabilities (5-12)

- ESP 636 Teaching Social Science, History & Multicultural Education in Grades 5-12. . . . . Spring
- SCI 680 Attaining Science Literacy. . . . . Fall
- MAT 700 Inclusion in Math Class . . . . . every term

Course schedule for Boston, subject to change.



(All courses @ 3 credits except as noted.)



Continued

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

## Practicum Prerequisites ..... 1-4 credits

- Pass all MTEs required by Massachusetts for the license:
  - PreK-8:** Communication and Literacy, General Curriculum (multi-subject + math subtest (Elementary Math (53), Middle School Math (47) or Mathematics (09) will also meet the math subtest requirement.) + Foundations of Reading (Reading (08) will also meet this requirement.).
  - 5-12:** Communication and Literacy, Foundations of Reading, and either the General Curriculum test or a subject matter test in an approved academic subject: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy (5-8 or 8-12).
- SEI605 Sheltered English Immersion (3 credits) or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

## Practicum & Seminar (licensure students only)..... 4 credits

Guided and evaluated by a licensed/certified special educator in the classroom and a Cambridge College supervisor. Practicum locations are subject to DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

**ESP794A 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. (2 credits) . . . . . Fall, Spring

**ESP794B Practicum (5-12) — 300 hours** in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate setting for students with moderate disabilities (2 credits) . . . . . Fall, Spring

**ESP791 Practicum Seminar** (2 credits) . . . . . Fall, Spring  
Electronic exit portfolio (Taskstream) required for credit.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams.

**\*Program credits:**

**PreK-8:** 36 credits total if SEI is completed before enrollment, 39 credits if SEI is completed at Cambridge College.

**5-12:** 39 credits total if SEI is completed before enrollment, 42 credits if SEI is completed at Cambridge College.

**Online courses:** 50% or more of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

**Program and schedule subject to change.**

**Program chair:** Nicole Stallions, M.Ed.

- nicole.stallions@go.cambridgecollege.edu





Post-Master's Certificate

# Transition Specialist Endorsement Certificate

• CIP code 131001

15\* credits, 2 terms, part-time • Endorsement program for Massachusetts licensed educators and counselors

**Program Description** — This DESE endorsement provides specialized training in assisting students with disabilities and IEPs to transition from school to adult life. The program will provide licensed and experienced educators and counselors with the legal, ethical, and practical knowledge necessary to effectively support students, families, and schools throughout the student’s transition. The program requires four courses, and a 150-hour field-based experience.

The program and coursework are available in a hybrid format.

### Learning Outcomes —

- Meet the unique and complex educational needs of students with disabilities and IEPs to transition from school to adult life.
- Assist public schools with inter-agency collaboration and coordination.
- Assist families of students with disabilities and IEPs to participate meaningfully in planning their children’s transition from school to adult life.

**Careers** — Career options are defined by the educator’s original certificate. However, the Transition Specialist Endorsement indicates that the educator has acquired specialized knowledge and skill in assisting students with disabilities and IEPs to transition from school to adult life. School districts have the authority to require candidates to hold or be eligible for the Transition Specialist Endorsement in addition to the original license.

**Courses required may vary based on transcript analysis.**

### Courses ..... 15 credits

ABA 725	Introduction: Foundations and Laws Pertaining to Transition — <b>required first course</b> . . . . .	Summer
ABA 705	Transition Leadership & Effective Collaboration . . . . .	Summer
ABA 710	Transition Assessment & Post-Secondary Goals . . . . .	Fall
ABA 712	Effective Transition: Systems & Supports. . . . .	Fall
ABA 720	Field Experience Internship and Seminar: Transition Specialist . . . . .	Fall

### Admission requirements:

Candidates are expected to enter the program based on prerequisite criteria to ensure that they have the prerequisite skills to be effective in the licensure role:

- Valid Massachusetts initial or professional license as: Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of Visually Impaired, Teacher of the Deaf and Hard of Hearing, School Guidance Counselor, Social Worker/School Adjustment Counselor, or Rehabilitation Counselor.
- Two years' experience under one of the above licenses, per DESE Guidelines. (No additional MTEL required)
- School of Education requirements for certificate programs.

**\*Program credits:** Other educators interested in participating in these courses are welcome, but will not receive the DESE endorsement unless they meet the requirements listed above.

Additional credits may be required for competencies not satisfied before enrollment; credits may be reduced if any competencies have already been covered acceptably.

**Please note:** This program has been approved for financial aid.

**Program subject to change.**

**Program chair:** Nicole Stallions, M.Ed.  
• nicole.stallions@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Doctorate Degree

# PhD in Applied Behavior Analysis with Specialization in Autism Intervention

• CIP code 422814 • 48 credits • 9 terms full time

**Program Description** — Designed for working professionals, the PhD in Applied Behavior Analysis with Specialization in Autism Intervention will prepare students to serve in leadership positions in private companies and public entities that provide ABA services to underserved populations. Coursework is designed to further develop students' clinical skills and enhance their ability to conduct, evaluate, analyze, and apply research findings in their clinical settings. The curriculum will have two primary points of emphasis. First, clinical leadership training will be designed to prepare students for leadership roles within human service organizations and within the field of Applied Behavior Analysis. The second focus involves advanced research and dissemination of applied behavior analysis. Additional coursework will ensure that students develop the supervisory and management skills necessary to succeed in high-level leadership positions. The program is a three-year, 48-credit course of study that will include one-week summer residencies during the first two years. The program will follow a distance-learning model during all other semesters. An applied dissertation will also be required.

Students are expected to enroll in 5-9 total credits per (fall and spring) term during the first two years of the program. During the third year, students are expected to enroll in the Dissertation Research course. In all subsequent semesters and until completion of all degree requirements, students enroll in a Dissertation Continuation course.

**Learning Outcomes** — In this program, students will:

- Analyze published research across a range of behavior analytic content, including evaluating the experimental methods used and interpreting the results
- Synthesize published research on a particular topic and consider gaps in the research to develop research questions for their applied work and to articulate the impacts of these gaps on service delivery
- Formulate systematic research studies using valid experimental designs to enable them to qualify for full membership in the ABAI and to present findings at regional and national ABA conferences
- Develop experimental methods to address the research question in their applied dissertations
- Evaluate published research addressing skill development and behavior reduction procedures for individuals with autism spectrum disorders (ASD) and synthesize that research to create a taxonomy of empirically supported treatment procedures.
- Create assessment procedures for evaluating treatments, conduct assessments, analyze the outcomes of those assessments, and synthesize the results of assessments to develop function-based treatment plans and instructional programs
- Propose and adapt empirically supported staff training models and systems
- Design and conduct trainings in advanced ABA content across a range of audiences (students, parents, stakeholders, etc.)

Upon graduation, eligible graduates may seek the BCBA-D designation from the Behavior Analyst Certification Board.

## Courses ..... 48 credits

This program combines summer residencies at Cambridge College's Boston campus during the first two years with a distance learning model during the non-residency semesters.

<b>Term 1</b>	..... Summer
PAB 700	Introduction to Doctoral Studies (1 credit)
PAB 705	Advanced Single Subject Research Design in ABA
PAB 710	Communication and Dissemination of Advanced Principles of Behavior
<b>Term 2</b>	..... Fall
PAB 715	Early Intensive Behavioral Intervention (EIBI)
PAB 720	Topics in Advanced Research
<b>Term 3</b>	..... Spring
PAB 725	Evaluation and Treatment of Severe Behavior Disorders
PAB 730	Ethics in Applied Behavior Analysis
<b>Term 4</b>	..... Summer
PAB 735	Experimental Analysis of Behavior I
PAB 785	Dissertation Proposal Seminar I
<b>Term 5</b>	..... Fall
PAB 745	Organizational Behavior Management
PAB 780	Experimental Analysis of Behavior II
PAB 786	Dissertation Proposal Seminar II
<b>Term 6</b>	..... Spring
PAB 794	The Application of Behavior Analysis Across the Life Span
PAB 740	Behavior Analytic Perspective on Child Development - Specialization in Applied Behavior Analysis
PAB 787	Dissertation Proposal Seminar III
<b>Term 7</b>	..... Summer
PAB 795	Dissertation Research
<b>Term 8</b>	..... Fall
PAB 788	Dissertation Research (1 credit)
<b>Term 9</b>	..... Fall
PAB 789	Dissertation Completion & Defense (1 credit)

**Admission requirements:** BCBA Certification, live interview with Program Chair and faculty, and other School of Education requirements.

**Program director:** Daniel Almeida, Ph.D.  
 • daniel.almeida@cambridgecollege.edu

(All courses @ 3 credits except as noted.)



# Cambridge College California

**School of Education - M.Ed. and Certificate programs  
offered only at the Southern California campus**



Master of Education

# Autism/Behavior Analyst (California)

• CIP code 422814 • 38 credits, 6 terms

**Program Description** — Autism is becoming more prevalent in our society and the need for specialists dedicated to serving this population is growing rapidly. This program provides knowledge of the autism spectrum and the skills necessary to meet the needs of individuals with autism. By completing the Behavior Analyst program, students meet the course requirements to sit for the national BCBA examination, earning a credential that is in high demand. To sit for the BCBA examination, coursework completed in this program must be reviewed by the BACB for required content for the minimum amount of instructional hours. The BACB will only make determinations about the acceptability of non-verified coursework as either (a) part of a formal application for exam or (b) an independent application for coursework evaluation.

**Learning Outcomes** — Students will demonstrate knowledge of applied behavior analysis (ABA) and associated scientific principles that govern human behavior and the treatment of individuals with autism spectrum disorders (ASD). Students will demonstrate knowledge of clinical, educational and ethical issues pertaining to the application of ABA across a broad range of treatment contexts and behaviors.

**Careers — Careers/BCBA certification** — Students who complete the ABA course sequence including supervised fieldwork and successfully pass the BCBA examination may apply for national certification. They will be able to work in a wide range of clinical and treatment settings as a BCBA in the treatment of individuals with autism spectrum disorders and other behavior and learning challenges. There is currently significant demand for persons with the BCBA credential, so that it is highly portable and desired across the state, the country and internationally.

**Required to begin the ABA course sequence:**

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

**Student responsibility:** A high level of professional acumen and decorum is required. Students are expected to be fluent in the BACB ethics standards from the start and throughout the program. Students must have basic competence with technology-based academic applications.

**Program and course schedule subject to change.**

**Program coordinator:**

Marissa Congdon, PhD, BCBA-D  
• marissa.congdon@cambridgecollege.edu

## Autism & Special Education Courses . . . . . 14 credits

- This course sequence is strongly recommended.

	Fall Entry	Spring Entry
ESP 610 Autism: History, Prevalence, Diagnosis & Characteristics . . . . .	Fall 1 . . . . .	Fall 2
ESP 630 Social & Psychological Perspectives in Autism Spectrum Disorders . . . . .	Spring 1 . . . . .	Spring 1
ESP 616 Communication Disorders (ASD) . . . . .	Summer 1 . . . . .	Summer 1
ESP 615 Assistive Technology: Modifying Curric for Diverse Learning Styles . . . . .	Summer 1 . . . . .	Summer 1
ESP 594 Collaboration & Consultation Teaching (2 credits) . . . . .	Fall 2 . . . . .	Fall 2

## ABA Course Sequence . . . . . 24 credits

- All courses 3 credits @ 45 contact hours, unless otherwise noted.
- Courses **must** be taken in the order delineated here.

	Fall Entry	Spring Entry
ESP 710 Intro to Applied Behavior Analysis ABA I (4 credits) . . . . .	Fall 1 . . . . .	Spring 1
ESP 717 Advanced Applied Behavior Analysis ABA II (4 credits) . . . . .	Spring 1 . . . . .	Fall 1
ESP 718 Ethics & Professionalism in Applied Behavior Analysis . . . . .	Fall 2 . . . . .	Fall 1
ESP 706 Research Design in Applied Behavior Analysis . . . . .	Spring 2 . . . . .	Spring 2
ESP 702 Applications of Applied Behavior Analysis in Multiple Settings . . . . .	Fall 2 . . . . .	Spring 2
ESP 716 Behavior Assessment in ABA . . . . .	Summer 2 . . . . .	Summer 2
ESP 700 Systematic View of Supervision and Management in ABA . . . . .	Summer 2 . . . . .	Summer 2
ESP 705 Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program . . . . .	Spring 2 . . . . .	Spring 2

**Timely completion of ABA course sequence:** ABA coursework, including supervision and fieldwork, are specifically aligned with current BACB standards and its corresponding edition of the BCBA exam. Standards and exam are subject to change, therefore timely completion is essential.

(All courses @ 3 credits except as noted.)



Post-master's Certificate

# Behavior Analyst Certificate

• CIP code 422814 • 24 credits, 6 terms

**Program Description** — The ABA program is designed specifically for those who are currently practicing in ABA-based treatment settings who wish to pursue national certification as a Board Certified Behavior Analyst (BCBA™). Formal access to BCBA supervision is essential to the academic requirements and is a prerequisite for program entry.

The ABA course sequence is delivered in a hybrid learning model that includes both live (in-person) and asynchronous course content. For successful completion of the program students must be both familiar with and able to effectively use technology-based instructional formats and be highly disciplined in meeting deadlines for required work assignments. Effective and timely communication skills are also essential to student success.

**Learning Outcomes** — Students in the ABA program will be able to demonstrate knowledge of applied behavior analysis and associated scientific principles that govern human behavior, which is achieved by completing a functional assessment project and a written behavior support plan under the guidance of the faculty and their BCBA field work supervisor and a literature review. Students will complete a range of behavior analytic projects during their ABA courses specific to the topics covered during each course and the current BACB task list. Finally, all students will demonstrate knowledge of the current BACB ethics standards as well as the current BACB Task List content specified in the course syllabus.

**Careers/BCBA certification** — Students who complete the ABA course sequence including supervised fieldwork and successfully pass the BCBA examination may apply for national certification. They will be able to work in a wide range of clinical and treatment settings as a BCBA in the treatment of individuals with autism spectrum disorders and other behavior and learning challenges. There is currently significant demand for persons with the BCBA credential, so that it is highly portable and desired across the state, the country and internationally.

## ABA Course Sequence ..... 24 credits

- All courses 3 credits @ 45 contact hours, unless otherwise noted.
- Courses **must** be taken in the order delineated here.

	Fall Entry	Spring Entry
ESP 710 Intro to Applied Behavior Analysis ABA I (4 credits) . . . . .	Fall 1 . . .	Spring 1
ESP 717 Advanced Applied Behavior Analysis ABA II (4 credits) . . . . .	.Spring 1 . . . . .	Fall 1
ESP 718 Ethics & Professionalism in Applied Behavior Analysis . . . . .	Fall 2 . . . . .	Fall 1
ESP 706 Research Design in Applied Behavior Analysis . . . . .	.Spring 2 . . .	Spring 2
ESP 702 Applications of Applied Behavior Analysis in Multiple Settings . . . . .	Fall 2 . . .	Spring 2
ESP 716 Behavior Assessment in ABA . . . . .	Summer 2 . . .	Summer 2
ESP 700 Systematic View of Supervision and Management in ABA . . . . .	Summer 2 . . .	Summer 2
ESP 705 Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program . . . . .	.Spring 2 . . .	Spring 2

**Timely completion of ABA course sequence:** ABA coursework, including supervision and fieldwork, are specifically aligned with current BACB standards and its corresponding edition of the BCBA exam. Standards and exam are subject to change, therefore timely completion is essential.

### Required to begin the ABA course sequence:

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

**Student responsibility:** A high level of professional acumen and decorum is required. Students are expected to be fluent in the BACB ethics standards from the start and throughout the program. Students must have basic competence with technology-based academic applications.

**Program and course schedule subject to change.**

**Program coordinator:**  
Marissa Congdon, PhD, BCBA-D  
• marissa.congdon@cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Post-baccalaureate (Master Level) Certificate

# Empathy Certificate

• CIP code 130101 • 16 credits • 3 terms full time • Accepted in TSM or IS

**Program Description** — Too often the study of history occurs from the perspective of looking at dates and manipulated facts. This program utilizes an empathy pedagogy that focuses on constant teacher-student interaction, attentive listening and interchange of roles. In this context, we will apply empathy and storytelling as a means of analyzing the Underground Railroad from its historical sense. At the conclusion of this program, students will be equipped to incorporate the content from this program and Empathy techniques into their classroom and develop new educational models for positive social change.

**Pedagogical approach** — An Empathy pedagogy includes understanding the students’ perspectives and giving value to their experiences. When the channels of communication are open and teachers get into their students’ shoes, material relevant to the students’ experiences is presented at the second stage, while students are encouraged to question the prevailing status quo and to raise their voices in institutional contexts in which they have traditionally been silenced. Finally, during the third stage, students disseminate self-gained knowledge and thoughts with a view to creating a better future and a different society, as part of the broader mission of informed, democratic, critical, empathetic and active citizens.

**Learning Outcomes** — Upon completing this graduate certificate program, students will be able to:

- Explain and analyze the Underground Railroad as a key historical event
- Understand and evaluate the diversity of the human experience as influenced by religion, race, culture, and politics in US history.
- Apply historical processes that shape individuals and communities, drawing on detailed knowledge about the history of the area under study
- Think critically about the complexity of experiences found in the historical record of the United States during the Underground Railroad, and utilize Empathy to explore diversity as a critical component of history
- Distinguish between primary and secondary sources, and understand how each are used to make historical arguments
- Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past
- Effectively conduct research and write a coherent historical essay or research paper that articulates a clear argument, effectively interprets multiple forms of evidence, identifies arguments in secondary historical texts, and uses appropriate citations.
- Understand the difference between opinions and substantiated scholarly claims
- Produce new works to be used within the classroom setting
- Utilize storytelling in a classroom setting

**Careers and Further Study** — Graduates may be eligible for advancement in human service careers that do not require licensure. They will NOT be eligible to return to study towards mental health licensure at the CAGS level.

**Careers** — K-12 teachers, parents, administrators, community leaders and college faculty will benefit from this certificate program.

## Academic Requirements

(Four 3-credit classes and one 4 credit class/tour)

### Term 1

- EMP 600 Reframing Our Stories: Empathy and the Underground Railroad
- EMP 601 Underground Railroad: From Bondage to Abolition

### Term 2

- EMP 602 Unraveling Our History: Grappling with Race and Culture in America
- EMP603 From Oppression to Social Change

### Term 3

- EMP 604 Footsteps to Freedom (4 credits)

**Admission requirements:** Bachelor’s degree and other School of Education requirements.

**Program chair:** Hardy Brown II, MA, and Diane Harper, MA  
 • [diane.harper@cambridgecollege.edu](mailto:diane.harper@cambridgecollege.edu)

(All courses @ 3 credits except as noted.)



## Not applicable for licensure

Offered only in Southern California

Master of Education

# Teaching Skills & Methodologies

• CIP code 130301 • 32 credits, 3 terms full-time

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

**TEACHING SKILLS & METHODOLOGIES** is a program for mid-career teachers.

**Outcomes** — Students gain *current*, strategic skills and knowledge that can revitalize teachers' classrooms.

Students effectively research, write and submit a professional, master's project that enhances the students' learning for post graduate endeavors;

**Careers** — K-12 teachers and college faculty will benefit from Teaching Skills and Methodologies. (The program does not lead to licensure.)

**12 transfer credits may be accepted:** Transfer courses must meet all general and *current* criteria for transfer (see *Transfer of Credit* on page 47). *Three credits must be in content courses;* nine credits must be in up-to-date teaching skills and methodologies.

**If nine or more transfer credits are accepted,** the Professional Seminar is reduced to two terms and the Theory & Practice of Education to one credit.

**Program subject to change.**

**Program chair:** Diane Harper, M.A.

• Diane.Harper@cambridgecollege.edu

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

EED 691-693 Professional Seminar (3 terms @ 2 credits)

EED 800 Independent Learning Project (take with Seminar III)

### **Theory & Practice** .....2 credits

EED 590-591 Theory & Practice of Education — 2 terms @ 1 credit

### **Skills & Methodologies** ..... choose 12 credits

Some of these courses are offered each term:

EED 503 Teaching Children With Different Learning Styles

EED 564 Motivation & Teaching: Theories & Practices

EED 610 Strategies for Teaching Critical Thinking  
Across the Curriculum

EED 615 Introduction to Integrative Learning & Learning Styles

EED 628 Effective Schools

EED 704 Seminar in Current Educational Issues

EED 705 Multicultural Diversity in Workplace & Classroom

EED 710 Alternative Assessment Strategies Across the Curriculum

EIT 712 Using Educational Technology to Improve Teaching  
& Learning in Math, Science & Language Arts

ELE 630 Classroom Management with Models of Teaching

ESL 625 Technology for Linguistically Diverse Classrooms

ESP 701 Students with Disabilities & the Visual Arts

### **Content Electives** ..... choose 9 credits

Choose content courses in Literature, English, Social Studies, Mathematics, Science, Health, Literacy, English as a Second Language.

Course offerings plan for Boston, subject to change without notice. Other Cambridge College locations set their own schedules but offer the same program of study.

(All courses @ 3 credits except as noted.)



# Cambridge College Puerto Rico

## School of Education—M.Ed. Programs





# Elementary Education (Puerto Rico)

- CIP code 131202 • 30 credits, 4 terms full-time; 36 credits with Subspecialization in Teaching Spanish as a Second Language
- Program approved by the Puerto Rico Board of Postsecondary Institutions and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

**Program Description** — The program for elementary level teacher recertification admits students who aspire to teach in public schools or private institutions. Students are prepared with the appropriate skills and knowledge to help them find their first job as a fourth to sixth grade elementary educator. Graduates are career-ready, technologically savvy, and culturally competent to advance social justice causes. Those who choose to subspecialize in teaching Spanish as a Second Language will be prepared to teach any curriculum courses for students in grades 4-6 who are not fluent in Spanish.

**Learning Outcomes** — Students learn the principles and knowledge elementary educators need, including teaching strategies for students with diverse abilities and languages in different academic areas. This includes, but is not limited to, working in collaborative learning groups and co-teaching exercises that transfer to the classroom. Students will investigate best classroom practices and creation of teaching reports. Learning is personalized through independent projects that help to prepare the educator for the profession. If electing the subspecialization in teaching Spanish as a Second Language, students will acquire the competencies needed to teach non-fluent Spanish-language students.

**Careers** — Graduates may request recertification from the Department of Education of Puerto Rico if they already possess certifications in other areas, and are qualified for employment in public and private schools, and/or to establish elementary teaching partnerships. Upon completion of the subspecialization, student may pursue a career as a bilingual Spanish teacher.

**Program for recertification** by the Puerto Rico Department of Education. Prior valid Puerto Rico teacher certification in another area or discipline required.

**Program and courses subject to change.**

**Program chair:** Christy Reynolds, Ed.D.  
 • christy.reynolds@go.cambridgecollege.edu

## Core Courses ..... 27 credits

### All courses are offered in Spanish

ELE 510	Developmental Psychology . . . . .	Fall
ELE 522	Teaching Reading & Writing Skills for Elementary Grades 4-6 . . . . .	Fall
ESP 615	Assistive Technology: Modifying Curriculum for Diverse Learners . . . . .	All terms
MAT 623R	Teaching Numerical & Geometric Structures for Elementary 4-6 Students . . . . .	Spring
ELE 654	Teaching Science & Technology 4-6 . . . . .	Spring
ELE 621	Integration of Children's Literature for Elementary Grades 4-6 Curriculum . . . . .	Summer
ELE 657	Teaching Social Science, History & Multicultural Elementary Curriculum 4-6 . . . . .	Summer
EIT 712	Using Educational Technology to Improve Teaching and Learning . . . . .	All terms
ELE 600	Alternative Assessment: Theory and Practice . . . . .	Fall

## Electives

Students who do not wish to specialize further will choose only one elective, while those pursuing the subspecialization in Teaching Spanish as a Second Language will take three electives as prescribed.

## Elementary Education 4-6 . . . . . 3 credits

ELE 630	Classroom Management with Models of Teaching . . . . .	Spring or Summer
<b>OR</b> any one (1) of the courses below.		

## Elementary Education 4-6 with Subspecialization . . . . . 9 credits

### Teaching Spanish as a Second Language

ELE 601R	Foundations of Bilingual Education K-12 . . . . .	Spring or Fall
ELE 602R	Teaching Spanish as a Second Language K-12 . . . . .	Summer
ELE 603R	Sociolinguistics Fundamentals . . . . .	Summer

All courses 3 credits except as noted.



# Nivel Elemental (Puerto Rico)

- CIP code 131202 • 30 créditos, 4 términos a tiempo completo
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

**Descripción del programa** — El programa para la recertificación de los educadores del nivel elemental admite estudiantes que aspiran enseñar en las escuelas públicas o instituciones privadas. Los estudiantes son preparados con las habilidades y los conocimientos adecuados que contribuyan en la búsqueda de su primer empleo como educador del nivel elemental de cuarto a sexto grado. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

**Resultados del aprendizaje** — Los estudiantes aprenden los principios y conocimientos que necesitan los educadores del nivel elemental, incluyendo las estrategias para la enseñanza de los estudiantes con diversas habilidades e idiomas en las diferentes áreas académicas. Esto incluye, pero no se limita, a trabajar en grupos de aprendizaje cooperativo y ejercicios de coenseñanza que transfieren al salón de clases. Los estudiantes investigarán respecto a las mejores prácticas a desarrollarse en el salón de clases y la rendición de cuentas del maestro.

**Carreras** — Los graduados están preparados para solicitar la recertificación del Departamento de Educación de Puerto Rico si ya poseen certificaciones en otras áreas, y están calificados para el empleo en las escuelas públicas y privadas, y/o establecer alianzas en beneficio de la enseñanza para el nivel elemental.

**Programa para recertificación por el DEPR.** Requiere poseer un certificado válido como maestro del DEPR en otra área o disciplina.

**Programa y cursos sujeto a cambios.**

**Directora del Programa:** Christy Reynolds, Ed.D.  
 • christy.reynolds@go.cambridgecollege.edu

## Cursos ..... 27 créditos

### Todos los cursos se ofrecen en español

- ELE 510 Developmental Psychology ..... Otoño
- ELE 522 Teaching Reading & Writing Skills for Elementary Grades 4-6 ..... Otoño
- ESP 615 Assistive Technology: Modifying Curriculum for Diverse Learners ..... Todos
- MAT 623R Teaching Numerical & Geometric Structures for Elementary 4-6 Students ..... Primavera
- ELE 654 Teaching Science & Technology 4-6 ..... Primavera
- ELE 621 Integration of Children's Literature for Elementary Grades 4-6 Curriculum ..... Verano
- ELE 657 Teaching Social Science, History & Multicultural Elementary Curriculum 4-6 ..... Verano
- EIT 712 Using Educational Technology to Improve Teaching and Learning ..... Todos
- ELE 600 Alternative Assessment: Theory and Practice .... Otoño

## Cursos electivos

Estudiantes que no desean especializarse más elegirán un solo electivo, mientras que los que desean subspecializarse en Enseñar Español como Segundo idioma deben tomar tres electivos según lo prescrito.

### Elementary Education 4-6 ..... 3 credits

- ELE 630 Classroom Management with Models of Teaching ..... Primavera o Verano
- OR** any one (1) of the courses below.

### Elementary Education 4-6 with Subspecialization ..... 9 credits

#### Teaching Spanish as a Second Language

- ELE 601R Foundations of Bilingual Education K-12 ..... Primavera o Otoño
- ELE 602R Teaching Spanish as a Second Language K-12 ..... Verano
- ELE 603R Sociolinguistics Fundamentals ..... Verano

(Todos los cursos son de 3 créditos excepto aquellos marcados)



# Teaching English as a Second Language (Secondary Level • Puerto Rico)

- CIP code 131401 • 30 credits, 4 terms full-time
- **Program approved** by the Puerto Rico Board of Postsecondary Institutions and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

**Program Description** — Puerto Rican and North American classrooms include students whose first language is not English. These English Learners (ELs) are faced with learning a new language and culture, while simultaneously receiving the same academic standards as their classmates whose first language is English. The Teaching English as a Second Language Program produces informed, compassionate, and committed educators who create learning environments that work for English Learners (ELs) and value their contributions. This program is for educators who want to get to know their students and who want to help them learn. The faculty members are professionals with extensive knowledge of language acquisition and the cultural factors that affect learning, and are experienced in using the best practices in the classroom. These teachers present relevant material and motivate their students to: value their prior knowledge as a basis for discussing new ideas; read and write critically; apply new skills; demonstrate and assess their own learning.

All English as a Second Language (ESL) program courses present nationally recognized research-based models that shape the curriculum and the development characteristics of students in grades Pre-K-6, 5-12, and adult levels. Participants explore the implications for teaching and learning at each level and apply the course concepts to the established goal. Graduates are career-ready, technologically savvy, and culturally competent to advance social justice causes.

**Learning Outcomes** — Students will: understand what it means to acquire a language; be aware of the cultural factors that affect their academic achievements; grasp the current theories, research, and best practices for literacy in English. They will use research-based methodology to help English Learners (ELs) to achieve mastery of the language and know how to use Sheltered English Instruction (SEI) strategies to understand the class content standards. Students will plan a curriculum, teach effectively, manage their classroom, promote equality, and fulfill their professional responsibilities. Learning is personalized through independent projects that help to prepare the educator for the profession.

**Careers** — Graduates may request recertification from the Department of Education of Puerto Rico if they already possess certifications in other areas, and are qualified to teach English as a Second Language (ESL) in public and private schools. They can provide ESL teaching support and tutoring in schools and in other settings including higher education intensive English as a Second Language.

## Courses ..... 30 credits

ESL 600	Teaching Adolescent Literature to ESL Students . . . .	Fall
ESL 610	Linguistics & Language Variations . . . . .	Fall
ESL 615	Methods & Materials for ESL for Secondary Students . . . . .	Fall or Spring
ESL 620	Teaching Reading & Writing to ESL Secondary Students . . . . .	Fall
ESL 625	Technology for Linguistically Diverse Classrooms. . . . .	Spring
ESL 630	Equitable Assessment of ESL Learners . . . . .	Spring
ESL 631	Second Language Acquisition & Culture . . . . .	Spring
ESL 635	Sheltered Instruction & Assessment . . . . .	Summer
ESL 640	Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling . . . . .	Summer
ESL 650	Teaching Content to ESL Secondary Learners . . . . .	Fall or Spring

**Program for recertification** by the Puerto Rico Department of Education. Prior valid Puerto Rico certification as teacher of English (elementary level) or another area required.

**Program and courses subject to change.**

**Program chair:** Leba Heigham, M.Ed.  
 • leba.heigham@cambridgecollege.edu

All courses 3 credits except as noted.



# Enseñanza de Inglés Como Segundo Idioma (Nivel Secundario • Puerto Rico)

- CIP code 131401 • 30 créditos, 4 términos a tiempo completo
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

**Descripción del programa** — Las aulas de Puerto Rico y norteamérica incluyen estudiantes cuyo primer idioma no es el inglés. Estos estudiantes de inglés (ELs) encaran el aprendizaje de un idioma y una cultura nueva, a la vez que, simultáneamente, reciben los mismos estándares académicos que sus compañeros de clases cuyo primer idioma es el inglés. El Programa de Enseñanza de Inglés Como Segundo Idioma prepara educadores informados, compasivos y comprometidos que crean ambientes de aprendizaje funcionales para los estudiantes del idioma de inglés (ELs) y valoran sus contribuciones. Este programa es para educadores que quieren conocer a estos estudiantes y desean ayudarlos a aprender. Los facultativos son profesionales con amplio conocimiento en la adquisición del lenguaje y en los factores culturales que afectan el aprendizaje y son quienes han experimentado utilizando las mejores prácticas dentro del salón de clases. Estos maestros presentan la pedagogía relevante, motivan a sus estudiantes a valorar su conocimiento previo como base para discutir nuevas ideas, leer y escribir críticamente, aplicar nuevas destrezas y demostrar y evaluar su propio aprendizaje.

Todos los cursos en el programa de inglés como segundo idioma (ESL) presentan unos modelos basados en investigaciones reconocidas a nivel nacional que guían el currículo y a las características de desarrollo de los estudiantes en los grados de 7-12 y a nivel de adulto. Los participantes exploran las implicaciones en la enseñanza y aprendizaje de cada nivel y aplican los conceptos del curso al nivel de objetivo establecido. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

**Resultado del aprendizaje** — Los estudiantes entenderán lo que significa la adquisición de un idioma; los factores culturales que afectan sus logros académicos; las teorías actuales, la investigación y las mejores prácticas de alfabetización en inglés. Utilizarán metodología basada en investigaciones para ayudar a los estudiantes del idioma de inglés (ELs) a lograr el dominio del idioma y saber utilizar las estrategias de *Sheltered English Instruction* (SEI) para permitirles conocer los estándares del contenido de las clases. Los estudiantes planificarán un currículo, impartirán una instrucción efectiva, dirigirán su salón de clases, promoverán la equidad y cumplirán con sus responsabilidades profesionales.

**Carreras** — Los graduados son capaces de solicitar la recertificación del Departamento de Educación de Puerto Rico si ya poseen certificaciones en otras áreas, y están calificados para enseñar inglés como segundo idioma en las escuelas públicas y privadas. Pueden proveer apoyo en ESL y enseñar o ser tutor de inglés como segundo idioma (ESL) en otros escenarios incluyendo inglés como segundo idioma (ESL) intensivo a nivel de educación superior.

## Cursos ..... 30 créditos

ESL 600	Teaching Adolescent Literature to ESL Students . . .	Otoño
ESL 610	Linguistics & Language Variations . . . . .	Otoño
ESL 615	Methods & Materials for ESL for Secondary Students . . . . .	Otoño o Primavera
ESL 620	Teaching Reading & Writing to ESL Secondary Students . . . . .	Otoño
ESL 625	Technology for Linguistically Diverse Classrooms . . . . .	Primavera
ESL 630	Equitable Assessment of ESL Learners . . . . .	Primavera
ESL 631	Second Language Acquisition & Culture . . . . .	Primavera
ESL 635	Sheltered Instruction & Assessment . . . . .	Verano
ESL 640	Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling . . . . .	Verano
ESL 650	Teaching Content to ESL Secondary Learners . . . . .	Otoño o Primavera

**Programa para recertification por el DEPR.** Requiere poseer un certificado válido del DEPR de maestro en inglés (nivel elemental) u otra área.

**Programa y cursos sujeto a cambios.**

**Directora del programa:** Leba Heigham, M.Ed.  
 • leba.heigham@cambridgecollege.edu

(Todos los cursos son de 3 créditos excepto aquellos marcados)



Master of Education with Specialization in

# Health (Puerto Rico)

- CIP code 131307 • 30 credits, 4 terms full-time
- **Program approved** by the Puerto Rico Board of Postsecondary Institutions and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

**Program Description** — The program prepares health educators to be proficient in the Puerto Rico Professional Standards for Teachers and other educators. Graduates are career-ready, technologically savvy, and culturally competent to advance social justice causes.

**Learning Outcomes** — Our graduates are experts in health education content, capable of performing needs assessments, planning and executing study plans, assessing student learning, coordinating health, advocating for health education, and serving as a resource for schools, students and their families, and communities.

Our students graduate with confidence in their ability to teach comprehensive skills-based health education as a component of coordinated school health. They know how to identify student risk factors and help young people to reduce risky behavior and improve their personal health and academic performance. Learning is personalized through independent projects that help to prepare the educator for the profession.

**Careers** — Graduates can teach in grades preK-12, undergraduate level in Puerto Rico, and as health educators in many settings: local health departments, hospitals and clinics, businesses and industry. In Puerto Rico one must be certified by the Puerto Rico Health Department to work as a health educator, but the coursework prepares the student for the state exam. Graduates can also teach courses and conduct research at universities.

## Action Research.....7 credits

- EHE 695 Action Research I (first term @ 2 credits) *(required first course)* . . . . . All terms
- MMG 525 Statistical Decision Techniques for Managers (second term) . . . . . All terms
- EHE 697 Action Research III (third or fourth term @ 2 credits) . . . . . Fall or Spring

## Courses ..... 23 credits

### All courses are offered in Spanish

- EHE 613 Principles of Health/Social Emotional Promotion & Public Health Issues . . . . . Fall
- EHE 622R Planning, Implementing, and Administering Curriculum in Health/SEL Programs . . . . . Fall
- EHE 632 Teaching About Human Sexuality . . . . . Spring
- EHE 642 Promoting Wellness: Building Positive Health/Social Emotional Behavior . . . . . Spring
- EHE 652 Preventing Unintentional Injury & Violence . . . . . Summer
- EHE 682 Health-SEL Skills for Risk Reduction & Positive Behavior Change . . . . . Summer
- EHE 711 Evaluation of School Health/Social Emotional Programs . . . . . Fall or Spring
- HEA 794 Practicum: HFCS (300 hours - must be taken last) - 2 credits . . . . . All terms

**Program for recertification** by the Puerto Rico Department of Education as a health educator.

**Program and courses subject to change.**

**Program chair:** Mary Connolly, CAGS, CHES  
 • mary.c.connolly@go.cambridgecollege.edu

All courses 3 credits except as noted.



Maestría de Educación con especialización en

# Salud (Puerto Rico)

- CIP code 131307 • 30 créditos, 4 términos a tiempo completo
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

**Descripción del programa** — El programa prepara a los educadores de la salud para ser competentes en los Estándares Profesionales para Maestros y otros profesionales educadores en salud de Puerto Rico. Los graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social. Además, puede ofrecer clases a nivel subgraduado en áreas de salud.

**Resultados del aprendizaje** — Nuestros graduados son expertos en el contenido de educación en salud, capaces de realizar una evaluación de las necesidades, planificar y ejecutar planes de estudio, evaluar el aprendizaje del estudiante, coordinar la salud escolar, abogar por la educación en salud y servir como recurso para las escuelas, los estudiantes y sus familias y las comunidades.

Nuestros estudiantes se gradúan con confianza en su capacidad para enseñar educación en salud integral basada en habilidades como un componente de la salud coordinada. Ellos saben cómo identificar los factores de riesgo de las personas y ayudar a los jóvenes a reducir su comportamiento de riesgo y mejorar su salud personal y el rendimiento académico.

**Carreras** — Los graduados pueden enseñar en grados preK-12, e instituciones de educación superior a nivel subgraduado, además como educadores en salud en muchos entornos: departamentos de salud locales, hospitales y clínicas, negocios e industrias. En Puerto Rico se requiere obtener la certificación como educador en salud provista por el Departamento de Salud de Puerto Rico, pero todos los cursos preparan al estudiante para el examen del Estado. Los graduados también pueden enseñar cursos y realizar investigaciones en las universidades.

## Investigación en acción..... 7 créditos

- EHE 695 Action Research I (primero término @ 2 créditos) *(primer curso requerido)* . . . . . Todos
- MMG 525 Statistical Decision Techniques for Managers (segundo término) . . . . . Todos
- EHE 697 Action Research III (tercero o cuarto término @ 2 créditos) . . . . . Otoño o Primavera

## Cursos ..... 23 créditos

**Todos los cursos se ofrecen en español**

- EHE 613 Principles of Health/Social Emotional Promotion & Public Health Issues . . . . . Otoño
- EHE 622R Planning, Implementing, and Administering Curriculum in Health/SEL Programs . . . . .Otoño
- EHE 632 Teaching About Human Sexuality . . . . . Primavera
- EHE 642 Promoting Wellness: Building Positive Health/Social Emotional Behavior . . . . . Primavera
- EHE 652 Preventing Unintentional Injury & Violence . . . . . Verano
- EHE 682 Health-SEL Skills for Risk Reduction & Positive Behavior Change . . . . . Verano
- EHE 711 Evaluation of School Health/Social Emotional Programs . . . . . Otoño o Primavera
- HEA 794 Practicum: HFCS (300 hours- debe tomarse al final) -2 créditos . . . . . Todos

**Programa solamente para recertification** por el DEPR como educador en salud.

**Programa y cursos sujeto a cambios.**

**Directora del programa:** Mary Connolly, CAGS, CHES  
• mary.c.connolly@go.cambridgecollege.edu

(Todos los cursos son de 3 créditos excepto aquellos marcados)



# Librarianship (Puerto Rico)

- CIP code 131334 • For certification by the DEPR: 32 credits, 5 terms full-time
- Without certification by the DEPR: 30 credits, 4 terms full-time
- Program approved by the Puerto Rico Board of Postsecondary Institutions

**Program Description** — The Librarianship Program prepares candidates who are committed to improving student learning and providing exceptional library programs that engage students and teachers/faculty in the development of information, media, and technology skills, as well as life-long learning. Twenty-first century libraries provide learning environments that ensure students and employees are effective, ethical, and creative users of ideas and information. By working with teachers/faculty to plan, mediate, and assess student learning, librarians play a crucial role in expanding on and delving into lessons given in the classroom using a variety of resources and specialized skills they have available. Graduates are career-ready, technologically savvy, and culturally competent to advance social justice causes. The licensure program prepares certified teachers to be recertified as School Librarians by the DEPR.

**Learning Outcomes** — Our Librarianship Program candidates are prepared to develop and promote quality library programs. They understand and use multiple technologies for individual and group learning, empowering students to be critical thinkers, enthusiastic readers, researchers, and ethical users of information. They understand the history and the present role of libraries in education and learning. They are ready to assume a leadership role in education and information literacy, technology skills, and media literacy. They work in collaboration with other educators to promote a love of learning and reading, ensuring equal access to information resources, and to develop the knowledge and skills needed to stimulate and integrate quality reading and analysis skills in classrooms, laboratories, and libraries. Learning is personalized through independent projects that help to prepare the educator for the profession.

**Careers** — Graduates choose from a number of library/technology-related careers, including school library teachers, technology and information center directors, and media literacy consultants, library technicians, assistant librarians, publicity assistants, education program vendors, and information services.

**Program for certification** by the Puerto Rico Department of Education. Prior valid Puerto Rico teacher certification in another area required.

**Non-Certification option:** All program components are required, except for the practicum, practicum seminar, and the PCMAS.

**Program and courses subject to change.**

**Program chair:** Diane Harper, M.A.  
 • Diane.Harper@cambridgecollege.edu

## Required Courses . . . . . 27 credits

*All courses are offered in Spanish*

- ELM 509 Introduction to Librarianship  
*(required first course)* . . . . . All terms
- ELM 521 Reference Resources and Services . . . . . Fall
- ELM 532 New Technologies in the Library . . . . . Fall
- ELM 533 Information Literacy . . . . . Spring
- ELM 561 Production of Instructional Materials . . . . . Spring
- ELM 600 User Needs and Selection of Information. . . . . Summer
- ELM 601 Cataloguing of Information Resources. . . . . Summer
- ELM 700 Research in Librarianship . . . . . Fall or Spring
- ELM 701 Library Management. . . . . Fall or Spring

## Elective Course . . . . . 3 credits

Three credits for non-certification students.  
 The following elective course is recommended:  
 ESP 615 Assistive Technology: Modifying Curriculum  
 for Diverse Learners . . . . . All terms

## Practicum Prerequisites

- Pass all teacher certification tests required by DEPR for this license.
- Pass all required courses.

## Practicum & Seminar (licensure students only) . . . . . 5 credits

*Must be taken in the final term.*

**ELM 790 Practicum** — 300 hours (3 credits) . . . . . All terms  
 In a school library, divided into two 150-hour experiences at two of the three school levels (elementary, middle, high school).

Guided and evaluated by a librarian and a Cambridge College supervisor.

Practicum locations are subject to the regulations and must be approved by the program director. Students are responsible to discuss options for the practicum with the program director or regional center director.

**ELM 791 Practicum Seminar** (2 credits) . . . . . All terms  
 Electronic exit portfolio (Taskstream) required for credit.

All courses 3 credits except as noted.



# Bibliotecología (Puerto Rico)

- CIP code 131334 • Para certificación del DEPR: 32 créditos, 5 términos a tiempo completo
- Sin certificación del DEPR: 30 créditos, 4 términos a tiempo completo
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico

**Descripción del programa** — El programa de Bibliotecología prepara a los candidatos que comparten el compromiso para mejorar el aprendizaje estudiantil y proveer programas de bibliotecas escolares excepcionales que involucran a estudiantes y maestros/facultad en el desarrollo de información, medios y destrezas tecnológicas, así como aprendizaje de por vida. Las bibliotecas del siglo 21 proveen ambientes de aprendizaje que aseguran que los estudiantes y empleados sean usuarios efectivos, éticos y creadores de ideas e información. Al trabajar con maestros/facultad para planificar, mediar y evaluar el aprendizaje estudiantil, los bibliotecarios tienen un rol crucial en el proceso de amplificar y profundizar en las lecciones que se ofrecen en la sala de clases, con una variedad de recursos y destrezas especializadas disponibles para ellos. Los graduados des este programa estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social. El programa para recertificación prepara maestros certificados para ser recertificados como bibliotecarios por el DEPR.

**Resultados de Aprendizaje** — Nuestros candidatos del programa de Bibliotecología son preparados para desarrollar y promover programas de bibliotecas de calidad. Ellos entienden y aplican múltiples tecnologías para el aprendizaje individual y en grupo, apoderando a los estudiantes para ser pensadores críticos, lectores entusiastas, investigadores y usuarios éticos en el uso de la información. Ellos entienden la historia y el rol actual de las bibliotecas en la educación y el aprendizaje. Ellos están listos para llevar un rol de liderazgo en la educación y en la alfabetización de la información, destrezas tecnológicas y alfabetización de medios. Ellos trabajan colaborando con otros educadores para promover el amor al aprendizaje y la lectura, asegurar acceso equitativo a recursos de información y a desarrollar conocimiento y destrezas que son necesarias para estimular e integrar la lectura de calidad y destrezas de análisis en el salón de clases, laboratorios y bibliotecas.

**Carreras** — Los graduados seleccionan de entre un número de carreras relacionadas a bibliotecas y tecnologías, incluyendo bibliotecarios(as) escolares, directores de centros de tecnologías e información y consultores de alfabetización de medios, técnicos(as) bibliotecarios(as), bibliotecarios(as) auxiliares, asistentes de publicidad, vendedores de programas educativos y servicios de información.

**Programa aprobado para recertification por el DEPR.**

**Opción de no certificación:** Todos los componentes del programa son requeridos, excepto la práctica, el seminario de práctica y las PCMAS.

**Programa y cursos sujeto a cambios.**

**Directora del programa:** Diane Harper, M.A.  
• Diane.Harper@cambridgecollege.edu

## Cursos requeridos ..... 27 créditos

*Todos los cursos se ofrecen en español*

ELM 509	Introduction to Librarianship <i>(primer curso requerido)</i> .....	Todos
ELM 521	Reference Resources and Services .....	Otoño
ELM 532	New Technologies in the Library .....	Otoño
ELM 533	Information Literacy .....	Primavera
ELM 561	Production of Instructional Materials .....	Primavera
ELM 600	User Needs and Selection of Information. ....	Verano
ELM 601	Cataloguing of Information Resources. ....	Verano
ELM 700	Research in Librarianship .....	Otoño o Primavera
ELM 701	Library Management. ....	Otoño o Primavera

## Curso electivo ..... 3 créditos

3 créditos para candidatos que no aspiran a certificación.

Se recomienda el siguiente curso electivo:

ESP 615	Assistive Technology: Modifying Curriculum for Diverse Learners .....	Todos
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## Pre-requisitos de Práctica

- Aprobar todos los exámenes de maestro requeridos por el DEPR para la certificación.
- Aprobar todos los cursos requeridos.

## Práctica y seminario

(estudiantes para la certificación únicamente) ..... 5 créditos  
*Requeridos durante el último término.*

### ELM 790 Práctica — 300 horas (3 créditos) .....

Todos  
En una biblioteca escolar, dividido en dos experiencias de 150 horas en dos niveles de escuela (elemental, intermedia y superior).

Ser guiado(a) por un(a) Maestro(a) Bibliotecario(a) y un supervisor de Cambridge College. Las ubicaciones de los centros de práctica están sujetas a las regulaciones y deben ser aprobadas por el director del programa. Los estudiantes son responsables de discutir las opciones para la práctica con el director del programa o director del centro regional.

### ELM 791 Seminario de Práctica (2 créditos) .....

Todos  
Portafolio Electrónico de Salida (TaskStream) requerido para crédito.

(Todos los cursos son de 3 créditos excepto aquellos marcados)





# Mathematics (Puerto Rico)

• CIP code 131311 • 30 credits, 4 terms full-time

• **Program approved** by the Puerto Rico Board of Postsecondary Institutions and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

**Program Description** — The Mathematics program prepares students to teach mathematics at the secondary level (7-12). Students learn the concepts, language, and procedures of mathematics and develop competence in mathematics as well as an interest in applying the discipline to the world around them. The program is based on the successful student-focused curriculum which links theory and practice in a cooperative learning environment. Graduates are career-ready, technologically savvy, and culturally competent to advance social justice causes.

**Learning Outcomes** — Teacher candidates will understand and apply mathematical problem-solving processing and construct rigorous mathematical arguments. They will understand how mathematics is learned and taught effectively, supporting positive attitudes towards the discipline. They will establish connections between ideas in mathematics and other fields. They will use diverse representations to communicate mathematical ideas and deepen students' understanding. They will use technology as an essential resource for mathematics. They will develop fluency in mathematical computations, understand the relationships between amounts, and will use measurement tools and concepts, spatial visualization, and geometric modeling. They will understand data analysis, statistics, and probability. For intermediate and upper levels, they will also be able to understand the concepts, techniques, and applications of calculus and discrete mathematics. Learning is personalized through independent projects that help to prepare the educator for the profession.

**Careers** — The program is ideal for: a) Adults who want to work with and help youngsters and adults learn the language of mathematics; b) current teachers who want to add mathematics as a new area of study; c) those who want to become National Board Certified mathematics teachers, specialist trainers, and mathematics coordinators/directors; d) non-mathematics majors who want to earn a highly qualified title to their academic experience to enhance and broaden their teaching careers; and e) career changers who want to pursue a more meaningful career working with youngsters and adults. Mathematics teachers at all school levels continue to be in high demand nationally, and individuals coming from careers in business, engineering, finance, and the military are successful when relating mathematics to the real world where they worked for many years.

## First Required Course

According to the student's academic background in mathematics, the student will begin the master's program with one of the following courses. The academic director will decide which course each student will take. (The three courses below are available every term.)

MAT 603 Arithmetic to Algebra: Developing Patterns and Ideas

**or** MAT 607 College Algebra

**or** MAT 613 Discrete Mathematics

## Subsequent Courses ..... 30 credits

**All courses are offered in Spanish**

MAT 604 Teaching Mathematics for the Secondary Level . . . Spring

MAT 605 Technology in Mathematics Learning & Teaching . . . Fall

MAT 611 Calculus I . . . . . All terms

MAT 625 Number Theory (preq. MAT 611) . . . . . All terms

MAT 627 Abstract Algebra. . . . . All terms

MAT 629 Non-Euclidean Geometry . . . . . Spring

MAT 631 Calculus II (preq. MAT 611) . . . . . All terms

MAT 633 Probability & Statistics . . . . . Fall

MAT 635 Applied Math (preq. MAT 611 & MAT 633) . . . . All terms

**Program for recertification** by the Puerto Rico Department of Education. Prior valid Puerto Rico teacher certification in another area required.

**Program and courses subject to change.**

**Program chair:** Leba Heigham, M.Ed.  
• leba.heigham@cambridgecollege.edu

All courses 3 credits except as noted.



# Matemáticas (Puerto Rico)

• CIP code 131311 • 30 créditos, 4 términos a tiempo completo

• Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

**Descripción del programa** — El Programa de Educación Matemática prepara a los estudiantes para enseñar matemáticas en el nivel secundaria (7-12). Los estudiantes aprenden los conceptos, el lenguaje y los procedimientos de las matemáticas y desarrollan las competencias en matemáticas y el interés en aplicar la disciplina al mundo que les rodea. El programa se basa en el éxito del currículo centrado en el alumno que vincula la teoría y la práctica en un entorno de aprendizaje cooperativo. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

**Resultados del aprendizaje** — Los candidatos a maestros entenderán y aplicarán los procesos de la solución de problemas matemáticos y construirán argumentos matemáticos rigurosos. Comprenderán cómo las matemáticas se aprenden y enseñanza de una forma efectiva, apoyando las actitudes positivas hacia la disciplina. Establecerán conexiones entre ideas en matemáticas y otros campos. Utilizarán diversas representaciones para comunicar ideas matemáticas y profundizar la comprensión de los estudiantes. Utilizarán la tecnología como un recurso esencial para las matemáticas. Desarrollarán fluidez en los cálculos matemáticos, comprenderán las relaciones entre cantidades, utilizarán herramientas y conceptos de medición, visualizaciones espaciales y modelos geométricos. Comprenderán el análisis de datos, estadística y probabilidad. Para los niveles intermedio y superior, también podrán comprender los conceptos, técnicas y aplicaciones del cálculo y matemática discreta. El aprendizaje se personaliza mediante un proyecto independiente que contribuye a la preparación profesional del educando.

**Carreras** — El programa es ideal para: a) Los adultos que quieren trabajar con y ayudar a los jóvenes y adultos a aprender el lenguaje de las matemáticas; b) los maestros actuales que deseen añadir las matemáticas como una nueva área de estudio; c) aquellos que deseen ser certificados por la Junta Nacional de Profesores de Matemáticas, como maestros de matemáticas, entrenadores especialistas y coordinadores/directores de matemáticas; d) concentraciones no relacionadas con matemáticas que desean obtener un título altamente cualificado a su experiencia académica para mejorar y ampliar sus carreras docentes y e) los agentes de cambio que desean seguir una carrera más significativa en el trabajo con los jóvenes y adultos. Los profesores de matemáticas en todos los niveles escolares continúan siendo una carrera de alta demanda a nivel nacional y las personas procedentes de las carreras relacionadas con el comercio, la ingeniería, las finanzas y los militares son exitosos cuando relacionan la matemática con el mundo real que han trabajado por varios años.

## Rutas para ingreso — primer curso de requisito

De acuerdo al trasfondo académico del estudiante en áreas de contenido matemático, el estudiante iniciará su grado de maestría con uno de los siguientes cursos. El director académico decidirá en cuál curso debe matricularse el estudiante. (Los siguientes tres cursos están disponibles durante todos los términos académicos.)

MAT 603 Arithmetic to Algebra: Developing Patterns and Ideas

or MAT 607 College Algebra

or MAT 613 Discrete Mathematics

## Cursos siguientes ..... 30 créditos

**Todos los cursos se ofrecen en español**

MAT 604 Teaching Mathematics for the Secondary Level ..... Primavera

MAT 605 Technology in Mathematics Learning & Teaching ..... Otoño

MAT 611 Calculus I ..... Todos

MAT 625 Number Theory (preq. MAT611) ..... Todos

MAT 627 Abstract Algebra. .... Todos

MAT 629 Non-Euclidean Geometry ..... Primavera

MAT 631 Calculus II (preq. MAT611) ..... Todos

MAT 633 Probability & Statistics ..... Otoño

MAT 635 Applied Math (preq. MAT611 y MAT633) ..... Todos

**Programa para recertification por el DEPR.** Requiere poseer un certificado válido del DEPR como maestro en otra área.

**Programa y cursos sujeto a cambios.**

**Program chair:** Leba Heigham, M.Ed.  
• leba.heigham@cambridgecollege.edu

(Todos los cursos son de 3 créditos excepto aquellos marcados)



Master of Education

# Autism Specialist (Puerto Rico)

• CIP code 131013 • 30-39\* credits, 4-5 terms full-time

• **Program approved** by the Puerto Rico Board of Postsecondary Institutions and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

Teachers in general education and special education today are working with more and more students diagnosed with Autism Spectrum Disorders (ASD). This program answers the growing need for more understanding and better preparation for those working with students with severe disabilities.

**Program Description** — It is designed for experienced teachers and para-professionals, to enhance their working knowledge of the field. It also provides opportunities to explore new opportunities this knowledge would provide. **This is not a licensure program and does not lead to BACB certification.**

**Learning Outcomes** — Graduates will demonstrate knowledge and understanding of autism, behavioral issues and severe special needs.

**Careers** — This program will enhance the skills and understanding of:

- Experienced special educators, wanting more information to better serve the needs of this growing population.
- General educators who wish to work more effectively in their inclusion classes.
- Para-professionals currently working with students with severe disabilities, to gain a better understanding of the autistic needs and behavioral issues of the students they serve.
- Anyone wanting to know more about this growing field.

**Program only for recertification** by the Puerto Rico Department of Education. Prior valid Puerto Rico teacher certification in another area required.

**This program satisfies the licensure requirements for public and private schools (K-12).**

**Program and courses subject to change.**

**Program chair:** Nicole Stallions, M.Ed.

- nicole.stallions@go.cambridgecollege.edu

**\*Program credits:**

**39 credits** for those who do not have Special Education teacher certification from the DEPR and who desire recertification as Autism Teacher.

**30 credits** for those who have Special Education teacher certification from the DEPR, or who do not aim to be recertified.

**All courses are offered in Spanish**

## Courses for Autism ..... 30 credits

- ESP 610 Autism: History, Prevalence, Diagnosis & Characteristics (*recommended first course*) ..... All terms
- ESP 695 Laws & Regulations Pertaining to Special Education ..... All terms
- ESP 621 Assessment & Appraisal Process (ASD) ..... Fall
- ESP 689 Theories of Typical & Atypical Human Development ..... All terms
- ESP 616 Communication Disorders (ASD) ..... Fall
- ESP 630 Social and Psychological Perspectives in Autism Spectrum Disorders ..... Spring
- ESP 635 Teaching & Curriculum Development for Students with Severe Disabilities ..... Spring
- ESP 615 Assistive Technology: Modifying Curriculum for Diverse Learning Styles ..... All terms
- ESP 625 Behavior Management (ASD) ..... Summer
- ESP 721R Teaching Spanish Language Arts, Math, History and Science for K-12 Special Education Students ..... Fall or Spring

## Additional Courses for Special Education ..... 9 credits

Only for those who aim to be recertified by the DEPR, who do not have a valid teacher certificate in special education.

- ESP 662R Principles of Spanish Language Development Bridging Differences & Disorders ..... Spring or Summer
- ESP 602 Teaching Numerical & Geometrical Structures for Special Education K-12 Students ..... Spring or Summer
- ESP 681 Pedagogy in Reading & Spanish Language Arts for Special Education Students ..... Fall or Spring

All courses 3 credits except as noted.



# Especialista en Autismo (Puerto Rico)

- CIP code 131013 • 30-39\* créditos, 4-5 términos a tiempo completo
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

Los maestros en educación general y educación especial hoy día están trabajando con más y más estudiantes diagnosticados con el Desorden del Espectro Autista (DEA). Este programa responde a la creciente necesidad de una mayor comprensión y una mejor preparación para los que trabajan con estudiantes con discapacidades severas.

**Descripción del programa** — Está diseñado para maestros y para-profesionales con experiencia, para mejorar su conocimiento de trabajo en el campo. También ofrece oportunidades para explorar nuevas oportunidades que este conocimiento podría proporcionar. **Este no es un programa que conduce a la certificación BACB.**

**Resultados del aprendizaje** — Los graduados demostrarán conocimiento y comprensión del autismo, problemas de comportamiento y las necesidades especiales severas.

**Carreras** — Este programa fortalecerá las habilidades y la comprensión de:

- Maestros de educación especial con experiencia, con ganas de más información para servir mejor a las necesidades de esta población en crecimiento.
- Educadores de educación general quienes desean trabajar más efectivamente en sus clases inclusivas.
- Para profesionales que actualmente trabajan con estudiantes o personas con discapacidades severas, para obtener una mejor comprensión de las necesidades de niños con autismo y problemas de comportamiento de los estudiantes que sirven.
- Cualquier otra persona que quiera conocer más acerca de esta área en crecimiento.

**Programa solamente para recertification por el DEPR.** Requiere poseer un certificado válido del DEPR como maestro en otra área.

**Este programa satisface los requisitos de licencia para escuela pública y privada del K-12.**

**Programa y cursos sujeto a cambios.**

**Program chair:** Nicole Stallions, M.Ed.

- nicole.stallions@go.cambridgecollege.edu

**\*Program credits: / Créditos de programa:**

**39 créditos** para aquellos que no tienen certificado de maestro en Educación Especial del DEPR y aspiran a recertificarse como maestros de autismo.

**30 créditos** para aquellos que poseen el certificado de maestro en Educación Especial del DEPR o no aspiran a recertificarse.

**Todos los cursos se ofrecen en español**

**Cursos para Autismo..... 30 créditos**

ESP 610	Autism: History, Prevalence, Diagnosis & Characteristics ( <i>curso recomendado para el primer término</i> ) . . .	Todos
ESP 695	Laws & Regulations Pertaining to Special Education . . . . .	Todos
ESP 621	Assessment & Appraisal Process (ASD) . . . . .	Otoño
ESP 689	Theories of Typical & Atypical Human Development . . . . .	Todos
ESP 616	Communication Disorders (ASD) . . . . .	Otoño
ESP 630	Social and Psychological Perspectives in Autism Spectrum Disorders . . . . .	Primavera
ESP 635	Teaching & Curriculum Development for Students with Severe Disabilities . . . . .	Primavera
ESP 615	Assistive Technology: Modifying Curriculum for Diverse Learning Styles . . . . .	Todos
ESP 625	Behavior Management (ASD) . . . . .	Verano
ESP 721R	Teaching Spanish Language Arts, Math, History and Science for K-12 Special Education Students . . . . .	Otoño o Primavera

**Cursos adicionales para Educación Especial 9 créditos**

Solamente para aquellos que aspiran recertificarse por el DEPR, que no posean certificado de maestro de Educación Especial

ESP 662R	Principles of Spanish Language Development Bridging Differences & Disorders . . .	Primavera o Verano
ESP 602	Teaching Numerical & Geometrical Structures for Special Education K-12 Students	Primavera o Verano
ESP 681	Pedagogy in Reading & Spanish Language Arts for Special Education Students . . . . .	Otoño o Primavera

(Todos los cursos son de 3 créditos excepto aquellos marcados)



Master of Education

# Special Education (Puerto Rico)

• CIP code 131001 • 32 credits, 5 terms full-time

• **Program approved** by the Puerto Rico Board of Postsecondary Institutions and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

**Program Description** — The Special Education Teacher program prepares special education teachers and leaders to be caring and competent, with the essential and critical skills to understand how to develop and design different curricula. Graduates are prepared to become highly motivated teachers who are practitioners of educational innovation and meet the regulations for licensure of special education teachers for kindergarten through eighth grade students. Graduates are career-ready, technologically savvy, and culturally competent to advance social justice causes.

**Learning Outcomes** — Graduates demonstrate the necessary knowledge, skills, and values to enable their students to excel academically and socially. They understand how a moderate disability can affect progress in learning academic content in the general curriculum that their non-disabled peers learn. They understand their responsibility to provide strategies for their students to access the regular education curriculum.

**Careers** — Graduates are eligible to obtain the certificate to teach from pre-kindergarten through twelfth grade as full-time classroom teachers, consulting teachers, or resource room teachers.

**Program for recertification** by the Puerto Rico Department of Education. Prior valid Puerto Rico teacher certification in another area required.

**Program and courses subject to change.**

**Program chair:** Nicole Stallions, M.Ed.  
• [nicole.stallions@go.cambridgecollege.edu](mailto:nicole.stallions@go.cambridgecollege.edu)

## Courses ..... 32 credits

**All courses are offered in Spanish**

- ESP 594 Collab & Consultation Technq (2 credits) . . . . . Fall
- ESP 695 Laws & Regulations Pertaining to Special Education . . . . . All terms
- ESP 689 Theories of Typical & Atypical Human Development . . . . . All terms
- ESP 602 Teaching Numerical & Geometrical Structures for Special Education K-12 Students . . . . Spring or Summer
- ESP 681 Pedagogy in Reading & Spanish Language Arts for Special Education Students . . . . . Fall or Spring
- ESP 662R Principles of Spanish Language Development Bridging Differences & Disorders . . . . Spring or Summer
- ESP 512 Inclusion & Classroom Behavior Management . . . . . Fall
- ESP 607 Psycho-Educational Assessment for Teaching Exceptional Children . . . . . Summer
- ESP 615 Assistive Technology: Modifying Curriculum for Diverse Learners . . . . . All terms
- ESP 721R Teaching Spanish Language Arts, Math, History and Science for K-12 Special Education Students . . . . . Fall or Spring
- EIT 712 Using Educational Technology to Improve Teaching and Learning . . . . . All terms

All courses 3 credits except as noted.



# Educación Especial (Puerto Rico)

- CIP code 131001 • 32 créditos, 5 términos a tiempo completo
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

**Descripción del programa** — El programa de Maestro de Educación Especial prepara a maestros de educación especial y líderes para ser sensibles y competentes, con las destrezas esenciales y críticas para entender el uso de diversos diseños y desarrollo de currículos. Los graduados se preparan para convertirse en educadores altamente motivados que practiquen la innovación educativa y cumplan con las regulaciones para obtener la licencia de maestro de educación especial para estudiantes de Kinder a octavo grado. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

**Resultados del aprendizaje** — Los graduados demuestran el conocimiento, las destrezas y los valores necesarios que permitan a sus estudiantes sobresalir académica y socialmente. Ellos entienden cómo una discapacidad moderada afecta el progreso en el aprendizaje del contenido académico del currículo general que aprenden sus pares sin discapacidad. Ellos entienden su responsabilidad de proveer estrategias para que sus estudiantes tengan acceso al currículo educativo regular.

**Carreras** — Los graduados son elegibles a obtener el certificado para enseñar desde pre-kínder hasta grado duodécimo como maestros, de salón a tiempo completo, maestro consultor o maestro de salón recurso.

**Programa para recertification por el DEPR.** Requiere poseer un certificado válido del DEPR como maestro en otra área.

**Programa y cursos sujeto a cambios.**

**Directora del Programa:** Nicole Stallions, M.Ed.  
 • nicole.stallions@go.cambridgecollege.edu

<b>Cursos</b>	<b>32 créditos</b>
<i>Todos los cursos se ofrecen en español</i>	
ESP 594	Collab & Consultation Technq (2 credits) . . . . . Otoño
ESP 695	Laws & Regulations Pertaining to Special Education . . . . . Todos
ESP 689	Theories of Typical & Atypical Human Development . . . . . Todos
ESP 602	Teaching Numerical & Geometrical Structures for Special Education K-12 Students . . . Primavera o Verano
ESP 681	Pedagogy in Reading & Spanish Language Arts for Special Education Students . . . . . Otoño o Primavera
ESP 662R	Principles of Spanish Language Development Bridging Differences & Disorders . . . Primavera o Verano
ESP 512	Inclusion & Classroom Behavior Management . . . Otoño
ESP 607	Psycho-Educational Assessment for Teaching Exceptional Children . . . . . Verano
ESP 615	Assistive Technology: Modifying Curriculum for Diverse Learners . . . . . Todos
ESP 721R	Teaching Spanish Language Arts, Math, History and Science for K-12 Special Education Students . . . . . Otoño o Primavera
EIT 712	Using Educational Technology to Improve Teaching and Learning . . . . . Todos

(Todos los cursos son de 3 créditos excepto aquellos marcados)



# Educational Administration (Puerto Rico)

- CIP code 130401 • For certification by the DEPR: 32 credits, 5 terms full-time
- Without certification by the DEPR: 30 credits, 4 terms full-time
- Program approved by the Puerto Rico Board of Postsecondary Institutions

**Program Description** — The Educational Administration program reflects the current standards established by the Educational Leadership Constituent Council (ELCC), the Massachusetts Department of Elementary and Secondary Education (DESE) and the Department of Education of Puerto Rico. The program prepares aspiring and experienced leaders for schools, districts and other educational settings who have demonstrable skills in instructional leadership, management and operations, family and community engagement, and fostering of a professional culture. The ultimate goal is to create competent, caring, and qualified educators, based on the principles of the Council for the Accreditation of Education Program (CAEP). Certification components are aligned exclusively for licensure in the Commonwealth of Puerto Rico.

**Learning Outcomes** — Graduates will be able to: (a) demonstrate a realistic understanding of the expectations and responsibilities of workplace administrators, (b) promote student learning, and (c) support professional development and personal success by cultivating a shared vision that puts the teaching and learning process at the center of education. They will also work effectively, safely, and efficiently by using resources to implement the curriculum, and programming, hire staff, create partnerships with families, community organizations, and other interested parties to support the specific school, district, or other educational missions, and to encourage and maintain a culture of reflective practice, high expectations, and continuous learning for all involved.

**Careers** — Graduates will be qualified to obtain certification as an administrator, receive management- and policy-related duties in PK-12 public school contexts or other educational settings. In general, graduates become leaders for teachers, subdirectors, and directors or seek administrative positions in organizations and agencies specializing in education. Similarly, graduates without certification normally seek leadership positions in private institutions and charter schools, as well as positions where they provide workforce development through training of education policy.

Administrative licensure is required for part- or full-time employment as a director, department head, or curriculum specialist.

**Program for certification** by the Puerto Rico Department of Education. Prior valid Puerto Rico teacher certification in another area required.

**Admission requirements:**

- Bachelor's degree and other School of Education requirements for Education Leadership programs (see Admission)
- Valid Puerto Rico teacher certification if pursuing a PRDOE license.
- Three consecutive years of employment as a teacher if pursuing a PRDOE license.
- 3.0 GPA required to enter the program for certification; must be maintained throughout the program.

**Program and courses subject to change.**

**Program chair:** Stephen Maio, Ed.D.  
 • stephen.maio@cambridgecollege.edu

## M.Ed. — Certification

**Program entry:**

GPA 3.00 required to enroll in the program. For certification as a director or school facilitator, the DEPR's criteria include possessing a regular teaching license.

**Practicum prerequisites:**

- Provide evidence of academic certification.
- Pass all courses with a grade of "B" or higher.
- Document having completed all the practicum hours in the corresponding certification course areas.

**Practicum**

Once all the prerequisites have been successfully completed, licensure candidates in one of the certification areas for the M.Ed. in Educational Administration must complete a placement application to perform the Practicum and be approved by the Director. The candidate will be guided and assessed by a certified administrator practicing Educational Administration and a Cambridge College supervisor. The practicum includes documented evidence of practice, summary, and assessment of all the area-specific performance standards for certification:

EAD790G Practicum for School Director PK-12

Note: The DEPR offers licensure for K-12 Director with no subdivision by level. Courses are assigned, so students have an opportunity to practice at the level that meets their needs and interests.

**Program completion**

To complete the program, candidates must have completed all the program entry requirements, practicum prerequisites, and the practicum.

All candidates for certification in Puerto Rico must present an electronic portfolio to the seminar leader.

## M.Ed. — Without Certification

If candidates do not want to obtain certification, they sign a document indicating that they understand that they will not be eligible to obtain certification after completing the degree. All program components are required even though certification by the Department of Education of Puerto Rico is not sought, except the practicum, which will be replaced by an elective course.





Continued

## Educational Administration (Puerto Rico)

**All courses are offered in Spanish**

### Fall only

- EAD 684 Selection, Development, & Supervision of Educational Personnel
- EAD 712 Curriculum Principles and Practices for Educational Leaders

### Spring only

- EAD 690 Finance & Business Administration for the School Administrator
- EAD 688 Legal Aspects of School Administration
- MMG 525\* Statistical Decision Techniques for Managers

### Summer only

- EAD 662 Contemporary Issues & Topics in Educational Administration
- EAD 782 Organizational Change for School Leaders

### Fall or Spring only

- EAD 600 Advanced Technologies in Education for Puerto Rico Administration
- ESP 695\* Laws & Regulations Pertaining to Special Education

Only for non-certification:

- EED 623 Classroom Management Using Accelerated Learning

### Practicum Prerequisites

- Pass applicable Puerto Rico teacher test, PCMAS, if not already passed at undergraduate level.
- Pass all courses.

### Final term - Courses available every term

**Practicum**—Only for candidates seeking DEPR Director certificate:

- EAD 790**G** Practicum for School Director PK-12 (3 credits)  
*must be taken concurrently with EAD 694*
- EAD 694 Professional Seminar IV (2 credits; includes a *paper of 15 pages or more on an action research issue related to practicum*)

*\*Courses available every term because they are shared with other programs.*

All courses 3 credits except as noted.





# Administración Educativa (Puerto Rico)

- CIP code 130401 • Para certificación del DEPR: 32 créditos, 5 términos a tiempo completo (aspirantes a certificado de director o facilitador escolar)
- Sin certificación del DEPR: 30 créditos, 4 términos a tiempo completo (aspirantes que no aspiran a certificado)
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico

**Descripción del programa** — El Programa en Administración Educativa refleja las normas vigentes establecidas por el Educational Leadership Constituent Council (ELCC), el Departamento de Educación Primario y Secundario de Massachusetts (DESE), y el Departamento de Educación de Puerto Rico. El programa prepara a líderes experimentados y aspirantes para los escenarios escolar, districtados, y otros que demuestran habilidades en liderazgo instruccional, gerencia y operaciones, familia y participación de la comunidad, y fomentando una cultura profesional. El objetivo final es crear educadores competentes, considerados y cualificados, basados en los principios del Consejo de Acreditación de Educación Docente (CAEP). Los componentes de la certificación están alineados exclusivamente para el Estado del Puerto Rico.

**Resultados del aprendizaje** — Los graduados podrán: (a) demostrar una comprensión realista de las expectativas y responsabilidades de los administradores en el lugar de trabajo, (b) fomentar el aprendizaje de los estudiantes y (c) apoyar el desarrollo profesional y éxito personal mediante el cultivo de una visión compartida que hace del proceso de enseñanza y aprendizaje el foco central de la educación. También trabajan de manera efectiva, segura y eficiente al utilizar recursos para implementar el currículo, personal y programación, establecer alianzas con las familias, organizaciones comunitarias y otras partes interesadas en apoyo de la misión específica a la escuela, distrito, u otra entidad educativa, y para nutrir y mantener una cultura de práctica reflexiva, altas expectativas y aprendizaje continuo para todos los involucrados.

**Carreras** — Los graduados cualificarían para obtener el certificado como administrador, recibir dirección y cargos relacionados con la política en contextos de escuela pública PK-12 u otra entidad educativa. Por lo general, los graduados se convierten en líderes de profesores, subdirectores y directores o aspiran a posiciones administrativas en organizaciones y agencias especializadas en educación. Del mismo modo, egresados sin certificación normalmente aspiran a posiciones de liderazgo en instituciones privadas y escuelas charter; así como a posiciones donde desarrollen la fuerza laboral mediante capacitación o política educativa.

Se requiere certificado administrativo para empleo parcial o tiempo completo como director, jefe de departamento o especialista en currículo.

**Programa para certificación por el DEPR.** Requiere poseer un certificado de maestro válido del DEPR en cualquier área.

**Requisitos de admisión:**

- Bachillerato y otros requisitos generales (ver documento de admisión).
- Licencia de maestro del DEPR si aspira a certificarse.
- Tres años de empleo consecutivo como maestro si aspira a certificarse.
- 3.0 GPA para entrar al programa con licencia; mantenido el mismo a lo largo del programa.

**Este programa está sujeto a cambios.**

**Director de programa:** Stephen Maio, Ed.D.  
 • stephen.maio@cambridgecollege.edu

## M.Ed. — Certificación

### Para entrar al programa:

Requisito de GPA de 3.00 son necesarios para matricularse en el programa. Para certificación como director o facilitador docente, el DEPR establece sus criterios, entre los cuales está poseer un certificado regular de maestro.

### Requisitos previos a la Práctica

- Proveer evidencia de una certificación académica.
- Completar con éxito todos los cursos con una calificación de "B" o más.
- Documentar el haber completado todas las horas de práctica en los cursos correspondientes al área de certificación.

### Práctica

Una vez todos los prerrequisitos se completan con éxito, los candidatos para obtener el certificado en una de las áreas de certificación para el M.Ed. en Administración Educativa deben completar una solicitud de ubicación para realizar la Práctica y ser aprobados por el Director. El mismo será guiado y evaluado por un administrador licenciado/certificado y con práctica en la Administración Educativa y un supervisor de Cambridge College, la realización de la práctica incluye evidencia documentada de la aplicación, síntesis y evaluación de todos los estándares de rendimiento específicos de un área de certificación:

EAD790G Practicum for School Director PK-12

Nota: El DEPR ofrece certificados para Director K-12, no subdivide por niveles. Los cursos se asignan para que el estudiante tenga la oportunidad de practicar en el nivel que satisfaga sus necesidades e intereses.

### Cumplimiento con el programa

Para terminar el programa, los candidatos deben haber completado todos los requisitos de entrada al programa, requisitos previos de práctica y la práctica.

Todos los candidatos para la certificación en Puerto Rico deben presentar un portafolio electrónico al líder de seminario.

## M.Ed. — Sin Certificación

Si no se desea obtener la certificación, los candidatos firman un documento indicando que entienden que no serán elegibles para obtener la misma al finalizar el grado. Todos los componentes del programa se requieren aunque no se aspire a obtener la certificación del Departamento de Educación de Puerto Rico; excepto la práctica, la cual se sustituiría por otro curso electivo dirigido a las necesidades de los líderes educativos contemporáneos.





Continued

## Administración Educativa (Puerto Rico)

*Todos los cursos se ofrecen en español*

### Solo en otoño

- EAD 684 Selection, Development, & Supervision of Educational Personnel
- EAD 712 Curriculum Principles and Practices for Educational Leaders

### Solo en primavera

- EAD 690 Finance & Business Administration for the School Administrator
- EAD 688 Legal Aspects of School Administration
- MMG 525\* Statistical Decision Techniques for Managers

### Solo en verano

- EAD 662 Contemporary Issues & Topics in Educational Administration
- EAD 782 Organizational Change for School Leaders

### Solo en otoño o primavera

- EAD 600 Advanced Technologies in Education for Puerto Rico Administration
- ESP 695\* Laws & Regulations Pertaining to Special Education

Solo para candidatos que no aspiran al certificado de Director del DEPR:

- EED 623 Classroom Management Using Accelerated Learning

### Pre-requisitos de Práctica

- Haber aprobado las PCMAS (pruebas para la certificación de maestros), si no fue aprobada en el nivel subgraduado será necesaria para obtener su certificado de director o facilitador de parte del DEPR.
- Haber aprobado todos los cursos de esta concentración.

### Último término

#### Cursos disponibles durante todos los términos

**Práctica** (estudiantes aspirantes a la certificación únicamente)

- EAD 790G Practicum for School Director PK-12 (3 créditos; *debe ser tomado concurrentemente con EAD 694*)
- EAD 694 Professional Seminar IV (2 créditos; *incluye un escrito de un mínimo de 15 páginas referente a una investigación en acción íntimamente ligada a la práctica*)

*\*Cursos disponibles durante todos los términos porque se comparten con otras concentraciones.*

(Todos los cursos son de 3 créditos excepto aquellos marcados)

# Education Course Descriptions

Not all courses are offered every term or at every Cambridge College location. See online course schedules each term on the MyCC web portal.

## Autism . . . See Special Education (ESP).

### Applied Behavior Analysis (ABA)

#### **ABA 702 Field Experience Internship and Seminar: Autism Specialist Endorsement - 3 credits**

This is a supervised 150-hour field-based experience, 75 hours of which will be completed in a Massachusetts public school, approved private special education school, or educational collaborative. An additional 75 hours will be completed in any school setting working with students with autism. Candidates will also be observed, mentored and assessed during practicum. Seminar includes opportunities to share best practices and learn effective transitions systems, strategies, and supports that produce quality programming/services. Prerequisite: All other requirements and courses in the program must be successfully completed and the practicum setting must be approved.

#### **ABA 705 Transition Leadership and Effective Collaboration - 3 credits**

This course focuses on the development of effective leadership and collaborative skills to support developing and delivering high-quality transition programs and services to transition-aged youth: Leadership skills supporting effective facilitation and across settings; effective collaboration and consultation skills; the IEP process and identification, development and delivery of transition services; partnerships with employers, institutes of higher education, public/community service agencies, and other stakeholders. Prerequisites: Students must have an Initial or Professional license and at least two years experience as a Teacher of: Students with Moderate (or Severe) Disabilities, Visually Impaired, Deaf and Hard of Hearing, or a counselor in School Guidance, School Social Worker/Adjustment, Rehabilitation, or certification as a Rehab Counselor.

#### **ABA 710 Transition Assessment and Post-Secondary Goals - 3 credits**

This course focuses on the use of age and disability appropriate transition assessment, the Transition Planning Form, and development of measurable post-secondary goals and IEP objectives to inform transition services and supports. Participants will assess student interest, strengths, preferences, and needs relating to transition and will explore individualized and customized transition assessments supporting age-appropriate, measurable goals for educational, employment, independent living needs, and social, communication and functional skills. Prerequisites: Students must have an Initial or Professional license and at least two years experience as a Teacher of: Students with Moderate (or Severe) Disabilities, Visually Impaired, Deaf and Hard of Hearing, or a counselor in School Guidance, School Social Worker/Adjustment, Rehabilitation, or certification as a Rehab Counselor.

#### **ABA 712 Effective Transition: Systems and Supports - 3 credits**

This course provides an overview of effective transition systems, supports, and structures that identify, coordinate and deliver quality services to support transition-aged youth to develop effective skills

to support post-secondary success. Topics include the identification, development and delivery of high-quality transition programming for the unique characteristics of transition-aged youth. Also discussed are evidence-based transition strategies, methods of delivery, resources, materials and curricula that promote self-awareness, self-determination and self-advocacy. Prerequisites: Students must have an Initial or Professional license and at least two years experience as a Teacher of: Students with Moderate (or Severe) Disabilities, Visually Impaired, Deaf and Hard of Hearing, or a counselor in School Guidance, School Social Worker/Adjustment, Rehabilitation, or certification as a Rehab Counselor.

#### **ABA 715A Basic Applied Behavior Analysis I - 4 credits**

The course introduces the science of behavior analysis, and the basic concepts and principles of behavior analysis (e.g., reinforcement, punishment). It includes the philosophical underpinnings of the science of behavior analysis including goals, philosophical assumptions, dimensions of applied behavior analysis, radical behaviorism, experimental analysis of behavior, and professional practice. This course is a prerequisite for all other ABA courses in the sequence. The course will provide credit hours towards eligibility for the behavior analysis certification examination.

#### **ABA 715B Basic Applied Behavior Analysis II - 4 credits**

#### **ABA 716 Behavior Assessment - 3 credits**

This course reviews basic concepts and principles of applied behavior analysis (ABA), building upon knowledge learned in Basic ABA I. An emphasis will be placed on the application of concepts and principles to real-world situations.

#### **ABA 718 Research Methods - 3 credits**

This course focuses on research design and study of human behavior. Students will learn about the characteristics of science and the rationale for having behavior as a focus. Students will be exposed to issues related to measurement, specific research designs, and important issues (such as variability) associated with the designs. How to accurately interpret research data from a variety of research experiments will also be discussed. The course will explore related issues relevant to identifying functional relations among environmental and behavioral variables in behavior analysis. This course provides credit hours toward educational qualifications required to sit for the behavior analysis certification exam.

#### **ABA 719 Behavioral Interventions - 3 credits**

Contemporary developments and issues in ABA including behavior change strategies, recent developments in ABA, generalization and ethical use of treatment methodologies are addressed. This course is part of the educational qualifications required to sit for the behavior analysis certification examination.

#### **ABA 720 Field Experience Internship and Seminar: Transition Specialist Endorsement - 3 credits**

This is a supervised 150-hour field-based experience of 100 hours to be completed in a Massachusetts public school, approved private special education school, or educational collaborative and 50 hours

in a community-based setting working with transition-age youth with the goal of assisting them to transition from school to adult life. Candidates will also be observed, mentored and assessed during practicum. Seminar includes opportunities to share best practices and issues. Prerequisite: All other requirements and courses in the program must be successfully completed and the practicum setting must be approved.

#### **ABA 721 ABA Fluency Seminar - 1 credit**

This one-credit course is designed to strengthen students' ability to demonstrate key core knowledge competencies in the field of applied behavior analysis. During the course of the term, students will engage in a number of fluency-based instructional activities that will enable them to demonstrate knowledge in all of the BCBA task list content areas. Students will be required to practice these skills both during class sessions and via software specifically designed to support fluency training and competence demonstration. Students must demonstrate proficiency in each of the task list content areas in order to successfully pass this course, and pass a comprehensive final exam.

#### **ABA 722 Supervision and Management in Applied Behavior Analysis - 3 credits**

This course helps prepare students for management and supervisory positions within the field of applied behavior analysis. The course provides students with behavior analytics strategies for managing, supervising, and training personnel. The use of a functional assessment approach and function-based strategies, along with performance monitoring and feedback, will be reviewed. This course also includes a review of several behavior-change procedures. This course is based on the BACB®'s Task List (Fifth Edition).

#### **ABA 723 Assessment and Personnel Supervision - 3 credits**

Prerequisites: ESP 622, ABA 715B. This course serves as a "bridge" course for students who started their coursework and practicum hours under the BACB's 4th edition Task List but did not meet the 2022 deadline. This course reviews functional behavior assessment strategies and how to link the function to interventions. Variations of functional analyses (e.g., trial-based, manding analysis, IISCA, etc.) will be reviewed. Descriptive assessments and research related to these assessments will also be covered in this course. The course then moves to supervision of personnel and introduces students to OBM and performance management. Students will review strategies for identifying performance problems. They will so review literature related to training staff, functional assessment of performance issues, and procedures for evaluating the effects of supervision.

#### **ABA 725 Introduction: Foundations & Laws Pertaining to Transition - 3 credits**

This introductory course will provide the historical and legislative background of the development of laws and regulations pertaining to transition. Participants will learn about state and federal transition laws and policies and review past and current legislation and the impact that it has on supports and services for transition-aged youth. In addition, participants will explore current topics in special education related to transition planning and services as well as key terminology, transition resources and supports, career readiness, post-secondary options, and models of effective transition.

#### **ABA 726 Ethics in Applied Behavior Analysis - 3 credits**

This course prepares students for the ethical and professional practice of Applied Behavior Analysis. Students will learn the importance of ethical conduct as it relates to the professional practice of tasks identified in the Fifth Edition Task List. Students will learn about the foundations of ethical and professional behavior to endure a high quality of practice in both behavior analysis and education in general. The Behavior Analyst Certification Board (BACB) Professional and Ethical Code for Behavior Analysts will be reviewed and discussed in detail. This course provides credit hours towards eligibility for the behavior analysis certification examination.

## **Creative Leadership (ADM)**

#### **ADM 603 Organizational Change - 3 credits**

Principles and practices drawn from behavioral science theory are employed as means of studying the processes of change and renewal in educational organizations. Field experience is a required component of the course.

#### **ADM 606 Sociocultural Change - 3 credits**

This course examines the interrelationships among students, schools, and society. Participants learn about the ways in which race, class, language, and ethnicity influence how we define ourselves and each other in our various encounters within the broader culture of U.S. society. The course examines the historical antecedents influencing how the lives of the immigrant and colonized peoples in the U.S. are defined. It is designed as a foundation for understanding the policies, goals, assumptions, strategies, and practices of multicultural approaches to education. It draws on a variety of models to construct educational curricula that are multicultural and socially reconstructionist. Readings are placed within the context of public schooling today in order to develop students' "cultural consciousness" and awareness of the individual and shared societal assumptions we bring to our teaching experiences.

#### **ADM 610 PSI Research Design - 3 credits**

This course introduces quantitative and qualitative methods of research and evaluation to help educational administrators use data for school improvement. Emphasis is laid on question formulation, data analysis, observation and inquiry, and interview and questionnaire design. Field experience is a required component of the course.

#### **ADM 655 Advanced Seminar in Supervision and Evaluation - 3 credits**

Both traditional and contemporary practices of supervising teachers and related support staff in educational settings are examined in the light of municipal budgets, collective bargaining positions, legal rights, and other such factors generally perceived as playing significant roles in the supervisory process.

#### **ADM 686A PMI Part-time Practicum in Educational Administration - 1.5 credits**

A laboratory course providing practical experience in educational administration on a part-time basis, with a special focus on the role of the principal/assistant principal, the supervisor/director, or the administrator of special education. This course combines field experience in an appropriate setting with a seminar focused on relevant issues and concerns.

### **ADM 686B PMI Part-time Practicum in Educational Administration - 1.5 credits**

A laboratory course providing practical experience in educational administration on a part-time basis, with a special focus on the role of the principal/assistant principal, the supervisor/director, or the administrator of special education. This course combines field experience in an appropriate setting with a seminar focused on relevant issues and concerns.

## **Education: Across Programs (EDU)**

### **EDU 558 Introduction to Graduate School - 1 credit**

This course will assist the new student in planning and developing a graduate study program that is appropriate to the student's academic and professional needs. When students are accepted into the program, they should enroll immediately only in this course and work with an advisor to schedule additional courses. In addition, this course will offer opportunities for more direct advising, introduction to College protocols such as TaskStream and other opportunities for academic success.

### **EDU 704 Practicum Readiness - 1 credit**

This course is specifically designed to determine readiness for the practicum. It will assist teacher candidates to develop their skills to be ready to assume the role of student teacher from the first day of practicum. Students will understand the requirements of CAP by engaging in and completing the forms for each of the "essentials" and completing their own goals. All of the TaskStream components, other than the practicum documents, will be completed. MTEs will be completed. Those having difficulty with the MTEs will be directed for support. Field work assignments will be required.

## **Educational Leadership (EAD)**

### **(School Administration)**

### **EAD 600 Advanced Technologies in Education for Puerto Rico Administration - 3 credits**

This course introduces students to actual and potential ways in which technology is used in school through a combination of practice-based theory and hands-on technology applications. Students will learn to evaluate the technology needs of their school or work organization, to plan for those needs, and to evaluate the success of technology programs. From a theoretical perspective, it focuses on using new technologies to serve various pedagogical philosophies and the impact of new technologies on instructional design, teaching and school reform.

### **EAD 662 Contemporary Issues and Topics in Educational Administration - 3 credits**

Effective educational administrators actively pursue further study in their field. By so doing, the administrator strives to acquire a knowledge base which will help deal with contemporary issues that will affect students, staff, community and the organization of the school. This course, therefore, features research and in-depth discussion of topics of immediate concern to the educational administrator. The topics may include, but will not necessarily be limited to strategic planning, organizational change, effective staff

development, team building, outcomes based learning, the use of data for decision making, interpersonal skills necessary for site-based management, teacher evaluation, issues of equity, and community relationships. Practicum hours of directed field-based training required.

### **EAD 684 Selection, Development, and Supervision of Educational Personnel - 3 credits**

This course alerts students to the wide range of activities covered by the term "personnel management" and presents the best of current practices in the field. Students are prepared to select, develop and supervise teachers and other staff effectively. The school is presented as a learning organization - a place where all are supported in continuous growth and describes the administrator's role in creating that culture. Formative and summative techniques for feedback about performance are emphasized. The course also includes the topics of the legal and ethical aspects of evaluation, hiring and dismissal. The importance of the administrator's role as an instructional leader is emphasized. Practicum hours of directed field-based training required.

### **EAD 688 Legal Aspects of School Administration - 3 credits**

This course explores the legal principles which apply to current educational practice. It specifically deals with issues of students' rights and teachers' rights which impact and influence the operation of schools and the related tension created by multiple structures. Laws/ regulations and court decisions related to free speech, equal rights, and school discipline are studied. In addition, laws and policies dealing with IDEA (special education) and Every Student Succeeds Act (ESSA) are examined in depth. Practicum hours of directed field-based training required.

### **EAD 690 Finance and Business Administration for the School Administrator - 3 credits**

This course prepares educators to understand and effectively manage the fiscal aspects of a school or school district. The work focuses on school finance as a matter of public policy and law, the different sources of school financing, and the funding mechanism at various levels of government. Proposition 2 1/2, the Massachusetts foundation budget process, financing procedures in other states, and the financing of charter, choice and voucher programs are examined. In addition, educators study school budgets, the role of the school's community in developing and establishing the budget, and different approaches to the budgeting process. Finally, educators address the issues of plant management, custodial care, building maintenance, preventive maintenance, scheduling, energy management, collective bargaining and purchasing of materials for plant management. Practicum hours of directed field-based training required.

### **EAD 691 Professional Seminar I - 2 credits**

This seminar focuses on the development of leadership and human relationships within the school and community. Attention is paid to personal aspects of leadership such as style, dealing with stress, time management and the moral responsibility of school administrators. Students also discuss educational topics and issues of current interest. (This theme continues through all four terms.) Students are introduced to basic research skills such as use of online and professional libraries and the conventions of APA style for writing papers and the Independent Learning Project (ILP). Pre-practicum hours of directed field-based training required.

**EAD 692 Professional Seminar II: Educational Leadership  
- 2 credits**

Prerequisite: EAD 691. The second seminar emphasizes the development and functioning of organizations and the study of organizational behavior. Attention is paid to the leader's role in culture and climate. Students examine the culture and climate of their own work setting within frameworks reviewed in the seminar. Key concepts in finance and business administration relevant to school and district leaders will be introduced. Students are expected to identify a research topic and complete a proposal for the ILP or action research paper. Pre-practicum/Practicum hours of directed field-based training required.

**EAD 693 Professional Seminar III: Educational Leadership  
- 2 credits**

Prerequisite: EAD 692. The third seminar emphasizes the study of introducing and supporting change efforts in schools. Topics include responding to the need for change, managing change, dealing with varying attitudes toward change and, finally, institutionalizing change. Supporting topics include the use of vision, goal setting, identifying priorities, allocating resources and collecting data on learning. Students should develop the initial draft of their ILP or action research paper this term. Those students completing a practicum this term will present for discussion issues and questions that arise during their field experience. Practicum hours of directed field-based training required.

**EAD 694 Professional Seminar IV: Educational Leadership  
- 2 credits**

Prerequisite: EAD 693. The final seminar emphasizes linking practice and theory. Particular attention is paid to processing the issues and questions that arise during the practicum experience. Interpersonal aspects of leadership are revisited in the context of the field experience. Students discuss issues connected with obtaining a leadership position including resumes, the interview process and contracts. The ILP or action research paper is completed and presented to the members of the seminar, providing a basis for the discussion of the relationship of action research to the reality of school reform. Practicum hours of directed field-based training required.

**EAD 712 Curriculum Principles and Practices for Educational Leaders - 3 credits**

To better understand and utilize state curriculum frameworks, this course focuses on curriculum construction principles and aims that underlie the organized programs of study in schools. Students will examine the origins of the school curriculum and gain familiarity with methods of organization, curriculum planning and development, pertinent curriculum applications, and current trends. Equity issues related to curriculum tracking and detracking will also be examined through the use of appropriate case studies.

**EAD 720 Advanced Systems Theory - 3 credits**

It is essential that educational administrators in the central office understand systems theory and the dynamics of complex social entities such as schools and school systems. With knowledge of the system and subsystems that make up the total school organization, a school leader will be able to understand better the impact that decisions have on the entire school organization and therefore manage change more effectively. This course is required of all candidates for the license of Superintendent and Assistant Superintendent. Practicum hours of directed field-based training required.

**EAD 721 Supervision, Induction & Coaching of New Teachers  
- 3 credits**

This course is designed to build capacity among teacher leaders in the implementation of performance assessment systems tailored for the improved enhancement of teacher practice reflective of state regulatory requirements. The course is structured to support effective supervision and coaching of new teachers specific to professional practice in Pk-12 settings. Included are techniques designed to facilitate improved student learning and retention of school personnel.

**EAD 782 Organizational Change for School Leaders - 3 credits**

This course emphasizes organizational theory and the varied forces shaping learning environments in P-12 schools, including the myriad contexts influencing the shifting roles and expectations of school leaders in responding to change at multiple levels. Also explored is the intentionality and collaboration required at the building, district, and community level to manifest constructive change supportive of teaching and learning and the use of data in designing, analyzing, reporting, and monitoring effective change initiatives.

**EAD 783 Leading Antiracist Schools - 3 credits**

Prerequisite: EAD 691. This course will provide school leaders opportunities to understand how schools can be a powerful force for equity and equality in American society. Through readings, presentations, and critical discussions, students will identify effective strategies for identifying and countering institutional racism and for creating and sustaining antiracist schools and communities.

**EAD 790A Practicum (Supt/Asst Supt) (All Levels) 300 hours  
- 5 credits**

Superintendent License, all levels, 300 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Communication and Literacy Test-MTEL). Professional Seminar III or IV required concurrently: EAD 693 or 694.

Effective Fall 2003: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during vacation periods. This practicum experience provides field-based training for students pursuing licensure as district superintendents/ assistant superintendents. Students work with the guidance and support of experienced school administrators and observe their administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions and provides opportunity to share ILP experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

### **EAD 790E Practicum (Supervisor/Director) at level of prerequisite license - 5 credits**

Director License, all levels, 300 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Professional Seminar III or IV required concurrently: EAD 693 or 694.

Effective Fall 2003: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility and some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during vacation periods. This practicum experience provides field based training for students pursuing licensure as supervisor/director. Students work with the guidance and support of experienced school administrators and observe their administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions; and provides opportunity to share action research paper experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

#### **Puerto Rico only**

### **EAD 790G Practicum for School Director PK-12 - 3 credits**

This course includes 150 hours of documented field-based experience specific to the application of professional practice as school directors and supervisors in PK-12 settings. The Practicum is required for the level of license sought and guided by a College supervisor and cooperating practitioner certified in the area. The Practicum must be taken simultaneously with EAD694 Professional Seminar IV and include reflection on professional growth and the application of theory in practice.

### **EAD 790H Practicum: Principal/Asst Principal (Pre K-8) 500 hours Completion - 5 credits**

Principal License, levels PreK-8, 500 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Communication and Literacy Test-MTEL). Professional Seminar III or IV required concurrently: EAD 693 or 694.

Effective Fall 2014: 500 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 500 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 500 should be logged during vacation periods. This practicum experience provides field based training for students pursuing licensure for principal/assistant principal (PreK-8). Students work with the guidance and support of

experienced school administrators and observe their administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions; and provides opportunity to share action research paper experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

### **EAD 790J Practicum: Principal/Asst Principal (5-12) 500 hours Completion - 5 credits**

Principal License, levels 5-12, 500 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Communication and Literacy Test-MTEL). Professional Seminar III or IV required concurrently: EAD 693 or 694.

Effective Fall 2014: 500 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 500 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 500 should be logged during vacation periods. This practicum experience provides field based training for students pursuing licensure for principal/assistant principal (5-12). Students work with the guidance and support of experienced school administrators and observe their administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions; and provides opportunity to share action research paper experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

### **EAD 800 Independent Learning Project: Educational Leadership - 3 credits**

Prerequisites: EAD691-693. The Independent Learning Project (ILP) is a culminating learning experience required only for non-licensure students, that helps educational leaders integrate their personal and formal learning and their professional experiences into a meaningful whole and articulates the individual's educational and administrative philosophy. The project is research and action based on a focused topic chosen by the student within the area of intended practice. It engages students in sustained research into educational leadership.

## **Early Childhood Teacher (ECE)**

### **ECE 600 Development of Young Children - 3 credits**

An introduction to the child, from birth to age eight, as a learner with needs to explore and communicate, as well as to develop social-emotional competencies. Explanation of current themes/

theories of child development is provided with special emphasis on understanding children's developmental levels through childhood. Topics covered include: conception, heredity and prenatal development, infant development, the child in the family, toddlerhood and early childhood. The impact of developmental theories on the education of children with disabilities is examined. Formulation of a developmentally appropriate Individual Educational Plan is required. Observation in a childcare center or preschool setting is a requirement of this course.

#### **ECE 692 Professional Seminar II: Early Childhood - 2 credits**

In this second professional seminar students continue their study of the areas of instructional performance to be demonstrated by all teacher candidates seeking license to teach in our public schools and the knowledge and skills requirements specific to the field and level of licensure. Research-based instructional practices that correlate with student learning gains across the content areas are examined. Instructional practices specific to their chosen discipline of study are also examined. An in-class lesson implementation is required. Students gather data related to the Independent Learning Project (ILP). A subscription to TaskStream is required.

#### **ECE 693 Professional Seminar III: Early Childhood - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in early childhood education. This seminar explores ways to create a standards-based, inclusive early childhood setting. The seminar explores multicultural education, inclusive teaching, assessment strategies, management techniques and parent-community relationships. There is a continuation of planning teaching strategies for language arts, math, and science and classroom management. The cohort continues to study the professional standards, subject matter knowledge for early childhood teachers, and the requirements for state licensure. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

#### **ECE 791 Practicum Seminar: Early Childhood - 2 credits**

Practicum required concurrently. The seminar, based on the Professional Standards for Teachers in Massachusetts, provides opportunities for classroom experience and supports students' growth as they assume the teaching role. Candidates receive feedback on lesson plans, and develop instructional practice by analyzing case studies, engaging in role play and viewing of instructor-selected video tapes that depict examples of practice. Candidates upload required key assessments into an Exit Portfolio in TaskStream.

#### **ECE 794 Practicum: Early Childhood PK-2 - 2 credits**

A 14-week supervised field experience of a minimum of 300 hours in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, with Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback. Artifacts are uploaded into an Exit Portfolio. An Application to Practicum is required.

#### **ECE 800 Independent Learning Project: Early Childhood - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning with their professional experiences into a meaningful whole. It reflects the general guidelines for early childhood educators and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in early childhood education.

## **Elementary Education (ELE)**

#### **ELE 500 Teaching Phonological and Phonemic Awareness and Phonics - 0 credit**

This course is a prerequisite for ELE 521. This course will emphasize the development of children's phonemic awareness, phonological awareness and phonics skills and the learning environment that supports the development of such skills. It will also cover concepts of print, explicit/implicit instruction, analytic/synthetic methods, word analysis skills, the alphabetic principle, and language development.

#### **ELE 510 Developmental Psychology - 3 credits**

This course explores basic theories and concepts in cognitive, social, emotional, and physical development from childhood to adolescence; and the characteristics and instructional implications of moderately and severely disabling conditions. These theories are then applied to instruction, with emphasis on Piaget's theory of cognitive development. Students explore multiple theories of intelligence and learning, and strategies for a curriculum reflecting the diverse intellectual needs of children as learners. The stages and characteristics of child development are introduced and students apply this knowledge to the classroom through the use of integrated curriculum. Participants investigate methods of systematic observations and recording of child behavior in light of child development theories, and utilize this information in their planning and implementation of instruction. Formulation of a developmentally appropriate Individual Educational Plan is required. Pre-practicum hours of directed field-based training required.

#### **ELE 521 Development of Reading & Writing Skills for the Early Childhood & Elementary Curr. - 3 credits**

Prerequisite: ELE500. This course emphasizes the development of children's reading and writing skills in the primary to upper elementary grades and the learning environment that supports the development of such skills. The relationships between the theories and current research on emergent literacy, oral language, vocabulary development, comprehension, the reading and writing process and assessment will be reviewed and analyzed by the members of this course. In addition, participants will review and discuss the following topics: scientifically-based reading instruction, whole language, balanced literacy, effective teaching strategies, use of research-based programs, literature-based instruction, use of different assessment tools to inform instruction, standard-based instruction, federal funding, culture and democracy. Candidates implement well-structured lessons that reflect knowledge of the essential elements of scientifically-based reading instruction, formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking. Pre-practicum hours of directed field-based training required.



**Puerto Rico only**

**ELE 522 Teaching Reading and Writing Skills for Elementary Grades 4-6**

This course will emphasize the development of children's reading and writing skills in upper elementary grades and the learning environment that supports the development of such skills. The course reviews and analyzes relationships between theories and current research on emergent literacy, oral language, vocabulary development, comprehension, the reading and writing process, and assessment. Participants review and discuss whole language, balanced literacy, effective teaching strategies, use of research-based literacy programs, literature-based instruction, use of different assessment tools to inform instruction, standards-based instruction, federal funding, culture, and democracy.

**ELE 593 Integration of Visual Arts for the Early Childhood & Elementary Curr. - 1 credit**

The Arts enable teachers to better engage their students while also addressing student's different learning styles and allowing student creativity to flourish. This course will give participants an introduction to using the visual arts as a vehicle for learning in the classroom. Teachers will learn ways to use the arts and art materials as a pathway toward gaining knowledge and using higher order thinking skills. Presentation of material will be part reading, part lecture and part hands on participation and exploration. Students will leave the course with a deeper understanding of art materials, art language and how to use visual arts in the early childhood and elementary classroom that includes special needs and ESL students.

**ELE 594 Integrating Physical Ed. in Early Childhood & Elementary Education - 1 credit**

This course reflects current thinking and practices in physical education for the classroom teacher. Emphasis is on the importance of quality physical education programs and to raise awareness of teachers combining their expertise and content to integrate with other disciplines.

**Puerto Rico only**

**ELE 600 Alternative Assessment: Theory and Practice - 3 credits**

This course explores alternative assessment. It answers the questions regarding what assessment is, what it does and what it measures. Assessment types and strategies are studied along with multiple assessment uses. Students gain a thorough understanding of portfolio techniques, open ended questions and the design, use, and evaluation of performance tasks. They explore assessment procedures such as exhibition, interview, journals, observation, peer assessment, and self-evaluation. Students are encouraged to use with confidence alternative assessment strategies in the classroom as an integral component of the curriculum-instruction-assessment link.

**Puerto Rico only**

**ELE 601R Foundations of Bilingual Education K-12 - 3 credits**

This course is based on the standards and principles of WIDA ("World-Class Instructional Design and Assessment") that guide the linguistic development related to the teaching of students with various linguistic and cultural resources. Through a diversity of literature review and language development-related research, emerging and effective instructional practices will be discussed and applied for bilingual students through various academic content. The ideological foundations, philosophic educational models, methodologies,

strategies for bilingual teaching, the different approaches of bilingual education, and the impact of each of these will be presented for the student. In addition, the characteristics, design, development and measurement of bilingual education, as well as the behavioral, psycholinguistic, neurolinguistic and inclusion, identity and equity aspects will be presented. Emphasis is placed on the discussion of national and international laws, policies or other practices that may impact the present or future of bilingual education.

**Puerto Rico only**

**ELE 602R Teaching Spanish as a Second Language K-12 - 3 credits**

This course introduces an overview of language acquisition theories and their application to different communicative and interactive methodologies and approaches in functional, notional and grammatical content in teaching Spanish as a second language. The WIDA Spanish Development Standards, Kindergarten-Grade 12 (2013 Edition) are integrated, as well as what they are and how we use them. Techniques and strategies to develop students' four language skills according to language and learning theories, learning objectives, and roles of teachers and students are included in the course. The components of effective teaching tools, such as lesson planning, assessment practices, evaluation tools, and materials development are also incorporated. Classroom activities focus on developing oral, listening, reading, and writing skills in a variety of formal and informal contexts. Emphasis is on conversation, vocabulary, correct usage of the language, correct pronunciation and oral proficiency. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic materials.

**Puerto Rico only**

**ELE 603R Sociolinguistics Fundamentals - 3 credits**

Due to the dynamic demographics in classrooms, a systematic study of sociolinguistic theories, issues, procedures, methods and approaches of effective ways to engage, support and provide other learning opportunities for diverse student population is essential for educators whose instruction of core subjects is in Spanish. This course will provide an implementation of WIDA's Spanish language developments standards Kindergarten through Grade 12 for emergent bilinguals and multi-linguals who are learning academic content in Spanish. The instructional needs of diverse language learners are developed, as is an awareness of the appropriate effective learning environments to facilitate the adaptation of multifaceted assessments of learner competencies and promote differentiation of the core curriculum. The course is intended to engage teachers, whose instruction is in Spanish, in exploring society and culture, the relationship between the two, and the language variation within for non-native Spanish speakers in other learning environments. Participants who implement language instruction for emergent bilinguals will have an opportunity for practical experience in the implementation of instructional strategies to address the needs of the learner whose primary language is not Spanish.

**ELE 620 Integration of Children's Lit. in Early Childhood & Elementary Curr. - 3 credits**

This course introduces some of the best literature—children's, young adult, adult and contemporary—and helps children become lifelong learners and readers. Students gain knowledge of the Massachusetts English Language Arts Curriculum Frameworks/Common Core Standards. Many genres of literature are explored, along with basic

literacy elements and techniques including the necessary basics of the English language with emphasis on correct grammar, usage and composition. Lesson plans and models for teaching literature are presented. Candidates implement well-structured lessons that reflect knowledge of the essential elements of scientifically-based reading instruction, formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking. Pre-practicum hours of directed field-based training required.

#### **Puerto Rico only**

#### **ELE 621 Integration of Children's Literature for Elementary Grades 4-6 Curriculum - 3 credits**

The goal of this course is to introduce participants to some of the best literature-children's, young adult, adult and contemporary, and as a result, help children become lifelong learners and readers. Participants acquire knowledge about Puerto Rico's Spanish language arts curriculum framework. They examine the standards and how they relate to reading instruction in the classroom. They look at many genres of literature including fiction, non-fiction, historical fiction, poetry, fairy tales, tall tales, multicultural selections, and current favorite authors. Participants will practice integrating literature into other disciplines, including math, science, social studies, and the fine arts. Participants apply the Puerto Rico required professional standards in planning, teaching, and assessing units of instruction in language arts.

#### **Puerto Rico only**

#### **ELE 630 Classroom Management with Models of Teaching - 3 credits**

In this course students learn the basic components of an effective inclusionary program. Participants learn strategies and techniques to fully include all students into the regular classroom. Students observe, analyze, and discuss a variety of teaching models including information processing, group investigation, social inquiry, inductive models, non-directive teaching models and problem-solving. Emphasis is on interpersonal relations, arrangement of space, management of time, working with individual students, small group and large group structures and working with content and process. The Massachusetts Frameworks and teacher licensure competencies are taught to fully support teacher/student learning and instruction techniques. Course assignments including lesson plans connect theories to classroom practice. Pre-practicum hours of directed field-based training required.

#### **ELE 653 Teaching Science & Technology in Early Childhood & Elementary Curr. - 3 credits**

This course provides the knowledge, tools and methods for making early childhood and elementary science an exciting, hands-on learning experience for children. Educators learn how to develop lessons that address student experimentation and design techniques using readily available materials. Safe laboratory practices for the classroom are also addressed. A standards-based approach to science education is our template for lesson development, covering the major domains in science: life, physical, earth, inquiry-applied and engineering technology; and historical scientific discoveries in each area. Alignment of curriculum is emphasized; national benchmark standards in elementary science are also supported. Analysis of elementary summative science assessments, based on the National Science Standards is incorporated in the coursework. Pre-practicum hours of directed field-based training required.

#### **Puerto Rico only**

#### **ELE 654 Teaching Science & Technology 4-6 - 3 credits**

Each student will learn a variety of methods for making elementary science a "hands-on" learning experience for their students. The primary objective of the course will be to provide each participant with the knowledge, tools and desire to make science an exciting learning experience. Special emphasis will be placed on alignment of curriculum with the Puerto Rico Frameworks in Science and Technology. Students will also learn how to develop lesson plans that address student experimentation and design techniques. A standards-based approach to science education will serve as the template for the students' lesson development. Examples of open-response questions used on the Puerto Rico state test at grade five will be examined.

#### **ELE 656 Teaching Social Sciences, History & Multicultural Early Childhood & Elementary Curriculum - 3 credits**

This course prepares candidates to teach social studies that includes the multicultural contributions of the world. They gain a basis for researching issues in social studies and history that give their students more universal perspectives. The materials chosen are appropriate to the Massachusetts Curriculum Frameworks/Common Core Standards in history and social studies. Educators will gain the basic information and know the principles for teaching social sciences, history and geography as outlined in the Massachusetts regulations for educator licensure. Candidates produce and implement well-structured lessons that center of core disciplinary ideas in the K-12 social studies curriculum, utilize primary source materials, and reflect knowledge of formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking. Pre-practicum hours of directed field-based training required.

#### **Puerto Rico only**

#### **ELE 657 Teaching Social Sciences, History & Multicultural Elementary Curriculum 4-6 - 3 credits**

This course prepares educators to teach social studies that includes the multicultural contributions of the world. They gain skills and varied methods for teaching basic information in social studies, history and geography. They gain a basis for researching issues in social studies and history that give their students more universal perspectives. The materials chosen are appropriate to the Puerto Rico Department of Education Curriculum Frameworks/Common core Standards in history and social studies. Educators will gain the basic information and know the principles for teaching social sciences, history and geography in Puerto Rico for grades 4-6.

#### **ELE 692 Professional Seminar II: Elementary Education (Initial) - 2 credits**

In this second professional seminar students continue their study of the areas of instructional performance to be demonstrated by all teacher candidates seeking license to teach in our public schools and the knowledge and skills requirements specific to the field and level of licensure. Research-based instructional practices that correlate with student learning gains across the content areas are examined. Instructional practices specific to their chosen discipline of study are also examined. An in-class lesson implementation is required. Students gather data related to the Independent Learning Project (ILP). A subscription to TaskStream is required.

**ELE 693 Professional Seminar III: Elementary Education (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in elementary education. This seminar explores ways to create a standards-based curriculum, education evaluation in an inclusive classroom setting. The seminar explores multicultural education, inclusive teaching, assessment strategies, management techniques and parent-community relationships. There is a continuation of planning teaching strategies for language arts, working with math manipulatives, and effective classroom instruction. The seminar leader is the students' academic advisor and guides them through their graduate program. The cohort continues to study the professional standards and subject matter knowledge for elementary teachers and the requirements for state licensure. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished project.

**ELE 791 Practicum Seminar: Elementary Education - 2 credits**

Practicum required concurrently. The seminar, based on the Professional Standards for Teachers in Massachusetts provides opportunities for classroom experience and supports students' growth as they assume the teaching role. Candidates receive feedback on lesson plans, and develop instructional practice by analyzing case studies, engaging in role play and viewing of instructor-selected video tapes that depict examples of practice. Candidates upload required key assessments into an Exit Portfolio in Task Stream.

**ELE 794 Practicum: Elementary Teacher (1-6) - 2 credits**

A 14-week supervised field experience of a minimum of 300 hours in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, with Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback. Artifacts are uploaded into an Exit Portfolio. An Application to Practicum is required.

**ELE 800 Independent Learning Project: Elementary Education - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for elementary educators and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in elementary education.

## Education Online (EOL)

**EOL 500 Online Learning in the PK-12 Classroom - 3 credits**

This course is designed to help teachers and school leaders develop and implement meaningful lessons and units in online and blended environments. Topics include the use of PK-12 learning management platforms, remote cooperative learning, differentiating instruction online, effective use of online meeting technologies, keeping students engaged in learning, making online learning hands-on, project-based learning online, engaging students through their preferred learning styles, differentiation of instruction in the online environment and effective communication strategies between the school and students' families.

**EOL 501 Serving Students with Disabilities in the Online Classroom - 3 credits**

Federal law mandates that students with disabilities receive educational services as outlined in their Individualized Education Plans (IEPs). This course focuses on providing the services students are entitled to when they are unable to attend school due to a community-wide crisis and must attend school via distance learning. Students will explore the various web-based technologies to enhance communication, examine ways to differentiate instruction in an online course, engage with web-based assistive technologies, and successfully communicate with students and their families. The course is based on the best practices as outlined by the Council for Exceptional Children.

## Empathy (EMP)

**EMP 600 Reframing Our Stories: Empathy and the Underground Railroad - 3 credits**

The impact of slavery, disenfranchisement, and systematic oppression of minorities still impacts American culture and politics. Learners in this course will gain an understanding of the Underground Railroad freedom movement and apply the pedagogies of empathy to navigate through the emotional complexities of race, politics, culture, and engagement.

**EMP 601 Underground Railroad: From Bondage to Abolition - 3 credits**

This course analyzes the creation of African-American culture in North America, the establishment of race-based slavery throughout the North American Colonies, the realities of slave life, African-American resistance to slavery and the experience of free blacks in both the North and South.

**EMP 602 Unraveling Our History: Grappling with Race and Culture in America - 3 credits**

From chattel slavery to Black Lives Matter, political and cultural ruptures in American history necessarily deal with difference and dissonance. Students in this course will analyze and examine how racism and the immigrant experience led to oppression in the United States.

**EMP 603 From Oppression to Social Change - 3 credits**

Wherever there are groups oppressing others, there are leaders who resist and work for change. Students in this course will examine social identity development, privilege, power and activism. Through the use of storytelling exercises, we will identify and examine social justice in our personal and professional lives, and envision how we can practice education in a way that values and affirms each person's experiences and creates an environment of change.

**EMP 604 Footsteps to Freedom: Underground Railroad Field Study - 4 credits**

In the culminating summer course, four participants learn firsthand about the incredible courage of the people who sought freedom or who helped others achieve it along the route of the Underground Railroad. Students will learn firsthand the steps that enslaved Americans traveled to gain their freedom and experience actual locations along the route to better understand what enslaved Africans underwent for freedom in this country.

## English as a Second Language (ESL)

**ESL 500 Introduction to Education for English Learners - 1 credit**

This course provides the new student with an initial introduction to the academic, linguistic, and cultural world of English learners. Building on the student's prior knowledge, this course will enable the student to read, observe and interact with English learners in academic settings, analyze what they see, and discuss issues that provide a foundation for understanding the academic and pedagogy content of future courses.

**Puerto Rico only****ESL 600 Teaching Adolescent Literature to ESL Students**

Course will focus on developing ESL teachers' knowledge of quality literature available for adolescents. Teachers will read various literary genres (essays, short stories, poetry, novels) to analyze and evaluate their content to be able to select those which will best adapt to their ESL students. Course promotes literature to motivate reading and writing about topics related to students' lives, culture and social issues. Strategies to improve students' reading comprehension and analytical skills will be studied.

**ESL 610 Linguistics and Language Variations - 3 credits**

Participants are introduced to language and linguistics (system, functions, registers, variation, change). They consider language structure (phonology, morphology, syntax, semantics, pragmatics, discourse, social/academic language, registers, writing conventions). They discuss language acquisition and literacy: significant theories/practices for English first-language reading skills and comprehension at different grade levels, and the relevance of linguistic differences between first and second language for reading instruction in English. They understand socio-cultural and socio-emotional considerations in teaching ESL: regional, socioeconomic, and developmental factors influencing language variation and bilingualism/multilingualism

**ESL 615 Methods and Materials for English as a Second Language - 3 credits**

In this introductory course, participants reinforce and apply knowledge of structure and nature of language (phonology, morphology, syntax, semantics, pragmatics, discourse, social/academic language, registers, writing conventions). They discuss and model instructional approaches and best practices for teaching ESL (instructional foundations, theories and sheltered strategies for developing English language skills in listening, speaking, reading and writing for English language learners in bilingual/multilingual classes from primary grads on and research-based practices for English language development.

**ESL 620 Teaching Reading and Writing to ESL Students - 3 credits**

Participants apply understanding of language and linguistics, reinforce knowledge of language acquisition and literacy: theories/practices to develop reading skills/comprehension in English as a first language at different educational levels; linguistic differences between first/second language for English reading instruction; differences in initial instruction for students not literate in their first language; first language literacy effects on second language literacy; formal/informal measures for assessing skill development with ESL learners; developing listening/speaking/reading/writing vocabulary; approaches for developing writing skills and use of writing tools; writing process and formal writing elements; English oral/aural fluency; social/academic English and content language; metalinguistic skills and vocabulary appropriate to cognitive, academic, and language proficiency levels.

**ESL 625 Technology for Linguistically Diverse Classrooms - 3 credits**

Participants develop knowledge of language and linguistics functions and registers of language, discourse varieties, aspects of social/academic language, rhetorical registers, and writing conventions. They reinforce knowledge of practices for development of listening, speaking, reading, and writing vocabulary, approaches for developing writing skills and use of writing tools. They reinforce knowledge of social/academic English and academic language for content areas. They apply knowledge of planning/implementing standards-based ESL and content instruction. They develop knowledge of instruction, assessments, resources, research, and advances in the field of ESL.

**ESL 630 Equitable Assessment for ESL Learners - 3 credits**

Assessment of English Learners (ELs) is affected by federal/state regulations, including state-wide adoption of the WIDA ACCESS Test for ELs. Course participants will understand laws and issues pertinent to the education of ELs, and user of tests, performance tasks and self-assessments for identification, placement, and reclassification of ELs. They will learn to interpret ACCESS results, consider the effects of socio-cultural, psychological, political, and individual learning variables, and apply these to design differentiated assessment measures that enable ELs to use academic language in demonstrating content knowledge and English proficiency. Participants will have the opportunity to observe and interact with ESL students in field-based classroom situations.

**ESL 631 Second Language Acquisition and Culture - 3 credits**

Participants in this introductory course develop knowledge of language and linguistics: system, functions, registers, variations, changes. They discuss language acquisition theory/research; cultural/linguistic differences affecting reading instruction; ESL socio-cultural, socio-economic, socio-emotional, and developmental factors influencing bilingualism/multilingualism; cultural intersection with teaching and learning; cultural/racial/ethnic/linguistic identity; intercultural communication, role of community, families, and schools in EL education. They apply theoretical, political, historical foundations of education for ELs, and strategies for school collaboration, family outreach, and community involvement for English language learners. They consider curriculum and planning as well as family and community engagement.

**ESL 635 Sheltered Instruction and Assessment - 3 credits**

This course is designed for teachers and administrators experiencing the challenge of meeting the academic needs of multilevel, diverse classrooms PreK-12 that require sheltered instruction techniques and state mandated assessment instruments for English Learners (ELs). This course will provide participants with multiple opportunities to learn and apply sheltering content instruction strategies to enable ELs to meet grade level academic standards by utilizing the Sheltered Instruction Observation Protocol (SIOP) as demonstrated in national research on best practices for effective instruction. Pre-practicum hours of directed field-based training required.

**ESL 640 Identification and Instruction of ESL Learners with Disabilities - 3 credits**

This course will provide a framework for developing a comprehensive system for the assessment and instruction of ESL learners preK-12 with disabilities and/or limited or interrupted formal schooling. Participants will gain an understanding of the second language acquisition process, literacy development in the second language, culture, alternative assessment measures, and appropriate instructional methodology for ESL learners with disabilities and/or ESL learners with limited or interrupted formal schooling. They will identify key issues in the assessment and instruction of ESL learners with disabilities and/or limited or interrupted formal schooling, including under-representation and over-representation in special education, appropriate assessment measures, and legal responsibilities. Participants will have the opportunity to discuss the use of alternative assessment measures for distinguishing between disability, literacy development, and developmental process of second language learning. They will also develop appropriate second language instruction for ELs with disabilities and/or limited formal schooling.

**ESL 650 Teaching Content to ESL Learners - 3 credits**

This course provides educators working with second language learners a theoretical and practical framework for integrating academic language development into content area instruction in grades preK-12. Students will be presented with an overview of instructional concepts and approaches that recognize the role that language plays as the major medium of instruction and learning including language across the curriculum, CALLA (cognitive academic language learning approach), process writing, cooperative learning and cognitive instruction. Participants will have guided practice in using and applying effective teaching strategies that support the linguistic and academic development of ESL learners within the context of the content area classroom. They will learn how to plan and deliver instruction to help ESL learners understand academic content, develop academic language, increase higher order thinking skills, and strategically apply learning strategies.

**ESL 692N Professional Seminar II: English as a Second Language (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model, grounding learning in a cohort group of students with a faculty leader experienced in teaching English Learners (ELs). The seminar is a forum for discussion of professional issues in education of ELs. Students integrate and reflect on their learning from classes, workshops, and experience. The seminar also supports students' work on their independent learning projects, from identifying topics that are relevant to teaching ESL, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**ESL 791 ESL Practicum Seminar - 2 credits**

The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of their state's curriculum frameworks and become familiar with the current reforms and changes in state regulations on educator licensure.

**ESL 794A ESL Practicum Pk-6 - 2 credits**

The practicum is a supervised field experience in which teacher candidates demonstrate proficiency in the Professional Standards for Teachers. The program supervisor and the supervising practitioner collaborate to help the candidate complete the minimum 300 hours, with a minimum of 100 hours of full teaching responsibility, at the practicum site. The practicum student is supported by the Practicum Seminar, ESL791, which is taken concurrently with this course. Each teacher candidate is assigned a supervisory team. Assessment follows the mandated Candidate Assessment of Performance (CAP) that includes a minimum of two announced and two unannounced observations, a mid-way formative assessment and a culminating summative assessment. An application is required.

**ESL 794B ESL Practicum 5-12 - 2 credits**

The practicum is a supervised field experience in which teacher candidates demonstrate proficiency in the Professional Standards for Teachers. The program supervisor and the supervising practitioner collaborate to help the candidate complete the minimum 300 hours, with a minimum of 100 hours of full teaching responsibility, at the practicum site. The practicum student is supported by the Practicum Seminar, ESL791, which is taken concurrently with this course. Each teacher candidate is assigned a supervisory team. Assessment follows the mandated Candidate Assessment of Performance (CAP) that includes a minimum of two announced and two unannounced observations, a mid-way formative assessment and a culminating summative assessment. An application is required.

**ESL 800 Independent Learning Project: English as a Second Language - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators to integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for ESL teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

## General Science See Science (ESE, SCI)

## Skills-Based Health/Social Emotional Learning (EHE, HEA)

Acronyms used in course descriptions below:

- MA PSTs — Massachusetts Professional Standards for Teachers
- SMKs — Subject Matter Knowledge (Massachusetts)
- NBPTS — National Board for Professional Teaching Standards
- SEL — Social Emotional Learning

### Puerto Rico only

#### **EHE 610 Principles of Health Promotion and Disease Prevention: Public Health Issues - 3 credits**

Candidates acquire the knowledge and skill to teach children to develop and maintain healthy behaviors and identify public and community health agencies, resources and prevention practices youth need to protect themselves, their families, and communities from life-threatening and disabling conditions. Assessments include analysis of case studies, a literature review, health awareness campaign, public health unit, and a community service learning project. Course assessments are aligned with MA PSTs and SMKs.

#### **EHE 613 Principles of Health/Social Emotional Promotion and Public Health Issues - 3 credits**

This course highlights the collaboration between school health and public health. Acquire the knowledge and health/social emotional skill to teach children to develop and maintain healthy behaviors, to identify public and community health agencies, access resources, and identify prevention practices youth need to protect themselves, their families, and communities from life-threatening and disabling conditions. Assessments include case studies, discussion questions, a literature review, and an Advocacy Project. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience is not required.

### Puerto Rico only

#### **EHE 620 Curriculum Implementation in the Health Classroom - 3 credits**

Implementing skills-based health education in the health classroom provides teacher candidates with the knowledge and skill to design and implement skills-based health education based on state and national standards. Candidates access and analyze youth risk behavior data, use backwards design, infuse performance indicators, and plan assessment and instruction, including a skills-based unit and lesson plans. Course assessments are aligned with MA PSTs and SMKs.

#### **EHE 622 Implementing Curriculum in the Health/SEL Classroom - 3 credits**

Implementing skills-based health/SEL education in the health classroom provides teacher candidates with the knowledge and skill to design and implement skills-based health/SEL education based on state and national standards. Candidates access and analyze youth risk behavior data, use backwards design, infuse performance indicators, and plan assessment and instruction, including a skills-based unit and lesson plans. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

### Puerto Rico only

#### **EHE 622R Planning, Implementing, and Administering Curriculum in Health/SEL Programs - 3 credits**

Planning, implementing and administering skills-based health/SEL education in health programs provides health educator candidates with the knowledge and skill to design and implement skills-based health/SEL education based on state and national standards. Candidates access and analyze youth risk behavior data, use backwards design, infuse performance indicators, and plan assessment and instruction, including a skills-based unit and lesson plans. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

### Puerto Rico only

#### **EHE 630 Growth & Development, Human Sexuality and Family Management Skills - 3 credits**

Candidates learn how pre-natal development, infant and child care, parenting skills, consumer and environmental health issues affect adolescents and their families. Diversity in sexual orientation and gender identity are also examined. Demographic research, class discussions, activities, and development of a skills-based lesson prepare the candidate to teach age and culturally appropriate sexuality lessons that address reproductive health, family values, sexual orientation and gender identity. Course assessments are aligned with MA PSTs and SMKs. Prepracticum experience required.

#### **EHE 632 Teaching About Human Sexuality - 3 credits**

Learn how human growth and development, social emotional learning, and sexual health affect adolescents and their families. Diversity in sexual orientation and gender identity are also examined. Demographic research, class discussions, activities, and development of a skills-based lesson prepare the candidate to teach age and culturally appropriate sexuality lessons that address reproductive health, family values, social emotional learning, sexual orientation and gender identity. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

### Puerto Rico only

#### **EHE 640 Promoting Wellness: Building Positive Health Behavior - 3 credits**

Candidates discover how nutrition, physical activity and fitness impact learning and prevent cardiovascular and pulmonary disease. The course identifies key nutrients, analyzes media messages, utilizes dietary and fitness guidelines, and designs strategies to develop and monitor progress in achieving personal goals for lifetime health behavior. Candidates conduct a mini-lesson, host a school-wide event, conduct a school health index, and build a skills-based unit. Course assessments are aligned with MA PSTs and SMKs.

#### **EHE 642 Promoting Wellness: Building Positive Health/Social Emotional Behavior - 3 credits**

Promoting wellness weaves together the CDC content areas and risk behaviors, national and state standards, SEL competencies, brain research, and the transfer of effective teaching practices to the classroom. Candidates examine the components of wellness and design strategies to help students build positive health behaviors that impact their health and lifelong wellness. Assessments include a mini-lesson, a school event, and a skills-based unit. Course assessments are aligned with MA PSTs and SMKs. Pre-Practicum required.

**Puerto Rico only**

**EHE 650 Preventing Unintentional Injury & Violence - 3 credits**

Candidates learn to teach the knowledge and skills necessary to help youth avoid injury and violence. Candidates examine research, behavioral surveys, resources for students affected by violence, science-based curricula, negotiation and mediation skills, bullying, sexual harassment and assault, domestic violence, homophobia and racism. Assessments include evaluating curriculum, making group presentations, presenting a mini-lesson, creating a resource book, and designing and implementing violence prevention curriculum. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

**EHE 652 Preventing Unintentional Injury and Violence - 3 credits**

Learn to teach the knowledge and health/social emotional skills to help youth avoid injury and violence. Examine research, behavioral surveys, resources for students affected by violence, science-based curricula, negotiation and mediation skills, bullying, sexual harassment and assault, domestic violence, homophobia and racism. Assessments include evaluating curriculum, making group presentations, presenting a mini-lesson, creating a resource book, and designing and implementing violence prevention curriculum. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

**Puerto Rico only**

**EHE 660 Family and Interpersonal Health: Promoting Mental Health Through School-Based Intervention - 3 credits**

Candidates learn to identify youth who need school-based intervention and how to refer to professional counseling, psychological and social services. Candidates investigate and assess student assistance models, access to mental health services, and practice strategies that assist youth to build resilience, communicate constructively with peers and families, manage stress, and seek help. Through case studies, candidates acquire the knowledge and skills to promote mental health. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

**EHE 662 Promoting Mental/SEL Health Through School-Based Intervention - 3 credits**

Learn to identify youth who need school-based intervention and how to refer to professional counseling, psychological and social services. Investigate and assess student assistance models, access to mental/social emotional health services, and practice strategies that assist youth to build resilience, communicate constructively with peers and families, manage stress, and seek help. Through case studies, acquire the knowledge and skills to promote mental/social emotional health. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

**Puerto Rico only**

**EHE 670 Improving School Health Through Coordination - 3 credits**

The effectiveness of skills-based health education is increased when it is part of a coordinated approach where school staff, administration, family and the community cooperate, collaborate and coordinate to support the health of students, staff, and the school community. Candidates build and implement a coordinated school health program by using data, information technology, research, and collaboration while recognizing the unique academic, cultural and language needs of students. Course assessments are aligned with MA PSTs and SMKs.

**EHE 672 Improving School Health/SEL Through Coordination - 3 credits**

The effectiveness of skills-based health/social emotional learning is increased when it is part of a coordinated approach where school staff, administration, family and the community cooperate, collaborate and coordinate to support the health of students, staff, and the school community. Build and implement a coordinated school health program by using data, information technology, research, and collaboration while recognizing the unique academic, cultural and language needs of students. Course assessments are aligned with MA PSTs and SMKs.

**Puerto Rico only**

**EHE 680 Teaching Skills for Risk Reduction and Positive Behavior Change - 3 credits**

Candidates examine the factors that contribute to youth risk behaviors and positive behavior change. Using the state and national standards, candidates learn pedagogical strategies to reduce risk behaviors, increase protective factors, encourage positive behavior change, and promote the development of youth leadership and social responsibility. Assessments include the implementation of a mini-lesson and a community advocacy project.

**EHE 682 Health-SEL Skills for Risk Reduction and Positive Behavior Change - 3 credits**

Examine the factors that contribute to youth risk behaviors and positive behavior change. Using the state and national standards, candidates learn pedagogical strategies to reduce risk behaviors, increase protective factors and social emotional learning, encourage positive behavior change, and promote the development of youth leadership and social responsibility. Assessments include the implementation of a mini-lesson and a community advocacy project. Pre-practicum experience required.

**EHE 695 Action Research I: Defining a Problem of Practice - 2 credits**

This course includes an introduction to action research and skills required to conduct an effective literature review supportive of the continuous improvement of professional practice specific to teaching and learning in PK-12 settings. Supportive of the capstone Action Research Project students review the literature, identify a problem, develop a research question, validate the project, and identify outcomes for a self-selected inquiry.

**EHE 696 Action Research II: Study Design and Implementation - 2 credits**

Prerequisite EHE 695. In the course students identify the research design and submit a proposal for a self-identified action research project. Once approved, the proposal is implemented with guided practice of faculty. Progress is reported as a shared learning community supportive of providing constructive feedback to peers and as a mechanism for deep thinking about the topic selected related to professional practice. Journaling and documentation of activities related to work as a reflective practitioner are central to the course.

**EHE 697 Action Research III: Research and Data Analysis - 2 credits**

Prerequisite EHE 696. In this course students use qualitative and quantitative methods to analyze data collected in the previous course and prepare a preliminary paper of 16-24 pages that summarizes research findings as they relate to professional practice. Additionally, students present preliminary findings for their self-selected action research project to program cohort and faculty.

**EHE 698 Action Research IV: Conclusions and Recommended Action- 1 credit**

Prerequisite EHE 697. In this course students finalize a written report for the action research project pursued over the three previous terms and prepare a presentation for the public dissemination of research findings. During the presentation, students are required to share the process of their research, resulting conclusions, and recommended actions for further development.

**EHE 701 Current Research on Interrelationship of Risk Factors - 3 credits**

This course examines youth risk behaviors and protective factors. Students analyze societal, psychological, family, and environmental influences on behavior as well as the inter-relationship between depression, tobacco use, drug and alcohol use, violent behavior and sexual activity. Students investigate strategies that build health/social emotional skills and identify support services available in the school and community. The course is aligned with MA PSTs.

**EHE 718 Strategies for Inclusion in Physical Education - 3 credits-**

The purpose of this course is to empower physical educators with the information and tools necessary for the successful inclusion of students with varying needs. In particular, this course focuses on students that may need modifications beyond typical planning. This course is intended to provide resources with practical applications and easily implemented planning and assessment strategies for physical educators, adapted physical educators, special education teachers, therapeutic recreation specialists and parents.

**EHE 703 New Perspectives in Teaching Human Sexuality - 3 credits**

Students investigate trends in comprehensive sexuality education such as: cultural and religious attitudes, gender identity, homophobia, strategies for building support for gay, lesbian, bisexual and transgender youth, and building acceptance and involvement of diverse family structures. Social emotional learning is integrated throughout the course. Assessments include a parent education project, skills-based health/social emotional sexuality lesson, examination of attitudes about teaching sexuality, and skills for supporting LGBT students. The course is aligned with MA PSTs.

**EHE 704 Best Practices in Physical-Social Emotional Education - 3 credits**

Teaching for learning is the first element for quality physical education. Students learn to promote and teach physical literacy, understand and incorporate a teaching for learning approach, and how to motivate students. The second element is teaching to the national standards and incorporate assessments that measure grade level outcomes. To accommodate for student social-emotional well-being, the course aligns the CASEL SEL competencies and related skills to SHAPE America's National Standards and Grade Level Outcomes.

**EHE 705 Promoting Health-Social Emotional Wellness in Media-Saturated Society - 3 credits**

Analyze how media influence youth decisions regarding alcohol and other drugs, injury, violence, tobacco use, nutrition, physical activity, and risky sexual behaviors. Learn to decrease these risk factors by implementing content and health/social emotional skills. Assessments include class activities, a literature review, investigative reporting, data analysis, a mini-lesson presentation, a reflective paper. The course is aligned with MA PSTs.

**EHE 706 Assessment in Physical Education - 3 credits**

Assessment in Physical Education is designed for K-12 teachers who seek innovative assessment ideas in physical education. Teachers link standards and objectives using practical in class assessments. Assessment strategies assist in the evaluation of student learning as well as curriculum and teaching practice. Assessments include a mid-term literature review that explores assessment practices that enhance the social-emotional well-being of students. The key assessment is the development of an inventory of assessment practices and strategies.

**EHE 710 Model Based Instruction in Physical Education - 3 credits**

This online course deepens knowledge and strategies to implement Model-Based Instruction in Physical Education. Students evaluate personal philosophies of teaching physical education, analyze their instructional practices, investigate assessment and implementation strategies, and survey best practice models of instruction including but not limited to: Direct and Indirect Instruction, Personalized System for Instruction, Cooperative Learning, Sport Education, Peer Teaching, Inquiry Teaching, Tactical Games, and Teaching for Personal and Social Responsibility.

**EHE 711 Evaluation of School Health/Social Emotional Programs - 3 credits**

The evaluation of school health/social emotional programs involves a comprehensive examination of the strengths and needs of a program and a design to address each. This course presents the theory and practice of program evaluation with an emphasis on coordinated school health design, implementation, diagnosis, and action plans. Assessments include class assignments, literature reviews, evaluation theory, key assessment and reflection. The course is aligned with MA PSTs.

**EHE 713 Assessing Skills-Based Health/Social Emotional Literacy - 3 credits**

To assess health/social emotional literacy, students design and implement skills-based health/social emotional curriculum. Through backwards design, students access and analyze youth risk behavior data, select standards to decrease the risk, then design assessment and skills-based health/social emotional instruction. Assessments include the design and implementation of formative assessments, including how to give effective feedback, and the design of summative performance assessments including criteria referenced rubrics. The course is aligned with MA PSTs.

**EHE 716 Health/Social Emotional Education for the Culturally and Language-Diverse Classroom - 3 credits**

Examine a range of languages and cultures in the health classroom and how they impact student learning. Students gain the knowledge and skill to develop language and culturally relevant skills-based health/SEL instruction by examining best practices for English learners and racial, sexual, and gender identity models for students from diverse cultural backgrounds. Assessments include a mini lesson, analysis of best practices, cultural proficiency assessment, and a key assessment. The course is aligned with MA PSTs.



**HEA 791 Practicum Seminar: Health/Family/Consumer Sciences - 2 credits**

The seminar for classroom experience supports student growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of their state and national curriculum frameworks, develop the skills necessary for the teacher tests, and become familiar with recent developments in local, state and global health education issues. Practicum required concurrently.

**HEA 794 Practicum: HFCS (300 hours: 150 elementary and 150 secondary) - 2 credits**

A supervised field experience of a minimum of 300 hours (150 elementary, 150 secondary) in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, which Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback.

## Interdisciplinary Studies, Teaching Skills & Methodologies

(EDU, EED) See also Electives section (below).

**EED 503 Teaching Children with Different Learning Styles - 3 credits**

This course discusses various learning styles of children from infants to teenagers. The course reviews the internal and external environment responsible for the development of learning styles and how we can provide a positive environment to inculcate good habits and learning styles and how to recognize children's learning styles in order to facilitate learning. Current research and literature are reviewed.

**EED 512 Inclusion and Behavior Management - 3 credits**

In this course students learn the basic components of an effective inclusionary program. In addition, they understand the etiology of learning problems and strategies to remediate these problems. They learn how to fully include students with disabilities in the regular classroom. Emphasis is on learning behavior management skills that are effective with both regular and special education students.

**EED 518 Effective Classroom Discipline Strategies - 3 credits**

Educators will evaluate their expectations for students' behavior and learn practical strategies to increase student responsibility, self-control and self-management. Teachers will learn how to create a classroom environment that will allow them to spend the major part of their contact time in instructional activities.

**EED 520 Civil Rights and Social Justice: The History of the Civil Rights Movement - 3 credits**

This course is an historical review of the civil rights movement. Participants come to understand the context and conditions under which African American children live. Topics covered include desegregation of public schools, the tactics of nonviolence, the role of young people in the movement, the struggles for the right to vote, the relationship between protest and legislative action, affirmative action, the 1967 uprising in Detroit, the founding of the Black Panthers, Malcolm X, the connections between the war in Vietnam and the problems of poverty in the United States, and the call for black power. Participants view the video series *Eyes on the Prize* and discuss the societal implications of the civil rights movement. Social justice and social responsibility are the key concepts which serve as a model for action. Participants create curriculum resources which can empower teachers and students.

**EED 544 The Teacher as Artist - 3 credits**

Materials fee. This course provides classroom teachers with the basic concepts and methodology of traditional art experience. This class has been a constant source of inspiration to those with "limited" art experience as well as to those who are practicing art teachers. The course is committed to the philosophy that you need not be an "artist" to take this course because you already are one. Activities include an introduction to drawing and color theory, creative visualization, and a final symbolic self portrait.

**EED 564 Motivation and Teaching: Theories and Practices - 3 credits**

The strategies teachers use in many classrooms to reinforce learning are based on the theory, "If you learn this, then I will give you that." Much of what is taught is reinforced by extrinsic rewards such as praise, kisses and hugs, or gold stars. However, many teachers feel frustrated because they want children to love learning and to see learning as a reward in and of itself. This course will examine current research and theoretical models which can help educators understand how to develop a child's intrinsic desire to learn by satisfying certain needs we all have within us.

**EED 584 Images and Information: An African American Woman's Notebook - 3 credits**

Literature-based curriculum can develop a student's critical reading and writing skills using entire novels as a method of discovery and a source of information. This course will explore novels written by African American women from autobiographical, historical, and cultural perspectives unique to the Black woman's experience. These novels trace the lives of contemporary African American women who made their marks on society.

**EED 590A/591A Theory & Practice of Education: Parenting and Teaching Issues - 1 credit**

This course will address important issues in parenting and raising positive children. There will be discussions of parenting and teaching in the home and classroom. It will address development stages of children and adolescence. A key question for discussion, What do children expect from themselves and their parents in the area of education, social settings, familial relationships, friendships and getting along with siblings. All are welcome! Teachers are parents and parents are teachers with their various roles in children and young adult lives.

**EED 590B/591B Theory & Practice of Education: Researching Your Independent Learning Project - 1 credit**

This course will focus on research methods, ILP requirements, and technology integration as you research and write the ILP. The following will be covered: identifying a topic; defining key words; searching the online library for journal articles; identifying scholarly sources for research; preparing a webliography; developing a research plan; writing a literature review; and using the American Psychological Association (APA) format for in-text citations and references.

**EED 590C/591C Theory & Practice of Education: Diversity Issues in the Workplace - 1 credit**

The purpose of this course is to educate the public and create an environment that is appreciative of its diverse population and influence positive change. This course will address the following issues: national origin, age, sex discrimination, religion, disability, race, creed, ancestry and language. It is the hope of this course to help increase and heighten your level of awareness with regard to all the unique skills, cultural differences, one's presentation free from harassment of any kind and differences are accepted and valued.

**EED 590D/591D Theory & Practice of Education: Resume Writing and Interviewing - 1 credit**

The course will cover the employment counseling aspect, preparation for the career change/opportunity, resume writing, direct and relevant job hunting skills and interviewing techniques. There will be a series of group discussions, mock interviews regarding the resume format and specifically content to address direct and relevant skills, experience, qualifications and education. Please bring (2) copies of your resume for discussion.

**EED 590E/591E Theory & Practice of Education: Brain Dominance, Key to Academic & Career Success - 1 credit**

Why is it that some students always do better than others? Why is it that some people do well in some careers but are a disaster in others? There are four quadrants in the brain and each one is wired to perform very specific tasks. Participants will learn the functions of each quadrant and will take an assessment to determine their own brain dominance. With this knowledge students will learn what careers they are best suited for, what their major should be, and specific strategies to be successful in school and life.

**EED 590F/591F Theory & Practice of Education: Differentiated Instruction - 1 credit**

This workshop provides an understanding and application of the steps and strategies needed to enhance learning for academically diverse students. Using concepts from learning preferences frameworks and the taxonomies, participants will learn how to plan differentiated lessons to meet the needs of a variety of learning styles and cognitive abilities found in their classrooms.

**EED 590G/591G Theory & Practice of Education: Reflective Practice for Educators - 1 credit**

This one-credit course is designed to help teachers improve their classroom practices through daily reflections on their work. By developing a greater level of self-awareness about the nature and impact of their performance, it is anticipated that they will understand the how and why of what they do as they teach, manage their classrooms, and develop curriculum. This will enable them to gather information about their professional practices and take major steps to improve their teaching.

**EED 604 Graduate Level Writing for Social Science Research: Writing your ILP**

The Independent Learning Project (ILP) involves researching a topic and communicating the findings in writing. This course is designed to support the writing of social science research projects. It explores the following: determining the research statement, developing an outline and design, organizing information, and mechanically correct writing. The course covers both the "thesis-type" project and the "project-type" ILP as outlined in the Cambridge College ILP handbook. Enrollment limited to 20.

**EED 610 Strategies for Teaching Critical Thinking Across the Curriculum**

Critical thinking is approached through a holistic model that stresses creative and analytic strategies. Participants consider cognitive development issues informing the design of instructional materials and methods which promote higher-order thinking. Practical strategies for immediate classroom application are a priority. An open environment promotes collegial exchange that builds on professional experiences while cultivating new skills that engage students in active learning and independent thinking.

**EED 615 Introduction to Integrative Learning and Learning Styles - 3 credits**

This course introduces a full-spectrum, whole-brain learning and teaching method known as integrative learning. This highly effective model of teaching has resulted in enhanced teacher motivation, creativity, positive attitude, improved school climate and organizational transformation in many schools and corporations. Learning styles research is used to assist educators and trainers to design effective teaching strategies for learners with different learning styles.

**EED 617 Foundations of Social Justice - 3 credits**

What are the norms and values that characterize a socially just society? This course is designed to explore this question. We will examine justice under the follow contexts: theories of justice, principles and scope of social justice, why social justice matters, the machinery of social injustice, targeting injustices, identifying inequities on the basis of social group memberships, advocating for social justice, and teaching social justice. This course heightens awareness of contemporary social issues and helps learners develop action plans that foster action for socially just principles. We examine values, discuss social commitment, and develop critical thinking and social inquiry skills necessary for engaging in social justice action for social change.

**EED 618 Integrative/Accelerated Learning: Classroom Applications - 3 credits**

This course helps teachers develop effective instructional strategies to address the various learning styles found in classrooms. Educators study current brain-based research about memory and learning and how to translate this research into classroom practice. Integrative/accelerative learning theories are explored and used to create a carefully orchestrated positive learning environment. Techniques and activities are incorporated into lessons to increase understanding and recall, including multi-sensory teaching strategies, experiential activities, dramatic and improvisational activities, music, speaking clearly and effectively, and educational kinesiology exercises.

**EED 623 Classroom Management Using Accelerated Learning - 3 credits**

Accelerated learning is used to explore strategies for creating an environment, which supports students and minimizes teacher stress. Traditional strategies including control of movement, time and space management, establishing effective rules, interpersonal relationships, small and large group dynamics, behavior modification, as well as relaxation, mood setting, win-win solutions and a range of alternative methods of intervention and curriculum strategies are explored through role play, group activities, multi-media and readings.

**EED 628 Effective Schools - 3 credits**

This course helps students attain a basic understanding of the major dimensions of effective schools. The class examines research findings and personal reflections of noted educators on the determinants of effective schooling in which all children learn; where teacher and other school employee satisfaction is at a high level; and where public confidence in the schools is very strong. Particular emphasis is on the pivotal role of school administrators, teachers, parents and students in the development and maintenance of effective schools.

**EED 636 Re-Reading Global Oppression: the Last 500 Years - 3 credits**

This course examines, from a systems perspective, the last 500 years of socio-political, psychological, cross-cultural, educational, religious, and economic dimensions of various world atrocities that have led to and continue to sustain current oppression of diverse peoples across the globe. It is designed to prepare learners to be knowledgeable about and to challenge individual, group, and institutional biases and how these contribute to discrimination and oppression. Equally important, this course will examine the adaptive strategies and strengths of oppressed/marginalized groups and will assist students in understanding the complex nature of their own personal values, beliefs, and behaviors that may limit their ability to practice effective methodologies in their schools, communities, and areas of work. Students critically analyze both written and visual texts that include but are not limited to documentaries, film, poems, novels, essays, trade cards, advertisements, etc. This course is both reading and writing intensive; written and oral work challenge learners to move beyond reflecting on personal experience alone to identify and challenge contemporary systems of oppression.

**EED 644 Theories of Leadership for Educators and Administrators**

Leadership is defined as working through and with people to accomplish organizational goals; it represents a blend of theory and experiential activities. Participants discuss leadership, motivation, effective use of personal and organizational power, and teacher empowerment. Learning is supported through sharing new ideas, debating current issues and understanding certain trends in managerial practice and leadership behavior.

**EED 647 Human Brain, Human Learning - 3 credits**

This introductory course in brain-compatible teaching and learning will entail a review of some of the latest research findings from the neurosciences, cognitive psychology, information science, psychobiology and neurolinguistic programming. The goal of this course is to provide educators and trainers with the opportunity to learn about the role of the brain / mind in the learning process so that they will be able to read and understand current brain / mind research and apply some of the findings to their teaching practice. Some time will also be spent on accelerated learning techniques. The course would be appropriate for educators of all grade levels and subject areas as well as for corporate trainers and other trainers of adult learners.

**EED 663 Teaching Social Studies: the United States Through the Media - 3 credits**

This intensive survey course explores social, political, economic, and cultural values of the United States from Colonial times to the present through an examination of electronic and print media. Topics include but are not limited to Colonial times, the pre-industrial North, the Antebellum South, the westward movement, the Civil War, Reconstruction, and immigration/migration, World War I and the Depression, Prohibition, the rise of the white gangster/hero, the Harlem Renaissance, World War II, Civil Rights, Vietnam, and the Women's Movement, the rise of domestic and global terrorism, etc.

**EED 680 America Through Its Literatures - 3 credits**

This intensive survey course explores literary depictions of America (the United States) through literature. The texts may include short stories, poems, plays, books, film, music, advertising, television, political speeches, and comic strips. The class develops pedagogical strategies to introduce students to mythologies, dystopias, deconstruction, hauntologies, palimpsests, panopticism, hybridity, colonial and post colonial debates, and the ways in which authors create parallel universes to comment on the America we now inhabit. Students become aware of other *Americas* that exist in parallel with our own, realities from which many of our students come.

**EED 681 Visualizing Social Justice - 3 credits**

This intensive course explores the different ways that artists of different persuasions have treated the subject of social justice both at present and in the past. The term "visualizing" is meant to include all of the arts (i.e. the "visual arts," drama, dance, literature and poetry, music, etc.). The class develops pedagogical strategies to introduce students to methodologies and philosophical vehicles and to integrate such methods into their own curriculum.

**EED 691-693 Professional Seminar: Education—three terms - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The seminar is a forum for discussion of professional issues in education, such as what it means to be an educator today, and how educators can work in the organizational culture of schools and contribute to social progress. Students integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**EED 699 Language and Literacy for Teachers K-12 - 3 credits**

This course considers modern approaches to a balanced literacy program, including reading, writing, listening, and speaking. It gives an overview of the historical unfolding of the transmission and transaction approaches to learning and teaching reading and writing. It reviews recent research on the development of language and literacy in childhood and youth. Based on this, students investigate best practices at different stages — emergent literacy, the guided reading stage, and methods such as literature circles for independent readers and older students. Modern strategies are reviewed, such as authentic assessment, new approaches to phonics and spelling, writing as process, and the reading-writing connection.

**EED 704 Seminar in Current Educational Issues - 3 credits**

This course defines some concepts, philosophies, that serve as foundations for structuring schools and learning environments, including: humanistic education, essentialism, perennialism, progressivism, social reconstructivism, and critical theory. The seminar also examines critical practical realities including: change, the economy, technology and science, leisure and work, communications, the human population, ecology, government and politics, values and lifestyles. Students explore and evaluate school / learning environment structures and teaching strategies, and they make compelling arguments for their professional points of view.

**EED 705 Multicultural Diversity Issues in the Workplace and Classroom - 3 credits**

This course studies (1) ethnic-cultural history, (2) prejudice, biases and value systems, and (3) the appreciation of diversity in professional skills and personal strengths. Students discuss teaching cultural diversity in various learning environments, and individuals' power in realizing differences and similarities. Students explore ethnicity, race, gender and class from an historical and contemporary perspectives. The class looks at teaching styles and ways to manage culturally diverse classrooms. The importance of building students' self-esteem and sensitivity to their varied learning styles are addressed. Students should come prepared with a brief overview of their ethnic/cultural history (e.g., photo albums, letters, journals, and family trees).

**EED 710 Alternative Assessment Strategies Across the Curriculum - 3 credits**

This course enhances educators' ability to develop a conceptual framework of assessment procedures to improve their teaching techniques for the wide variety of learning styles found in the classroom today. Assessment is an important component of our educational system. However, many educators are now questioning the heavy emphasis on standardized tests and the decreasing attention to the value of classroom assessment. Dissatisfied with the current methods of assessment, and motivated by the desire to improve public education, educators, policy makers, parents, and community members are focusing increased attention on how we go about determining what our students know and can do, from kindergarten through grade 12.

**EED 800 Independent Learning Project - 3 credits**

The Independent Learning Project (ILP) is a comprehensive, culminating learning experience in the master's program. Students relate their learning experiences in the Master of Education to their experiences as educators and to their professional development interests. The ILP may take a number of forms: a traditional thesis, a professional or curriculum project for use in the classroom, or a creative project with discussion of its pedagogical value. The Professional Seminar leader provides support, advice, and oversight throughout the ILP process; the seminar group and some of its activities provide additional support.

**ENG 701 Integration of Reading and Writing With Children's Literature - 3 credits**

This course is designed to allow teachers to revisit literature as an expression of the imagination and creativity, as well as critical/expository writing and to assist teachers in integrating reading and writing skills/competencies with the teaching of children's literature. By recognizing the value in teaching reading and writing with authentic, well-written literature, having rich and varied vocabulary, teachers will learn to integrate the teaching of reading and writing with

both literary and expository written and "visual" texts. It will address language arts, specifically reading and writing, as primary areas of concern in the Massachusetts Common Core Standards and Teacher Licensure Objectives.

## Librarianship (ELM) Puerto Rico only

**ELM 509 Introduction to Librarianship - 3 credits**

This course studies the evolution of librarianship as a professional field specialized in the management and organization of information for the offering of various services, and to educate users about the correct use of information. The development of the process of academic, school and public libraries over the years is studied for a better understanding of the role of professionals. Pre-practicum hours of directed field-based training required.

**ELM 515 Evaluation, Selection and Management of Learning Resources - 3 credits**

The course examines the collection development process, policies and procedures for the acquisition and maintenance of print, digital, online and government and community resources that support the teaching and learning process and best meet the needs of all learners, including English language learners. Emphasis is on organization of the collection including: the standards and systems for the creation and maintenance of records, the classification system, subject headings, bibliographic/authority control; MARC21, the components of automated library systems. Additional topics covered are: professional library selection tools; collection evaluation; identification of user needs; the relationship between the curriculum and the collection; cooperative collection development with faculty and the public library; funding; intellectual freedom; equity of access. Pre-practicum hours of directed field-based training required.

**ELM 517 Literature for Young Adults - 3 credits**

This survey course introduces classic and contemporary literature considered appropriate for young adults, that bridges the gap between children's and adult books. It provides educators with the knowledge and skills needed to integrate young adult literature into classrooms and libraries. Thematic approaches are explored along with practical activities to promote lifelong reading, writing and appreciation of literature. Critical review sources and selection tools are also examined along with the standards and systems for the creation and maintenance of records.

**ELM 521 Reference Resources and Services - 3 credits**

This course provides the skills and knowledge needed to manage reference services and resources in different types of libraries. Students explore reference resources in different formats and their use to meet the user's need. Students look at professional library selection tools to locate the best and most relevant information resources in a variety of options to bring service to local or remote users. This course emphasizes lay issues for the information professional, including information needs and seeking behaviors, the reference interview and the reference and instructional librarian as a professional. It also explores the communicative strategies and social aspects of information.

**ELM 523 Children's Literature - 3 credits**

The course enhances and extends students' knowledge of literature for children through in-depth involvement with books. The course focuses on selection, evaluation, and methods of sharing and discussing various types of literature, using print and other media. Students read widely from a broad range of literature and develop methods of incorporating literature into classroom and library experiences. Critical review sources and selection tools are also examined along with the standards and systems for the creation and maintenance of records.

**ELM 532 New Technologies in the Library - 3 credits**

This course explores access to online databases, educational use of the Internet, policies, copyright, and major issues in media literacy. The student will explore the process of integrating technology in the 21st century education and library services; understand the impact of the internet on library services, and identify different technology tools for libraries, educational services, and distance learning. The student will design and evaluate the technology used to enhance their productivity and professional practice.

**ELM 533 Information Literacy - 3 credits**

The course focuses on the integration of information literacy standards into the school library program and the teaching of information literacy skills, their theoretical foundations, and the strategies to teach these skills to K-12 library users. The library teacher candidate examines instructional design and strategies, national and state information literacy standards and skills, exemplary information search models, and learner assessment methods. Pre-practicum hours of directed field-based training required.

**ELM 561 Production of Instructional Materials - 3 credits**

This hands-on course introduces multimedia technology and its instructional uses in designing authentic learning environments. Librarianship candidates gain experience creating multimedia projects for classrooms, school libraries, colleagues and students. They examine a variety of Web 2.0 tools, presentation software and tools for teaching. Basic production vocabulary and concepts of media literacy are also studied.

**ELM 600 User Needs and Selection of Information Resources - 3 credits**

This course introduces students to the techniques and methods that can be used to diagnose a user's needs and how they are used for the effective selection of information resources. Students will also learn about the development of library policies, such as the collection development policy, including donations and policy for discarding information sources.

**ELM 601 Cataloguing of Information Resources- 3 credits**

Pre-requisite: ELM 509. This course studies the principles of the organization and cataloguing of information for its access and effective use. The norms for the catalog and documentary description, the selection of access points, including the descriptors, subject headings, and the classification of systems are examined. It reflects on the importance of the information professional in the organization of information to facilitate their access.

**ELM 692 Professional Seminar II: Library Teacher K-12 - 2 credits****ELM 693 Professional Seminar III: Library Teacher K-12 - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional

standards for school library teachers, licensure requirements and process, and the job search. It also links them with wider networks in the field. Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners.

**ELM 700 Research in Librarianship - 3 credits**

Pre-requisite: ELM 509. This course studies the theoretical foundations of scientific research and its application in librarianship. We work with the development of knowledge and skills in research to start this activity. Opportunities will be provided to work with quantitative and qualitative research techniques. It reflects on the value of research in Library Science, as well as its benefits in the search for solutions to problems in the field.

**ELM 701 Library Management - 3 credits**

Pre-requisite: ELM 509. The course emphasizes the development of the management and administration of information units of the XXI Century. It covers basic aspects of the organizational structure, planning, budget management, human resources and library management. In addition, it covers concepts related to the assessment and evaluation of library services to guarantee the continuity and value of the library in its environment. This course explores both the theory and practice of the management of digital services in the information units and emphasizes the social and ethical responsibility of the information units with the community.

**ELM 790 Practicum: Library Teacher K-12 (300 hours) - 3 credits**

Prerequisites: Pre-practicum, pass all initial licensure courses, pass all teacher tests required by Massachusetts for this license. 300 hours in a school library; divided into two 150 hour experiences at two of the three school levels (elementary, middle, high school). Practicum Seminar required concurrently.

The Practicum experience is in the role and at the level of the license sought, guided and evaluated by a professional licensed/certified library teacher and a Cambridge College supervisor. Practicum locations are subject to MA DESE regulations and must be approved by the program chair. Students are responsible for discussing options for practicum with the program chair. The Practicum experience provides library teacher candidates the opportunity to gain insights into the profession and to master the current Professional Standards for Library Teachers. Students reflect on their own professional growth and examine theory through actual practice. Exit Performance Portfolio required for credit.

**ELM 791 Practicum Seminar: Library Teacher - 2 credits**

Library Teacher Practicum required concurrently. The seminar for classroom experience supports students' growth as they assume the library teacher's role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

**ELM 795 Practicum: Library Teacher K-12 (300 hours) - 2 credits**

Prerequisites: Pre-practicum, pass all initial licensure courses, pass all teacher tests required by Massachusetts for this license. 300 hours in a school library; divided into two 150 hour experiences at two of the three school levels (elementary, middle, high school). Practicum Seminar required concurrently.

The Practicum experience is in the role and at the level of the license sought, guided and evaluated by a professional licensed/certified library teacher and a Cambridge College supervisor. Practicum locations are subject to MA DESE regulations and must be approved by the program chair. Students are responsible for discussing options for practicum with the program chair. The Practicum experience provides library teacher candidates the opportunity to gain insights into the profession and to master the current Professional Standards for Library Teachers. Students reflect on their own professional growth and examine theory through actual practice. Exit Performance Portfolio required for credit.

**ELM 800 Independent Learning Project: Library Teacher - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for library teachers and articulates the individual's educational and administrative philosophy. The project is research and action based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

## Mathematics (EME, MAT)

**EME 692N Professional Seminar I: Mathematics Education - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional issues in teaching mathematics, national standards and student achievement in mathematics. Students explore what they are learning, brainstorm about applications, and reinforce each other's focus and enthusiasm as teachers. They integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and life-long learners.

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**EME 800 Independent Learning Project: Mathematics Education - 3 credits**

The Independent Learning Project is a culminating learning experience that helps mathematics teachers to integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for mathematics teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the student, within the area and level of licensure. It engages educators in sustained research into educational practice and curriculum development in mathematics; parts of the project may be implemented during the practicum.

**MAT 602 Differentiating Elementary Mathematics Instruction for Mixed Ability and English Language Learners - 1 credit**

This course will focus on selected mathematics Common Core concepts and the skills that students tend to have problems with in learning; and will contain concrete teaching activities and methodology suggestions that can increase student achievement. It will offer ideas on introducing students to the language of mathematics so that they are able to understand higher order concepts. Mathematics content instruction will be integrated with special education and ESL strategies such as differentiated Instruction (DI), Response to Intervention (RTI), and Sheltered English Immersion (SEI) to model effective co-teaching and inclusion techniques that could be implemented in the classroom setting.

**MAT 603 Arithmetic to Algebra: Developing Patterns and Ideas (K-8) - 3 credits**

This course explores the relationship between the study of arithmetic and of algebra in grades K-8. Teachers explore selected mathematical concepts at an adult level and discuss how children develop an understanding of it. They explore ways to facilitate classroom learning, and effective activities and materials that enhance learning of algebraic concepts and skills. They learn how to use vertical acceleration to connect arithmetic to algebra.

**Puerto Rico only****MAT 604 Teaching Mathematics for the Secondary Level**

Study of math curriculum content, methods, strategies and activities for teaching at the secondary level, according to Puerto Rico Department of Education current regulations. The course also includes the analysis of the new models based on the recent research in the teaching.

**MAT 605 Technology in Mathematics Learning and Teaching (K-12) - 3 credits**

Prerequisites: MAT 607, 609, 611 & 613 or program chair's approval. This course provides teachers with a strong foundation in effectively using technology in mathematics classrooms, K-12. They develop and implement comprehensive lessons for teaching mathematical concepts and skills using calculators, graphing calculators, computer graphing, algebra and geometry software, and internet resources. This course makes educational technology an integral component of the teaching, learning, and assessment of mathematics instruction and learning. Pre-practicum hours of directed field-based training required.

**MAT 607 College Algebra - 3 credits**

This course focuses on the major components of a college level course in algebra: real, rational, and irrational numbers; linear, radical, and quadratic equations and inequalities; functions and graphs; polynomial, rational, exponential, and logarithmic functions; conic sections; systems of equations and inequalities; and sequences and series. Pre-practicum hours of directed field-based training required.

**MAT 609 Euclidean Geometry - 3 credits**

This course emphasizes the fundamental ideas of Euclidean geometry with a focus on logic, observations, predictions, and conclusions. Significant geometric properties and concepts are explored through the systematic presentation of the axioms, definitions, constructions, and theorems of classical geometry. Major topics include: the foundations of geometry, direct proofing techniques, triangles, parallel lines, and polygons, right triangles and the Pythagorean theorem, circles, and solid geometry. Pre-practicum hours of directed field-based training required.

**MAT 611 Calculus I - 3 credits**

This course focuses on trigonometric and calculus concepts by providing numerical, graphical, and algebraic approaches for a clear understanding and mastering of the material. Course activities are placed in a context of real-world problems which enable students to create mathematical models that will help them understand the world in which they live. Major topics include: continuity, limits' derivative of a function, anti-differentiation, definite integral, and the Fundamental Theorem of Calculus. Prerequisites: MAT 607 and MAT 609 or program chair's approval.

**MAT 613 Discrete Mathematics - 3 credits**

Prerequisites: MAT 607 & MAT 609 or program chair's approval. This course is designed to cover the major components of discrete mathematics by studying the connections among mathematics topics and real-life events and situations, emphasizing problem solving, mathematical reasoning and communications. Major topics include: counting and number systems; combinatorics; codes; recurrence relations; graphs and networks; and matrix operations. Pre-practicum hours of directed field-based training required.

**MAT 615 History of Mathematics - 3 credits**

This course will show how the historical perspective accentuates many different approaches to problem solving thus allowing mathematics to take on an international, multicultural flavor. It will illustrate how mathematics history creates a bridge from the past to the future and how students can learn to value mathematics more by being exposed to its historical and cultural contexts. Major trends in mathematical thought are introduced, as well as the interplay of mathematical and technological innovations, and the contributions of great mathematicians. Prerequisites: MAT 607, MAT 609, and MAT 611 or program chair's approval.

**MAT 618 Mathematics Essentials - 3 credits**

This course focuses on the essential components of algebra, probability and statistics. Major topics include: algebraic, linear and non-linear models; functions and graphs; collecting, organizing and displaying data; using appropriate statistical methods based on data; and applying basic concepts of probability theory to everyday situations. Observations of lessons in which any of these topics are taught would meet pre-practicum observational requirements for this course.

**MAT 621 Data Analysis - 3 credits**

This course focuses on how data analysis can reveal a more complete picture of the world, by emphasizing concepts and applications of probability and statistics from a wide range of fields. Major topics include: collecting, organizing and displaying data; using appropriate statistical methods and prediction based on data; developing and evaluating inferences; and applying basic concepts of probability. Pre-practicum hours of directed field-based training required.

**MAT 623 Common Core Math - 3 credits**

Course will address all Massachusetts Common Core State Standards in Mathematics.

**Puerto Rico only****MAT 623R Teaching Numeric and Geometric Structures 4-6**

This course covers the teaching pedagogy of the basic foundation of the mathematics grades 406 curriculum in terms of its numerical and geometric structures. Major topics include: number sense, numeration, estimation, mental math modeling operations using concrete objects, geometry, spatial sense and measurement. Aligned with Puerto Rico Department of Education standards.

**MAT 625 Number Theory - 3 credits**

This course focuses on integers and their application in a technology-rich world. Major topics include: prime numbers, Diophantine equations, congruences, quadratic-residues, order of a number mod  $p$ , Fermat's Little Theorem, Euler's Theorem, and Gauss's Lemma. Applications to check-digits and encryption covered as well. Prerequisite: MAT 611.

**MAT 627 Abstract Algebra - 3 credits**

This course focuses on why no formula solution to the quintic equation is possible by presenting all the concepts necessary for the construction of Galois Theory. This includes the study of finite groups, fields, and field extensions. Consideration is also given to various morphisms; as well a rings and integral domains. Some time is spent on classical algebra including exact solutions to the cubic and quartic polynomials. Prerequisite: MAT 607 or program chair's approval.

**MAT 629 Non-Euclidean Geometry - 3 credits**

Prerequisite: MAT 609. This course reviews a variety of approaches to the axiomatic developments of Euclidean plane geometry; followed by a treatment of non-Euclidean geometries, and the geometric properties of transformations, particularly isometries. Pre-practicum hours of directed field-based training required.

**MAT 631 Calculus II - 3 credits**

This course begins with a thorough review of the Calculus I. It then proceeds to cover integration techniques in some depth. This will include integration-by-parts, u-substitution, and trigonometric-substitution. Power series and their applications are covered as well. Prerequisite: MAT 611.

**MAT 633 Probability and Statistics - 3 credits**

Prerequisite: MAT 613. This course focuses on how probability and statistics can reveal a more complete picture of the world, by emphasizing concepts and applications from a wide range of fields. Major topics include: concept of sample space; descriptive measures; probability and sampling distributions; estimation and hypothesis testing; analysis of variance; correlational analysis; regression analysis; experimental design; modeling; and decision criteria. Pre-practicum hours of directed field-based training required.

### **MAT 635 Applied Mathematics - 3 credits**

This course focuses on major areas of applied mathematics. This includes matrix theory, differential equations and Fourier analysis. Under matrix theory, linear transformations and diagonalization are covered in some depth, and the Cayley-Hamilton Theorem is proved. Under differential equations, linear versions are explored using an operator approach which motivates development and application of Laplace transforms. Finally we cover Fourier series after an advanced review of trigonometry. Prerequisites: MAT 611 and MAT 631 or program chair's approval.

### **MAT 700 Inclusion in Math Class - 3 credits**

Improving math instruction for students with disabilities: This course is designed to promote collaboration between mathematics and special educators to improve math instruction and outcomes for all students including students with disabilities. The course is intended to assist math instructors and special needs teachers by providing a structure for developing a shared vision, common language and foundational knowledge of mathematics instruction and the instructional needs of math students with disabilities. The course will focus on protocols developed as the result of a four-year collaboration between DESE Offices of Science, Technology, Engineering and Mathematics and the Special Education Planning and Policy at the Department of Elementary and Secondary Education, EDC and math and special educators from the districts participating in the Massachusetts Urban Math support Network. High quality core curriculum and instruction begins with the Mathematics Curriculum Frameworks. These protocols address the conceptual understandings and mathematical practices that are an essential part of rigorous math expectations for all students with disabilities when planning mathematics instruction, educators will be better able to address the needs of all learners.

### **MAT 708 Diagnosis & Remediation of Learning Problems in Mathematics (K-12) - 3 credits**

This course examines the nature of mathematics learning, major types of mathematics learning problems, and their etiology. It discusses possible causes of these problems and suggests remediation strategies that teachers and parents can use to help children learn mathematics more effectively. Teachers focus on selected areas of mathematics at the K-8 levels that challenge children, and on how to remediate and facilitate mathematics learning in classroom and one-to-one settings.

### **MAT 791 Practicum Seminar: Mathematics - 2 credits**

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, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

### **MAT 794B Practicum: Mathematics Teaching (5-8) 300 Hours - 2 credits**

Effective Fall 2012: 300 hours (previously 150 hours). Prerequisites: Pre-practicum, pass all required mathematics courses and EME 800; pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT 791. The seminar for classroom experience supports students' growth as they assume the

teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

### **MAT 794C Practicum: Mathematics Teaching (8-12) 300 Hours - 2 credits**

Effective Fall 2012: 300 hours (previously 150 hours). Prerequisites: Pre-practicum, pass all required mathematics courses and EME 800; pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT 791. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

## **School Nurse Education (ESN)**

### **ESN 610 Principles of Health Promotion and Disease Prevention: Public Health Issues - 3 credits**

School Nurses are key leaders in implementing national and state regulations that impact school wellness. In this course, students will explore the implementation of the Coordinated School Health Model to analyze policies and procedure in their schools that promote health issues and health practices to strengthen partnerships within the school community. Students will also investigate the relationship between public health and school settings in relation to meeting the needs of diverse student populations as well as investigating local and national funding opportunities available to support school wellness initiatives.

### **ESN 660 Principles, Process, and Practices of School Health Management - 3 credits**

In this course, students will combine nursing theory and apply knowledge acquired in the practice setting. They will develop effective strategies using the nursing process to analyze the impact of significant medical, psychological, cultural and social problems on the population of school aged children. Consideration will be given to how the major cultural and societal issues affecting children impact the practice of nursing within the school practice setting. Students will engage in research from both a global and local perspective. Using the nursing process to define the issues, students will suggest effective short and long-term interventions, including public policy interventions to address these problems and devise an evaluation system that insures continued and progressive program improvement. In addition, students will become familiar with the eight major component categories of the Coordinated School Health Model and to recognize the importance of collaborating with professionals in other school service areas to provide effective and coordinated interventions aimed at individual children as well as



the larger school population. The impact of school nursing services on student outcomes will be explored. Using the goals of "Healthy People 2020", students will analyze the relationship between specific data in relationship to the 2020 goals and design a health promotion/health education program to address the needs of a specific student population. Emphasis will be placed on the leadership role of nurses as they interact with other professionals and political leaders within their community and on the state and national level.

**ESN 691 Professional Seminar I: School Nurse Education - 2 credit**

Professional Seminar I (PSI) establishes a learning community that addresses the problems of isolation of school nurses, as well as, identification of the future mission of the profession. This seminar provides the context in which a cohort of students can interpret their experiences and transform them into knowledge, constructs, skills, attitudes and values. The seminar is a developmental process challenging students' existing philosophies and practices. The PSI is a model of support to students' personal and professional lives, where current personal and professional growth issues are raised and discussed. Learning is facilitated in a supportive, risk-free environment. With guidance of the seminar leader, students will define and clarify the final project design of the independent learning project (ILP) and develop an action plan to ensure satisfactory completion.

**ESN 692 Professional Seminar II: School Nurse Education - 2 credits**

Professional Seminar II (PS2) is conducted entirely online. It requires students to have and apply a consistently strong work ethic and a determined action plan for progressing according to the submission deadline schedule requirements established and provided to them during PS I. During PS2, students will be required to extend their ILP topic research to complete their literature review (minimum of 10 pages) to include a minimum of 10-12 scholarly sources, and to write their reference page. They will also be required to finalize and compose their methodology and design and create the body (stand-alone intervention or initiative) of their ILP during the PS2.

**ESN 693 Professional Seminar III: School Nurse Education - 1 credit**

Professional Seminar III (PS III), in addition to allowing students to complete the remaining portions of the ILP, including the statement of learning/summary and conclusions, appendices, abstract and table of contents, will allow students to develop an assessment plan to use in evaluating the effectiveness of their projects. The assessment plan will specify the goals of the ILP project and establish reasonable and measurable evaluative criteria based on those goals. Students will also design a timetable for implementing their projects, along with identifying key stakeholders, those individuals who would be expected to lend support to the project and a rationale behind their motivation for such support. Students will also identify any barriers/blocks in the form of policies, regulations, people, current cultural standards/practices and traditions; and fiscal, time and space constraints, that need to be anticipated to ensure their ILPs' success. Students will post their abstracts so that they can obtain feedback on their ILP projects from their nursing colleagues, allowing them to expand the impact of their projects beyond their own schools' communities.

**ESN 710 Dealing with Grief & Loss: Role of Educators, Counselors, and Nurses - 3 credits**

This course assists the professional school staff member in supporting students dealing with grief and loss. Course participants identify the issues that influence our society in dealing with grief and loss and recognize the physical, psychological, social and cultural

manifestations of grief. Participants learn how our understanding of death and loss is influenced by developmental age, cultural and social factors. The course focuses on how issues of grief and loss are present in the school environment and explores approaches to help the students cope with loss in a variety of situations.

**ESN 725 Legal Responsibilities & Ethical Issues for School Nurses - 3 credits**

This course is an analysis of federal, state and municipal legal mandates which affect school health programs. It will include a review of professional standards and an examination of the ethics of care, advocacy, equity, confidentiality, responsibility, accountability, and other ethical issues, which affect the school health program, school children and their families, and the school nurse.

**ESN 750 Evaluation of School Health Programs - 3 credits**

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.

**ESN 780 School Nurse Leadership in the School & Community - 3 credits**

Overview of the professional roles of the school nurse. Introduction to leadership theory, process and outcomes with special emphasis on critical thinking, decision-making, and change. Examination of interdisciplinary initiatives within the school and community. Introduction to the National Association of School Nurses and state associations.

**ESN 800 Independent Learning Project: School Nurse Education - 3 credits**

The Independent Learning Project is a culminating learning experience that helps school nurse educators to integrate their personal and formal learning and their professional experiences into a meaningful whole. It articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the school nurse educator. It engages the student in sustained research into educational practice and curriculum development.

## Science (ESE, sci)

**ESE 692 Professional Seminar II: General Science - 2 credits**

Professional Seminar 2 will continue to be directed to best practices in inquiry-based science in the middle school setting, the design process, engineering standards engineering standards (the integration of life, earth and physical sciences to the art of problem solving / engineering). In addition new topics including mapping and navigation, the integration of the museum in the curriculum, science of the compass, use and fabrication of a clinometer, seismology and the appropriate use of current hands-on technology in the middle school classroom. Special attention will be directed to the pedagogy related to science teaching (the professional standards for teachers). Those standards as identified by the National Science Teaching Standards will be covered. ProSem 2 continues to guide the research and writing of the Independent Learning Project to completion.

**ESE 800 Independent Learning Project: General Science  
- 3 credits**

The Independent Learning Project is a culminating learning experience for students at Cambridge College. It helps students define, re-define, and address a problem in general science education at the grade (1-6) or (5-8) level. They develop a problem statement and proceed to use research skills: library resources, computer databases; planning and organization; consultation with experts in the field to solve the problem. The Professional Seminar provides a vehicle for the gradual development of thinking about prominent issues in the field that are of concern to students. Students, through reading and discussion, as well as practical experiences in the classroom and in the school, develop the theme of the ILP and questions which need to be answered. The ILP represents a tangible, symbolic culmination of the Cambridge College learning experiences. It demonstrates the ability to apply learning derived from course work, seminars and workshops to professional work in education. It is a marriage of theory and practice, original thought and focused research. The ILP requires students to create an original project which contributes to the body of knowledge on a topic and reflect on what they have learned from the entire experience. The project enables students to develop skills in time management, critical thinking and professional writing which they may not previously have had.

**SCI 591 Introduction to Online Science Learning - 1 credit**

This course introduces students to the principles of teaching and learning science as defined by the National Science Education Standards and the 2012 Framework for K-12 Science Education, and to the ways in which these principles can be implemented in an online environment. Students explore how online teaching and learning can capitalize on diverse learning styles and multiple intelligences. They assess their own experiences, abilities, learning styles and intelligences to evaluate the appropriateness of online learning in their own professional development. They analyze the standards which are used to guide instruction in their local districts and states, comparing them to the National Science Education Standards. Finally, they use the National Science Education Standards' vision of professional development to design their own plan for future professional growth including online learning where appropriate.

**SCI 600 Cell Biology - 1 credit**

This course examines the origin, evolution, fine structure and function of cells. Beginning with single celled organisms such as archaea and bacteria, the student looks at how cells conduct the processes necessary for life. Students examine the processes through which eukaryotic cells differentiate into tissues, organs and systems and review the basics of continuity and genetics. Enzyme function and physiology are linked to genes. Finally, students explore the future of cell biology.

**SCI 601 Aquatic Ecology - 1 credit**

Online course. This course leads teachers to investigate principles of ecology through examples from fresh water, marine, and other water environments. Content includes interactions among living organisms, energy flow within and among living communities, dynamics of adaptive evolution, and survival strategies. Week one focuses on the variety of water habitats from rain puddles to oceans. Week two examines adaptations of organisms for survival in water. Energy flow and interactive relationships among producers, consumers, and decomposers are featured in weeks three and four. The final course week considers the human impact on aquatic environments. Each course participant becomes an in-depth expert in at least one ecosystem.

**SCI 603 Electricity and Magnetism - 1 credit**

This course explores concepts in electricity and magnetism by addressing basic topics and fundamental misconceptions. Topics include electrostatic charging; charge separation and its role in electric pressure, current electricity, and the circuits through which it moves; Ohm's Law; schematic diagrams; and current that flows from wall outlets—all leading to exploration of the intimate relationship between magnetism and electricity.

**SCI 605 Water Quality - 1 credit**

The earth is covered with water, but the quantity available for use by earth's living inhabitants is limited. Natural and human impacts restrict our access to clean water. This course explores the factors that affect our water supply and solutions that may maintain it. Week one reviews the basic chemistry of water on earth, relating the effects of temperature, salinity, and climate to the availability of fresh water. Week two explores the sources of fresh water used by humans for their personal use, for industry, and for agriculture. In week three, the "water cycle" is examined, and human impacts are traced that can change the distribution and availability of water. Humans affect the quality of the water as well, and those effects are examined in week four. Week five investigates potential solutions that can preserve both the quantity and the quality of the fresh water on the planet for generations to come.

**SCI 607 Structure of the Earth - 1 credit**

Online course. This course examines the physical earth including its internal structure and the processes that make it an ever-changing place. Week one begins by looking at rock formation and its characteristics. The second week explores sedimentary, igneous and metamorphic processes and their contribution to the rock cycle. Week three takes a close-up look at constructive forces of earthquakes and volcanoes and at weathering, erosion, and other destructive forces that re-shape earth's surface. Finally, in week four, the learner digs deep into the inner depths of the planet to examine plate motion and plate tectonic theory and in week five a geological locale project pulls together greater understanding of the forces which help shape and drive our dynamic earth.

**SCI 609 Transfer of Energy - 1 credit**

Online course. This course focuses on the National Science Education Standards' approach to energy and its transformation between forms. Week one begins with common misconceptions in the types and characteristics of energy forms. Week two deals with the transformation of energy and applies this transfer to conservation of energy and fallacy of perpetual motion machines. Week three takes a close-up look at heat to explore the fundamentals of this energy form. Week four shifts focus to sound waves as pressure waves and light, both sun and man made, and a review of electromagnetic spectrum. Week five opens with Rube Goldberg machines, looking at energy transfer devices and energy usefulness and efficiency.

**SCI 611 Ocean Science - 1 credit**

The oceans dominate our planet, influencing every aspect of Earth's environment. This course reviews the physical science, geology, and biology of the oceans emphasizing a systemic approach. Week one reviews the basic geography and geology of the Earth's oceans and the forces that shape and propel ocean waters. Week two looks at the water in the ocean, its chemistry, and what is dissolved in it. The mysteries of the ocean depths are explored in week three, with investigations of how humans explore the world beneath the ocean surface. Week four examines the effect of Earth's oceans on climate and on the land. In week five, learners examine ocean life and investigate the effects of ocean environments on the living things within the water.

**SCI 613 Earth's Place in the Universe - 1 credit**

This course examines Earth from the perspective of its place in space, its movements and examines Earth's relationship to the sun and moon, its place in the solar system and beyond. The first week is an exploration of earth bound celestial observations and the origins of modern astronomy. The second week we examine the movement of the Earth within our solar system including a look at gravity and orbits. Week three features an in-depth look at the moon and its motion including eclipses, phases and tides. In week four we explore the sun and the reasons we have seasons on Earth. Our final week we look beyond our solar system to explore that Earth and its solar system are one of many in the Milky Way galaxy. The course is cross-disciplinary when appropriate and is especially designed for teachers who are currently teaching or who are preparing to teach courses in earth science.

**SCI 615 Forces in Motion - 1 credit**

Online course. Focusing on conceptual understanding, Week one introduces kinematics, the study of how things move on a straight path. Week two advances this understanding into accelerated motion and introduces inertia. During this week, gravity is introduced within a multi-disciplinary arena. Week three introduces dynamics, the study of forces and why things move, and looks at inertia, mass, and weight. Week four presents opportunities to measure forces and to examine their effects. Coverage includes Bernoulli's principles, friction, terminal velocity, and buoyancy. Week five explores the everyday world with its focus on mechanical advantage, work, and simple machines.

**SCI 617 Earth's History - 1 credit**

Online course. This course focuses on the basic geologic principles that have shaped the history of the earth, integrating thematic content in the life and earth sciences with a chronological approach. Week one sets the stage with a review of basic geological principles and field geology. Week two presents the earth's first billion years with the formation of the earth and moon. Reading the fossil record is covered in week three with evolution and extinction providing the major themes. The Proterozoic and Paleozoic eras are the focus of week four, and the Mesozoic and Cenozoic eras are covered in week five.

**SCI 619 Teaching Project-Based Science - 1 credit**

Online course. This course presents the advantages of project-based science, guidelines on how to succeed in using this instructional and assessment approach, and strategies for customizing for individual school settings. Week one presents comparisons between traditional and project-based science curriculum and includes management issues and requirements for student success. Week two deals with student projects that involve science, society and decision-making and connections to service learning. Assessment and evaluation of student projects are the focus of week three. In weeks four and five, teachers develop a unit of instruction for use with their own classes and to share with online colleagues.

**SCI 627 Chemistry Through Inquiry - 1 credit**

This course focuses on the national science education content standards for physical science and "science as inquiry". As teachers do hands-on science investigation, read science background, and participate in discussions, they will enhance their own science content knowledge and develop an inquiry-based approach to science learning.

**SCI 629 Practical Meteorology - 1 credit**

This course examines meteorology from a practical perspective. The course is cross-disciplinary when appropriate and is especially designed for educators who have degrees and backgrounds in sciences other than meteorology. The course combines technical explanations of weather and climate phenomena with practical guidelines for observing, evaluating and forecasting weather. The course content web pages are supplemented by images of weather phenomena, links to other web-based resources and self-directed reviews of literature on various weather and climate phenomena.

**SCI 634 Computational Thinking: Data Structures and Algorithms - 3 credits**

The content of this course focuses on basic and essential topics in data structures by covering the analysis and design of fundamental data structures. Activities engage students to use data structures as tools to algorithmically design efficient computer programs that will cope with the complexity of actual applications. Topics covered include array-based lists, linked lists, skip lists, hash tables, recursion, binary trees, scapegoat trees, red-black trees, heaps, sorting algorithms, and graphs.

**SCI 635 Independent Learning Project: Digital Literacy and Computer Science - 1 credit**

This optional Independent Learning Project is the culmination of the DLCS Program. The student chooses a very focused project that lends itself to the application of knowledge and skills learned throughout the DLCS Certificate Program. With the instructor's assistance and approval, the student develops a proposal plan that identifies and describes the project and establishes goals and outcomes. Example projects might include: creating digital literacy and computer science unit/lesson plans that incorporate MA DESE student standards, identifying a variety of digital tools and producing an online menu with instructions on how to use each tool, or developing a network security plan.

**SCI 636 Computers, Software and Networks - 3 credits**

This course covers the fundamentals of information systems: basic hardware components and system-oriented troubleshooting procedures, the structure or architecture of computers, operating systems, Internet, data communications, the software hierarchy from systems software to application programs, and information systems' development life cycle. The course also focuses on the use and application of typical software packages including word processing, spreadsheets, databases and presentation graphics.

**SCI 637 Computer and Society - 3 credits**

This course examines the role and impact of computers, information and assistive technology in our daily lives, business, education, entertainment and study. Topics include: the use of the Internet and WWW as a research and information-sharing resource, digital literacy standards and skills, and the digital tools, resources, and computing devices used to create an artifact, solve a problem, communicate, publish online or accomplish a real-world task. The personal, professional, and corporate ethical and legal issues that arise in a computing context are also considered.

**SCI 638 Computer Programming - 3 credits**

This course builds on the concepts introduced in previous courses and shows how to use various language constructs to develop code and solve problems using a hands-on approach. For each topic, students are expected to design, write, and analyze code corresponding to that topic and reflect on their programming efforts as a way to increase their problem solving and critical analysis skills.

**SCI 640 Network Security and Safety - 3 credits**

This course covers network vulnerabilities and safety issues such as peer pressure and cyber bullying as well as important concepts and technologies that address the risky computer and network environment. It details cryptographic tools and algorithms, authentication and access control schemes and protocols, systems that can be used to secure computers and networks, and the security of these systems. The course also deals with management issues around computer and network security, recovery strategies and using outsourcing services with respect to function and quality. Students learn to use a variety of tools and systems that can be used in security assessment, intrusion detection, information protection, digital forensics, and system recovery.

**SCI 680 Attaining Science Literacy - 3 credits**

This course addresses science literacy by (1) examining the development of the knowledge and skills needed to understand the natural world and to intelligently participate in decisions that affect it, (2) considering science as a way of knowing and as a basis for thinking and problem-solving, and (3) reviewing strategies for promoting science literacy in school programs. Course content includes practical and theoretical constructs with emphasis on connecting theory to practice, applying conceptual understandings to individual teaching settings, and developing skills for independent professional development and scholarship. Pre-practicum hours of directed field-based training required.

**SCI 682 Methods and Materials for Teaching Life Science - 3 credits**

Educators will develop competency in the skills and methods used in the teaching of natural science. Basic concepts in chemistry, biology, and ecology will be illustrated with applications suitable for the classroom. Educators will demonstrate their knowledge of concepts, methods, and classroom management of the experiences that help their students construct understandings in these areas. Pre-practicum hours of directed field-based training required.

**SCI 684 Methods and Materials for Teaching Earth Science - 3 credits**

Educators will develop competency in the skills and methods used in the teaching of earth science. Basic concepts in astronomy, geology, geography, and paleontology will be illustrated with applications suitable for the classroom. Educators will demonstrate their knowledge of concepts, methods, and classroom management of the experience that help their students construct understanding in these areas. Pre-practicum hours of directed field-based training required.

**SCI 686 Methods and Materials for Teaching Physical Science - 3 credits**

Educators will develop competency in the skills and methods used in the teaching of physical science. Basic concepts in matter and energy will be illustrated and supplemented with a rich assortment of activities suitable for the classroom. Educators will demonstrate their knowledge of concepts, methods, and classroom management of the

experiences that best help their students construct understandings in these areas. Attention will be given to the construction and understanding of inquiry skills as they apply to traditional classroom experiments and activities. Pre-practicum hours of directed field-based training required.

**SCI 688 Methods and Materials in Teaching Middle School Chemistry - 3 credits**

Seated course: This course will focus on providing middle school science teachers with a clear understanding of scientific inquiry and basic chemistry concepts. Grade level appropriate activities will be highlighted with special consideration for the middle school classroom environment and safety issues. Fundamental chemistry concepts discussed and reinforced with experimentation will include: physical properties and physical change, states of matter, density, solutions, mixtures, compounds, chemical change and the applications our elements to technology. This will be a lab-centered course. Pre-practicum hours of directed field-based training required.

**SCI 689 Teaching Elementary/Early Childhood Science and Technology with Integration of Mathematics, Special Needs and EL - 1 credit**

This course provides the knowledge, tools and methods for making early childhood and elementary science an exciting, hands-on learning experience for children. The framework for this course is based on the Massachusetts Frameworks for Science Technology Standards (2013) for Elementary Classroom Educators. The integration of mathematics and science will receive special focus. Participants will learn how to utilize science and math tools of the trade in solving simple scientific problems. In addition to providing teachers with essential science content, suggestions for providing meaningful, science learning opportunities for students with moderate special needs and English Language Learners will be addressed.

**SCI 690 Teaching Engineering and Technology – 2 credits**

This course is designed to support the 2017 Massachusetts Science/Technology and Engineering Standards, specifically aligned to the Technology and Engineering Standards. Students will be instructed utilizing best practices in engineering design processes, material, tools and manufacturing and technological systems at the intermediate level of understanding. Special focus will be directed in the integration of life, earth and physical sciences as they are used to solve problems and challenges in the field of engineering.

**SCI 692 Logistics of Teaching Science – 2 credits**

This course is designed to provide the elementary science specialist (1-6) and the middle school science teacher (5-8) with the specialized skill set to meet the Massachusetts Professional Standards for Teachers, science safety standards, lab/classroom set-up and design, and management of science equipment. Students will also be guided in the opening of an electronic portfolio system (TaskStream) that will capture all of their academic and licensure requirements as highly qualified science teachers.

**SCI 791 Practicum Seminar: General Science (1-6) (5-8) - 2 credits**

The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master

understanding and practice of the Massachusetts Curriculum Frameworks for Science/Engineering Technology, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. The Next Generation of Science Standards reflecting the national science initiatives is also referenced as a guide to best practices in science education. As evidence of the Practicum experience, each student will develop an Exit Portfolio as an integral part of the Practicum Seminar. The Exit Portfolio will be contained and uploaded to a web-based evaluation program called Task Stream. Each student will open their own Task Stream account and contribute the necessary academic artifacts and evidence that demonstrates their competency as they complete their fieldwork experience in the science classroom. The artifacts and evidence can be viewed in Task Stream.

#### **SCI 794A Practicum General Science 1-6 - 2 credits**

300 hours, levels 5-8. Prerequisites: complete pre-practicum with 75 or more hours of directed field-based training in conjunction with selected courses, pass all required courses, pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: ESE 790. The practicum, required for all concentrations that lead to Massachusetts initial licensure, must be completed in a school that uses the Massachusetts Curriculum Frameworks and Next Generation of Science Standards (NGSS). Practicum hours must be in the role and at the level of the license sought under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The Practicum experience provides student teachers with an opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. This Practicum experience is geared primarily for those teachers seeking the position of middle school science/engineering technology instructor". The content delivery within this experience is aligned to the Next Generation of Science Standards at the 5-8 level of comprehension. Students work with the guidance and support of experienced science teachers and by observing their instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, align lesson plans with the Massachusetts Curriculum Frameworks/NGSS, appropriate curriculum materials for the science teacher, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences. The Exit Performance Portfolio and its artifacts will be uploaded to a web-based portfolio system/Task Stream. (3 formal assessment observations required by College supervisor)

#### **SCI 794B Practicum General Science 5-8 - 2 credits**

300 hours, levels 5-8. Prerequisites: complete pre-practicum with 75 or more hours of directed field-based training in conjunction with selected courses, pass all required courses, pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: ESE 790. The practicum, required for all concentrations that lead to Massachusetts initial licensure, must be completed in a school that uses the Massachusetts Curriculum Frameworks and Next Generation of Science Standards (NGSS). Practicum hours must be in the role and at the level of the license sought under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The Practicum experience provides student teachers with an opportunity to gain insights into the profession and to master the current Professional Standards

for Teachers by working with young people in public schools and classrooms. This Practicum experience is geared primarily for those teachers seeking the position of middle school science/engineering technology instructor". The content delivery within this experience is aligned to the Next Generation of Science Standards at the 5-8 level of comprehension. Students work with the guidance and support of experienced science teachers and by observing their instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, align lesson plans with the Massachusetts Curriculum Frameworks/NGSS, appropriate curriculum materials for the science teacher, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences. The Exit Performance Portfolio and its artifacts will be uploaded to a web-based portfolio system/Task Stream. (3 formal assessment observations required by College supervisor)

#### **SCI 608 National Science Teachers Association Convention Graduate Professional Development - 1 credit**

This is a professional development course that provides the 2020 NSTA National Conference attendee the ability to gain one graduate credit for their in-depth participation in relevant science content conference sessions during the convention. Participants will be required to engage in a minimum of eight (8) hours of science professional development presentations.

## **Sheltered English Immersion (SEI)**

#### **SEI 605 SEI (Sheltered English Immersion) Content License Endorsement Course - 3 credits**

This Sheltered English Immersion (SEI) Content License Endorsement Course is designed for educator licensure candidates in all core academic areas, to prepare them to address the needs, and build on the multilingual and multicultural assets, of a diverse and ever-changing student population in Massachusetts. The course is a key element of the Massachusetts RETELL initiative (Rethinking Equity and Teaching for English Language Learners). RETELL also includes statewide implementation of the WIDA ELD (English Language Development) standards, and the WIDA-ACCESS assessment tools.

Participants will be introduced to ELD standard and WIDA tools, and will practice applying research-based SEI instructional strategies as they teach their content to English Learners (ELs). They will also be introduced to a variety of professional growth opportunities to prepare them to extend their learning by making SEI the focus of professional practice within the new educator evaluation process.

#### **SEI 705 Supervision of Sheltered English Immersion Instruction for Administrators - 2 credits**

Participants in the Cambridge College Administrator License program will be prepared to effectively serve English language learner students (ELs). Participating students will be knowledgeable and able to administer, supervise and promote effective classroom strategies that maximize learning for ELs. Participants in the Cambridge College Administrator License program will evidence an understanding of major trends in the twenty-first century language teaching and recognize the domains of listening, speaking, reading, writing and form focused instruction (grammar) for ELs.

## Special Education (ESP)

### **ESP 500 Advanced Applied Behavior Analysis Seminar- 1 credit**

This course will provide students with supplemental learning material to accompany Advanced Applied Behavior Analysis (ESP 726). Reviews and expands upon course topics (e.g. functional assessment, procedures to decrease problem behavior and increase adaptive behavior, generalization of behavior) through brief behavior analytic readings, group discussion, question and answer sessions, and brief written assignments. The purpose of this course is to assist students in gaining further understanding and clarification of the key concepts in Applied Behavior analysis (ABA) presented in ESP 726.

### **ESP 502 Terminology Pertaining to Special Education- 1 credit**

This course provides an overview of educational terminology as it relates to students with mild to moderate disabilities, supports and services and special education law. Participants will understand the importance of keeping abreast of special education terminology/ commonly used acronyms and the impact that demystifying terminology for students and families will have on student/family engagement. Additionally, the 13 categories of special education will be discussed along with the terminology associated with them.

### **ESP 505 Federal & State Laws and Regulations Pertaining to Special Education - 1 credit**

This course will review the history of special education as well as current laws and regulations pertaining to moderate disabilities, the relevance of Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Family Education Rights and Privacy Act (FERPA). Also covered is the Special Education Process, the procedure for Special Education Appeals related to public schools, obligations to provide free and appropriate education (FAPE) for students with disabilities in the least restrictive environment (LRE). Participants will demonstrate how to access various elements of special education laws and regulations in order to support the provision of special education services to students with moderate special needs.

### **ESP 510 Introduction to Applied Behavior Analysis (ABA) - 1 credit**

This is a 1-credit overview of the discipline of Applied Behavior Analysis (ABA) as it applies to the treatment of autism and other developmental and intellectual challenges. The course will serve as an introduction to the ABA program for those new to the field. The focus of the course will be on establishing an understanding of basic terms and definitions that are critical concepts in the discipline and essential to successful participation in the program. This course must be taken prior to ESP 622.

### **ESP 511 Preparation, Implementation & Evaluation of Individual Education Programs (IEPs)- 1 credit**

This course provides an overview of the IEP process under IDEA and best practices in the development of standards-based IEPs, including effective collaboration with a wide range of stakeholders to support the development IEPs that support students' success. Participants will learn about the development of realistic and measurable IEP SMART goals as well as laws governing the special education IEP process. Additionally, participants will build their capacity to identify best practice for effective preparation and facilitation of IEP meetings that support effective student and family engagement/involvement as mandated under IDEA.

### **ESP 512 Inclusion & Classroom Behavior Management - 3 credits**

In this course students learn the basic components of an effective inclusionary program. They acquire knowledge of the etiology of learning problems and specific techniques to fully include special education students into the regular classroom. Course assignments connect theories to classroom practice. Emphasis is on learning behavior management skills that are effective with both regular and special education students. Pre-practicum hours of directed field-based training required.

### **ESP 514 Ways to Prepare & Support Students with Disabilities in General Education Classrooms- 1 credit**

Participants will explore instructional and behavioral strategies that support academic and social-emotional outcomes for students with disabilities in general education settings. High leverage practices such as Universal Design for Learning, Differentiation of Instruction, Positive Behavioral Interventions & Supports and Social Emotional Learning.

### **ESP 516 Design & Modification of Curriculum, Instruction Materials, and Gen Ed Classroom Environment for Students with Moderate Disabilities - 1 credit**

This course will prepare general and special educators to use high-leverage practices that provide students with disabilities access to the general education curriculum. Participants will explore best practices and strategies that effectively support the design, adaption/ modification of curriculum, materials and strategies to support student success. Additionally, strategies to work with teachers at all levels and successfully collaborate for student success will be explored as well as models of co-teaching.

### **ESP 517 Effective Use of Augmentative & Alternative Communication- 1 credit**

Participants will explore a variety of assistive, augmentative and alternative communication tools that support student success and consider how these assistive technologies support inclusive practice and access to the curriculum, IEP goals and objectives. Additionally, participants will explore resources for evaluating, choosing, deploying and supporting the use of assistive technology and delivery of AT services in PK-12 settings that promote access, learning and independence.

### **ESP 518 Knowledge of Services Provided by Other Agencies & Effective Collaborative Practices to Support Students with Disabilities- 1 credit**

This course will provide participants with knowledge of government and other outside agencies/organizations at the local, state and federal level that are available to provide special educators, schools, students with disabilities and their families opportunities to access additional resources that support students' academic success and social-emotional well-being. Participants will build their capacity to effectively collaborate with and leverage the support of these "other" agencies using a cooperative interdisciplinary approach. Additionally, participants will gain a better understanding of transition and transition law as it pertains to best practice for interagency planning and engaging government and other non-profit/private outside agencies/ organizations to support post-secondary success.

**ESP 592 Adapting Materials for Students with Disabilities in Gen Ed Classrooms - 1 credit**

In this course students adapt materials and modify curriculum to meet students' Individual Education Programs (IEP). Models of inclusion and teaching techniques for students with disabilities in general education classrooms are explored. Students examine academic interventions in mathematics, reading and writing and develop strategies to increase participation of their students in inclusive classrooms by acquiring teaching strategies to create a positive learning environment. They design reasonable classroom accommodations, identify realistic alternatives, propose classroom management techniques, routines and rituals to promote positive behavior, and adapt assessments to meet learners' diverse needs. Students demonstrate understanding through case study analysis and lesson presentation.

**ESP 594 Collaboration and Consultation Techniques - 2 credits**

The course explores the concept of school and community working together as partners to support each other in a strong coalition. A school district serves several smaller communities in one, and rarely does a community act as a single entity. To establish and sustain community and school linkage is critical to an effective partnership. The course explores the core mission of public schools and creates an environment that helps young people learn and achieve at high standards. The community school approach supports young people's academic, social, and interpersonal goals by creating an effective learning atmosphere. Schools are a microcosm of societal values and community philosophy that daily affects students' lives. The power structure of a community — its formal and informal networks and the people in them — that makes things happen is studied.

**ESP 600 Treating Children with Language Delays - 2 credits**

Key techniques to treat children with language delays will be presented along with instructional strategies that enhance communication skills. Approaches such as joint attention skills, turn taking, language stimulation, and play skills will be explored. Since families and care givers play a primary role in a child's language development, ways to involve and provide assistance to these important adults will be emphasized.

**ESP 601 Typical Development of Language and Communication Skills - 2 credits**

Theories of language development and the communication process will be explored. A focus on typical language growth and development in children birth to five years of age will correlate with techniques designed to facilitate acquisition of language skills. Milestones such as language form, language content and language use will be discovered and analyzed through observing and listening to young children.

**Puerto Rico only****ESP 602 Teaching Numerical & Geometrical Structures for Special Education K-12 Students**

This course is designed to cover the basic foundation of the mathematics curriculum in terms of its numerical and geometrics structures for special education students in Puerto Rico. Major topics include: number sense, numeration, estimation, mental math, modeling operations using concrete objects, geometry, spatial sense and measurement.

**ESP 607 Psycho-Educational Assessment for Teaching Exceptional Students - 3 credits**

This course prepares candidates to assess various educational test instruments, understand outcome data, analyze various data sets and make hypotheses, and formulate academic goals and objectives. Candidates develop a conceptual framework to understand student's academic needs and develop appropriate interventions based upon testing outcome data. Test construction is introduced for evaluating various assessment instruments and the appropriateness of their use. Students utilize formal and informal assessments, standardized instrumentation, and screening instrumentation to gather data and formulate appropriate interventions and accommodations for various educational plans. Specific practices include formative assessment, academic feedback, and questioning. Pre-practicum hours of directed field-based training required.

**ESP 610 Autism: History, Prevalence, Diagnosis and Characteristics - 3 credits**

This course examines current research and theoretical models that focus on typical and atypical development of children. Emphasis is on understanding the child with autism in terms of psychological, intellectual, social, and physical development. The historical problem of biological versus psychological causation of autism will be examined along with trends in autism research that continue to this day. This course will focus on autism as a neurological developmental disorder characterized by an impairment in social interaction, communication skills, and in behavior. Autism is acknowledged as a "spectrum" disorder meaning that children with autism may range from extremely low cognitively to highly intelligent with little or no language to communicate to being highly verbal. The cause(s) of autism is not known at this time, with 9 out of 10, for whom the cause is idiopathic. Autism Spectrum Disorder is the fastest growing developmental disability with 1 in 150 children now being diagnosed with autism. It is more common than Cerebral Palsy, Down Syndrome, and Childhood cancers combined.

**ESP 615 Assistive Technology: Modifying the Curriculum for Diverse Learners - 3 credits**

How do we as educators implement the mandated requirements of the Individuals with Disabilities Education Act that calls for assistive technology to be considered in each Individualized Education Program (IEP)? Candidates examine assistive technologies and the federal laws impacting the education of students with disabilities and investigate assistive technologies addressing seating and positioning, access to the technology, augmentative and alternative communication (low-tech and high-tech). Candidates examine curriculum modifications using technology, and software that addresses these modifications and individual learning styles. The course provides a comprehensive understanding of the various augmentative and alternative communications (AAC) methodologies, including the appropriate use of aids and devices. Course assignments connect assistive technologies to classroom practice.

**ESP 616 Communication Disorders - ASD - 3 credits**

Communication-based disabilities are a diagnosing criteria of Autism spectrum disorders, diagnoses with similar characteristics, and are commonly seen in severe levels of developmental delay. Not only do communication difficulties greatly impact life-long educational, social, and vocational opportunities, they are closely associated with the presence of challenging behaviors such as aggression and self-injury. Following a review of typical and atypical language development,

physiological, environmental, and psychological theories of language development will be presented. This course will examine criterion-based and peer-normed communication assessments, effective language-based teaching strategies for children with severe disabilities, and alternative communication forms such as picture exchange communication system, sign language, and other non-vocal communication systems. In addition, students will be introduced to the following: Provision of family-centered services; impact of culture on work with individuals with disabilities and their families; and recommended practices/framework for assessment and facilitation of communication for individuals with ASD.

#### **ESP 621 Assessment and Appraisal Process -ASD - 3 credits**

Effective instruction is difficult to implement in the absence of effective assessment and appraisal data. The goal of this course is to introduce candidates to several educational and functional assessments that are frequently used to establish skill strengths and deficits in children with autism spectrum disorders and diagnoses with similar characteristics. Such tools as the Psycho-educational Profile, 3rd edition (PEP-111), Assessment of Basic Language and Learning Skills Revised (ABLLS-R), and the Vineland Adaptive Behavior Scales, classroom edition, will be reviewed and interpreted. Along with an emphasis on these assessments, this course will stress considerations of student specific goals including variables such as, needs in the home setting, activities of daily living, vocational training, and an independent and self determined adult life.

#### **ESP 625 Behavior Management - ASD - 3 credits**

Individuals diagnosed with autism spectrum disorders and diagnoses with similar characteristics frequently manifest challenging behaviors that inhibit learning and access to many life long opportunities. This course will introduce students to the functional behavior assessment (FBA) process and intervention through the use of positive behavior intervention and support (PBIS). The dynamic intervention formats utilize the scientifically supported techniques of PBIS across a three tier level of need that includes school wide support, secondary support for at – risk students, and individual interventions. Individual interventions will be developed utilizing the principles of applied behavior analysis (ABA). The course will emphasize the use of least restrictive, non-aversive, researched supported techniques that take into account a whole child perspective, intervention for teaching functional equivalent skill deficits, increasing appropriate behavior, and decreasing challenging behaviors.

#### **ESP 630 Social and Psychological Perspectives in Autism Spectrum Disorders - 3 credits**

Social deficits are one of the defining characteristics of autism, including Asperger's syndrome, and most are almost always associated with other autism spectrum disorders and similar diagnoses. This course will introduce candidates to social skills intervention through a whole family approach focusing on both students with deficits associated with global delay as well as higher functioning students who demonstrate deficits primarily or exclusively in the area of social skills. This class will take into account the needs of not only the student, but also the siblings, parents, separated parents, extended family relationships, household economic needs, and culturally specific variables that make up the landscape of the dynamic American family.

#### **ESP 635 Teaching and Curriculum Development/Students with Severe Disabilities - 3 credits**

This course will emphasize diagnosis, assessment and best educational practices in teaching persons who are diagnosed with severe intellectual disabilities, multi handicaps and autism. A focus on legal provisions, regulations and program standards in unbiased assessment as well as work on specialized terminology used in assessment of this special population will be noted. A special focus on the Massachusetts Alternate Assessment preparation will be developed. Adaptive behavior scales will be discussed. Students will be apprised of the specialized policies regarding students with extensive disabilities concerning referral and placement procedures.

#### **ESP 636 Teaching, Social Science, History and Multicultural Education in Grades 5-12 - 3 credits**

This course prepares candidates to co-teach and consult with general educators in the area of social studies. Topics investigated are taken from the Massachusetts Curriculum Frameworks/Common Core in history and social studies. Candidates produce and implement well-structured lessons that center on core disciplinary ideas in the K-12 social studies curriculum, utilize primary source materials, and reflect knowledge of formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking.

#### **ESP 662 Principles of Language Development Bridging Differences and Disorders- 3 credits**

Language acquisition is one of the most important domains within the sciences of the mind. Developments in cognitive neuroscience have made it evident that language has constant neural reorganization. Students develop an overview of the course of language development, biological foundations for language, the major linguistic systems individuals must acquire, and finally the methods of study for language development. Theories of first and second language acquisition and development are introduced. Candidates examine different theories of semantic development, phonological development, morphological development and syntax. Students come to understand the relationship between language acquisition, language impairment, and treatments of children with learning differences including dyslexia as well as other communicative disabilities are also discussed. Pre-practicum hours of directed field-based training required.

#### **Puerto Rico only**

#### **ESP 662R Principles of Spanish Language Development Bridging Differences and Disorders- 3 credits**

Language acquisition is one of the most important domains within the sciences of the mind. Developments in cognitive neuroscience have made it evident that language has constant neural reorganization. Students develop an overview of the course of language development, biological foundations for language, the major linguistic systems individuals must acquire, and finally the methods of study for language development. Theories of first and second language acquisition and development are introduced. Candidates examine different theories of semantic development, phonological development, morphological development and syntax. Students come to understand the relationship between language acquisition, language impairment, and treatments of children with learning differences including dyslexia as well as other communicative disabilities are also discussed.



**ESP 680 Pedagogy in Reading and English Language Arts - 3 credits**

In this course students acquire knowledge of scientifically-based reading instruction. Topics include: oral language development, explicit systematic and sequential instruction in phonological processing and phonemic awareness, phonics instruction, spelling; fluency, comprehension; vocabulary instruction to include morphology, grammar/syntax. Candidates implement well-structured lessons that reflect knowledge of the essential elements of scientifically-based reading instruction, formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking. Pre-practicum hours of directed field-based training required.

**Puerto Rico only**

**ESP 681 Pedagogy in Reading & Spanish Language Arts - 3 credits**

The course is designed to develop a thorough understanding of the Fundamental principles of Spanish/Language Arts, focusing on the interrelationship of reading, writing, speaking, and listening. The course focuses on the student as learner, and the processes involved in content reading and literacy. There is a direct correlation between the growing social and cultural diversity in today's classrooms and the tie to information on literacy. Since high levels of literacy are expected in today's contemporary society, children and families need to expand literacy activities to provide a range of options available to them in work and life. Diagnostic tools and classroom techniques for assessing, decoding, encoding, comprehension, literacy, and fluency skills are explored, along with related theories and research, and developmentally appropriate practices. The language arts are incomplete without making connections to all parts of the curriculum. Children require dynamic role models to emulate so that they are apprenticed into literate behavior. A variety of reading programs are discussed and researched, including philosophy, teaching techniques and materials. Information on how to plan and implement instruction in content area classrooms is included. Frameworks are provided for teaching and learning subject matter and planning lessons.

**ESP 689 Theories of Typical and Atypical Human Development - 3 credits**

This course examines current research and theoretical models that focus on typical and atypical development of children. Emphasis is on understanding children's psychological, intellectual, physical and socio-emotional development. Piaget's theory of cognitive development is examined along with recent investigations and adaptations. Theories of the role of context (physical, social and cultural impacts on development) are compared. The impact of developmental theories on the education of children with disabilities is examined. Formulation of a developmentally appropriate Individual Educational Plan is required. Pre-practicum hours required.

**ESP 691S Professional Seminar I: ASD - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a qualified faculty leader. This seminar leader is the students' academic advisor and guides them through their graduate program. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to

completion. The seminar leader approves the finished projects. The first semester emphasizes the development of leadership and human relationships, and the impact for the special educator with an emphasis on understanding the most recent literature and findings on the autism spectrum. Students become aware of prevalent and current learning theories. There is an emphasis on the adult learner as a teacher. Discussion focuses on the growth and development of the professional, the functioning of organizations, the study of organizational behavior, and how special education, in particular, students with ASD "fit" within the organizational structure of the education system.

**ESP 692 Professional Seminar II: Special Education - 2 credits**

In this second professional seminar students continue their study of the areas of instructional performance to be demonstrated by all teacher candidates seeking license to teach in our public schools and the knowledge and skills requirements specific to the field and level of licensure. Research-based instructional practices that correlate with student learning gains across the content areas are examined. Instructional practices specific to their chosen discipline of study are also examined. An in-class lesson implementation is required. Students gather data related to the Independent Learning Project (ILP). A subscription to TaskStream is required.

**ESP 692N Professional Seminar II: Special Education (Initial) - 2 credits**

In this second professional seminar students continue their study of the areas of instructional performance to be demonstrated by all teacher candidates seeking license to teach in our public schools and the knowledge and skills requirements specific to the field and level of licensure. Research-based instructional practices that correlate with student learning gains across the content areas are examined. Instructional practices specific to their chosen discipline of study are also examined. An in-class lesson implementation is required. Students gather data related to the Independent Learning Project (ILP). A subscription to TaskStream is required.

**ESP 692S Professional Seminar II: ASD - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a qualified faculty leader. This seminar leader is the students' academic advisor and guides them through their graduate program. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects. The first semester emphasizes the development of leadership and human relationships, and the impact for the special educator with an emphasis on understanding the most recent literature and findings on the autism spectrum. Students become aware of prevalent and current learning theories. There is an emphasis on the adult learner as a teacher. Discussion focuses on the growth and development of the professional, the functioning of organizations, the study of organizational behavior, and how special education, in particular, students with ASD "fit" within the organizational structure of the education system.

**ESP 693 Professional Seminar III: Special Education (Initial) - 2 credits**

Additional term of professional seminar that may be required depending on student's experience and progress.

**ESP 693N Professional Seminar III: Special Education (Initial) - 2 credits**

Additional term of professional seminar that may be required depending on student's experience and progress.

**ESP 693S Professional Seminar III: ASD - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a qualified faculty leader. This seminar leader is the students' academic advisor and guides them through their graduate program. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects. The first semester emphasizes the development of leadership and human relationships, and the impact for the special educator with an emphasis on understanding the most recent literature and findings on the autism spectrum. Students become aware of prevalent and current learning theories. There is an emphasis on the adult learner as a teacher. Discussion focuses on the growth and development of the professional, the functioning of organizations, the study of organizational behavior, and how special education, in particular, students with ASD "fit" within the organizational structure of the education system.

**ESP 695 Laws and Regulations Pertaining to Special Education - 3 credits**

This course will review all special education laws (IDEIA, 2004, and specific regulations such as 34 C.F.R. 300; 603 CMR 28:00) regarding the pre-referral and referral of a student, and the development of an Individual Education Plan (IEP). Additionally, the course 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), the Omnibus Autism Act of 2016, An Act Relative to Insurance Coverage for Autism (ARICA) of 2011 and the 2006 Autism IEP Act as well as the procedures for Special Education Appeals relating to public schools' obligations to provide Free and Appropriate Public Education (FAPE) for students with disabilities. An additional emphasis in this course will be on students with a diagnosis of Autism and developing IEPs for these students in the Least Restrictive Environment (LRE), using theories and strategies for including students in general education classrooms. Special attention shall be paid to legislation governing special education. Pre-practicum hours of directed field-based training required.

**ESP 700 Systematic View of Supervision and Management in ABA - 3 credits**

Fulfilling the need of BACB 5th Task List requirement, *Personnel Supervision and Management*, and partial *Behavior Assessments, Behavior-Change Procedures, and Selecting and Implementing Interventions* task items are as follows:

F-2 Determine the need for behavior-analytic service.

G-19 Use contingency contracting.

H-9 Collaborate with others who support and/or provide services to clients.

I-1 State the reasons for using behavior-analytic supervision and toe potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).

I-2 Establish clear performance expectations for the supervisor and supervisee.

I-3 Select supervision goals based on an assessment of the supervisee's skills.

I-4 Train personnel to competently perform assessment and intervention procedures.

I-5 use performance monitoring, feedback, and reinforcement systems.

I-6 Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.

I-7 Use function-based strategies to improve personnel performance.

I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

Prerequisites/Co-requisites: ESP 622, ESP 704, ESP722, ESP 723, ESP 724, ESP 726.

**ESP 701 Students with Disabilities and Visual Arts - 3 credits**

This course is for teachers who work with students with special needs. It focuses on how they can use the visual arts as an innovative approach to facilitate their students' learning and understanding. Teachers explore how the visual arts can accommodate different learning styles by providing alternative entry points in which to learn and understand the required curricula. This approach incorporates the theory of multiple intelligences. Teachers develop an understanding of how the visual arts can help motivate students to learn, foster self-esteem and self-expression, develop motor coordination skills and enhance social skills. This is a hands-on class in which teachers become familiar with a variety of art materials, for example clay, paints, pastels, charcoal, and simple print-making techniques. They also gain a basic understanding of the principles of art history. They learn how to develop lessons and alternative assessment instruments that incorporate the visual arts. A visit to the Fogg Museum is included.

**ESP 702 Applications of Applied Behavior Analysis in Multiple Settings - 3 credits**

This course focuses on the application of applied behavior analysis in multiple settings. The applications of principles of applied behavior analysis in educational, clinical, and home-based settings will be examined and the unique issues presented in these contexts will be reviewed and discussed. These include functional behavior assessments, ethics of practice, and use of treatment methodologies, staff/parent training, and applied behavior analysis in the public school settings. Current developments in ABA, behavior change strategies and generalization are also addressed.

**ESP 705 ABA Fluency Seminar - 1 credit**

This one-credit course is designed to strengthen students' ability to demonstrate key core knowledge competencies in the field of applied behavior analysis. During the course of the semester students will engage in a number of fluency based instructional activities that will enable them to demonstrate knowledge in all of the BCBA task list content areas. Students will be required to practice these skills both during class sessions and via software specifically designed to support fluency training and competence demonstration. Students must demonstrate proficiency in each of the task list content areas in order to successfully pass this course.

**ESP 706 Research Design in Applied Behavior Analysis - 3 credits**

This course focuses on single-subject experimental designs and human behavior. The students will learn about the characteristics of science and the rationale for having behavior as a focus. The student will be exposed to different issues related to measurement, specific research designs, and important issues, such as variability, associated with the designs. How to accurately interpret research data from a variety of research experiments will also be discussed. The student will also learn about the ethical standards and guidelines that professionals in the field of applied behavior analysis must follow when working with humans. This course provides credit hours toward education qualifications required to sit for the behavior analysis certification exam.

**ESP 710 Introduction to Applied Behavior Analysis - ABA I - 4 credits**

The course introduces the science of behavior analysis, and the basic concepts and principles of behavior analysis (e.g., reinforcement, punishment). It includes the philosophical underpinnings of the science of behavior analysis including goals, philosophical assumptions, dimensions of applied behavior analysis, radical behaviorism, experimental analysis of behavior, and professional practice guided by applied behavior analysis. This course is a prerequisite for all other ABA courses in the sequence. The course will provide credit hours towards eligibility for the behavior analysis certification examination.

**ESP 716 Behavior Assessment in ABA - 3 credits**

This course focuses on assessment in Applied Behavior Analysis in a variety of settings. This course has a strong concentration on Functional Assessment (both informal and systemic manipulations - Functional Analyses) and the development of behavioral support plans based upon the results of assessment of function. Specific strategies for accelerating and decelerating behaviors as well as generalization will be reviewed. Discussion on preference assessments, assessments of relevant strengths and deficits, as well as determining the need for behavior analytic services will occur.

**ESP 717 Advanced Applied Behavior Analysis - ABA II - 4 credits**

This course reviews the basic concepts and principles of applied behavior analysis (ABA) and expands upon the knowledge learned in Introduction to Applied Behavior Analysis (ABA I). The course will focus on important concepts and principles in applied behavior analysis; including defining and describing principles. Applied examples from existing research will be reviewed and assignments will be completed in which the students must apply concepts and principles to hypothetical case studies, scenarios, or individuals the student is currently serving and provides examples of the principle or concept. The course provides credit hours towards eligibility for the behavior analysis certification examination.

**ESP 718 Ethics and Professionalism in Applied Behavior Analysis**

This course prepares students for the ethical and professional practice of Applied Behavior Analysis. Students will learn the importance of ethical conduct as it relates to the professional practice of tasks identified in the Fifth Edition Task List. Students will learn about the foundations of ethical and professional behavior to endure a high quality of practice in both behavior analysis and education in general. The Behavior Analyst Certification Board (BACB) Professional and Ethical Code for Behavior Analysts will be reviewed and discussed in detail. This course provides credit hours towards eligibility for the behavior analysis certification examination.

**ESP 721 Using Multiple Intelligence and Accelerated Learning in Teaching English Language Arts, Math, History and Science - 3 credits**

Special education teachers learn to apply multiple intelligence and accelerated learning instructional strategies in teaching to the content area standards. Teachers get an overview of Howard Gardner's multiple intelligence theory and its implications. They also experience Lozanov's accelerated learning structures and translation to brain-based teaching. Teachers learn to select, evaluate, and use teaching and assessment differentiation strategies to meet the needs of special education students in regular education classrooms. They design multiple intelligence and accelerated learning lessons to engage students in acquiring specific knowledge and skills.

**Puerto Rico only****ESP 721R Teaching Spanish Language Arts, Math, History and Science for K-12 Special Education Students - 3 credits**

Special education teachers learn to apply multiple intelligence and accelerated learning instructional strategies in teaching to the content area standards. Teachers get an overview of Howard Gardner's multiple intelligence theory and its implications. They also experience Lozanov's accelerated learning structures and translation to brain-based teaching. Teachers learn to select, evaluate, and use teaching and assessment differentiation strategies to meet the needs of special education students in regular education classrooms. They design multiple intelligence and accelerated learning lessons to engage students in acquiring specific knowledge and skills.

**ESP 794A Practicum: Special Education (PreK-8) 300 hours - 2 credits**

14-week supervised field experience of a minimum of 300 hours in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, with Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback. Artifacts are uploaded into an Exit Portfolio. An Application to Practicum is required.

**ESP 794B Practicum: Special Education (5-12) 300 hours - 2 credits**

14-week supervised field experience of a minimum of 300 hours in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, with Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback. Artifacts are uploaded into an Exit Portfolio. An Application to Practicum is required.

**ESP 791 Practicum Seminar: Special Education - 2 credits**

Practicum required concurrently. The seminar, based on the Professional Standards for Teachers in Massachusetts and those of the Council for Exceptional Children (CEC), provides opportunities for classroom experience and supports students' growth as they assume the teaching role. Candidates receive feedback on lesson plans, and develop instructional practice by analyzing case studies, engaging in role play and viewing of instructor-selected video tapes that depict examples of practice. Candidates upload required key assessments into an Exit Portfolio in TaskStream.

**ESP 800 Independent Learning Project: Special Education - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for teachers of students with moderate disabilities and articulates the individual's educational and administrative philosophy. The project is research and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

**ESP 800B Supervised Learning Project - 2 credits**

The Supervised Learning Project is a culminating learning experience that helps educators/behavior analysts integrate their personal and formal learning, along with their extensive field work into a meaningful whole. Students will integrate their experiences into a field-based research document which reflects the area of study and of licensure. It is project-based and is combined with a poster demonstration.

## Electives Offered in the School of Education (EDU, EED, ENG, EIT, etc.)

### General Educational Studies

**EDU 612 From Writing to Reading - 3 credits**

This introductory course gives an overview of basic perspectives on writing instruction in 8-12 classrooms, emphasizing the use of writing as a bridge to reading. The focus is on technical features of language, movement between the particular and the global, making of sentences, and text structure.

**EDU 622 Active Assessment for Active Reading - 3 credits**

This course offers an overview of formative and summative reading assessments for middle and high school students. Educators are provided with practical information on developing, interpreting, and scoring alternatives to traditional tests to inform reading instruction. This course combines practical discussion with theoretical information on the rationale for active assessments. It enables educators to explore questions and gain ideas that they can immediately use in their classrooms.

**EED 503 Teaching Children with Different Learning Styles - 3 credits**

This course discusses various learning styles of children from infants to teenagers. The course reviews the internal and external environment responsible for the development of learning styles and how we can provide a positive environment to inculcate good habits and learning styles and how to recognize children's learning styles in order to facilitate learning. Current research and literature are reviewed.

**EED 536 Moral Development in Children - 3 credits**

What is "excellent" moral behavior? Is it natural biological inclination? Divine/"natural" gift? Culturally learned behavior? A combination? We build our discussions around these questions and refer to works by Coles, Dewey, Glasser, Kohlberg, Montessori, Piaget, Vigotsky, and others, especially in regard to children's moral development from birth

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**EED 560 Models of Teaching - 3 credits**

Course participants observe, analyze, and discuss a variety of teaching models including information processing, group investigation, social inquiry, inductive models, nondirective teaching models and problem-solving. Within each of these general categories, ways of using learning activities, materials and media are explored. Improving skills in presenting information, asking questions, soliciting and incorporating feedback into curriculum planning, as well as using students' interests and ideas in designing learning activities and developing ways of evaluating what has been learned are reviewed. This course is appropriate for teachers of any grade level and subject matter and anyone whose job involves the development of workshops, training seminars, lectures or other types of presentations.

**EED 586 How to Teach and Reach All Students Using Multiple Intelligences - 3 credits**

Revitalize your teaching with methods which will help all of your students to learn more easily in less time. Model units will be presented based on Howard Gardner's Multiple Intelligence Theory, which capitalizes on the student's natural learning style. Lessons in math, language arts, science and social studies will be demonstrated through active participation.

**EED 623 Classroom Management Using Accelerated Learning  
- 3 credits**

Accelerated Learning is used to explore strategies for creating an environment, which supports students and minimizes teacher stress. Traditional strategies including control of movement, time and space management, establishing effective rules, interpersonal relationships, small and large group dynamics, behavior modification, as well as relaxation, mood setting, win-win solutions and a range of alternative methods of intervention and curriculum strategies are explored through role play, group activities, multi-media and readings.

**EED 642 Succeeding with the Resistant Student**

Teachers are excellent because of how they teach, not what they teach. Students learn the “hows” to help the most resistant students love school, believe in their own ability to succeed, and always want to do their best. Many of these strategies are simple movements and activities that are easily used in grades PreK-12 and with adult learners. The course draws on the activities of Brain Gym, Neuro-Linguistic Programming, and the latest brain research to maximize learning. Teachers using these strategies report an average of 50% reduction in class disruptions, improved achievement, and special education students moving to regular education.

## **Instructional Technology**

**EIT 711 Advanced Technologies in Education - 3 credits**

This course focuses on the impact of a worldwide information-intensive society on education policy and planning. Students study practical and theoretical issues pertaining to educational technologies. The course surveys practical applications for managing organizational information systems and databases. From a theoretical perspective, it focuses on using new technologies to serve various pedagogical philosophies and the impact of new technologies on instructional design, teaching, and school reform.

**EIT 712 Using Educational Technology to Improve Teaching and Learning - 3 credits**

Through discussion, use of the latest hardware and software, participants explore computer based multimedia and communications technologies that enhance classroom instruction. This course is geared for PreK-12 teachers to experiment with the tools of the classroom with emphasis on math, science and language arts. Software and Internet applications are explored, including best practice applications. Focus is on developing technology-based thematic units that integrate theory, practice and standards in the language arts, science, and math classroom. Recent developments in technology integration regarding math and language with the Every Student Succeeds Act are discussed.

## **Literacy**

**EDU 632 Understanding Reading K-5 - 3 credits**

This course introduces theoretical and instructional issues in reading development. Participants will engage in reflective, critical considerations of students’ diverse needs as readers. Strong emphasis will be given to the social nature of reading, thus children learn to read best within a rich and rigorous interactive community of learners in which teachers learn from their students. Topics include: a study of reader capacities that help explain variations in comprehension outcomes (e.g. short term memory, reading fluency, vocabulary, background knowledge, and motivational factors); text features that impact comprehension; the purposes of reading that define comprehension outcomes (e.g., reading to learn, applying knowledge, engagement); and the social context of reading.

**EDU 635 Developing Writing Skills in the Early Childhood Years - 3 credits**

In this course teachers and pre-service teachers are introduced to the writing components essential to a balanced literacy program. Topics include: interactive writing, writing workshop, conferring with student authors, content area writing, reading-writing connections, writing with special education and bilingual students, and assessing student writing. Students take part in a writing mini-workshop, keeping a writing notebook to gather seed ideas, developing one idea into a piece of writing, meeting in response groups, revising and publishing the piece in a group anthology. Throughout the semester, they draw from their experience to inform their teaching. Students are expected to complete readings, keep a reflection journal and a writers’ notebook and design a unit of study for writing workshop.

# CAGS Courses

## School Administration (ECA)

### **ECA 701 School Management and the Law - 3 credits**

This course focuses on the understanding of the local, state and federal laws which guide the successful administration and management of a comprehensive school system including fiscal responsibilities and collaborative structures. Attention is also paid to federal and state laws and issues associated with collective bargaining. Particular emphasis is given to Massachusetts laws relevant to education including the Education Reform Act of 1993, NCLB, its revisions and other such laws. Students will examine legal issues to develop understandings and skills needed to be an effective school administrator during these times of challenging change. Practicum hours of directed field-based training required.

### **ECA 703 Managing Financial Resources - 3 credits**

This course focuses on fiscal management issues in schools and school systems. Specific topics include financial accounting, preparation and interpretation of financial statements, financial analysis and accounting, budgeting, cost containment, and strategic planning. Proposition 2 1/2 of Massachusetts, the Massachusetts foundation budget process and such financial support structures and funding formulas will also be examined. The financing of charter, choice and voucher programs will be studied as well as importance of and the methods for addressing issues of plant and equipment maintenance. Practicum hours of directed field-based training required.

### **ECA 704 Effective Schools - 3 credits - 3 credits**

This course helps students acquire a basic knowledge and understanding of the concept of effective schools and related theories and ideas. Participants develop a definition of an effective school and identify the dimensions and factors that characterize effective schools. This is accomplished by examining the research findings and personal reflections of noted educators. Particular emphasis is placed on the pivotal role of teachers, parents, and students in the school administrator's conceptualization of an effective school. Students use a variety of stimulating and helpful case studies to examine how theory is translated into practice, as they develop and test their own convictions about the values that shape the life of an effective school. Practicum hours of directed field-based training required.

### **ECA 720 Advanced Systems Theory - 3 credits**

It is essential that educational administrators in the central office understand systems theory and the dynamics of complex social entities such as schools and school systems. With knowledge of the system and subsystems that make up the total school organization, a school leader will be able to understand better the impact that decisions have on the entire school organization and therefore manage change more effectively. This course is required for all candidates for the Superintendent/Assistant Superintendent license. Practicum hours of directed field-based training required.

### **ECA 725 Structural and Institutional Barriers to Equality in Education - 3 credits**

This course examines the structural barriers and institutional practices in schools that have helped to create and sustain socioeconomic inequality and educational inequities. Through readings and discussions, students closely assess past and current education policies based on stated aims and observable outcomes. Emphasis is placed on understanding social and ideological factors that shape American education in ways that are inconsistent with the democratic aspirations of America's founding documents and education reformers' rhetoric.

### **ECA 805 Practicum Seminar I: School Administration Non-Licensure - 3 credits**

Students who are not seeking administrative licensure but who wish to complete a school administrative CAGS are required to complete a two-term, non-supervised practicum. This is the first course in the sequence. The student and research advisor will design an individualized plan for completing this practicum requirement, but the College will not provide an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

### **ECA 805A Practicum I: Supt/Asst Supt (All Levels) 300 of 500 hours - 3 credits**

This is the first of two courses, a 300-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner. This practicum allows for the development of administrator competencies specific to the superintendent/assistant superintendent position at all levels of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the superintendency. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

### **ECA 805H Practicum I: Principal/Asst Principal (PreK-8) 300 of 500 hours) - 3 credits**

This is the first of two courses, a 300-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner and a college supervisor. This practicum allows for the development of administrator competencies specific to the principal/assistant principal position at the PreK-8 of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

**ECA 805J Practicum I: Principal/Assistant Principal (5-12) 300 of 500 hours - 3 credits**

This is the first of two courses, a 300-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner and a college supervisor. This practicum allows for the development of administrator competencies specific to the principal/assistant principal at the 5-12 level of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the 5-12 level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

**ECA 805E Practicum I: Supervisor/Director (All Levels) 150 of 300 hours - 3 credits**

This is the first of two courses, a 150-hour (300 total) supervised practicum in a school setting under the guidance of a practitioner and a college supervisor. This practicum allows the development of administrator competencies specific to the supervisor/director position. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the supervisor/director position. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

**ECA 806 Practicum Seminar II: School Administration Non-Licensure - 2 credits**

Students who are not seeking administrative licensure but who wish to complete a school administration CAGS are required to complete a two term, non-supervised practicum. This is the second course in the sequence and should be completed in conjunction with the Action Research Project. The student and the research advisor will design an individualized plan, but the College will not assign an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

**ECA 806A Practicum II: Superintendent/Asst Supt (All Levels) 200 of 500 hours - 2 credits**

This is the second of two courses, a 200-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner. This practicum allows the development of administrator competencies specific to the superintendent/assistant superintendent position at all levels of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the superintendency. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

**ECA 806C Practicum Seminar II: Principal/Asst Principal (5-8) 150 of 500 hours - 2 credits**

This is the second of two 150 hours of supervised practicums in a school setting under the guidance of a practitioner and college supervisor. This practicum allows the development of administrator competencies specific to the principal/assistant principal position at the middle school level of the educational system. The practicum provides the opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the middle school level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of principalship..

**ECA 806H Practicum II: Principal/Asst Principal (PreK-8) 200 of 500 hours - 2 credits**

This is the second of two courses, a 200-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner and college supervisor. This practicum allows the development of administrator competencies specific to the principal/assistant principal position at all levels at the PreK-8 level. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship. An Exit Performance Portfolio documents the experience. Evaluation is based on current standards for licensure.

**ECA 806J Practicum II: Principal/Asst Principal (5-12) 200 of 500 hours - 2 credits**

This is the second of two courses, a 200-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner and college supervisor. This practicum allows the development of administrator competencies specific to the principal/assistant principal position at the 5-12 level of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the 5-12 level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship.

**ECA 806E Practicum II: Supervisor/Director (All Levels) 150 of 300 hours - 2 credits**

This is the second of two courses, a 150-hour (300 total) supervised practicum in a school setting under the guidance of a practitioner. This practicum allows the development of administrator competencies specific to the supervisor/director position at all levels of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the supervisor/director.

**ECA 807 Applied Action Research Project: School Administration - 1 credit**

This course, taken in the student's last term, requires the student to complete the Action Research Project, a program implementation or curriculum development plan, and present the results in a public presentation to students.

## Curriculum and Instruction

**ECC 705 Curriculum Design and Renewal for the 21st Century - 3 credits**

This course explores the issues and problems that curriculum leaders face when trying to develop, implement, and evaluate curriculum for elementary, middle, and high schools. Participants examine existing curriculum models and approaches to curriculum renewal and discuss current concerns faced by curriculum developers. Special focus is placed on building a knowledge of research on effective approaches to curriculum change; identifying and understanding key issues in curriculum development; developing leadership skills for K-12 school settings; and examining challenges of leadership in curriculum development. Practicum hours of directed field-based training required.

**ECC 706 Critical Thinking and Problem Solving - 3 credits**

This course explores critical thinking and problem solving as corner stones of education reform movements and vital skills for students in the new millennium. It offers a unique opportunity for experienced teachers to consider their individual classroom instructional practices in the context of broader political and social change by exploring the work of theorists who emphasize transformative dimensions of reflective judgment in adult learners. A primary focus is the design of instructional formats and learning environments that foster these essential skills. This advanced course examines philosophies, epistemological constraints and methods of assessing higher order critical thinking skills.

**ECC 707 Leading Educational Change and School Renewal - 3 credits**

This course focuses on the theory/practice of continuing school renewal and educational change. Emphasis is placed on building collaborative relationships necessary to plan, implement, and manage significant school change that leads to improved teaching and learning. In introducing change as an essential quality of healthy learning organizations, students study reform and change models, while learning how to build strong teams within the school and community that lead to equitable and excellent outcomes for all stakeholders. Practicum hours of directed field-based training required.

**ECC 708 Learning Theories and Instructional Design - 3 credits**

This course for experienced educators provides a forum to examine a wide range of learning theories. Students learn instructional designs using a model that is both robust and flexible, making them appropriate for use throughout K-12. Students explore behavioral, cognitive, and constructivist theories, and balance new discoveries with older theories that are still relevant. In addition, students examine developments in collaborative and cooperative learning as they relate to the design process. Using concepts from their own curriculum, students complete an instructional design project. Students then present their projects to the class, explaining their experience with the particular design process used and share the learning theories incorporated into the design. Practicum hours of directed field-based training required.

**ECC 709 Alternative Assessment: Theory and Practice - 3 credits**

This course explores alternative assessment. It answers the questions regarding what assessment is, what it does and what it measures. Assessment types and strategies are studied along with multiple assessment uses. Students gain a thorough understanding of portfolio techniques, open ended questions and the design, use, and evaluation of performance tasks. They explore assessment procedures such as exhibition, interview, journals, observation, peer assessment, and self-evaluation. Students are encouraged to use with confidence alternative assessment strategies in the classroom as an integral component of the curriculum-instruction-assessment link.

**ECC 710 Assessment, Developing and Evaluating Curriculum - 3 credits**

All educational leaders regardless of their position within a school system should have the ability to lead instruction. This course provides a better understanding and practices related to the real-world application of instructional leadership in regard to curriculum. The course strengthens the knowledge, skills, and dispositions of educators as instructional leaders, and provides practice in identifying and researching current and emerging curricular issues. Beginning with the premise that instructional leaders are essential in creating thoughtful learning communities of adults and students, this course focuses on the standards of leadership, models of curriculum designs that promote achievement for all students, data to inform decisions about instruction, and current issues that impact teaching and learning. Practicum hours of directed field-based training required.

**ECC 805 Educational Leadership Practicum I: Curriculum & Instruction - 150 hours - 3 credits**

Prerequisites: ECL 800 and ECL 801.

This is the first half of a 300-hour individually structured field experience in a school setting that emphasizes a commitment to continued learning. This practicum is completed in the third semester and provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in the design, implementation and assessment of curriculum development. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites. With a cooperating practitioner, students design learning opportunities consistent with their professional development goals for leadership in curriculum and instruction. The seminar advisor must approve the design. Students continue work on their Action Research Project, begun in ECL800 and 801, with a focus on conducting such research at the school site.

**ECC 806 Educational Leadership Practicum II: Curriculum & Instruction - 150 hours - 2 credits**

Prerequisite: ECC 805 and completion of all concentration courses, or permission of the coordinator.

This course is a continuation of ECL 805 and requires attendance at four seminar meetings. During this course, students work to complete the Action Research Project.

**ECC 807 Applied Action Research Project: Curriculum & Instruction - 1 credit**

This course, taken in the student's last term, requires the student to complete the Action Research Project, a program implementation or curriculum development plan, and present the results in a public presentation to students.



# Educational Leadership

## **ECL 800 Foundations of Social Science Research - 3 credits**

The information in this course supports the research design and analysis of data for completion of the Action Research Project. The emphasis is on familiarizing students with methods of research and data analysis. Examples of quantitative and qualitative methods are presented. Students explore techniques used in the identification of research problems, the formulation of hypotheses, the construction and use of data-gathering instruments, the design of research studies, and utilization of statistical procedures. Students will learn commonly used statistical procedures, including introductory computer applications for data analysis. Students design an Action Research Project which includes: identifying a topic relevant to their field, conducting a literature review, and writing an introduction, a purpose statement, method and procedure. School administrators write a school improvement plan. Special educators write a program implementation plan. Professionals in curriculum and instruction develop a curriculum development plan. Pre-practicum hours of directed field-based training required.

## **ECL 801 Advanced Graduate Research Seminar - 3 credits**

Prerequisite ECL800.

Students begin implementing their research designs that were created and approved in ECL800. They systematically organize inquiries demonstrating connections between theory and professional practice in an organization or school setting. Students design and implement quantitative and/or qualitative research methodologies as they apply research theory to gathering, analyzing, and summarizing data that will inform policy and leadership decision-making in the workplace. Students receive ongoing support during research and have a learning environment that helps them develop their projects successfully. This seminar serves as a learning lab, allowing students to experience peer learning and support. Students discuss their research designs, share resources, questions, ideas, and concerns, and sense one another's progress. Students complete a culminating capstone learning project in the form of an Action Research Project or a program evaluation. Capstone projects are presented to the class for review.

## **ECL 802 Advanced Leadership - 3 credits**

This advanced leadership issues course merges leadership theory with practice to examine leadership roles in educational settings. Using case studies and problem-solving techniques, students actively examine a wide variety of current leadership issues that impact the ability of educational institutions to fulfill their public trust. State and professional educational leadership standards are examined. Topics include practical considerations of collective bargaining, managing student and staff diversity, budgeting, legal issues, and implementing school reforms from the perspective of an educational leader. Practicum hours of directed field-based training required.

## **ECL 803 Advanced Technologies in Education - 3 credits**

This course focuses on the impact of a worldwide information intensive society on education policy and planning. Students study practical and theoretical issues pertaining to educational technologies. The course surveys practical applications for managing organizational information systems and databases. From a theoretical perspective, it focuses on using new technologies to serve various pedagogical philosophies and the impact of new technologies on instructional design, teaching and school reform. Practicum hours of directed field-based training required.

## **ECL 804 Advanced Leadership in Policy and Practice - 3 credits**

This course explores the educational policy making process at the federal, state and local level. Students examine the educational leader's role in policy design, advocacy and formulation. Simulations and scenarios from class members, practitioners and research are used to inform the creation of educational policy in complex situations involving competing constituencies. Leadership skills are challenged by the opposing perceptions of stakeholders vying for scarce resources and by the need to identify an appropriate theoretical context from which to work toward policy formation to solve problems. Students gain skills in identifying educational issues in the context of practical problems, and to strategize, implement, and assess policy outcomes that directly impact teaching and learning environments. Practicum hours of directed field-based training required.

## **ECL 807 Applied Action Research Project: Educational Leadership - 1 credit**

This course, taken in the student's last term, requires the student to complete the Action Research Project, program implementation or curriculum development plan and present the results in a public presentation to students.

# Special Education Administration

## **ECS 712 Advanced Psycho-Educational Assessment & Education Planning - 3 credits**

Students learn to select, use, and interpret appropriate evaluation techniques, instruments, and technologies. A case study approach is used to administer and interpret formal and informal assessments. The results of various evaluative procedures are used to assess and improve the effectiveness of programs and personnel. Students learn to use developmentally appropriate formal and informal assessments for mild and moderate special needs children. Practicum hours of directed field-based training required.

## **ECS 713 Administration of Special Education Programs - 3 credits**

This course uses various service delivery models as they relate to children and young adults with handicapping conditions in a school setting. This course emphasizes facilities and curriculum adjustments, staff roles, methods and content for in-service training, and the use of a team approach. Field trips to observe and evaluate programs may be required. Students become well versed in the requirements of federal and state laws and regulations related to special education. Practicum hours of directed field-based training required.

## **ECS 714 Collaboration and Consultation Techniques - 3 credits**

This course introduces interpersonal communication skills for working with teachers, outside agencies, and families of students from diverse backgrounds. Students are exposed to political structures and regulations for improving a school and/or community. Students review research findings on public relations programs involving educational systems, businesses, industry, and governmental agencies. This course emphasizes the role of the administrator in developing a comprehensive program of school community relations for the administrative unit. Practicum hours of directed field-based training required.

**ECS 716 Philosophical and Psycho-Social Foundations of Education - 3 credits**

Participants study the basic assumptions underlying educational goals, content, and process. They explore the relationship between knowledge, learners, and metacognition. The functioning of educational institutions in their social and cultural milieu is examined from anthropological and sociological perspectives. A school is viewed as a social system. Students examine the influences upon the educational enterprise of the stratification system, youth cultures, race, religion, language, and values. Practicum hours of directed field-based training required.

**ECS 805 Practicum/Seminar I: Special Education Admin. Non-Licensure - 3 credits**

Students who are not seeking administrative licensure but who wish to complete a special education administration CAGS are required to complete a two-term, non-supervised practicum. This is the first course in sequence. The student and the research advisor will design an individualized plan for completing this practicum requirement, but the College will not assign an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

**ECS 805S Practicum/Seminar I: Special Education Administration (300hrs) Licensure - 3 credits**

150 hours. Prerequisite: Completion of all course work. Exit Performance Portfolio is required for credit. Students complete field experience in a school setting under the direction of a licensed administrator of special education. They perform a range of administrative activities under the direction of the on-site administrator. This course facilitates the application of theory to practice in a real life situation. Each student maintains a journal and generates an exit portfolio showing the implementation of requisite standards into practice. Students present their research action plans during Seminar II.

**ECS 806 Practicum/Seminar II: Special Education Admin. Non-Licensure- 2 credits**

Students who are not seeking administrative licensure but who wish to complete a special education administration CAGS are required to complete a two-term, non-supervised practicum. This is the second course in the sequence and should be completed in conjunction with the Action Research Project. The student and the research advisor will design an individualized plan for completing this practicum requirement, but the College will not assign an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

**ECS 806S Practicum/Seminar II: Special Education Administration (Licensure) - 2 credits**

150 hours. Prerequisite: Completion of all course work. Exit Performance Portfolio is required for credit. Students complete field experience in a school setting under the direction of a licensed administrator of special education. They perform a range of administrative activities under the direction of the on-site administrator. This course facilitates the application of theory to practice in a real life situation. Each student maintains a journal and generates an exit portfolio showing the implementation of requisite standards into practice. Students present their research action plans during Seminar II.

**ECS 807 Applied Action Research Project: Special Education Administration - 1 credit**

This course, taken in the student's last term, requires the student to complete the Action Research Project, program implementation or curriculum development plan and present the results in a public presentation to students.



# School of Management

The **SCHOOL OF MANAGEMENT** offers graduate programs that prepare students for improved management performance, increased career advancement opportunities and more effective leadership in private, public and non-profit organizations. Students with professional or technical experience develop their managerial skills to position them for the next level of leadership. Those with more limited formal experience gain the knowledge and competencies to prepare them for jobs or careers of their choice.

**Academic programs** — The School of Management offers Master of Business Administration (MBA), MBA Healthcare, and Master of Management (MM) degrees.

**Faculty and Learning Environment** — The majority of faculty members are practicing professionals and bring to their courses practical as well as conceptual knowledge in their areas of expertise. Classes are small and highly interactive.

**Experiential Learning** — Many courses involve live case studies where students work on problems of real businesses and organizations. Students with limited work experience are encouraged to take up internships or practica.

**Student body** — The student body is highly diverse by design, encompassing a multicultural and multi-generational range that provides an effective training ground for learning how to work in diverse teams.

## Admission, Assessment and Orientation

Admission counselors give applicants an overview of the College's academic programs and assist with the application process. Applicants may be required to participate in an admissions interview once they have submitted all required application materials. Once accepted, students must complete required assessments to help determine their individual program of study. An academic advisor is available to assist students throughout their program.

**A writing assessment** is conducted to ensure that entering students demonstrate graduate level English language communication and writing skills. **If assessment indicates need, additional coursework will be required. Tutoring services are also provided.**

**Orientation** — *New students are required to attend School of Management Orientation* prior to the start of their program.

## Advising and Capstone

The **Academic Advisor** is responsible for advising the student on academic planning and graduation clearance. Students are expected to schedule periodic individual meetings with the Academic Advisor.

**Graduate Management Capstone** — The Graduate Management Capstone course provides support for students' work on the Capstone project. The Capstone project is undertaken towards the end of the student's program, and after specific program core requirements have been met. The Capstone project enables students to demonstrate their learning from courses through a designed application-oriented experience.

## Practicum/Internship

The School of Management offers an internship program for students who wish to receive academic credit and gain experience while completing their studies in the master's degree program. They can be rewarding and can lead to exciting careers. Students may take one 2-credit internship course and one additional 1-credit internship course as electives after they have completed two terms of study (two terms) in the program. To receive course credit for an internship, students must be enrolled in MMG 600A (2 credits) or MMG 600B (1 credit). Students are responsible for identifying a job/position/project and must consult with and define the details of the position with the Internship Coordinator. Together they will develop a Learning Contract which must be approved by the Dean. International students who opt for internship courses must complete and submit a Curricular Practical Training (CPT) authorization form that can be obtained from the Manager of Career Services. They must meet all regulations for authorized CPT (see *International Students* on page 57).

The Manager of Career Services will notify the student of approval and the student will be registered in MMG 600A Graduate Management Practicum.

## Course Delivery and Scheduling

Courses in the School of Management are designed to maximize learning through direct and dynamic instruction in the classroom with faculty and students. It is the primary form of delivery in the School of Management and an established teaching methodology at Cambridge College. Other forms of instructional delivery may be offered in support of our students' learning and degree progress. In-seat School of Management students are eligible to take one online course per term.

## Sigma Beta Delta Honor Society

School of Management students with GPAs in the top 20% of their graduating class and who show evidence of leadership or community service are eligible for induction into Sigma Beta Delta, the national honor society for business and management students.

## Management Education for Organizations

Academic programs and courses may be tailored to meet the needs of private and public organizations. An organization may select courses from the catalog to meet its needs for staff training and/or to serve its mission and clients. We can focus the course content and activities on the organization's particular situation, or more broadly, as needed.

## Inactive Programs

If you are enrolled in a program that is no longer active, please confer with your academic advisor and continue to follow your program plan as outlined in the Academic Catalog published in the year you entered your program. All back issues of the Academic Catalog may be found at <https://www.cambridgecollege.edu/academic-catalogs-back-issues>.



Post-Baccalaureate Certificate or Pre-Baccalaureate Certificate

## 21<sup>st</sup> Century Analytics for Trauma Centers Certificate

• CIP code 510701 • 15 credits

**Program Description** — The 21<sup>st</sup> Century Analytics for Trauma Centers Certificate program provides participants with basic and fundamental knowledge in quantitative and qualitative analytics, data visualization and data management concepts as it applies to healthcare and trauma center information. This program is designed for individuals who work with trauma center data and or healthcare information such as trauma registrars, trauma program managers, trauma medical directors and researchers.

Content will include current American College of Surgeons (ACS) National Trauma Data Standards (NTDS) and will adapt to continuing changes in data standards and key performance indicators for trauma centers. This certificate program is designed to develop data management and analytical skills and knowledge to prepare students for improved management performance, increased advancement opportunities, and more effective leadership in trauma centers. Each course will reflect current content knowledge in data and analytics with an enhanced emphasis on its application in trauma and additional healthcare settings.

This program is offered remotely with a blend of asynchronous and synchronous online courses.

**Learning Outcomes** — Graduates of the program will be able to demonstrate critical thinking and problem solving skills through the use of statistical and analytical solutions and visualizations as they are applied to trauma center and other healthcare related data.

**Careers** — Trauma Registrars, Trauma Program Managers, Trauma Medical Directors, and Researchers.

### Courses ..... 15 credits

MMG 506	Quantitative Analysis for Managers	3
MMG 525	Statistical Decision Techniques for Managers	3
MMG 603	Data Exploration and Visualization	3
MHC 730	Health Care Information Systems	3
MHC 733	Data, Knowledge and Information Management in Health Care Informatics	3

**Admission requirements:** High school diploma/GED and other School of Management requirements (see Admissions) including:

- Current résumé.
- Official transcripts
- Personal statement
- Interview

Certification in Trauma Registry preferred but not required.

Determination of credit type awarded (undergraduate, graduate, or post graduate) will be made by the program chair and dean upon review of the application, accompanying curriculum vitae or resume, and depending on each student's current experience, credentials and previous academic degrees.

**Program chair:** Sandra Arabian, MBA, NREMT, CSTR, CAISS

- [sandra.arabian@cambridgecollege.edu](mailto:sandra.arabian@cambridgecollege.edu)



# Master of Business Administration

• CIP code 520201 • 36-48 credits • 4-5 terms full-time •

**Program Description** — The Master of Business Administration prepares students with the practical skills and specialized knowledge that are essential for meaningful business and managerial careers. Working managers seeking advancement, emerging professionals, or those desiring to switch careers, gain the tools and competencies that will help them succeed in achieving their goals. A general management core provides broad-based business knowledge, develops teamwork and leadership skills, and allows students to gain job-ready competencies. The program offers opportunities to work on real-life business problems in student teams with faculty and business mentors. In the final capstone project, students develop a business idea and prepare a pitch-deck for presentation.

**Learning Outcomes** — Graduates of the program will possess a distinctive skill-set centered on enhanced critical thinking, analytical, technological and problem-solving skills to provide them with a competitive advantage in the marketplace. Demonstrable skills upon graduation include business strategy, analytics, finance, accounting, and marketing. Leadership attributes, cultural and emotional intelligence, along with comprehensive communication skills will be elevated to prepare stewards capable of effectively managing and leading change in complex and uncertain domestic and global workforces and markets.

**Careers** — Management and leadership positions in business, non-profit and government organizations. Typical jobs include: marketing analyst or manager, business analyst, project manager, human resources manager, general manager.

**Admission requirements:** Bachelor's degree and other School of Management requirements, and two years of work experience recommended.

**Online courses:** International students may take only one fully-online course in any term.

## General Prerequisites

Graduate level English language communication and writing skills. Coursework required in first term(s) if writing assessment indicates need (credits do not count towards degree).  
MMG 501E Business Communication  
MMG 505 Graduate Writing

## MBA Prerequisites..... 12 credits

These 4 courses are expected to be successfully completed prior to the entry into the graduate management program for MBA. Take in first term(s) or demonstrate competency through prior undergraduate courses with a grade of B or better, and within a certain time limit, from a regionally accredited institution. An assessment to demonstrate competency may be required.  
MMG 506 Quantitative Analysis for Managers  
MMG 511 Foundations of Management  
MMG 514 Accounting for Managers  
MMG 515 Economics for Managers

## Core Curriculum ..... 12 credits

The following core courses must be taken in a student's first term(s).  
MMG 500 Graduate Management Orientation Seminar (0 credit)  
MMG 512 Organizational Environment  
MMG 517 Research Methods for Managers  
MMG 525 Statistical Decision Techniques for Managers (preq. MMG 506)  
MMG 625 Foundations of Business Analytics

## MBA Required Courses ..... 15 credits

The following required courses must be taken after the completion of the core curriculum.  
MMG 710 Project Management  
MMG 712 Operations Management  
MMG 715 Management Information Technology  
MMG 725 Financial Management (preq. MMG 514)  
MMG 733 Marketing Management

## Electives .....6 credits

Choose two of the following electives (see next page):



(All courses @ 3 credits except as noted.)



MBA

Continued

# Master of Business Administration

## MBA Electives ..... 6 credits

- MMG 603 Data Exploration and Visualization  
(req. MMG 525 and working knowledge of MS Excel)
- MMG 604 Data Driven Decision-Making  
(req. MMG 525, 625, and 603)
- MMG 713 Total Quality and Operations Management
- MMG 736 Digital Marketing (req. MMG 733)
- MMG 737 Marketing Strategy (req. MMG 733 and 517)
- MMG 740 Human Resource Management
- MMG 755 Organization Development and Change Management
- MMG 795 Advanced Project Management  
(req. MMG 710)

## MBA Capstone ..... 3 credits

- MMG 739 Strategic Management



# Master of Business Administration/Health Care

• CIP code 510701 • 36-45 credits • 4-5 terms full-time

**Program Description** — The Master of Business Administration/Health Care prepares students for managerial careers in health care. It has been designed to meet the demands of healthcare employers with today's most in-demand management degree, and is delivered by faculty who are practicing managers and experts in the field. The analytic core of the MBA is combined with a strong healthcare emphasis. Students gain problem-solving, data analysis, project management, financial and technological skills, as well as communication, self-management, teamwork and leadership skills, along with an in-depth knowledge of the issues, challenges and best practices in the healthcare industry. The program is designed for working professionals with experience and/or strong interest in healthcare. Students attend classes with other healthcare professionals, with whom they exchange insights. Students may specialize in health care management or healthcare informatics.

**Learning Outcomes** — Graduates of the program will be expected to be capable of leading themselves and others, demonstrate critical and problem-solving skills, be skilled in the analysis and strategic use of financial and other data and tools, operate strategically within the framework of markets, technology, regulation and resources, demonstrate cultural competence in diverse organizational settings, effectively manage change, complexity and uncertainty, and demonstrate professional integrity. They will understand health care systems and processes, ethical and public policy issues in health care and know how to manage quality, safety and cost-effectiveness in health care delivery.

**Careers** — Management and leadership positions in health care organizations such as hospitals, public and private health agencies, insurance companies and other health care businesses.

**Admission requirements:** Bachelor's degree and other School of Management requirements and two years of appropriate work experience required. Admissions interview with Program Chair required.

**Online courses:** International students may take only one fully-online course in any term.

## General Prerequisites

Graduate level English language communication and writing skills. Coursework required in first term(s) if writing assessment indicates need (credits do not count towards degree).

- MMG 501E Business Communication
- MMG 505 Graduate Writing

## MBAHC Prerequisites ..... up to 9 credits

These 3 courses are expected to be successfully completed prior to the entry into the graduate management program for MBAHC. Take in first term(s) or demonstrate competency through prior undergraduate courses with a grade of B or better, and within a certain time limit, from a regionally accredited institution. An assessment to demonstrate competency may be required. (If not waived, these courses are considered additional credits in the MBAHC program.)

- MMG 506 Quantitative Analysis for Managers
- MMG 511 Foundations of Management
- MMG 514 Accounting for Managers

## Core Curriculum ..... 9 credits

The following are required first courses for all MBAHC students.

- MMG 500 Graduate Management Orientation Seminar (0 credit)
- MMG 512 Organizational Environment
- MMG 517 Research Methods for Managers
- MMG 525 Statistical Decision Techniques for Managers (preq. MMG 506)

## MBAHC Management Required Courses..... 24 credits

The following required courses may only be taken after successful completion of the MBAHC core curriculum courses.

- MHC 710 Risk Management in Health Care
- OR** MHC 700 Human Resources Management in Healthcare Organizations
- MHC 712 Healthcare Operations Management
- MHC 720 The U.S. Health Care System
- MHC 723 Unequal Treatment: Disparities in Healthcare
- MHC 725 Financial Management in Health Care (preq. MMG 514)
- MHC 733 Data, Knowledge & Information Management in Health Care Informatics
- MHC 741 Emergency & All-Hazards Preparedness in Health Care
- MHC 750 Health Care Policy & Ethics

## MBAHC Strategic Management Capstone ..... 3 credits

This course is the final course of the program.

- MHC 740 Strategic Planning in Health Care

(All courses @ 3 credits except as noted.)





# Master of Management

• CIP code 520201 • 30-36 credits • 3-4 terms full-time

**Program Description** — The Master of Management program provides leadership and management skills and introduces the best current practices in private, public and non-profit organizations.

The curriculum combines core management foundation coursework with concentration options and electives that allow students to specialize. The application of theory to management practice is emphasized. A required management seminar series focuses on the development of “people management” skills and the integration of knowledge acquired throughout the program.

**Learning Outcomes** — Graduates will:

- Develop strong communication, analytical, research and decision-making skills.
- Learn to manage themselves and their own professional development, and to manage and lead others.
- Have the ability to use and understand the role of technology in organizations.
- Learn to manage human, financial and informational resources.
- Understand how to foster change and innovation and value and promote diversity in organizations.
- Understand the global, social and environmental context of management and the importance of ethical and socially responsible decision-making.

**Careers** — Graduates are prepared for advancement into supervisory and management positions in business, non-profit and government organizations. Management career opportunities include jobs in human resources, retailing, marketing, financial services, information technology, health care, non-profit management, organizational development, consulting, and training and development.

### Admission requirements

Bachelor's degree and other School of Management requirements, and three years of appropriate work experience recommended.

### General Prerequisites

Graduate level English language communication and writing skills. Coursework required in first term(s) if writing assessment indicates need (credits do not count towards degree).

MMG 501E Business Communication

MMG 505 Graduate Writing

### MM Prerequisites ..... 6 credits

MMG 506 Quantitative Analysis for Managers

MMG 511 Foundations of Management

### Core Curriculum ..... 12 credits

MMG 500 Graduate Management Orientation Seminar (0 credit)

MMG 512 Organizational Environment

MMG 514 Accounting for Managers

MMG 517 Research Methods for Managers

MMG 525 Statistical Decision Techniques for Managers  
(preq. MMG 506)

### Electives ..... 15 credits

Choose 5 elective courses to meet career and academic goals.

MMG 625 Foundations of Business Analytics

MMG 710 Project Management Concepts & Practices

MMG 712 Operations Management

MMG 713 Total Quality and Operations Management

MMG 715 Management of Information Technology

MMG 725 Financial Management (preq. MMG 514)

MMG 733 Marketing Management

MMG 736 Digital Marketing (preq. MMG 733)

MMG 755 Organizational Development and Change Management

MMG 795 Advanced Project Management  
(preq. MMG 710)

### MM Capstone ..... 3 credits

MMG 739 Strategic Management

(All courses @ 3 credits except as noted.)



# Master of Management (Puerto Rico)

- CIP code 520201 • 33 credits • 4 terms full-time
- Program approved by Puerto Rico Board of Postsecondary Institutions

**Program Description** — The Master of Management program provides leadership and management skills and introduces the best current practices in private, public and non-profit organizations.

The curriculum combines core management foundation coursework with concentration options that allow students to specialize. The application of theory to management practice is emphasized. A required management seminar series focuses on the development of “people management” skills and the integration of knowledge acquired throughout the program.

**Learning Outcomes** — Graduates will:

- Develop strong communication, analytical, research and decision-making skills.
- Learn to manage themselves and their own professional development, and to manage and lead others.
- Have the ability to use and understand the role of technology in organizations.
- Learn to manage human, financial and informational resources.
- Understand how to foster change and innovation and value and promote diversity in organizations.
- Understand the global, social and environmental context of management and the importance of ethical and socially responsible decision-making.
- Management Technology Concentration: Graduates will understand how to efficiently and effectively use technology to support organizations and business environments. They will be well able to manage IT projects and departments and functional areas within organizations.

**Careers** — Graduates are prepared for advancement into supervisory and management positions in business, non-profit and government organizations. Opportunities include jobs in human resources, retailing, marketing, financial services, information technology, non-profit management, consulting groups, government agencies/leaders.

### Admission requirements

Bachelor's degree, other School of Management requirements, and three years of appropriate work experience recommended (see *Cambridge College Admission Requirements School of Management* on page 18).

(All courses @ 3 credits except as noted.)

***In Puerto Rico, all classroom instruction and coursework are in Spanish***

### Seminar & Capstone .....6 credits

MMG 500 Graduate Management Orientation Seminar (0 credit)

MMG 691-692 Leadership Seminar I-II (2 terms @ 2 credits)  
Must be taken in sequence with same seminar leader.

MMG 600 Graduate Management Practicum (2 credits)  
(preqs: MMG 691-692, MMG 511, 512, 514; and no more than 10 credits remaining to finish program)

### MM Core Courses ..... 12 credits

MMG 511 Foundations of Management. . . . . Spring or Summer

MMG 512 Organizational Environment. . . . . Fall or Summer

MMG 514 Accounting for Managers . . . . . Spring or Summer

MMG 525 Statistical Decision Techniques  
for Managers . . . . . Fall or Summer

### Concentration ..... 15 credits

Choose one concentration (2 courses) and associated subspecialization (3 courses) to meet career and academic goals. Availability of courses depends on demand.

#### Business

MMG 733 Marketing Management

MMG 740 Human Resource Management

#### *Business (private institutions):*

MMG 515 Economics for Managers

MMG 561 Business Law

MMG 710 Project Management Concepts & Practices

#### *Non profit and public management:*

MMG 770 Grant Writing and Resource Development

MMG 727 Budgeting and Finance for Non-Profit  
and Public Organizations

MMG 760 Strategic Planning for Non-Profit Organizations

#### Management Technology

MMG 522 Information Systems in the Organization  
(required first course)

MMG 714R Data Management in Cybersecurity

#### *Health Care Informatics:*

MHC 730 Health Care Information Systems

MHC 733 Data, Knowledge and Information Management  
for Health Care Informatics

MHC 750 Health Care Policy & Ethics

#### *Cybersecurity Management:*

MMG 605R Cybersecurity Fundamentals

MMG 729R Business Intelligence and Cybersecurity Analytics

MMG 711R Cybersecurity Information Systems Policies,  
Ethics and Auditing



# Maestría de Gerencia (Puerto Rico)

- CIP code 520201 • 33 créditos • 5 términos a tiempo completo
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico

**Descripción del programa** — El programa de Maestría en Gerencia provee desarrollo de destrezas liderazgo y gerencia e introduce las mejores prácticas en el área de empresas privadas, públicas y sin fines de lucro.

El currículo combina la gestión de la gerencia y cursos electivos que permiten a los estudiantes especializarse; enfatiza la aplicación de la teoría a la práctica de la gerencia e incluye una serie de seminarios requeridos de gerencia que se centran en el desarrollo de habilidades de “gestión de la gente” y la integración de los conocimientos adquiridos durante el programa.

**Resultados del aprendizaje** — el estudiante graduado:

- Desarrollará sólidas destrezas de comunicación, análisis, investigación y la capacidad de toma de decisiones.
- Aprenderá a conducirse a sí mismo incluyendo su desarrollo profesional, así como a administrar y guiar a otros.
- Tendrá la capacidad para utilizar y entender el rol de la tecnología en las organizaciones.
- Aprenderá a administrar recursos humanos, financieros e informativos.
- Entenderá cómo fomentar el cambio, la innovación, el valor y a promover la diversidad en las organizaciones.
- Entenderá el contexto global, social y ambiental de la gerencia y la importancia de la toma de decisiones éticas y socialmente responsables.
- Los graduados de la concentración de Gerencia de Tecnología podrán entender cómo utilizar eficiente y efectivamente la tecnología para apoyar los ambientes organizacionales y de negocio. Serán capaces de administrar proyectos de tecnología de la información y áreas operacionales de esas entidades.

**Carreras** — Los graduados estarán preparados para ser promovidos a puestos de supervisión y de gestión en las organizaciones empresariales, sin fines de lucro y gubernamentales. Las oportunidades de esta carrera incluyen la gerencia de puestos de trabajo en recursos humanos, el comercio detallista, mercadeo, servicios financieros, tecnología de la información, la gestión sin fines de lucro, consultoría y la formación o desarrollo profesional.

**Requisitos de admisión:**

Grado de bachillerato, otros requisitos de la Escuela de Gerencia, y tres años de experiencias de trabajo.

(Todos los cursos son de 3 créditos excepto aquellos marcados)

*Todos los cursos se ofrecen en español*

**Seminarios y Capstone ..... 6 créditos**

MMG 500 Graduate Management Orientation Seminar (0 créditos)

MMG 691-692 Leadership Seminar I-II (2 terms @ 2 créditos)  
Deben tomarse en orden con el mismo profesor.

MMG 600 Graduate Management Practicum (2 créditos)  
(preqs: MMG 691-692, MMG 511, 512, 514; y no más de 10 créditos para terminar el grado.)

**Cursos medulares ..... 12 créditos**

MMG 511 Foundations of Management. . . . . Primavera or Verano

MMG 512 Organizational Environment. . . . . Otoño o Verano

MMG 514 Accounting for Managers . . . . . Primavera o Verano

MMG 525 Statistical Decision Techniques  
for Managers . . . . . Otoño o Verano

**Concentración ..... 15 créditos**

Elija una concentración (2 cursos) y subspecialización (3 cursos) para cumplir con sus metas académicas y de carrera. La disponibilidad de los cursos dependerá de la demanda.

**Gerencia de Negocios**

MMG 733 Marketing Management

MMG 740 Human Resource Management

*Negocios (instituciones privadas):*

MMG 515 Economics for Managers

MMG 561 Business Law

MMG 710 Project Management Concepts & Practices

*Gerencia de organizaciones sin fines de lucro de administración pública:*

MMG 770 Grant Writing and Resource Development

MMG 727 Budgeting and Finance for Non-Profit  
and Public Organizations

MMG 760 Strategic Planning for Non-Profit Organizations

**Gerencia de Tecnología**

MMG 522 Information Systems in the Organization  
(*requisito previo*)

MMG 714R Data Management in Cybersecurity

*Informática de Atención a la Salud:*

MHC 730 Health Care Information Systems

MHC 733 Data, Knowledge and Information Management  
for Health Care Informatics

MHC 750 Health Care Policy & Ethics

*Administración de la ciberseguridad:*

MMG 605R Cybersecurity Fundamentals

MMG 729R Business Intelligence and Cybersecurity Analytics

MMG 711R Cybersecurity Information Systems Policies,  
Ethics and Auditing

# Management Course Descriptions

## One-Credit Courses (DMG)

### **DMG 506 Essentials of Accounting - 1 credit**

This course covers the fundamental principles of accounting. Key concepts are discussed along with use, setup and posting of balance sheets, income statements, cash flow statements, statements of retained earnings, and required SEC 10K filings. Students learn about dual entry-accrual accounting, and how to analyze key ratios derived from financial statements used in the management of organizations.

### **DMG 601 Forecasting and Planning - 1 credit**

This course covers short and medium term forecasting techniques, and long term and strategic planning; quantitative and qualitative forecasting techniques are emphasized. Quantitative techniques using computer applications are presented and used for situations for which historical data is available. When no such data is available, e.g., to forecast demand or revenues for new products, qualitative techniques are used. For longer-term projections, strategic planning concepts will be utilized.

### **DMG 602 Introduction to Project Management - 1 credit**

This course explores the major issues and techniques of project management. It has been designed to provide the students with the basic skills and knowledge necessary to plan and manage projects within their organizations.

### **DMG 603 Drafting Business Contracts - 1 credit**

This course is designed for students who have completed at least one of the following courses: MMG 746, MMG 747, or MMG 748, and/or those who are interested in developing a basic understanding of the mechanics of creating a formal contract. When one has completed a negotiation, whether using a hardball (distributive) or an interest-based (integrative) approach, the time comes when it is necessary to analyze (memorialize) the agreement by putting it into writing in the form of a legal and binding contract. Through this directed study students will develop the skills and resources to create such a document. The focus will be on the legal elements of a contract; the ramifications, legal and otherwise, of "loopholes" within contracts; and the basic law governing contracts in the United States.

### **DMG 604 Social Media Marketing - 1 credit**

With the rise of social media and the abundance of devices that allow people to be connected 24/7, marketing is experiencing a dramatic shift from traditional print, radio, and broadcast to social media. Social media allows brands to communicate, listen, and respond faster than it was ever possible before. After this course, you will understand the elements of social media marketing; create and implement a strategy; and how to use tools to analyze the effectiveness of your social media strategy.

### **DMG 605 Grant Writing - 1 credit**

This module for non-profit managers introduces the planning and proposal development phases of grant writing. It demystifies the process, from developing a fundable idea to identifying potential donors and structuring the technical components. Hands-on activities provide practice in the art and craft of grantsmanship.

### **DMG 614 Performance Management - 1 credit**

This course helps managers learn a more holistic approach to performance management and communicate more effectively with their employees regarding performance. It helps them understand that performance management is not just a "once-a-year" phenomenon connected to compensation, but is an ongoing process that includes a clear understanding of work goals and expectations, development of skills, knowledge and abilities, and ongoing communication. The learning methodology includes a transfer of content and knowledge that includes a performance management system as well as the use of simulations, role-plays and case studies.

### **DMG 615 Developing a Business Plan - 1 credit**

Developing a business plan is a hands-on course that provides students with the basics of how to develop a business plan. Students learn how to describe the business, how to use a structured coaching process to write the business plan, and how to use the business plan to anticipate key issues. The course covers (1) business plan basics including: who needs to write a business plan, when to write one, how long it should be, what a business plan can and cannot do, the risks of writing a business plan, (2) the elements of a business plan, (3) how to develop the plan and (4) ways to enhance a business plan.

### **DMG 621 Statistical Analysis Using Spreadsheets - 1 credit**

Previous experience with Windows and spreadsheets preferred. This course helps students use spreadsheets to develop complete analysis and presentations. Using Microsoft Excel, this course reviews the fundamentals of spreadsheet design, creation and formatting. Students learn how to create graphs and charts, and how to perform a variety of time-series, financial and statistical calculations. They learn to perform "what if" analyses and use spreadsheets for simple descriptive statistics and regression analysis.

### **DMG 647 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.

### **DMG 753 Introduction to Organizational Coaching - 1 credit**

This course gives students the opportunity to develop and improve skills in organizational coaching. The course emphasizes performance assessment and performance management. Learners practice conducting coaching sessions and acquire critical coaching skills in active listening; giving and receiving feedback; and developing and managing performance improvement action plans. Special attention is given to cross cultural coaching, motivation, and the assessment of personal coaching styles.

# Health Care Management (MHC)

## **MHC 600 Practicum in Health Care Management - 1-2 credits**

This course is an elective intended for students with limited work experience in the health care management field and is open to students who have completed at least two terms of work in the MM or MBA program. Students will undertake a supervised practicum or internship in an organization, working not more than 20 hours per week during the fall and spring terms (full time may be permitted in the summer) in a position related to the concentration. Students are responsible for obtaining the position. Students work with the practicum advisor to design the learning objectives and outcomes of the practicum and will be required to submit learning papers and reports. International students will need approval for curricular practical training from the International Students' Office.

## **MHC 700 Human Resources Management in Health Care - 3 credits**

This course is designed to study the essential role of human resources management within healthcare organizations. To meet the challenges of the marketplace, organizations will need to improve the quality of the services provided; streamline clinical delivery and support systems and transform human resources management accordingly. The degree to which organizations manage the people issues may determine the success of health care institutions. This course serves as a comprehensive foundation for all aspects of human resources planning, development, and administration and is vital to both the human resources professional and the line manager. Through the text readings, journal articles, case analyses, and student presentations, we will explore key issues and concerns in the human resources field.

## **MHC 710 Risk Management in Health Care - 3 credits**

This course deals with the discipline of dealing with the possibility that some future event will cause harm. It examines a variety of contemporary issues surrounding managerial and analytical problems involved in health care risk management. It includes a historical review of the role of risk management in health care and the evolution from a reactive to a pro-active focus and discusses the planning of a pro-active, patient outcome focused risk management program.

## **MHC 712 Healthcare Operations Management - 3 credits**

Health care managers learn how to manage the outcomes of their organizations and departments more efficiently. Operations management involves planning the functioning of health care organizations for the most productive and efficient allocation of resources. Management functions such as planning, utilization of resources, control, and continuous quality management are addressed.

## **MHC 720 The U.S. Health Care System - 3 credits**

The course will review the evolution of health care in the U.S., explore the structure of the current system, and consider the impact of emerging trends on the provision of health care in the future. Various components and stakeholders will be identified, with special attention on the diversity of care options and evolving roles of government as a funding source and regulator. Developments in national health care policy, the cost-quality-access conundrum, and the expansion of health care reimbursement options will be examined. The course also examines health care systems in other countries as a means to access alternative approaches to health care delivery issues.

## **MHC 721 Introduction to Health Care Disparities - Race, Ethnicity and Health - 1 credit**

This course is designed to provide students with knowledge about racial and ethnic, disparities in health and health care. The course will examine the ways in which dyadic relationships and multiple forms of discrimination contribute to racial and ethnic disparities in health. Students will examine the ways in which neighborhood and community factors and inequalities in socioeconomic status influence health behaviors, access to health care services and health status outcomes. Individual characteristics such as acculturation, patient preferences, provider congruence and cultural competence will be explored in this course.

## **MHC 723 Unequal Treatment: Disparities in Health Care - 3 credits**

This course will examine racial and ethnic disparities in health and human services and theories as to why those disparities exist. Students will consider policies that impact quality and equity of care. Specifically we will look at Title VI of the Civil Rights Act, which states that persons will not be treated differently on the basis of race, creed or color and how this important policy has been implemented and enforced over time. The course will use as its primary text the Institute of Medicine's (IOM) report issued in 2003; Unequal treatment: Confronting Racial and Ethnic Disparities in Health Care. While most of the research in this area has focused on health care, we will continually look at the relevance and application to social and human services. Students will critically review current efforts to address disparities in care and will focus on cultural competence.

## **MHC 725 Financial Management in Health Care - 3 credits**

Prerequisite: MMG 514 or equivalent. This course prepares health care managers to participate effectively in financial decision making within health care organizations. It focuses on how to use financial and program data to effectively analyze costs of programs and departments. Financial accounting, managerial accounting, and contemporary financial concepts are introduced. Special attention is given to Medicare, Medicaid, insurance, managed care, and government funding.

## **MHC 730 Health Care Information Systems - 3 credits**

This course includes an overview of the health care information technology system as well as clinical information systems devoted to the direct management of the patient. It provides guidance for implementing, managing, and accessing clinical information systems in various health care settings. Discusses medical records, resource management and security, the importance of disaster planning, standards and regulatory issues as related to informatics. Also examines the current state and future of health care informatics, including tele-medicine and emerging technologies, and explores the new technology creation and adoption processes and the impact of rapidly evolving technologies in the health care arena.

## **MHC 732 Life Cycle of Information Systems in Health Care Informatics - 3 credits**

Prerequisite: MHC 730. This course helps health care professionals understand the life-cycle of an information system and view it as a continuous process while maintaining the underlying support for the system. The course provides the tools needed to select a health information system based upon identified criteria in an individual health care agency and includes strategic planning, analysis, design and implementation, as well as testing and evaluation of the system.

### **MHC 733 Data, Knowledge and Information Management in Health Care Informatics - 3 credits**

The purpose of the course is to help health care professionals transform data into useful information for decision-making. This information is then utilized to support administrative and clinical decision-making. Course content will include the process of decision-making, securing the right information, human factors that affect the use of information, information classifications, and the human-computer interaction in health care organizations.

### **MHC 735 Health Care Informatics: Fieldwork - 1 credit**

Prerequisite: all concentration courses. The field work requirement provides the student with hands-on experience in a health care informatics setting. Students will be expected to complete an informatics project at a health care agency involving a total of 40 - 50 hours over a term with an agency preceptor and under the guidance of a faculty advisor.

### **MHC 740 Strategic Planning in Health Care - 3 credits**

This course focuses on developing an organizational vision, mission and goals, and integrating all components of the health care organization to achieve those goals. Strategic analysis, plan development and implementation strategies are included, as well as monitoring and evaluation.

### **MHC 741 Emergency and All-Hazards Preparedness in a Health Care Setting - 3 credits**

This course is intended for health care managers who are responsible for the preparedness of their organization in a disaster situation. It focuses on planning and preparedness for all types of hazards. It covers such topics such as the legal and ethical issues surrounding disaster planning and preparedness, obtaining assistance from government and other agencies, interagency cooperation, integrating civil and military response and meeting the needs of special populations.

### **MHC 749 Special Issues in Health Care - 3 credits**

A special topic in health care is addressed from a health systems perspective. Financial implications, policy and ethical issues are considered. Racial, ethnic and economic dimensions of the issues are explored.

### **MHC 750 Health Care Policy and Ethics - 3 credits**

This course gives an overview of policy development at the organizational, local and national levels. Students assess the influence of influence of actors, arenas, and socio-historical trends on health care policy. They explore ethical principles and how they are infused into all aspects of health care and health care management.

### **MHC 761 Health Care Services for the Elderly - 3 credits**

This course outlines the interface of gerontology - the study of human aging - and elder care services, the caring for this population. It will review care provided to seniors within a variety of institutional settings, as well as outpatient and home care services. The course provides a comprehensive overview of programs, policies, and services and examines the issues, challenges and dilemmas confronting the provision of health care services to the elderly.

### **MHC 762 Nursing Home Administration - 3 credits**

This course is an introduction to long term care nursing home administration. It introduces the student to the industry, to facility management, to senior populations and the variety of issues confronting the industry today. These include nursing, resident-centered care and quality of life, facility management, fiscal management and human resources, leadership, and regulatory requirements and accreditation. The content will prepare the student to take the NHA-LTC test.

## **Management (MMG)**

### **MMG 500 Graduate Management Orientation Seminar - 0 credit**

Provides incoming students with an orientation to the graduate management programs, including an overview of their philosophy and curriculum, and the benefits and rationale of the academic model. Introduces students to the resources of the College such as the learning management system, the online library and academic support services. Students meet with their academic advisor and develop their academic plans.

### **MMG 501E Business Communication - 3 credits**

This course is focused on the communication, analysis, and presentation skills necessary for success in the U.S. and global business environment. Using a variety of materials including articles from newspapers, videos and podcasts of business topics and cases, students will develop their reading listening, critical thinking and oral and written communication skills. Students will be exposed to issues facing managers in today's environment and gain a better understanding of the cultural assumptions and communication styles of the U.S. business workplace. They will learn the appropriate style of communication for different types of business situations - participating in meetings, interviewing, writing memos or reports and making oral presentations. They will learn to develop clear and persuasive arguments both orally and in writing. Students may be required to take this course based on results of their initial writing assessment. It does not count as an elective in the Master of Management program.

### **MMG 504 Computer Applications for Business - 3 credits**

This course familiarizes learners with the personal computer, Windows, word processing (Microsoft Word), spreadsheet (EXCEL), presentations (PowerPoint), E-mail and the Internet. Students get hands-on experience with these applications and an overview of personal and professional uses. Students progress from a beginning level through an intermediate level. This course is a requirement for students in the MM55 program. It may not be taken as an elective.

### **MMG 505 Graduate Writing - 3 credits**

This course concentrates on strategies and techniques for building an academic essay. Challenging readings are used to promote the kind of critical thinking and analysis that best support graduate work. Students move from initial ideas, to first drafts, to strategies for revising their papers to achieve a polished product. Through a sequence of three to four progressively longer essays, students come to understand their own writing styles, strengths and difficulties, and become competent evaluators of their own work. By giving attention to the writing process itself and its different phases, students gain awareness of how to achieve their best work. This course is a requirement for students in the MM 55 Program. It may not be taken as an elective.

**MMG 506 Quantitative Analysis for Managers - 3 credits**

Students learn to think about and express business problems in quantitative terms. They examine basics of number theory, arithmetic operations including ratios and proportions, percentages, graphing, and algebraic operations. Students get an introduction to probability theory and statistical analysis. Topics include descriptive statistics, probability distributions, sampling, estimation, hypothesis testing, simple and multiple regression and correlation. Students learn to apply quantitative tools to solve a variety of business problems and create and use quantitative models for real-world problems. Charts and graphs are created using spreadsheet software. This course is a pre-requisite to MMG 525 Statistical Decision Techniques for Managers.

**MMG 507 Analysis and Communication for Managers - 3 credits**

This course addresses the analytical and communication skills necessary for success in business environments. Students develop their critical thinking skills and enhance their ability to evaluate claims, evidence and assumptions and develop persuasive arguments through analysis of management case studies. The course also covers different forms of business communications including memos, reports, and oral presentations. This course is a requirement for students in the MM 55 Program. It may not be taken as an elective.

**MMG 508 Information Research and Technology - 3 credits**

Prerequisite: MMG 504 or equivalent. Students gain the knowledge, skills and abilities to apply principles of information research to their academic, work and professional lives. They gain ability to analyze problems, research and select relevant information from industry and professional publications, corporate and non-profit financial statements, print and electronic sources. They will become able to create an effective presentation and publish it in print or electronic form. This course is a requirement for students in the MM 55 Program. It may not be taken as an elective.

**MMG 509 Political, Social and Economic Aspects of Business - 3 credits**

This course provides a broad liberal arts foundation to management theory and concepts. It draws upon the disciplines of economics and political science, the study of society and culture, and the tools of ethical analysis. It helps students gain a basic understanding of economic concepts and institutions, the role of government in business and the impact of political institutions and processes. Issues of interrelatedness in the global economy and polity are considered. The societal implications of business decisions, issues of multiculturalism and diversity and the use of ethical analysis to guide business decisions are addressed. This course is a requirement for students in the MM 55 Program. It may not be taken as an elective.

**MMG 511 Foundations of Management - 3 credits**

This course provides an overview of the field of management and establishes a foundation and common vocabulary for future course work. It emphasizes the functions of planning, organizing, directing and controlling. The course assumes students have limited academic knowledge of management theory, and some experience in real world management situations to bring into the classroom. In each session the class explores some aspects of management in theoretical terms and then focuses on application of the theory to the practical problems facing managers.

**MMG 512 Organizational Environment - 3 credits**

This course provides an overview of the external and internal environment of organizations. It helps students understand the resource, market, technological, economic, and socio-political context of the organization, and the impact of multiple stakeholders on its goals and decision-making processes. It examines organizational architecture and dynamics from the structural, human resource, political and symbolic perspectives. The course draws on theories and research on organizations, including topics such as motivation, leadership, and organizational change and development. The intent of the course is to provide students with the theoretical base to better understand organizational behavior, and to equip them with tools to analyze and improve upon their own managerial practice.

**MMG 514 Accounting for Managers - 3 credits**

This course provides a broad view of accounting, from the point of view of those who prepare and use financial information. It combines elements of financial and management accounting in order to provide a background for managers to understand how financial analysis can impact their decision making. Students will become familiar with the four major financial statements: the balance sheet, income statement, statement of retained earnings and the statement of cash flows. They will also be given an overview of the firm's operating, financing, and investing activities; and an introduction to product costing, operating budgets, and capital investment decisions.

**MMG 515 Economics for Managers - 3 credits**

The main objective of this course is to provide students with the basic concepts and analytical tools of economics and to apply them so as to understand the workings of a market economy and to increase their effectiveness as managers. After an introduction to the basic economic tools of supply and demand, and the treatment of profit maximization, we will cover the basic concepts of microeconomics for use in business decision making. Throughout the course, we will use economic theory and real world examples to analyze and understand the main issues of microeconomics and macroeconomics as they apply to the business world.

**MMG 517 Research Methods for Managers - 3 credits**

This course helps students understand the role of research in the management decision making process and in the development of business plans and strategies. It helps students become familiar with the research process and with a variety of business research tools and techniques. Students learn how to define a problem and write good research questions, determine what tools and techniques are appropriate for different kinds of problems, find information sources and assess their reliability, and critically analyze information. They also learn how to present the results of research in appropriate output formats. This course helps students with their independent learning projects.

**MMG 519 IT Security Management Planning Procedure and Policy - 3 credits**

Security management includes identification of an organization's information assets and the development, documentation, and implementation of policies, standards, procedures, and guidelines. Students learn from a management perspective the tools required to rate system vulnerabilities. Students also define an information security strategy while prioritizing threats to information assets.

**MMG 520 Financial Accounting - 3 credits**

Prerequisite: MMG 514 or equivalent. Financial Accounting covers the four basic financial statements and the way they are used by decision makers. Fundamentals and principles of accounting are discussed along with key concepts underlying accounting systems. Students learn the framework of debits and credits used in posting. The course has a focus on interpretation, analysis and communication of financial data. It covers balance sheets, income statements, cash flow statements, statements of retained earnings, and required SEC 10K filings. Students learn dual entry - accrual accounting with a focus on analysis of key ratios derived from financial statements for internal management. Special attention is given to accounting for assets, liabilities and owner's equity. Additional topics include generally accepted accounting principles (GAP), the Sarbanes-Oxley regulations, and ethics in accounting.

**MMG 521 Managerial Accounting - 3 credits**

Prerequisite: MMG 520. This course examines the application of accounting principles and procedures to the planning and control functions of management. The emphasis is on costs, cost-profit relationships, measures of performance, and uses of accounting in long-range planning. Topics will include cost accounting techniques, overhead allocations, standard cost, profit planning and responsibility accounting.

**MMG 522 Information Systems in the Organization - 3 credits**

The course provides an overview of computer information systems. Students will be presented with the core information systems principles, offered an overview of the information systems discipline, and will learn about the changing role of the information systems professional. This course will enable students, regardless of their field, to understand and use fundamental information systems principles so that they can function more efficiently and effectively as workers, managers, decision makers and organizational leaders.

**MMG 524 Marketing in Non-Profit Organizations - 3 credits**

In this course students will master the principles of marketing for a nonprofit agency. It will introduce students to marketing techniques used by nonprofit organizations to build a brand and develop mission-driven outreach to reach their core audience and to support the organization's future. This course will help those who want to play a more rounded role in shaping and implementing the direction of the marketing function in their nonprofit organization.

**MMG 525 Statistical Decision Techniques for Managers - 3 credits**

Prerequisite: MMG 506 Quantitative Analysis for Managers or equivalent. This course provides students with the knowledge and appropriate use of descriptive and inferential statistical techniques used in management decision making and develops their ability to characterize management problems that can be solved by such techniques. Topics include descriptive statistics, probability distributions, sampling, estimation, hypothesis testing, simple and multiple regression and correlation, chi square testing, analysis of variance, and decision theory. Spreadsheet and statistical computer programs are used in the class.

**MMG 535 Communication Strategies for Organizational Effectiveness - 3 credits**

Organizational effectiveness is a process, not an event. This course will look at the assessment, analysis and evaluation of present organizational strategies and provide opportunities to design and implement more effective communication within the organization by measuring the functions of (1) purpose, (2) strategy, (3) feedback, (4) processes and procedures, and (5) leadership/membership.

**MMG 560 Managing a Diverse Workforce - 3 credits**

Current business conditions are surveyed, and participants are introduced to the link between the business agenda and human capital. Since the workforce is critical to the success of the American business agenda, much of this course is dedicated to the development of competencies necessary to manage a diverse workforce. This course is for professionals dealing with issues of differences and diversity in contemporary organizations.

**MMG 561 Business Law - 3 credits**

The course provides an overview of the legal aspects and responsibilities/liabilities of managing an organization. Areas covered include the legal system, basic contract law and agency, and how these apply in an international context. It also examines legal issues relating to various organizational structures and the choice of a business organization (corporation, the agency relationship, partnership, sole proprietorship, not for profit and LLC).

**MMG 600A Graduate Management Practicum - 2 credits****MMG 600B Practicum in Business - 1 credits**

This course is an elective intended for students with limited working experience in their chosen field and is open to students who have completed at least two terms of work in the MM or MBA program. Students will undertake a supervised practicum or internship in an organization, working not more than 20 hours per week during the fall and spring terms (full time may be permitted in the summer). Students are responsible for obtaining the position. Students work with the practicum advisor to design the learning objectives and outcomes of the practicum and will be required to submit learning papers and reports. International students will need approval for curricular practical training from the International Students' Office.

**Puerto Rico only****MMG 605R Cybersecurity Fundamentals - 3 credits**

Prerequisites: MMG 511, MMG 522. With the contemporary consistent rise of the integration of internet and virtual reality in the business environment and their vulnerability, the manager needs to know fundamental matters about cybersecurity. The custody and protection of cloud and web delivered and stored data is becoming a more needed field of knowledge. The course will include, but not be limited to, expert coverage of essential topics required for entry-level cybersecurity certifications. The student will learn about security and surveillance fundamentals, securing and protecting remote access and devices, and how to understand network topologies, protocols, and strategies to identify threats and mount an effective defense.

**MMG 603 Data Exploration and Visualization - 3 credits**

Prerequisites: MMG 525 and working knowledge of MS Excel. This course offers an introduction into applied, basic analyses of data, and visual presentation of data analytic results. Students are introduced to foundational concepts and practices of statistical estimation, sample-based inference, and data/result visualization. The course combines the development of conceptual understanding of core statistical and data management notions, and experiential know-how aimed at acquiring basic data manipulation, analysis and result interpretation skills.



**MMG 604 Data-Driven Decision Making - 3 credits**

Prerequisites: MMG 525, MMG 625, MMG 603, and working knowledge of MS Excel. This course offers students an introduction into the emerging domain of evidence-based practice, with a particular emphasis on the use of data analyses derived insights as a basis of decision-making. Students will explore the basic principles of evidence-based practice in the context of the scope of evidence, and will be introduced to the Empirical & Experiential Evidence Framework.

**MMG 625 Foundations of Business Analytics - 3 credits**

Prerequisites: working knowledge of MS Excel. This course offers an overview of the modern organizational landscape built around data and data analytics. Rooted in the notion of evidence-based management, the course aims to enhance students' understanding of how successful, data-driven business organizations extract insights to enhance their competitive advantage. Three broad topical areas will be covered: 1. making sense of data, 2. estimation and statistical inference, and 3. learning with data.

**MMG 691 Leadership Seminar I: Self-Diagnosis and Goal Setting - 2 credits**

The Leadership Seminar serves as a learning laboratory for students to develop, integrate and demonstrate competencies in personal, professional and academic development. It provides an opportunity for students to test and apply learning in a practical and experiential context and to integrate experience and theory. In the first term students self-diagnose their academic and managerial skills and develop academic and professional goals and plans. They also develop skills at being effective members of a learning community.

**MMG 692 Leadership Seminar II: The Manager as Team Developer and Leader - 2 credits**

This seminar focuses on the manager as a leader and developer of people and teams. Students develop important cognitive and affective skills: developing people, peer relationships, working with others, and resolving conflict. The seminar also helps the student learn how to leverage the diversity in teams and how utilize team resources effectively.

**MMG 693 Leadership Seminar III: The Manager as Strategic Leader - 2 credits**

Strategic leadership provides the scope and direction to help drive success for the organization. This seminar explores the skills and tools necessary for strategy formulation and execution and the ability to effectively manage change. Managing in an environment of change and uncertainty requires strategic leaders to craft and communicate organizational vision and consistently maintain a sense of direction, while simultaneously building ownership of goals and objectives for action within the units they are responsible for leading. Participants explore how strategic leaders make decisions based on values, invest in innovation, human capital, and create and maintain an effective culture to ensure long-term viability.

**MMG 694 Graduate Management Capstone Seminar 3 credits**

The Graduate Management Capstone Seminar is designed to support students in designing, implementing and presenting their capstone project. The capstone provides a culminating opportunity for students to apply and demonstrate the knowledge, skills and behaviors developed during their program through a designed action-learning experience, using the stated program outcomes and competencies as an assessment reference. Students will develop a business report / case analysis that demonstrates and documents their learning.

Prerequisites: Student must have competed at least 75% of their total program credits, seminars MMG 691-693, as well as specific program core courses detailed in the program charts.

**MMG 699 Graduate Management Capstone Continuation - 3 credits**

Additional terms as needed to complete the Graduate Management Capstone project.

**MMG 700 IT Service Management - 3 credits**

In an age of cloud computing, on-demand services, virtualization, mobile devices, outsourcing and rapidly changing business delivery strategies, the role of IT is moving toward a focus on service integration. This course provides an introduction to the concepts, tools and techniques of IT service management. Students will learn how to define and build a comprehensive IT service management solution that incorporates process, technology, organization and governance and become familiar with standard frameworks that provide industry best practices for aligning IT with business needs.

**MMG 709 Innovation and New Product Design - 3 credits**

This course will focus on how companies' top managers handle the complexity of managing growth through innovation and new product development. In today's economy, competitive advantage goes to firms that are able to out-innovate the competition. The course will help students (1) to increase their understanding of what it takes to make and organization and its employees embrace innovation, (2) to understand the approaches companies are taking to foster new product development globally, and (3) to understand the capabilities organizations need in order to handle the complexities associated with the implementation of a global new product development strategy.

**MMG 710 Project Management Concepts and Practices - 3 credits**

In this course, students will learn how to use the concepts, tools and techniques of project management in order to successfully manage system development projects. System development project failures are generally failures of management, not failures of technology. Good management, along with an understanding of the appropriate use of technology, is therefore essential. Students will learn, in particular, how to apply the concepts, tools and techniques of project management in today's dynamic, digital business environment, where projects must be brought to completion under increasingly compressed time frames and where decisions must be made under conditions of uncertainty.

**Puerto Rico only**

**MMG 711R Cybersecurity Information Systems Policies, Ethics and Auditing - 3 credits**

Prerequisites: MMG 511, MMG 522, MMG 605R. The cybersecurity manager must know about policies, ethics and procedures for auditing web delivered and storage data. This course prepares future managers how to manage ethically and legally risky situations assertively, and how to deal with incidents. The student will learn how to create security protocols, risk assessment instruments, and business impact analysis, among other related topics. This course also includes topics in cryptography, digital signatures and certificates, public key infrastructure, authentication, cloud security protocols, and vulnerability impact regulations.

**MMG 712 Operations Management - 3 credits**

Operations refers to the process by which an organization converts inputs (facilities, equipment, labor, etc.) into outputs (services and goods). This process involves management functions such as planning, the acquisition and utilization of resources, control, evaluation, and appropriate change. This course also develops an appreciation of the distinctions and relationships between the operations function and other functions of the organization including finance and marketing.

**MMG 713 Total Quality and Operations Management - 3 credits**

Operations Management is the process by which an organization converts inputs (facilities, equipment, labor, etc.) into outputs (services and goods). This conversion process involves management functions including planning, acquisition and utilization of resources, control and evaluation. Total Quality Management (TQM) is a way for businesses and organizations to improve the quality of business processes and performance. This course develops an appreciation of the TQM concept as well as the distinctions and relationships between the operations function and other functions of the organization.

**MMG 714 Data Management - 3 credits**

Prerequisite: working knowledge of MS Excel. Today most enterprises rely heavily on data and technology to make strategic decisions to keep their organizations competitive, profitable and innovative. The technological revolution has ushered in the era of big data and as a result, the field of data management has grown exponentially. This course offers the student the fundamentals of data management and helps prepare the interested student for future certification and professional development in the field.

**Puerto Rico only**

**MMG 714R Data Management in Cybersecurity - 3 credits**

Prerequisite: MMG 522. Today most enterprises rely heavily on data and technology to make strategic decisions to keep their organizations competitive, profitable and innovative. The technological revolution has ushered in the era of big data and as a result, the field of cybersecurity data management has grown exponentially. This course offers the student the fundamentals of cybersecurity data management and helps prepare the interested student for future certification and professional development in the field.

**MMG 715 Management of Information Technology - 3 credits**

This course provides an understanding of how information technology may be efficiently and effectively used in the business environment. Students get an overview of hardware, software, file/database concepts, systems analysis and design methodologies. The complex integration of hardware, software, data, procedures and personnel that is required for managing information systems is addressed. The impact of constantly changing information technology upon the organization and the management of the firm is discussed.

**MMG 717 Systems Analysis & Design - 3 credits**

Systems analysis and design is a critical competency for information technology. This course focuses on techniques for designing information systems more effectively and efficiently, by linking the information system, business mission and purpose and technology. Students learn the core skills required by systems analysts: from gathering requirements and modeling business needs, to creating blueprints for how the system should be built and implemented in a particular organization. The course provides a concise, yet informative theory of the systems development life cycle, and touches on project management, infrastructure management, system development and system implementation with examples from a variety of industries.

**MMG 725 Financial Management - 3 credits**

The major goal of the financial manager is to maximize the value of the firm. Accordingly, this course focuses on analysis and interpretation of financial data from the income statement, balance sheet and the statement of cash flows, for decision making. Powerful planning and control tools such as pro forma budgeting and break-even analysis are introduced, as well as the concepts of operational and financial leverage. Students learn how to estimate the amount of cash an organization will need in its operations. One key focus of the course is on capital budgeting, based on the concepts of the time value of money. This includes calculations of future value (FV), present value (PV), net present value (NPV), internal rate of return (IRR) and payback period.

**MMG 727 Budgeting and Finance for Non-Profit and Public Organizations - 3 credit**

Prerequisite: MMG 514 or equivalent. This course provides an introduction to the basic financial accounting systems used in nonprofit and public organizations. It also focuses on how to use the financial and program data to effectively analyze the costs associated with programs and services provided by the organization. The final area to be covered will be budget preparation and monitoring. The politics of the budgeting process will be examined. By the conclusion of the course, students will be able to effectively participate in the financial decision-making within their organization.

**MMG 729 Business Intelligence and Analytics - 3 credits**

Introduces students to business intelligence and data analytics, technology-driven processes for analyzing data for decision-making. Provides a theoretical background in storing and handling big data and practical skills in using tools to analyze data and build dashboards. Includes an overview of dashboarding, data warehousing, analytics, handling structured and unstructured data, and extracting, transforming, and loading data (ETL). Students gain hands-on experience with creating data visualizations and with SQL, the language used for querying structured data.

## **Puerto Rico only**

### **MMG 729R Business Intelligence and Cybersecurity Analytics - 3 credits**

Introduces students to business intelligence and cybersecurity analytics, technology-driven processes for analyzing cyber data for decision-making. Provides a theoretical background in storing and handling big data and practical skills in using tools to analyze cyber data and build dashboards. Includes an overview of dashboarding, data warehousing, analytics, handling structured and unstructured data, and extracting, transforming, and loading data (ETL). Students gain hands-on experience with creating cyber data visualizations and with SQL, the language used for querying structured data.

### **MMG 732 Global Business - 3 credits**

Prerequisite: MMG 511, MMG 515 or equivalent. The purpose of this course is to introduce students to the dominant themes and theories of global business. The course consists of a fundamental study of the nature of business and its environment. In the course of our study we will examine managerial functions and processes in a global context.

### **MMG 733 Marketing Management - 3 credits**

Prerequisite: MMG 511 recommended. This course provides a basic overview of the marketing management process, oriented primarily to the non-marketing specialist. It examines the role of marketing in a variety of organizations - product/service, public/private. It introduces students to the analysis of an organization's market environment, and the development of marketing programs designed to achieve organizational goals. Topics covered include the analysis of markets, buyers and competition; the identification and selection of target markets; the design of product, pricing, distribution and communication programs appropriate to selected markets; and the planning, implementation and control of the marketing effort. The course emphasizes the practical utility of marketing tools and concepts through the use of case studies and application to the students' own work environment. The course also attempts to create a heightened awareness of the global interrelationships affecting marketing, and the societal implications of marketing decisions.

### **MMG 734 Business Planning - 3 credits**

This course allows students to learn about business development, new product/service planning, feasibility analysis and trends in innovation. During this course, students will learn how to test new products, forecast financial needs, and analyze market requirements. The basis of competition for new products/services, major traits of successful new ventures, market situation analysis, opportunities for professional challenge, common pitfalls and ways to avoid them will be addressed.

### **MMG 735 Entrepreneurship and Small Business Management - 3 credits**

Prerequisite: MMG 511, MMG 520 or equivalent. This course examines the major characteristics of a self-employment venture and the issues facing the person starting or managing a small business. The focus is on the opportunities, risks, issues and problems facing the entrepreneur. Techniques learned in other management courses are integrated and applied to small businesses. Students prepare a business plan for a small business that defines the business concept and provides an integrated strategy for starting up or expanding a business.

### **MMG 736 Digital Marketing - 3 credits**

Prerequisite: MMG 733. For a business to succeed in today's digital world, it is important to have a strong digital footprint. The course will assist the students to identify and understand the elements of digital marketing and how to create, implement and evaluate a digital marketing strategy. Students acquire the knowledge to build and actively manage digital marketing campaigns across social media, website and mobile platforms and track results of digital advertising through analytic tools.

### **MMG 737 Marketing Strategy - 3 credits**

Prerequisites: MMG 733 and MMG 517. This course focuses on business level marketing strategy and uses the marketing planning process as the framework for understanding the integration and coordination of marketing decisions. Students will apply strategic marketing concepts to a real-life business case study. They will work in teams, under faculty supervision, on a marketing strategy consulting project. They will analyze the company issues and/or opportunity, gather information, and develop recommendations for action.

### **MMG 739 Strategic Management - 3 credits**

Prerequisites: MMG 511, MMG 512, MMG 514, MMG 725, MMG 733. Strategic management is concerned with managerial decisions and actions taken in order to ensure the success and sustainability of the entire organization in an environment of competition, change and uncertainty. The objectives of the course are to build an understanding of the key concepts in strategic management and the competitive business environment that organizations face, and to develop skills in applying the concepts to analyze real world situations. The course integrates prior learning in courses such as organizational environment, accounting, finance and marketing.

### **MMG 740 Human Resource Management - 3 credits**

Changes in the social and legal environment, and the workforce, make it increasingly difficult for organizations to manage relations with employees. The human resources manager needs to be able to formulate organization-wide human resource policies which result in competitive strategy, efficiency and effectiveness, and which are consistent with the organization's culture and environment. The interests of many stakeholders have to be reflected in such policies — employees, unions, communities and government. The course helps students identify and understand Human Resources Management issues, develop skills in diagnosing situations, discuss effective approaches to problems and assess the comparative effects of immediate action and long-term policies.

### **MMG 743 Models of Leadership - 3 credits**

An essential component of a successful career is an effective personal leadership style that fits appropriately within one's professional setting. Students explore the elements of individual style with the goal of increasing effectiveness. The course also examines the content of the professional setting and looks at the different strategies for achieving the most congruent fit possible. This course will be experiential, and there will be guest speakers.

**MMG 744 Management Training and Development - 3 credits**

This course will explore many of the tools and techniques that are available to organizations for the use of upgrading staff. Some of those tools and techniques will include needs assessment, alternative methodologies for presenting material and evaluation techniques. Students will develop a total system for training and development within their organization or sub-unit. The course is aimed at corporate training staffs and human resource managers. The focus will be on actual situations and case analyses.

**MMG 746 The Manager as Negotiator - 3 credits**

Effective managers must be able to deal successfully with limited resources, divergent interests of people, and organizational conflict. This course improves skills in negotiation and joint decision-making that students can apply immediately. Emphasis is on integrative bargaining and problem solving. Students learn the theory and tactics for understanding and diagnosing a conflict, planning for negotiations, and implementing an effective conflict resolution strategy.

**MMG 747 Negotiation Theories, Strategies and Tactics - 3 credits**

This course explores and compares the different theories of bargaining and competitive negotiation styles, and evaluates the impact of different styles on negotiation outcomes including ethical issues. The course also examines planning, perception, cognitive biases, and the use of power/ influence in negotiations. Both one on one as well as multiple party negotiations will be studied. Emphasis is on the integration of negotiation theory, practice and behavior.

**MMG 749 Global Negotiation - 3 credits**

This course is designed for students who work in multi-cultural teams or negotiate in a multi-cultural setting. Students will learn how culture affects negotiating strategies, conflict management techniques and team effectiveness. Students will learn and apply a framework to help manage cultural differences whenever they impact business deals, disputes or team work.

**MMG 750 Business, Government and Ethics - 3 credits**

Prerequisite: MMG 511, MMG 512. This course explores the ethical environment of business and the ongoing relationship between business, government and society. Topics include the development of government regulations and the impact of regulations and likely future developments with an emphasis on ethical considerations.

**MMG 755 Organization Development and Change Management - 3 credits**

Prerequisite: MMG 512. The theory and practice of organization development are introduced. Skills are developed in identifying how organizational systems operate together, including organization culture, leadership, structure, human resources, rewards, and technology. Students learn how to make effective change through dealing with an organization as a whole. Strategies are developed to help organizations adapt to new technologies, markets, and challenges, including the rate of change itself. Case studies and simulations are used throughout the class work.

**MMG 757 Consulting Skills for Managers - 3 credits**

This course explores the essentials of the consulting relationship and the skills critical to the consulting process. Managers develop ability to apply consulting skills and processes in a variety of situations from working with international personnel to getting the most from cross-functional teams to dealing with external clients and vendors. Tools for assessment, analysis and implementation will be reviewed. Topics include negotiating scope, influencing expectations, overcoming resistance and giving clients feedback.

**MMG 760 Strategic Planning for Non-Profit Organizations - 3 credits**

This course is structured as a live case study. Students will learn through lectures the skills necessary to collect, analyze, and develop recommendations to support a nonprofit organization's strategic plan. Working in cross-functional teams, students will work with a real-life client and be responsible to prepare their strategic plan over the term. Topics include: aligning mission, vision and values, performing an environmental scan, analyzing financial statements, building an organizational capacity plan, and improving leadership throughout the organization.

**MMG 770 Grant Writing and Resource Development - 3 credits**

This course covers the preparation of proposals to state, federal, and local agencies, corporations and private foundations. Students will learn how to prepare successful, competitive grant proposals and realistic, effective project-based budgets. The course will take students step-by-step through each stage of the proposal presentation process from research techniques to polishing the finished product. Best practices in funding research, planning and presentation will be covered. By the end of the course, students will have a prototype suitable for submission to a funder.

**MMG 795 Advanced Project Management - 3 credits**

MMG 795 focuses on solving common problems in project management. Topics covered include: 1) How to use MS Project to plan and track projects; 2) How to recruit and motivate project teams; 3) How to accelerate a project plan - or make up time that was lost; 4) How to select and manage outsourced services; 5) How to plan for the unknown: risk, quality, and slope creep; 6) How to know whether your project is doing well - and what to tell your sponsor, team, customers; 7) Your ethical and social responsibilities as a project manager. Students will build skills through group and individual assignments, case studies, and hands-on exercises. Prerequisite: Students need some experience with projects, either by previous experience on a project team or as a project manager. Students may substitute MMG 710 or some other formal classroom course in project management for the prerequisite.

**MMG 800 Independent Learning Project: Management - 3 credits**

This comprehensive final project is focused on a topic in a student's concentration. The Management Seminar and the Seminar Leader provide direction and support for the project. The project demonstrates ability to define a problem, use appropriate resources, collect and analyze data, draw conclusions, and organize the written report.



# School of Psychology & Counseling

The School of Psychology and Counseling (SOPC) provides graduate programs for new practitioners in the fields of counseling and human services. The School welcomes adult learners, serving a diverse demographic of graduate students who arrive with a wide range of non-traditional experience in counseling and related fields.

## Diverse Populations and Perspectives

**Our students and faculty** are highly diverse in experience, cultural background and values. Our interactive classrooms and collaborative learning bring cross-cultural perspectives to the counseling process. Counseling students serve diverse client groups typically characterized by broad differences in access to appropriate services across lines of race and social class in agencies with varied philosophies.

**Our faculty** members are licensed professionals in their respective fields.

## Academic Programs, Licensure, and Professional Credentials

Most academic programs prepare students for licensure or other professional credentials which are increasingly necessary for many counseling careers. Other concentrations support related careers that do not require licensure.

**States and professional associations govern the requirements for professional credentials** in counseling and related fields. The Cambridge College School of Psychology and Counseling strives to cover the academic requirements and to include in its programs appropriate supervised clinical practice hours through field experience placements. There may be additional post-graduate requirements such as exams and further clinical experience.

**External requirements and regulations may change at any time.** Cambridge College reserves the right to alter programs accordingly. Program chairs are available to advise students.

Current, detailed information about the academic program, field experience, and professional credentials is available from program chairs. At Cambridge College regional locations that offer SOPC programs, information is available from the SOPC coordinator or site director.

**All students are responsible for:**

- Monitoring and understanding all applicable requirements and regulations for licensure.
- Knowing the detailed requirements of their academic program.

## Master's Degree in Mental Health Counseling 60 credits

The Cambridge College, School of Counseling and Psychology (SOPC), Mental Health Counseling 60 credit program prepares students to meet the Pre-Master's Degree education and experience requirements for Licensed Mental Health Counselor (LMHC) application in the Commonwealth of Massachusetts.

Students who are considering application for licensure in another state are strongly advised to meet with their Program Chair to review licensure requirements in that state. A state's Pre-Master's Degree Education and Experience requirements may be met through careful planning of elective courses as well as Field Experience hours. Reviewing the licensure requirements of the state where a student intends to seek licensure will inform the student about their chosen state's requirements and assist the student in planning the course of their program.

Cambridge College has made the determination that the following Federal regulations require us to disclose whether our programs meet the educational requirements for professional licensure in every state and U.S. territory. The web address below will provide you with current information about the College's determination of each state and U.S. territory license requirements. Please note this information changes as state licensing regulations are updated.

We recommend that students who intend to pursue licensure/credentialing review this information prior to applying: <https://www.cambridgecollege.edu/accreditation/program-licensure-credentialing-state>

## Mental Health Counseling Licensure

SOPC students are required to be familiar with the Massachusetts regulations governing mental health counselors in the state, so too should a student considering licensure in another state become familiar with and understand that state's requirements for mental health counseling licensure. Students who plan to seek mental health counseling licensure in a state other than Massachusetts are strongly encouraged to request guidance from that state's licensing boards concerning coursework, field experience, or other requirements that would be necessary to make them eligible to apply for a mental health counseling license in that state.

The National Board for Certified Counselors (NBCC) website at <https://www.nbcc.org/Search/StateBoardDirectory>, provides contact information for state licensing boards

## Ongoing Evaluation of State Regulations

Students must understand the requirements of the state in which they intend to apply for licensure. It is additionally important to keep current with a state's regulation changes in order to be aware of the impact changes have on program needs.

The Massachusetts Requirements for Licensure as a Mental Health Counselor can be found here: <https://www.mass.gov/service-details/262-cmr-200-requirements-for-licensure-as-a-mental-health-counselor>

## Relocating

Students who relocate to a different state, may face different licensing requirements from their previous residence. They should take steps to understand the requirements of their new state. If a student relocates from their location at the time of enrollment, it is the student's responsibility to notify the College and verify licensure and program eligibility in their new location.

## Regional Accreditation

Cambridge College and its programs including the Master's Degree in Mental Health Counseling are accredited by the New England Commission of Higher Education (NECHE).

## Notice Updates

Cambridge College has made every effort to verify the statements made in this notice. However, state licensure is controlled by each individual state's legislature and may change without notice to college and university programs.

**Legal status** as a U.S. citizen or lawfully admitted resident is required for a professional license from any state agency, under Title 8, U.S. Code Section 1621.

## Academic Advising

**Admission counselors** give applicants an overview of the College's academic programs and assist with the application process. Applicants may be referred to program chairs and/or the Assistant Dean for Academic Advising to discuss programs and for academic advising.

**Orientation** — All new students are required to attend Orientation.

The **SOPC assistant dean of academic advising** will provide program-specific academic advising for all students, including those in Springfield and Lawrence. Every new and continuing student meets with the local SOPC coordinator or with the academic advisor.

## Writing Assessment and Support

A writing assessment is conducted during Orientation. Results are communicated to the academic advisor, who may refer students to writing courses and writing and academic support.

## Concentrations

Students wishing to pursue a concentration must declare their concentration with the assistant dean of academic advising and the respective program chair prior to completion of 18 credits. Students who do not declare will not be guaranteed courses for their intended concentration for the earliest graduation date possible; students will have to adhere to each concentration course offering sequence as outlined in the academic catalog.

## Field Experience (Practicum/Internship) — See your Program Handbook

**Field experience sites and supervisor qualifications** are subject to state regulations.

The **acceptability of a field experience or clinical site** is determined by the program chair or instructor, depending on the program, in accordance with current criteria. Students are responsible to seek this person's advice prior to enrollment in the field experience course, to determine what sites and supervision are appropriate for the credentials sought.

## Readiness for Field Experience

In addition to coursework, field experience is an integral part of a student's clinical training. The pre-requisite for CCP 520 Field Experience I is CCP 550 Basic Counseling Skills, Rogerian Therapy. A Student Readiness for Field Experience I Assessment is completed if needed. Students determined to "need improvement" will be re-evaluated during the next term in CCP 650, Group Dynamics. This assessment does not impact a student's grade but is an assessment of a student's readiness for field experience.

## Field Experience

The field experience includes a practicum and internship under a qualified supervisor, conforming to Massachusetts regulations 262 CMR.

**Addiction Counseling:** Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.

The **on-site component** must be successfully completed to receive credit for a field experience course. The minimum on-site component must be completed while the course is in progress. The instructor and the site supervisor verify successful completion; the decision to award or withhold credit is made by the instructor.

Students may not register for a subsequent field experience course with an Incomplete grade in the prior term(s).

**Field experience fee** — A one-time fee is charged to students in programs that include a practicum/internship component to cover administrative costs (see *Tuition and Fees Rates* on page 27).

**State requirements prior to field experience** — Students seeking placement in school, mental health, or public health facilities and programs are responsible for complying with all policies and procedures of the state and facility where they seek a field placement, including but not limited to:

- Fingerprinting
- Criminal Offender Record Information (CORI) check
- Insurance
- Immunizations

**Cambridge College strives to cover academic requirements** for the following credentials, for which graduates may apply:

- Licensed Mental Health Counselor (LMHC) licensure by the Massachusetts Board of Allied Mental Health and Human Services Professionals. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- Licensed Alcohol & Drug Counselor (LADC) licensing by the Mass. Dept. of Public Health.
- Certified Rehabilitation Counselor (CRC) by the Commission on Rehabilitation Counselor Certification and Licensed Rehabilitation Counselor by the Mass. Board of Allied Mental Health and Human Services. Candidates must also pass a national exam and have had a minimum of 12 months of acceptable employment under the direct supervision of a qualified CRC professional.
- School Adjustment Counselor initial licensure by the Massachusetts Department of Elementary and Secondary Education.
- School Counselor initial licensure by the Massachusetts Department of Elementary and Secondary Education.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. The academic advisor and program chairs are available to advise students.

**Students are responsible** for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for licensure/certification.

## Exit Portfolio

Most programs require students to assemble an educational portfolio over the course of their studies. It highlights the students' professional knowledge, skills and abilities, and documents quality graduate level work. The specific requirements of each program's exit portfolio vary. See the program chart and program handbook, and ask the program chair and/or academic advisor for information.

## School Counseling and School Adjustment:

### Counseling programs for Massachusetts DESE licensure

Programs leading to certification are aligned with national and state standards, accrediting agencies, and policies for licensure required by the Massachusetts Department of Elementary and Secondary Education (DESE); all programs are state-approved by state regulatory agencies. As such, program requirements are subject to change during a course of study and students are asked to consider this possibility and plan accordingly once enrolled in one of the licensure programs offered.

Seek advice from the program chair before registering for a licensure program.

All students seeking licensure in school counselor education programs must:

- Complete the Massachusetts-specific admission and program requirements.
- Complete all field experiences including pre-practicum **within the Commonwealth of Massachusetts**.

### Requirements for Program Entry

Entry into a Cambridge College program for DESE licensure requires:

- Massachusetts Educator Personnel ID (MEPID) number,
- Evidence of successful completion of the Communication and Literacy Massachusetts Test for Educator Licensure (MTEL), and
- A minimum Grade Point Average (GPA) of 3.0 in the most recent degree program.

Those entering the College **having successfully met** the Communication and Literacy MTEL and the GPA requirement may register for the licensure program of choice provided that evidence is submitted at admission verifying that the requirements are met. Evidence of the Communication and Literacy MTEL requirement includes a copy of the official document noting the "pass score" or verification page from the Educator Licensure and Recruitment (ELAR) system maintained by the Massachusetts Department of Education and Secondary Education. Evidence of the GPA upon College entry includes the official transcript of a prior undergraduate or graduate degree with a 3.0 GPA or better.

Those entering the College **without having met** the Communication and Literacy MTEL and/or the GPA requirement **must register for the corresponding non-licensure program**:

- School Counseling (48 credits):  
Register for School Counseling/non-licensure.
- Mental Health & School Counseling (66 credits):  
GPA  $\geq$ 3.0: Register for Mental Health Counseling.  
GPA  $<$ 3.0: Register for Psychological Studies.
- School Adjustment/Mental Health Counseling (60 credits):  
GPA  $\geq$ 3.0: Register for Mental Health Counseling.  
GPA  $<$ 3.0: Register for Psychological Studies.

### Students who graduate from the non-licensure program

**cannot be endorsed by Cambridge College** for DESE licensure in School Counseling. They may apply to DESE after graduation and ask for a panel review to obtain such licensure.

Once the Communication and Literacy MTEL test is successfully passed and a 3.0 received (i.e., Grade "B" or better in at least two courses taken at Cambridge College), then a Change of Program Form can be completed with approval from the program chair in the field selected and dean, then submitted to the Registrar's Office.

Students entering without having met the requirements for DESE licensure programs are advised to take the Communication and Literacy MTEL within the first term of enrollment at Cambridge College.

Once enrolled, candidates for licensure must maintain an overall GPA of 3.0 or better for the remainder of the program. Should the GPA drop below 3.0 prior to the Field Experience I, the candidate must return to the non-licensure degree option.

No candidate can complete or graduate from the approved program for licensure selected without maintaining a GPA of 3.0 or better at Cambridge College.

## Review of Progress and Practice

Due to the impact graduates will have on clients throughout their careers, the School of Psychology and Counseling considers the training and credentialing of master's level counselors a matter of great sensitivity and importance. Consequently, faculty review and discuss students' behavior within the graduate academic program and the field work site.

Students are expected to follow the American Counseling Association (ACA) Code of Ethics.

The Committee on Professional Conduct has developed guidelines for students' professional behavior with which all graduate counseling students are expected to comply. The counselor in training behavioral contract is reviewed and signed at orientation and a copy is provided.

The School reserves the right to require additional courses, field work, supervision, personal counseling and/or a 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

Students in the School of Psychology and Counseling (SOPC) should be aware that SOPC deems it of the utmost importance that students are cognizant of, and attentive to, SOPC standards and expectations for personal and professional behavior.

There are five significant areas of counselor training that specifically relate to the growth and management of the self of the counselor-in-training. Together they form the basis for counseling licensure standards, and therefore students pursuing licensure in SOPC programs will be held to all of these standards:

1. Maintaining professional conduct and appropriate behavior both on campus and at the clinical field experience site
2. Managing appropriate interpersonal boundaries
3. Respecting privacy and appropriate self-disclosure
4. Committing to developing your ability to hear, understand, and use effectively, the feedback you get from faculty, peers, and supervisors
5. Expanding self-awareness and self-reflection

Counselors are potent agents of change. To be effective catalysts of change, students need to increase their capacity for **self-awareness and self-reflection**. Without this, the counselor can become reactive, judgmental, punitive, and even harmful in the counseling setting. We want you to engage in serious, thoughtful, and reflective work in your academic and training settings, where you will be called to begin a process of self-exploration, which at times will become challenging and demanding. We recommend students consider participating in counseling as an adjunctive growth experience while in training.

As you reflect on your internal experience and your history, you will also be expected to develop a larger repertoire of interpersonal skills, and to comport yourself with seriousness, decorum, appropriateness, and **professionalism**. The norms of basic civility and manners remain an expectation. Expressions and behaviors of disruption, belligerence, aggression, intimidation, defiance, confrontation, and violation of boundaries and norms of professional conduct will lead to academic sanctions. The **management of appropriate interpersonal boundaries** can sometimes be demanding when, for instance, you find yourself feeling unsettled in the process of academic discourse, disagreement, discussion and challenge. As you progress through the program, you will undoubtedly experience both internal and external stressors, and, at times, you will be presented with beliefs, ideas, values and perspectives that differ from your own. This is a normative aspect of the academic process, which can be especially amplified in counselor training programs. We expect you to convey your perspective in a facilitative manner that contributes to, and enhances, the academic process, rather than disrupts or derails your own learning or the learning of your peers.

Your growing self-awareness may lead to **self-disclosure**, which is a crucial aspect of your training. Sharing of the self in the process of self-discovery will help your development as a counselor. You will be expected to balance self-disclosure with sensitivity to boundaries and a regard for your privacy and the privacy of your peers and faculty. Inappropriate self-disclosure can create discomfort and uneasiness and disrupt the learning process. Sharing your personal experience and learning from the experience of others is part of the process of counselor training. At the same time, learning when and how to self-disclose is a crucial component of your professional development as a counselor.

Guided by **feedback** from your teachers and supervisors, and by your own questioning and self-examination about the intention of your personal sharing, the manner in which you disclose your insights about yourself will grow and develop as you advance in your training. Flowing from a deepening knowledge of the self, it is at the heart of the development of counseling skills. The support and feedback you receive from faculty members should not be confused with a professional clinical relationship. As you choose what you share about yourself, it should not be with an expectation that you will be given personal clinical advice. Disclosure should be guided by this question: does this enhance my growth as a student counselor or am I trying to use my instructor as a personal counselor? SOPC faculty members are mindful of this distinction when providing support and feedback to you.

As an SOPC student, you are expected to grow and develop personally and professionally. Your openness to new knowledge will be transformative and life-enhancing. This education will amplify your understanding of yourself and others and will lay the foundation for your becoming an effective counselor.

## On-going training

Following licensure, continuing education is required to maintain the professional license. Cambridge College courses may be used to fulfill this requirement. Licensed professionals may take these courses as "special students" and alumni receive an alumni discount.





Post-Baccalaureate Certificate or Pre-Baccalaureate Certificate

## Alcohol & Drug Counseling

• CIP code 511501 • 18 credits • Licensed Alcohol & Drug Counselor (LADC)

**Program Description** — Alcohol & Drug Counseling is for students seeking professional training in substance abuse/addictions treatment, education and prevention, leading to certification or licensure.

**Learning Outcomes** — Students become familiar with addictions counseling, its professional ethics, and its role in society. They learn the 12 core functions of an addictions counselor: screening, intake orientation, assessment, treatment planning, referrals, reports and record keeping, and consultation with other professionals. They know and apply current theory and research in their field, and gain sufficient knowledge for competent interdisciplinary counseling practice. They exhibit socially-conscious behaviors, critical thinking, and effective communication skills in their work with individuals, caregivers, families, staff, and other professionals.

**Careers** — Addictions counseling professionals help people through public health agencies, youth services, residential treatment programs, hospitals, outpatient substance abuse programs, and homeless shelters.

### Courses

ADC 505	Alcohol & Drugs in Society . . . . .	3
ADC 611	Family Treatment of Substance Abuse. . . . .	3
ADC 601	Role of the Professional in Alcohol & Drug Treatment. . .	3
ADC 625	Psychopharmacology in Addictions Treatment . . . . .	3
ADC 642	Addiction Counseling . . . . .	3
ADC 521	Practicum Seminar in Alcohol & Drug Counseling . . . . .	3

### Practicum

Includes 300 hours of supervised practical experience in an approved substance abuse treatment program with appropriate supervision in the 12 core functions. The experience and supervisor qualifications must meet 262 CMR criteria to be accepted into an M.Ed. program.

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 18 credits.

**Admission requirements:** High school diploma/GED, bachelor's, or higher degree and other School of Psychology & Counseling requirements.(see Admissions) Including:

- Interview with and approval of the SOPC Admissions Committee.
- Interview with program chair.
- Current résumé.
- Two professional recommendations.

**These courses may be accepted** into a Cambridge College bachelor's or master's degree. Courses must meet current program requirements at time of matriculation.

**Program chair:** Paul White, M.Ed., LMHC, CARC  
 • paul.white@cambridgecollege.edu

(All courses @ 3 credits.)



Master of Education With Elective Concentrations

# Mental Health Counseling

• CIP code 511508 • 60 credits • 5-6 terms full time

**Program Description** — Mental Health Counseling provides graduate level professional training for mental health counseling licensure, with a strong commitment to an evolving multicultural society. Students are prepared to meet the licensing standards of the Massachusetts Board of Allied Mental Health and Human Services Professionals.

**Learning Outcomes** — Students learn and apply the principles and best practices of counseling, including various psychotherapeutic techniques for work with individuals, couples, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and mental illness. They learn to assess, diagnose and treat within the scope of the counselor’s practice, and become able to utilize community resources for referrals. They learn and apply strategies for prevention and treatment of substance abuse, domestic violence, the spectrum of mental illnesses; and learn to use psychoeducational techniques aimed to prevent such disorders. They study research design and methodology. They become familiar with state regulations applicable to mental health practice and licensure.

## Academic Requirements

Mental health core courses, practicum and field experience. . . . .	42
SOPC electives and concentrations. . . . .	18
Exit Portfolio . . . . .	non-credit
Total . . . . .	60

## Elective Concentrations

The core program provides the academic preparation for mental health counseling licensure. Students may choose one or two concentrations to earn additional credentials and knowledge, but also have the option to take a blend of elective courses without completing a concentration. The entire program of study may not exceed 60 credits.

- *Addictions Counseling* — LADC
- *Rehabilitation Counseling* — CRC, LRC (Due to the length of this concentration, no second concentration may be added.)
- *Trauma Studies*

**Admission requirements:** Bachelor’s degree and other School of Psychology & Counseling requirements.

**Program chairs:**  
 Linda Kuramoto, MS, CAGS, CRC, LMHC  
 linda.kuramoto@cambridgecollege.edu

Paul White, MEd. LMHC, CARC  
 paul.white@cambridgecollege.edu

**Courses** — the sequence below is highly recommended. Field experience courses **must** be taken in sequence. Take 2-4 courses/term.

### Term 1

- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP 540 Personality & Counseling Theory
- CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assessment of readiness for field experience)
- CCP 630 Human Development Across the Lifespan

### Term 2

- CCP 615 Psychopathology
- CCP 650 Group Dynamics/Group Counseling & Human Systems
- CCP 518 Research Design & Evaluation
- CCP 639 Career Development

### Term 3

- CCP 699 Mental Health Counseling Jurisprudence Seminar (0 credits)
  - CCP 520 Field Experience I (req. CCP 550, CCP 699),
  - OR BOTH:** CCP 522 Pre-Internship Clinical Skills (req. CCP 550, CCP 699)
  - CCP 524 Pre-Internship Supervision Laboratory
  - CCP 636 Psychological Testing
  - CCP 754 Perspectives in Cross-Cultural Counseling
- One elective or concentration course

### Term 4

- CCP 641 Field Experience II
- Two or three electives or concentration courses

### Term 5

- CCP 700 Field Experience III
- Two or three elective or concentration courses

### Term 6

- CCP 701 Field Experience IV or one elective (if approved substitution has been granted by program chair)
- One elective or concentration course

## Field Experience

The field experience includes practicum and internship under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. May be individually designed to support licensure requirements. Further requirements are briefly outlined under each concentration. See also program handbook.

(All courses @ 3 credits.)



# Elective Concentrations

## For: Mental Health Counseling • School Adjustment

### Addictions Counseling

• 9 credits • LADC

#### Addictions Counseling — LADC..... 9 credits

Choose three of the following courses to complete the concentration in Addictions Counseling:

- CCP 640 Addiction Disorders
- CCP 606 Family Treatment of Substance Abuse
- CCP 516 Alcohol and Drugs in Society
- CCP 720 Psychopharmacology in Addictions & Mental Health Counseling

**Field Experience:** Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions. See also program handbook.

**Program chair:** Paul White, MEd, LMHC, CARC  
paul.white@cambridgecollege.edu

### Rehabilitation Counseling

• 18 credits • CRC, LRC

**Program Description** — Rehabilitation Counseling is an elective, clinical concentration for students who wish to pursue national certification as a rehabilitation counselor (CRC) and state licensure as a rehabilitation counselor (LRC). Coupled with the M.Ed. in Mental Health Counseling, students simultaneously complete the academic requirements for Mental Health Counseling licensure.

**Program Outcomes** — A focus on rehabilitation counseling helps practitioners to more comprehensively serve the mental health and vocational needs of individuals with cognitive, developmental, psychological, medical, intellectual and physical challenges seek employment, maintain employment or return to work. These individuals include veterans who face mental health and rehabilitation complications, and a host of other issues related to the interface of disabilities and mental health.

**Careers** — Graduates will be qualified to pursue national certification and state licensure as rehabilitation counselors, and for the more general licensure in mental health counseling, allowing for significant career flexibility.

Certified Rehabilitation Counselor (CRC) by the Commission on Rehabilitation Counselor Certification and Licensed Rehabilitation Counselor by the Mass. Board of Allied Mental Health and Human Services. Candidates must also pass a national exam and have had a minimum of 12 months of acceptable employment under the direct supervision of a qualified CRC professional.

Rehabilitation counselors typically work in settings such as mental health agencies, the Veterans Administration, state vocational rehabilitation agencies, insurance companies dealing with disability, non-profit agencies, employee assistance programs, disability management firms and consulting agencies, among others.

**Courses**

- CCP 655 Vocational and Affective Counseling . . . . . Fall
- CCP 643 Medical & Psychological Aspects of Disabilities . . . . . Fall
- CCP 656 Vocational Assessment & Evaluation . . . . . Spring
- CCP 654 Rehabilitation Plan Development . . . . . Spring
- CCP 639 Career Development . . . . . every term

**Not applicable to SAC students:**

- Choose one of the following courses:
- CCP 724 Post Traumatic Stress Reactions
  - CCP 727 Clinical Interventions for Combat Stress & Trauma
  - CCP 728 Trauma Specific Interventions
  - CCP 729 Trauma Intervention in Schools

**Additional Field Experience:** Not required during academic training. However, a minimum of 12 months of acceptable employment experience including 12 months of direct supervision by a qualified CRC professional will be required after completion of academic requirements for CRC eligibility. See program chair for any questions.

**Program chair:** Linda Kuramoto, M.S., CAGS, CRC, LMHC  
linda.kuramoto@cambridgecollege.edu



### Trauma Studies

• 9 credits

#### Trauma Studies..... 9 credits

Professional training in crisis intervention and trauma treatment, education, prevention, and trauma-informed care.

- CCP 724 Post Traumatic Stress Reactions
- CCP 727 Clinical Interventions for Combat Stress & Trauma . . . . . Fall
- or** CCP 729 Trauma Intervention in Schools . . . . . Spring
- CCP 728 Trauma-Specific Interventions

**Program chairs:**  
Linda Kuramoto, MS, CAGS, CRC, LMHC  
linda.kuramoto@cambridgecollege.edu

Paul White, MEd. LMHC, CARC  
paul.white@cambridgecollege.edu

(All courses @ 3 credits.)



Master of Education

# Mental Health & School Counseling

- CIP code 511508 • 66 credits • 6 terms full time
- **Program approved** by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school counselors (PreK-8 or 5-12).

**Program Description** — School and Mental Health Counseling trains professional counselors to work within the school culture and in clinical settings, serving the guidance and mental health needs of PreK-12 students and their families. The program emphasizes the role of the school counselor in reducing barriers in the multicultural 21st century: a group worker skilled in developmental guidance, a broker of educational and community resources, an interpreter of assessment tools, and a consultant to students, parents, and staff. Students are prepared to meet the licensing standards of the Massachusetts Board of Allied Mental Health and Human Services Professionals, and of the Department of Elementary and Secondary Education.

**MTEL Required** — The Mass. Communication and Literacy Test (MTEL) must be passed before a student may enter the School Counseling program. All new students must register for Mental Health Counseling until they pass.

**Learning Outcomes**— Students learn about normal and abnormal intellectual, social, and emotional development, dysfunctional behavior and mental illnesses. They learn and apply the principles and best practices of counseling and collaboration within schools and community counseling practice, including:

- Resources and skills for enhancing children's and adolescents' educational and vocational experiences and facilitating their ability to make good use of opportunities.
- Assessment, diagnosis and treatment of learning and behavior disorders and mental illnesses.
- Psychoeducational techniques for prevention and strategies for treatment of substance abuse, physical and sexual abuse, mental illnesses, and violence in PreK-12 students and throughout the lifespan.
- Psychotherapeutic techniques for work with individuals, couples, families and groups.
- Group counseling, leadership and consulting techniques; and school and community resources for referral.

Students gain and apply knowledge of:

- Psychology of learning, curriculum frameworks, student testing.
- Research design and methodology.
- Relevant federal, state, and municipal laws and regulations.

**Courses should be taken in sequence.** Please note: school-based field work is NOT available during the summer term. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses can be taken each term.

## Term 1

- CCP 540 Personality & Counseling Theory
- CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assessment of readiness for field experience)
- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP 630 Human Development Across the Lifespan

## Term 2

- CCP 518 Research Design & Evaluation
- CCP 615 Psychopathology
- CCP 650 Group Dynamics/Group Counseling & Human Systems
- CCP 699 Mental Health Counseling Jurisprudence Seminar (0 credits)
- CCP 520 Field Experience I (preq. CCP 550, CCP 699),
- OR BOTH:** CCP 522 Pre-Internship Clinical Skills (preq. CCP 550, CCP 699)
- CCP 524 Pre-Internship Supervision Laboratory

## Term 3

- CCP 636 Psychological Testing
- CSG 616 Counseling in the Schools
- CCP 638 Group Work with Children & Adolescents
- CCP 641 Field Experience II

## Term 4

- CSG 695 Counseling & Consulting Techniques Lab
- CCP 672 Counseling Adolescents Transitioning to Adulthood
- CCP 754 Perspectives in Cross-Cultural Counseling
- CCP 700 Field Experience III

### School Counseling Internship Prerequisites

- *School Counseling Internship approval form signed* by program chair.
- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy Test (MTEL)



(All courses @ 3 credits.)



Continued

# Mental Health & School Counseling

## Term 5

- CCP 701 Field Experience IV or one elective (if approved substitution has been granted by program chair)
- CCP 730 Practice of Mental Health Counseling  
**OR** any CCP elective
- CCP 698A Pre-Practicum Seminar for School Adjustment and School Counseling (0 credits - **must be taken in the term prior to enrolling in CSG 792**)

## Term 6

- CCP 639 Career Development
- School Counseling Internship Fieldwork & Seminar I . . . . . **Fall only**  
for **PreK-8:** register for CSG 792E  
for **5-12:** register for CSG 792S

## Term 7

- One elective
- School Counseling Internship Fieldwork & Seminar II . . . **Spring only**  
for **PreK-8:** register for CSG 793E  
for **5-12:** register for CSG 793S

## Suggested electives:

- CCP 561 Counseling Techniques with Multi-Problem Families in Changing Communities
- CCP 715 Multicultural Counseling: Children, Adolescents in Context
- CCP 729 Trauma Intervention in Schools
- CCP 640 Addiction Disorders
- CCP 606 Family Treatment of Substance Abuse
- CCP 637 Neurobiology: Basics & Beyond

**Admission requirements:** Bachelor's degree and other School of Psychology & Counseling requirements.

**Required to enter program for DESE licensure:**

- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTEL).
- 3.0 GPA at entry; maintained throughout program.

**Program sequence may be modified** to suit the needs of the cohort.

**Program and schedule subject to change.**

**Program chair:** Brian Sasso, M.A., LMHC  
brian.sasso@cambridgecollege.edu

## Field Experiences

**Mental Health Field Experiences I, II, III: CCP 520, 641, 700**

Includes field experience under a qualified supervisor conforming to Massachusetts regulations 262 CMR. May be individually designed to support licensure requirements. See also program handbook.

**In the term PRIOR to enrolling in the school counseling field experience students are responsible for:**

- Discussing options for internship with the program chair or regional site director. All school counseling field experience sites **must** be within the state of Massachusetts.
- Submitting School Counseling Field Experience Approval form to program chair, with copy of MTEL passing score.
- Successful completion of CCP 698A Pre-Practicum Readiness Seminar. This zero credit, pass/fail course taken the summer prior to beginning field experience will fulfill DESE compliance standards.

**School Counseling Internship Fieldwork & Seminar: CSG 792-793**

Fieldwork is guided and evaluated in the classroom by a school counselor licensed in Massachusetts, who meets all state standards; and by a licensed Cambridge College site visiting supervisor. See program handbook.

- 2 sequential terms @ 225 hours, plus 75 hours of pre-practicum for 525 hours total in one school setting.
- Internship locations are subject to state regulations and must be approved by the program chair or designee.
- Completed Exit Portfolio required for graduation and endorsement.



# School Adjustment & Mental Health Counseling

- CIP code 131101 • 60 credits • 5-6 terms full time
- Program approved by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school adjustment counselors (all levels).

**Program Description** — School Adjustment and Mental Health Counseling trains mental health professionals to work within the school culture and in clinical settings, serving the mental health needs of PreK-12 students and their families. The use of evidence-based counseling strategies when working with children and adolescents in school settings is emphasized. Students are prepared to meet the licensing standards of the Massachusetts Board of Allied Mental Health and Human Services Professionals and the Massachusetts Department of Elementary and Secondary Education.

**MTEL Required** — The Mass. Communication and Literacy Test (MTEL) must be passed before a student may enter the School Adjustment Counseling program. All new students must register for Mental Health Counseling until they pass.

**Learning Outcomes** — Students learn and apply the principles of therapeutic relationships; knowledge of normal and abnormal intellectual, social, and emotional development; learning disorders and emotional issues affecting student achievement. They develop working knowledge of treatments; state-of-the-art diagnostic instruments, procedures for testing, and interpreting results; medical conditions and medication related to physical disabilities and learning disorders. They learn to work with families, schools and community personnel. They learn and apply prevention and treatment strategies for substance abuse, physical and sexual abuse, and violence in preK-12 students. They develop a working knowledge of the criminal justice system with particular reference to juvenile justice. They learn and apply laws and regulations addressing the legal rights of students and families.

## Elective Concentrations

Students electing a concentration take only one school adjustment elective. Students have the option to take a blend of elective courses without completing a concentration.

- Addictions Counseling — LADC
- Rehabilitation Counseling
- Trauma Studies

(All courses @ 3 credits.)

**Courses** — Please note: school-based field work is NOT available during the summer term. The sequence below is highly recommended. Take 2-4 courses/term.

### Term 1

- CCP 540 Personality & Counseling Theory
- CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assessment of readiness for field experience)
- CCP 630 Human Development Across the Lifespan
- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners

### Term 2

- CCP 518 Research Design & Evaluation
- CCP 615 Psychopathology
- CCP 650 Group Dynamics/Group Counseling & Human Systems
- CCP 639 Career Development

### Term 3

- CCP 699 Mental Health Counseling Jurisprudence Seminar (0 credits)
- CCP 520 Field Experience I (preq. CCP 550, CCP 699),
- OR BOTH:** CCP 522 Pre-Internship Clinical Skills (preq. CCP 550, CCP 699)
- CCP 524 Pre-Internship Supervision Laboratory
- CCP 617 School Adjustment Counseling/School Social Work
- CCP 636 Psychological Testing
- CCP 638 Group Work with Children & Adolescents (for Rehabilitation Counseling concentration, take a concentration course **instead** of this course.)
- CCP 698A Pre-Practicum Seminar for School Adjustment and School Counseling (0 credits - **must be taken in the term prior to enrolling in CCP 792A**)

### Term 4

- CCP 792A School Adjustment/Mental Health Internship\* Seminar A (preq. CCP 520) . . . . . **Fall only**
- CCP 754 Perspectives in Cross-Cultural Counseling
- CCP 561 Counseling Techniques with Multi-Problem Families in Changing Communities . . . . . Fall/Spring only
- or** CCP 715 Multicultural Counseling: Children, Adolescents in Context

### Term 5

- CCP 793B School Adjustment/Mental Health Internship\* Seminar B (preq. CCP 792A) . . . . . **Spring only**
- Two electives or concentration courses

### Term 6

- CCP 701 Field Experience IV\*
- One elective or concentration course
- CCP 708 School Adjustment Counseling Exit Portfolio (TaskStream)



\* See next page: Internship courses and sequence options.



Continued

# School Adjustment & Mental Health Counseling

## Field Experience

The field experience includes practicum and internship under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Requirements for the SAC/LMHC practicum/internship are briefly outlined below. Further requirements are briefly outlined under each concentration. See also program handbook.

### Prerequisite Course(s)

- CCP 520 Field Experience I, **OR BOTH:**
  - CCP 522 Pre-Internship Clinical Skills
  - CCP 524 Pre-Internship Supervision Laboratory)

### Internship Courses

- CCP 792A School Adjustment/Mental Health Internship Seminar A — in a school. . . . . **Fall only**
- CCP 793B School Adjustment/Mental Health Internship Seminar B — in a school . . . . . **Spring only**
- CCP 641\* Field Experience II. . . . . every term  
**or** CCP 701\* Field Experience IV

\*CCP 641 and 701 will provide students with additional field experience, but may not be necessary if requirements have already been met through CCP 520 (or CCP 522/524), 792A and 793B.

### Internship sequence options (after prerequisites)

Spring. . . CCP 641	Summer . CCP 641	Fall . . . . . CCP 792A
Fall . . . . . CCP 792A	Fall . . . . . CCP 792A	Spring. . . CCP 793B
Spring. . . CCP 793B	Spring. . . CCP 793B	Summer . CCP 701

**Admission requirements:** Bachelor's degree and other School of Psychology & Counseling requirements, including requirements for DESE licensure programs:

- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTEL).
- 3.0 GPA at entry; maintained throughout program.

**Non-licensure option:** Mental Health Counseling, which is not an DESE licensure area.

**Program and schedule subject to change.**

**Program chair:** Brian Sasso, M.A., LMHC  
brian.sasso@cambridgecollege.edu

### School Adjustment Field Experience Prerequisites

- Pass all first-year requirements.
- SAC Pre-Practicum — 75 hours of directed field-based training in a school site (non-credit)
- Pass all teacher tests required by the state for this license. Massachusetts MTEs: Communication & Literacy test.
- Site approval form signed by SAC chair.

### In the term **PRIOR** to enrolling in the SAC internships students are responsible for:

- Discussing options for licensure with the program chair or regional site director prior to enrollment and field experiences. All school adjustment sites in schools **must** be within the state of Massachusetts.
- Submitting SAC Field Experience Approval form to SAC chair or designee the term **prior** to field experience, with a copy of MTEL passing scores.
- Successful completion of CCP 698A Pre-Practicum Readiness Seminar. This zero credit, pass/fail course taken the summer prior to beginning field experience will fulfill DESE compliance standards.

### School Adjustment/Mental Health Internships (A and B)

Requires a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Internship must be supervised by a dually licensed qualified supervisor (262 CMR and SAC by ESE) who is in an SAC role and meets all state standards. See program handbook.

- 900 hours total (minimum), to be completed in three or four terms in school and mental health settings.
- Field Experience I (CCP 520) recommended in third term.
- SAC field experience after CCP 520 is completed.
  - ▶ School placement must be approved by the SAC chair.
  - ▶ 450 hours (minimum), completed in two sequential terms for SAC placement (fall/spring).
  - ▶ In one school setting approved by the SAC chair according to DESE standards.
  - ▶ Supervisor **must** work in SAC role with children, adolescents and families.

The SAC field experience is guided and evaluated by a licensed/certified clinical counselor in the school setting and by a licensed/certified Cambridge College site visiting supervisor. Field experience locations are subject to state regulations and must be approved by the program chair. Students are responsible for discussing options for field experience with the program chair, in the previous term.

- **Addictions option (LADC):** Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.

(All courses @ 3 credits.)



## Post-master's Certificate

# School Adjustment Counseling for Mental Health Counselors

• CIP code 131101 • 15 credits • 2 terms • School Social Worker/School Adjustment Counselor (DESE)

### Academic Requirements

Three School Adjustment core courses . . . . .	9
Two Internship/SAC Field Experience courses . . . . .	6
School Adjustment Counseling Exit Portfolio . . . . .	0
Total . . . . .	15

**Courses should be taken in sequence.** For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits.

### Term 1

- CCP 617 School Adjustment Counseling/School Social Work
- CCP 729 Trauma Intervention in Schools
- CCP 698 Pre-Practicum Readiness Seminar for School Adjustment and School Counseling (0 credits - **must be taken prior to enrolling in CCP 792A**)
- CCP 792A School Adjustment/Mental Health Internship Seminar A . . . . . **Fall only**

### Term 2

- CCP 561 Counseling Techniques with Multi-Problem Families in Changing Communities
- or** CCP 715 Multicultural Counseling: Children, Adolescents in Context
- CCP 793B - School Adjustment/Mental Health Internship Seminar B . . . . . **Spring only**

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 15 credits.

### Admission/DESE licensure requirements:

- Completion of current Cambridge College 60-credit M.Ed. in mental health counseling or equivalent program. (Students who took an earlier version of this program, or who earned their M.Ed. at another college, may need to take additional course work to meet SAC academic requirements.)
- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTEL).
- 3.0 GPA at entry; maintained throughout program.
- Other School of Psychology & Counseling requirements.

### School Adjustment Field Experience Prerequisites

- SAC Pre-Practicum — 75 hours of directed field-based training in a school site (0 credit)
  - Site approval form signed by SAC chair.
- (Note: All other prerequisites are required for admission; see above.)
- Successful completion of CCP 698 Pre-Practicum Readiness Seminar. This zero credit, pass/fail course taken the summer prior to beginning field experience will fulfill DESE compliance standards.

### School Adjustment Field Experience

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Internship must be supervised by a dually licensed qualified supervisor (262 CMR and SAC by ESE) who is in an SAC role and meets all state standards. See program handbook.

Completed Verification form required by SOPC office before registering.

- ▶ School placement must be approved by the SAC chair, and must be within Massachusetts.
- ▶ 450 hours (minimum) completed in two sequential terms.
- ▶ Supervisor must work in SAC role with children, adolescents and families.

**Program chair:** Brian Sasso, M.A., LMHC

- brian.sasso@cambridgecollege.edu

(All courses @ 3 credits.)





Master of Education

# School Counseling

- CIP code 131101 • 48 credits, 4 terms full-time
- Program approved by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school counselors (PreK-8 or 5-12).

**Program Description** — School Counseling is treated as professional counseling which enhances child and adolescent students’ access to high quality educational and vocational experiences and facilitates their ability to make good use of opportunities. The program emphasizes the role of the school counselor as a facilitator of educational reform, reducing barriers in the multicultural 21st century: a group worker skilled in developmental guidance, a practitioner helping students find their academic niche and aiding their academic achievement, a broker of educational and community resources, an interpreter of assessment tools, and a consultant to students, parents, and staff.

**Learning Outcomes**— Students develop their professional philosophy, principles and practices for their work with students and parents, teachers and administrators. They gain and apply knowledge of research in school counseling; the psychology of learning; curriculum frameworks and student testing; normal and abnormal intellectual, social, and emotional development; diagnosis and treatment of learning and behavior disorders. They learn strategies for prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. They gain resources and skills to effectively help students plan for post-secondary education and careers. They become familiar with relevant federal, state, and municipal laws and regulations; group counseling, leadership and consulting techniques; and school and community resources for referral.

**Careers and Further Study** — Licensed school counselors in public schools.

**Courses should be taken in sequence.** Please note: school-based field work is NOT available during the summer term. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses can be taken each term.

### Term 1

- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP 540 Personality & Counseling Theory
- CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assessment of readiness for field experience)
- CCP 630 Human Development Across the Lifespan

### Term 2

- CCP 615 Psychopathology
- CCP 518 Research Design & Evaluation
- CCP 639 Career Development
- CCP 650 Group Dynamics/Group Counseling & Human Systems

### School Counseling Internship Prerequisites

- *School Counseling Internship approval form signed* by program chair.
- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy Test (MTEL)
- Complete and pass all term 1 & 2 courses.

### Term 3

- CCP 672 Counseling Adolescents Transitioning to Adulthood (for 5-12) **or** elective (for PreK-8)
- CCP 698 Pre-Practicum Readiness Seminar for School Adjustment and School Counseling (0 credits)
- CSG 792 School Counseling Internship Fieldwork & Seminar I . . . . . **Fall only**  
for **PreK-8:** register for CSG 792E  
for **5-12:** register for CSG 792S
- CCP 638 Group Work with Children & Adolescents
- CSG 695 Counseling & Consulting Techniques Lab

### Term 4

- CSG 616 Counseling in the Schools
- CCP 636 Psychological Testing
- CCP 754 Perspectives in Cross-Cultural Counseling
- CSG 793 School Counseling Internship Fieldwork & Seminar II . . . . . **Spring only**  
for **PreK-8:** register for CSG 793E  
for **5-12:** register for CSG 793S

### Suggested electives:

- CCP 561 Counseling Techniques with Multi-Problem Families in Changing Communities
- CCP 715 Multicultural Counseling: Children, Adolescents in Context
- CCP 729 Trauma Intervention in Schools
- CCP 640 Addiction Disorders
- CCP 606 Family Treatment of Substance Abuse
- CCP 637 Neurobiology: Basics & Beyond



(All courses @ 3 credits.)



Continued

## School Counseling

**Admission requirements:** Bachelor's degree and other School of Psychology & Counseling requirements.

**Required to enter program for licensure:**

- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTEL).
- 3.0 GPA at entry; maintained throughout program.

**In the term *PRIOR* to enrolling in the School Counseling field experience students are responsible for:**

- Discussing options for internship with the program chair or regional site director. All school counseling field experience sites *must* be within the state of Massachusetts.
- Submitting School Counseling Field Experience Approval form to program chair or designee, with copy of MTEL passing score.
- Successful completion of CCP 698 Pre-Practicum Readiness Seminar. This zero credit, pass/fail course taken the summer prior to beginning field experience will fulfill DESE compliance standards.

**School Counseling Internship Fieldwork & Seminar: CSG 792-793**

Fieldwork is guided and evaluated in the classroom by a school counselor licensed in Massachusetts, who meets all state standards; and by a licensed Cambridge College site visiting supervisor. See program handbook.

- 2 sequential terms @ 225 hours, plus 75 hours of pre-practicum for 525 hours total in one school setting.
- Internship locations are subject to state regulations and must be approved by the program chair.
- Completed Exit Portfolio required for program completion and endorsement.

**Non-licensure option:** All program components are required except the Communication & Literacy Test (MTEL). Non-licensure students must complete the pre-practicum and internship.

Students who graduate from the non-licensure program will not be endorsed by Cambridge College for initial licensure as a school counselor to the Dept. of Elementary and Secondary Education.

**Program sequence may be modified** to suit the needs of the cohort.

**Program and schedule subject to change.**

**Program chair:** Brian Sasso, M.A., LMHC  
brian.sasso@cambridgecollege.edu



# Massachusetts State Standards for School Counseling Programs

## Massachusetts DESE School Adjustment Counselor/School Social Worker Standards

See also [www.doe.mass.edu/lawsregs/603cmr7.html?section=11](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11).

- a. Principles of therapeutic relationships . . . . . CCP 550, CCP638, CCP650, CCP792A-793B
- b. Theories of normal and abnormal intellectual, social, and emotional development . . . . . CCP540, CCP630, CCP615, CCP638, CCP792A-793B
- c. Learning disorders, including emotional issues affecting student achievement, and their treatment . . . . . CCP615, CCP617, CCP636, CCP792A-793B
- d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students . . . . . CCP606, CCP638, CCP640, CCP617, CCP724, CCP728, CCP729, CCP792A-793B
- e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results. . . . . CCP617, CCP636, CCP792A-793B
- f. Techniques for communicating and working with families and school and community personnel . . . . . CCP561, CCP617, CCP715, CCP754, CCP792A-793B
- g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations . . . . . CCP617, CCP792A-793B
- h. Knowledge of medical conditions and medication related to physical disabilities learning disorders . . . . . CCP615, CCP792A-793B
- i. Federal and state laws and regulations addressing the legal rights of students and families. . . . . CCP617, CCP622, CCP715, CCP792A-793B

## Massachusetts DESE School Counselor Standards

See also [www.doe.mass.edu/lawsregs/603cmr7.html?section=11](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11).

- a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor. . . . . CSG616, CSG792-793
- b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents. . . . . CSG616, CSG792-793, CCP636
- c. Psychology of learning. . . . . CSG792-793, CCP630
- d. Understanding of the diagnosis and treatment of learning and behavior disorders. . . . . CSG792-793, CCP615, CCP636
- e. Theories of normal and abnormal intellectual, social, and emotional development. . . . . CSG792-793, CCP540, CCP630
- f. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. . . . . CSG616, CSG792-793
- g. Philosophy, principles and practices in school guidance counseling. . . . . CSG616, CSG792-793
- h. Federal, state, municipal, and school laws and regulations. . . . . CSG792-793, CCP622
- i. Career counseling. . . . . CSG792-793, CCP639
- j. Resources within the school system or the community for referral. . . . . CSG616, CSG792-793
- k. Knowledge of statistics, research design, and research in guidance counseling. . . . . CCP518, CSG792-793
- l. Group counseling and group leadership. . . . . CCP638, CSG792-793, CCP650
- m. Development of skills for consultation with parents, teachers, and administrators. . . . . CSG616, CSG695, CSG792-793, CCP672,
- n. College counseling and use of college and other post-secondary resource materials (grades 5-12). . . . . CCP672



Master of Education

# Psychological Studies

• CIP code 422803 • 36 credits • 3 terms full time • non-licensure

**Program Description** — Psychological Studies is a non-licensure graduate program that introduces students to a broad range of psychological perspectives, with a strong commitment to an evolving multicultural society.

**Learning Outcomes** — Students are exposed to the principles of counseling. They learn about assessment, resources, cultural and racial dynamics, roles on interdisciplinary teams, ethics and relevant laws. They learn about small group dynamics and processes and how leadership styles influence group process. Students have flexibility to choose courses to support their particular interests in the field.

**Careers and Further Study** — Graduates may be eligible for advancement in human service careers that do not require licensure. They will NOT be eligible to return to study towards mental health licensure at the CAGS level.

## Academic Requirements

Psychological studies core courses . . . . .	15
Psychological Studies elective courses . . . . .	21
Total . . . . .	36

## Psychological Studies Electives — choose seven\*

- CCP 600 Biopsychosocial Dimensions of Aging . . . . . Fall
- CCP 672 Counseling Adolescents transitioning to Adulthood
- CCP 631 The Counselor in the Forensic Environment . . . Summer
- CCP 634 Death & Dying . . . . . Spring
- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP 606 Family Treatment of Substance Abuse
- CCP 681 Mind, Body, & Emotion: a Holistic Perspective
- CCP 615 Psychopathology
- CCP 518 Research Design & Evaluation
- CCP 657 Terror, Trauma & the Sacred: Psychological & Spiritual Perspectives . . . . . Summer

\*Students may select other elective courses with approval of the program chair.

## Core courses below should be taken in sequence.

For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits.

### Term 1

- CCP 540 Personality & Counseling Theory
- CCP 630 Human Development across the Lifespan
- Two elective courses.

### Term 2

- CCP 640 Addiction Disorders
- Three elective courses.

### Term 3

- CCP 639 Career Development
- CCP 754 Perspectives in Cross-Cultural Counseling
- Two elective courses.

## Subsequent terms as needed to complete your program of study

**Admission requirements:** Bachelor's degree and other School of Psychology & Counseling requirements.

**Program chairs:**  
 Linda Kuramoto, MS, CAGS, CRC, LMHC  
 linda.kuramoto@cambridgecollege.edu

Paul White, MEd, LMHC, CARC  
 paul.white@cambridgecollege.edu

(All courses @ 3 credits.)



## Post-master's certificate

# Rehabilitation Counseling Certificate

• CIP code 512310 • 18 credits • CRC, LRC

**Program Description** — The Rehabilitation Counseling Certificate is for the individual seeking to add to their credential by pursuing a national certification as a rehabilitation counselor (CRC) and/or Mass. state licensure as a rehabilitation counselor (LRC).

**Program Outcomes** — A focus on rehabilitation counseling helps practitioners to more comprehensively serve the mental health and vocational needs of individuals with cognitive, developmental, psychological, medical, intellectual and physical challenges seek employment, maintain employment or return to work. These individuals include veterans who face mental health and rehabilitation complications, and a host of other issues related to the interface of disabilities and mental health.

**Careers** — Graduates will be qualified to pursue national certification and state licensure as rehabilitation counselors: .

Certified Rehabilitation Counselor (CRC) by the Commission on Rehabilitation Counselor Certification and Licensed Rehabilitation Counselor by the Mass. Board of Allied Mental Health and Human Services. Candidates must also pass a national exam and have had a minimum of 12 months of acceptable employment.

Rehabilitation counselors typically work in settings such as mental health agencies, the Veterans Administration, state vocational rehabilitation agencies, insurance companies dealing with disability, non-profit agencies, employee assistance programs, disability management firms and consulting agencies, among others.

### Courses

- CCP 655 Vocational and Affective Counseling . . . . . Fall
- CCP 643 Medical & Psychological Aspects of Disabilities . . . . Fall
- CCP 656 Vocational Assessment & Evaluation . . . . . Spring
- CCP 654 Rehabilitation Plan Development . . . . . Spring
- CCP 639 Career Development . . . . . every term

### And one of the following:

- CCP 724 Post Traumatic Stress Reactions
- CCP 727 Clinical Interventions for Combat Stress & Trauma
- CCP 728 Trauma Specific Interventions
- CCP 729 Trauma Intervention in Schools

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 18 credits.

**Admission requirements:**

- 60-credit master's or higher degree in mental health counseling, marriage & family therapy, social work, or psychology.
- Other School of Psychology & Counseling requirements.

**Additional Field Experience:** Not required during academic training. However, a minimum of 12 months of acceptable employment experience including 12 months of direct supervision by a qualified CRC professional will be required after completion of academic requirements for CRC eligibility. See program chair for any questions.

**Program chair:** Linda Kuramoto, M.S., CAGS, CRC, LMHC  
linda.kuramoto@cambridgecollege.edu

## Graduate Certificate

# Trauma Studies Certificate

• CIP code 511508 • 15 credits • 2-3 terms

**Program Description** — Trauma Studies provides professional training in crisis intervention and trauma treatment, education and prevention, leading to certification. The program has a strong commitment to educating compassionate, ethical and effective trauma specialists. The program emphasizes the role of trauma specialists in implementing trauma-informed care across disciplines and utilizing community resources.

**Learning Outcomes** — Students will gain knowledge of crisis, trauma, post-traumatic stress reactions, trauma-specific interventions and disaster mental health in multi-cultural settings. They can apply the learned skills in trauma assessment, counseling and treatment to effectively respond to immediate and long-term needs of survivors, including war veterans, survivors of child abuse, first responders, immigrants and refugees, as well as victims of crime, disasters, domestic violence, sex trafficking and torture.

**Careers** — Prepares students to work in crisis response teams, provide trauma-informed care in community mental health, addiction treatment and rehabilitation programs in school settings and provide support for veterans, survivors of gender-based violence and refugees.

Select no more than 4 courses each term for a maximum course load of 12 credits (all courses @ 3 credits).

### Counseling

- CCP 615 Psychopathology
- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners

### Trauma

- CCP 724 Post Traumatic Stress Reactions (preq for CCP 728)
- CCP 728 Trauma-specific Interventions
- CCP 727 Clinical Interventions for Combat Stress & Trauma . . . . . Fall
- or** CCP 729 Trauma Intervention in Schools . . . . . Spring

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 15 credits.

**Course schedule:** All courses are offered in Cambridge every term, subject to sufficient enrollment, except as noted above.

**Admission requirements:** Bachelor's degree and other School of Psychology & Counseling requirements.

**Transfer credit** — These courses may be taken alone as a certificate of completion or evaluated for transfer into a Cambridge College master's degree program; courses must meet current program requirements and credit limits at time of matriculation.

**Program chairs:**  
Linda Kuramoto, MS, CAGS, CRC, LMHC  
linda.kuramoto@cambridgecollege.edu

Paul White, MEd. LMHC, CARC  
paul.white@cambridgecollege.edu

(All courses @ 3 credits.)



Master of Education

# Marriage & Family Therapy (California)

with an optional Professional Clinical Counselor concentration

• 60 credits • 5-6 terms full time

**Program Description** — The Marriage and Family Therapy program with an optional Professional Clinical Counselor concentration provides graduate-level professional training for licensure with a strong commitment to an evolving multicultural society. Students are prepared to meet the licensing standards of the California Board of Behavioral Sciences.

**Learning Outcomes** — Students learn and apply the principles and best practices of counseling, including various psychotherapeutic techniques for work with individuals, couples, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and mental illness. They learn to assess, diagnose and treat within the scope of the Marriage and Family Therapists/Professional Clinical Counselor practice, and become able to utilize community resources for referrals. Students are equipped to work in community mental health centers, agencies, and organizations, and are employable within and covered by managed care organizations and health plans. They learn and apply strategies for prevention and treatment of substance abuse, domestic violence, the spectrum of mental illnesses; and learn to use psychoeducational techniques aimed to prevent such disorders. They study research design and methodology and become familiar with state regulations applicable to Marriage and Family Therapy/Professional Clinical Counselor practice.

## Academic Requirements

Mental health core courses, practicum . . . . .	60
Exit Portfolio . . . . .	non-credit
Total . . . . .	60

The core program provides the academic preparation for California licensure as a marriage and family therapist/professional clinical counselor. The program of study may not exceed 60 credits.

**Courses should be taken in sequence.** Term 1 courses must be completed before term 2 courses. A maximum of 4 courses may be taken each term.

### Term 1

- CCP 518 Research Design & Evaluation
- CCP 540 Personality & Counseling Theory
- CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assessment of readiness for field experience)
- CCP 630 Human Development Across the Lifespan

### Term 2

- CCP 615 Psychopathology
- CCP 650 Group Dynamics/Group Counseling & Human Systems
- CCP 710 Marriage & Family Therapy: Basic Counseling Skills
- CCP 758 Clinical Practice in California

### Term 3

- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP 513 California Clinical Experience: Practicum I (MFT licensure) **or** CCP 520D MFT/PCC Practicum I (MFT/LPCC dual licensure)
- CCP 639 Career Development
- CCP 724 Post Traumatic Stress Reactions

### Term 4

- CCP 754 Perspectives in Cross-Cultural Counseling
- CCP 644 California Clinical Experience: Practicum II (MFT licensure) **or** CCP 620D MFT/PCC Practicum II (MFT/LPCC dual licensure)
- CCP 561 Counseling Techniques with Multi-Problem Families in Changing Communities
- CCP 606 Family Treatment of Substance Abuse

### Term 5

- CCP 636 Psychological Testing
- CCP 722 The Life of the Family in Context
- CCP 731 California Clinical Experience: Practicum III (MFT licensure) **or** CCP 720D MFT/PCC Practicum III (MFT/LPCC dual licensure)
- CCP 720 Psychopharmacology in Addictions and Mental Health Counseling

Subsequent terms as needed to complete your program of study

## Practicum

MFT Practicum hours require a minimum of 225 hours of direct client contact in an approved clinical setting. These hours satisfy LMFT curriculum requirements and a portion of the 3,000 hours of clinical experience required for licensure as a licensed Marriage and Family Therapist.

PCC Practicum hours require a minimum of 280 hours of direct client contact in an approved clinical setting. These hours satisfy curriculum requirements for the LPCC license but cannot be counted toward the 3,000 hours of post-degree internship hours required for licensure as a Professional Clinical Counselor.

The Marriage and Family Therapy program with an optional Professional Clinical Counselor concentration meets the academic requirements for licensure as a Marriage and Family Therapist (MFT) and Professional Clinical Counselor (PCC) in California. Interns may apply supervised hours to both licenses, as long as the supervision requirements for each license are completed. Note: there are some differences in the supervision requirements for each license. Applicants must meet the educational requirements for each license for which they are applying before they can be issued registration by the board. Applicants can apply to register as an associate for MFT and PCC licenses at the same time, so their hours can be applied toward both licenses. This degree program is designed to meet the requirements of Section 4980.36 or 4980.37 and Section 4999.32 or 4999.33.

**Admission requirements:** Bachelor's degree and other School of Psychology & Counseling requirements.

**Program chairs:**  
 Linda Kuramoto, MS, CAGS, CRC, LMHC  
 linda.kuramoto@cambridgecollege.edu

Paul White, MEd, LMHC, CARC  
 paul.white@cambridgecollege.edu

(All courses @ 3 credits.)



Master of Education with Specialization in

# Mental Health Counseling (Puerto Rico)

- CIP code 511508 • 60 credits • 6 terms full time
- Program approved by Puerto Rico Board of Postsecondary Institutions

**Program Description** — Mental Health Counseling provides graduate level professional training for mental health counseling licensure, with a strong commitment to an evolving multicultural society.

**In Puerto Rico** — The School of Psychology and Counseling (SOPC) monitors the mental health licensing standards of both Massachusetts and Puerto Rico. The course work and field experience offered in Puerto Rico conform to Puerto Rico regulations and licensure requirements.

**Learning Outcomes** — Students learn and apply the principles and best practices of counseling, including various psychotherapeutic techniques for work with individuals, couples, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and mental illness. They learn to assess, diagnose and treat within the scope of the counselor's practice, and become able to utilize community resources for referrals. They learn and apply strategies for prevention and treatment of substance abuse, domestic violence, the spectrum of mental illnesses; and learn to use psychoeducational techniques aimed to prevent such disorders. They study research design and methodology. They become familiar with state regulations applicable to mental health practice and licensure.

## Academic Requirements

Mental health core courses, practicum and field experience. . . . .	42
Psychology & Counseling electives . . . . .	18
CCP 592 Exit Portfolio in Tevera. . . . . non-credit	
Total . . . . .	60

The program provides the academic preparation for professional counseling licensure in Puerto Rico. The program of study may not exceed 60 credits.

## Field Experience

The field experience includes practicum and internship under a qualified supervisor, conforming to Puerto Rico regulations and Law 147 of 2002 for Professional Counseling.

**Admission requirements:** Bachelor's degree and other School of Psychology & Counseling requirements.

**Program chairs:**  
Linda Kuramoto, MS, CAGS, CRC, LMHC  
linda.kuramoto@cambridgecollege.edu

Paul White, MEd. LMHC, CARC  
paul.white@cambridgecollege.edu

(All courses @ 3 credits.)

**Courses should be taken in sequence.** Term 1 courses should be completed before term 2 courses. A maximum of 4 courses may be taken each term.

### Term 1

- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP 540 Personality & Counseling Theory
- CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assessment of readiness for field experience)
- CCP 630 Human Development Across the Lifespan

### Term 2

- CCP 615 Psychopathology
- CCP 650 Group Dynamics/Group Counseling & Human Systems
- CCP 518 Research Design & Evaluation
- CCP 639 Career Development

### Term 3

- CCP 520 Field Experience I (preq. CCP 550, CCP 699),
- CCP 636 Psychological Testing
- CCP 754 Perspectives in Cross-Cultural Counseling
- One elective or concentration course

### Term 4

- CCP 641 Field Experience II
- Two or three electives or concentration courses

### Term 5

- CCP 700 Field Experience III
- Two or three elective or concentration courses

### Term 6

- CCP 701 Field Experience IV or one elective (if approved substitution has been granted by program chair)
- One elective or concentration course

## Elective Concentrations

The core program provides the academic preparation for mental health counseling licensure. Students may choose one or two concentrations to earn additional credentials and knowledge, but also have the option to take a blend of elective courses without completing a concentration. The entire program of study may not exceed 60 credits. See *Elective Concentrations* on page 258 for concentration courses.

- Addictions Counseling — LADC
- Trauma Studies



Maestría de Educación con especialización en

# Consejería en Salud Mental (Puerto Rico)

- CIP code 511508 • 60 créditos • 6 términos a tiempo completo
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico

**Descripción del Programa** — El programa de Consejería en Salud Mental facilita adiestramiento para futuros profesionales licenciados en Consejería Profesional con un alto compromiso social y sentido de la multiculturalidad.

**Puerto Rico** — La Escuela de Psicología y Consejería (SOPC) monitorea los estándares de licenciamiento en Massachusetts y en Puerto Rico para el beneficio de los estudiantes de Consejería en Salud Mental. El currículo académico cumple con los cursos, la experiencia de campo necesarios para revalidar con la Junta de Consejeros Profesionales en Puerto Rico.

**Objetivos del Programa** — Los estudiantes desarrollan conocimientos en conceptos teóricos y prácticos de la consejería profesional, incluyendo técnicas psicoterapéuticas que pueden aplicarse en la consejería individual, grupal, familiar y en consultas que estén relacionadas con organizaciones o comunidades. Dentro del programa de estudio se toman cursos de desarrollo humano, comportamiento disfuncional y enfermedades de salud mental, además de procesos de avalúo, diagnóstico y tratamiento. Asimismo, se destacan conocimientos en los procesos de prevención y tratamientos en abuso de substancias, violencia doméstica y enfermedades de salud mental, además de investigación y diseño de investigación relacionados a la consejería profesional.

## Requisitos Académicos

Cursos de Salud Mental y experiencias de campo. . . . .	42
Electivas de Consejería . . . . .	18
CCP 592 Portfolio de Salda en Tevera . . . . .	Cero Crédito
Total . . . . .	60

El programa de Consejería en Salud Mental provee la preparación académica para licenciarse como consejero profesional en Puerto Rico. El programa no puede exceder de 60 créditos.

## Experiencia en el campo

La experiencia en el campo incluye práctica y internado supervisada bajo un mentor cualificado con licencia, conforme a las regulaciones y la Ley 147 de 2002 para Consejeros Profesionales.

**Requisitos de admisión:** Grado de bachillerato, otros requisitos de la Escuela de Psicología y Consejería.

**Directores del Programa:**  
Linda Kuramoto, MS, CAGS, CRC, LMHC  
linda.kuramoto@cambridgecollege.edu

Paul White, MEd. LMHC, CARC  
paul.white@cambridgecollege.edu

**Los cursos se deben tomar en secuencia.** Los cursos del primer término deben aprobarse antes de los del segundo término. Un máximo de 4 cursos está permitido por término.

### Término 1

- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP 540 Personality & Counseling Theory
- CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assessment of readiness for field experience)
- CCP 630 Human Development Across the Lifespan

### Término 2

- CCP 615 Psychopathology
- CCP 650 Group Dynamics/Group Counseling & Human Systems
- CCP 518 Research Design & Evaluation
- CCP 639 Career Development

### Término 3

- CCP 520 Field Experience I (preq. CCP 550, CCP 699),
- CCP 636 Psychological Testing
- CCP 754 Perspectives in Cross-Cultural Counseling
- Un curso electivo de la SOPC

### Término 4

- CCP 641 Field Experience II
- Dos o tres cursos electivos de la SOPC

### Término 5

- CCP 700 Field Experience III
- Dos o tres cursos electivos de la SOPC

### Término 6

- CCP 701 Field Experience IV or one elective (if approved substitution has been granted by program chair)
- Un curso electivo de la SOPC

## Concentraciones Electivas

El programa básico le da al estudiante la preparación académica para licenciarse como consejero profesional de salud mental. Los estudiantes pueden elegir una o dos concentraciones bajo las cuales acumulan credenciales y conocimientos adicionales, pero también tienen la posibilidad de tomar una combinación de cursos electivos sin completar una concentración en particular. El programa de estudio no puede exceder de 60 créditos. Vea Concentraciones Electivas en la pagina 254 para los cursos que se ofrecen en las diversas concentraciones de estudio.

- *Consejería para adicciones* — LADC
- *Estudios acerca de trauma*



# Psychology and Counseling Course Descriptions

## Alcohol & Drug Counseling (ADC)

### **ADC 505 Alcohol and Drugs in Society - 3 credits**

This course provides an overview of alcohol and other drugs of abuse in our society today. The common drugs of abuse will be named and their actions based on substance, setting and individual psychological set will be described and examined. We will explore the consequences of abuse and dependence to the individual, the family, and society at large. Historical approaches to this issue including understanding etiological factors, as well as scientific methods of treatment, rehabilitation and prevention will be covered. Bio-psychosocial assessment and related interventions will be identified, including medications, counseling, 12 Step support and other psychological methods. .

### **ADC 521 Practicum Seminar in Alcohol and Drug Counseling - 3 credits**

Enrollment limited to 10. This course is for students beginning their alcohol and drug counseling program fieldwork. Counselor trainees become familiar with the following: basic professional counseling skills and behaviors; working with agencies/systems; the use of supervision; beginning diagnostic skills; and DSM-5 TR. The 300 hour practical supervised experience takes place in a facility or agency licensed to provide counseling services. An opportunity to provide 10 hours in each of the "12 core functions" will be part of this experiential placement. Participants complete case presentations, case scripts, process notes and take an active part in the didactic and demonstration parts of the class. Readings and active discussion are required. The Commonwealth of Massachusetts specifies that this practicum be supervised by an "approved supervisor" as described in (CMR) 262, in order for students to meet requirements for licensure as an LMHC. Requirements for those not seeking a mental health license will be provided by the program director or your advisor.

### **ADC 601 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.

### **ADC 611 Family Treatment of Substance Abuse - 3 credits**

This course bridges the gap between substance abuse counseling and family therapy. It examines the specific interactional patterns that help to maintain addictive behavior within the family. Case examples illustrate how to intervene in addictive families. The following topics are covered: a systemic perspective on addictive behavior; assessing substance abuse and setting treatment goals; the over responsibility/under responsibility dynamic in families; the family intervention model; treatment needs of young children and adult children of addictive families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play.

### **ADC 625 Psychopharmacology in Addictions Treatment - 3 credits**

The use of medications in the treatment of alcohol and drug dependence has often been controversial. Recent times have seen the advent of more and different types of medications to address addiction directly. Agonist and antagonist drugs are designed to have a direct impact on the neurochemistry of addiction. The use of other psychotropic drugs can be contra-indicated in persons with addictive disorders. Because psycho-pharmacology treatment depends on diagnosis, this course will review the medical model's analytical mode, differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will then set the stage for an examination of the major psychotropic medications: anti-psychotics, anti-depressants, mood stabilizers and anti-anxiety agents. The course will be grounded throughout in clinical material, and case histories will be discussed during each class. Requirements will include one topical presentation. We will also share responsibility for presenting cases.

### **ADC 642 Addiction Counseling - 3 credits**

Designed for counselors with some knowledge in treating and educating substance abusers and their families, this course offers an in-depth examination of special populations and specific issues related to substance abuse treatment. Topics include: working with dual diagnosis clients; adolescent substance abuse; women treatment issues; working with diverse client populations including HIV positive clients; cultural competency; infectious diseases; tobacco cessation; relapse prevention; the use of strategic and paradoxical interventions; and certification of substance abuse counselors. Evidence based treatment from psychodynamic to motivational enhancement as well as modern approaches to relapse prevention will be explored.

## Psychology & Counseling (CCP)

### **CCP 512 The Cognitive Therapies - 3 credits**

Therapeutic applications of the cognitive theorists will be explored. Among the theorists are Insoo Kim Bergh (brief solution focused therapy), Aaron Beck (cognitive therapy), Richard Glasser (choice therapy), Albert Ellis (rational-emotive behavioral therapy), Arnold Lazarus (multi-modal therapy) and select others. Using didactic, video and experiential exercises, the course will address mental health issues in children and adolescents, addiction and substance abuse, bereavement, and family structure. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 513 California Clinical Experience: Practicum I - 3 credits**

Supervised clinical counseling of individuals, couples, groups, families, and children. At least one hour of individual supervision per week or two hours of group supervision. Four hours of case presentations. Continuous registration for this portion of the clinical training until completion of at least 100 clock hours.

**CCP 516 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 on the individual, the family, and society at large. Historical approaches to this issue including understanding etiological factors, as well as scientific methods of treatment, rehabilitation and prevention will be covered. Bio-psycho-social assessment and related interventions will be identified, including medications, counseling, 12 Step support, and other psychological methods.

**CCP 518 Research Design & Evaluation - 3 credits**

This course provides students with a foundation in research and evaluation methodologies and strategies, program evaluation and needs assessment. Students will gain an understanding of different types of research and research design, procedures for data collection and analysis, analysis of both hard and soft data, and ethical and legal considerations associated with research. Students will leave the course prepared to conduct and be discriminating consumers of research. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: k. Knowledge of statistics, research design, and research in guidance counseling

**CCP 520 Field Experience I - 3 credits**

Enrollment limited to 10. This initial field experience course must be taken concurrent with a field placement. Documentation of practicum requirements in accordance with 262 CMR 2.00 must be completed between the 8th week of class and the end of the term and before any internship hours begin. Prerequisite: CCP 550 Basic Counseling Skills: Rogerian Therapy. This course is a prerequisite for CCP 792A School Adjustment/Mental Health Internship Seminar A.

**CCP 520D Marriage & Family Therapy (MFT)/Professional Clinical Counselor (PCC) Practicum I - 3 credits**

Prerequisites: 12 units of coursework in the MFT/PCC Program. A practical integration of theory and technique. Supervised practicum/field study experience in clinical counseling of individuals, couples, groups, families, and children. A minimum of one hour of individual or triadic supervision, or two hours of group supervision weekly. Four hours of case presentations. Continuous registration for this portion of the clinical training until completion of at least fifty clock hours or six semester units. Students are required to meet BBS and COAMFTE minimum clinical hour requirements.

**CCP 522 Pre-internship Clinical Skills - 3 credits**

Enrollment limited to 9. This pre-internship clinical skills course must be taken concurrently with CCP 524, the in-vivo lab and clinical supervision course. Students follow two individual clients from initial assessment to case closing in a guided role play narrative over the course of the term. Students become familiar with the principles of

therapeutic relationships and basic professional counseling skills; developing techniques for communicating and working with families, agencies/systems, and school and community personnel; the use of supervision; beginning diagnostic skills; and DSM-5. Students take an active part in role plays, complete case presentations, process notes, and treatment planning. This course will stress philosophy and principles of counseling. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. Prerequisite: CCP 550 Basic Counseling Skills: Rogerian Therapy and CCP 650 Group Dynamics. This course is a prerequisite for CCP 792A School Adjustment/Mental Health Internship Seminar A and CCP 641 Field Experience II.

**CCP 524 Pre-internship Supervision Laboratory - 3 credits**

Enrollment limited to 6. This companion course to CCP 522 provides students the opportunity to consult with their clinical supervisor for case consultation and supervision for their two ongoing cases in CCP 522. Students are responsible for audio, video and / or verbatim transcribing of several sessions over the period of the course. Students will meet weekly with the instructor / supervisor to review their case progress. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 540 Personality and Counseling Theory - 3 credits**

This course explores personality and counseling theories, identifying strengths and weaknesses in each theory. Cultural elements are stressed. Theories are approached from an eclectic standpoint, including normal and abnormal, social, intellectual, and emotional development. Students are encouraged to identify an approach or approaches which are compatible with their history, current philosophy, clients and counseling settings. We also explore modern notions of cultural and family identity, increasing our ability to adapt counseling theory to the strengths and needs of individuals in our contemporary, diverse client population. The on-line library is employed in this course to gather evidence and support project development and presentations. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: b: Theories of normal and abnormal intellectual, social, and emotional development.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: e. Theories of normal and abnormal intellectual, social, and emotional development.

**CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills - 3 credits**

Successful completion required for mental health **field experience I**, CCP 520. The basis of therapeutic relationships is seen in Carl Rogers' theory of personality with its stress of self-actualization, development of the self, phenomenological field, validation, and conditions of worth is the basis for the techniques that are taught, practiced and modeled in this course. These techniques are empathic understanding, unconditional positive regard, and congruence. These techniques are central to any effective relationship from any theoretical perspective. The student will become practiced at these and related aspects of person-centered theory. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: Standard a: Principles of therapeutic relationships.

**CCP 561 Counseling Techniques with Multi-Problem Families in Changing Communities - 3 credits**

It is strongly recommended that students participate in a practicum/ internship while enrolled in this course. This course is for those beginning work with “multi-problem” families, and for those with some experience who wish to adopt a systemic, strengths-focused model of counseling. Techniques for communicating and working with families in school and community settings are emphasized. Instructor and student generated case studies are supported by role-playing and outside readings. Students go step-by-step through assessment, contracting, and counseling processes. They learn how to evaluate resources and needs, how to identify and collaborate with outside helpers and agencies, and how to deal with conflicts between the needs of family members. Issues relating to family violence, substance abuse and the use of home visiting are also discussed. In addition to class participation and readings, two papers analyzing families and the counseling process are required. This course emphasizes approaches which honor the socioeconomic, linguistic and cultural differences which may affect families and relationship between the family and therapist. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. This course addresses the following Massachusetts State Standard for School Adjustment Counselor/ School Social Worker: f: Techniques for communicating and working with families and school and community personnel.

**CCP 592 SOPC Exit Portfolio - 0 credit**

An educational portfolio assembled by the student over the course of their studies. It highlights the student’s professional knowledge, skills and abilities, and documents quality graduate level work.

**CCP 600 Biopsychosocial Dimensions of Aging - 3 credits**

Students explore the biology, psychology and sociology of aging, with an emphasis on how these issues manifest in clinical settings. Students will explore the biology of aging, including “normal aging,” common physical changes, medical conditions, and related functional impairment. Psychosocial issues will also be addressed, including multigenerational family dynamics, aspects of adult development (e.g. generativity, successful aging), and common late-life stressors (e.g. financial strain, bereavement, housing changes). This course will also explore sociocultural trends in aging such as cohort differences between generations, multicultural concerns, ageism and discrimination. Students will also obtain an overview of public health policy, advocacy and case management, as they relate to counseling work with older adults. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 606 Family Treatment of Substance Abuse - 3 credits**

This course bridges the gap between substance abuse counseling and family therapy. It examines the specific interactional patterns that help to maintain addictive behavior within the family. Case examples illustrate how to intervene in addictive families. The following topics are covered: a systemic perspective on addictive behavior; assessing substance abuse and setting treatment goals; the over-responsibility/under-responsibility dynamic in families; the Family Intervention Model; treatment needs of young children and

adult children of addictive families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

**CCP 615 Psychopathology - 3 credits**

This course deals with the nature of neurotic behavior, abnormal behavior and the psychoses, as well as the nature of normal and abnormal intellectual, social, and emotional development and learning in childhood and adolescence. Particular attention is given to ego-defensive, adaptive and sociocultural aspects of behavior, health and wellness, and ways in which adaptive behavior becomes symptomatic. This course organizes disorders according to the organization of the DSM-5. Historical contexts in which psychopathology has been diagnosed and viewed from early medical concepts through the currently used Diagnostic Criteria in the DSM-5 are presented. Learning disorders, including emotional issues affecting student achievement and their treatments are investigated. Attention is focused on differential diagnosis, treatment planning and best practices in applied settings. Discussions focus on psychopharmacology, knowledge of medical conditions and medication related to physical disabilities and learning disorders, prevalent psychotherapies, and theories of abnormal behavior and development. Case studies provide experience in classifying, diagnosing and categorizing various mental disorders from childhood throughout the lifespan.

Discussions of treatment of mental illness include psychopharmacology, prevalent psychotherapies used in individual, family, couple and group psychotherapy and current research findings related to treatment. Discussions also focus on health and wellness, multicultural issues, plus variables related to resiliency and student learning. Additionally, the effects of abuse, violence, theories of normal and abnormal behavior and development are examined. Current research that can assist the school counselor in developing a plan of action for referral and treatment that relates to personal, social and academic functioning of students will be procured through the online library. This course utilizes films, tapes, case studies, class presentations, lectures, and group discussions. It includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. This course also includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: h: Knowledge of medical conditions and medication related to physical disabilities and learning disorders. c. Learning disorders, including emotional issues affecting student achievement, and their treatment

This course addresses the following Massachusetts State Standards for School Guidance Counseling: c. Psychology of learning. d. Understanding of the diagnosis and treatment of learning and behavior disorders. e. Theories of normal and abnormal intellectual, social, and emotional development.

**CCP 617 School Adjustment Counseling/School Social Work - 3 credits**

This course explores the roles and functions of school adjustment counselors with students identified as having emotional, behavioral, and social problems. This course operates on the assumption that such students are best served using personal, systems, family and group counseling approaches, with strong emphasis on identifying, assessing and utilizing community and family resources. Techniques for working with families, school and community personnel are emphasized. Clinical school counseling and systems issues are explored as well as: consultation, harm prevention and reduction, and the evaluation and utilization of community resources. Assessments such as genograms, biopsychosocial assessments, functional behavior assessments and behavior intervention plans, will be taught as well as treatment planning and goal writing.

The understanding of the diagnosis and treatment of learning, emotional and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services is emphasized. Knowledge of IEP/special education time lines is conveyed. The referral process for students and their families to obtain services and supports in the community is a focus of discussion, as well as advocating and facilitating relationships with community and government agencies. The course addresses a working knowledge of the juvenile justice system with regard to criminal justice, child protection, CRA laws and regulations, as well as federal and state regulations addressing the legal rights of students and their families. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: c: Learning disorders, including emotional issues affecting student achievement, and their treatment. e: Knowledge of state –of –the-art diagnostic instruments; procedures for testing and interpreting results. f :Techniques for communicating and working with families and school and community personnel. g: Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations. i: Federal and state regulations addressing the legal rights of students and families.

**CCP 620D Marriage & Family Therapy (MFT)/Professional Clinical Counselor (PCC) Practicum II - 3 credits**

Prerequisites: 12 units of coursework in the MFT/PCC Program. Supervised practicum/field study experience in clinical counseling of individuals, couples, groups, families, and children. At least one hour of individual supervision per week or 2 hours of group supervision. Four hours of case presentations. Continuous registration for this portion of the clinical training until completion of at least fifty clock hours or six semester units. Students are required to meet BBS and COAMFTE minimum clinical hour requirements.

**CCP 622 Ethics and Professional Issues for School Counselors and Mental Health Practitioners - 3 credits**

This course explores several models of school counseling and mental health counseling and the relationship to relevant ethics, federal, state, municipal, state laws, and standards and regulations. The course emphasizes best practices and strategies for dealing with ethical and legal dilemmas, including the ability to apply and practice ethical and legal standards in school counseling. School counseling and systems models are examined along with consultation, harm prevention and reduction, and the evaluation and utilization of community resources. Focal areas include professional roles and functions, ethical standards including accountability, responsibility,

client/student welfare, emotional health, laws and regulations, institutional policies including crisis/disaster preparedness and response, cross cultural, cross social class practices and their impact on mental health and school counseling. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: i: Federal and state laws and regulations addressing the legal rights of students and families. This course addresses the following Massachusetts State Standard for School Guidance Counseling: h. Federal, state, municipal, and school laws and regulations.

**CCP 625 Foundations of Couples Counseling - 3 credits**

Designed for beginning counselors working with couples, this course will cover the basic approaches to couples counseling. Presentations and discussions of key topics will be accompanied by videotapes and experiential exercises. Therapy techniques such as family sculpture, doubling, and psychodrama will be presented. Special topics in couples counseling such as divorce, violence, and alcoholism will be discussed. The goals of the course are to help students learn how to: (1) assess the couples' presenting problem; (2) develop appropriate counseling plans; and (3) evaluate counseling as it proceeds. Course requirements include class attendance, readings, active participation, and two five-page papers. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 629 Geriatric Counseling - 3 credits**

There are many unique issues that arise in providing counseling services to older adults. After discussing the "paradox of aging" — that older adults generally have increased cognitive and physical problems yet also report higher well-being — this course will explore the differential prevalence and symptomology of various mental disorders in older adulthood. Students will also learn about the major types of dementia and related treatment issues (e.g. behavioral interventions, working with family caregivers). Students will be taught about evidence-based clinical interventions for older adults, such as cognitive-behavioral therapy, problem-solving therapy, and reminiscence/life review. Students will also learn about the unique professional issues that arise in providing mental health counseling to older adults in the variety of settings in which treatment often occurs (e.g. long-term care, outpatient mental health, hospitals, social service agencies, and home-based treatment.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 630 Human Development Across the Lifespan - 3 credits**

This course will address the psychological and biological aspects of human development from conception through childhood, adolescence, early adulthood, mid-life and aging. Familial, environmental and cultural factors will be explored as they impact the development of people across the continuum of life. Theory will combine with application related to physical, emotional, intellectual, learning, social, normal and abnormal development; plus cognitive, moral, and vocational adjustment. The processes of physical and psychological development including ethnic and gender differences will be studied. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: b: Theories of normal and abnormal intellectual, social, and emotional development.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: c. psychology of learning, and e. theories of normal and abnormal, intellectual, social, and emotional development.

#### **CCP 631 The Counselor in the Forensic Environment - 3 credits**

This course explores forensic settings, the counselor's roles within these settings, and appropriate counseling and systems skills. It introduces concepts of addiction, relapse prevention, and stages of personal change, as they relate to forensic counseling. Students are introduced to the continuum of forensic settings including court clinics, juvenile detention and rehabilitation facilities, houses of correction, jails, prisons, pre-release and post-release centers. Students explore the stages of the judicial process, legal and procedural issues during incarceration, the offender's transition to release and community life, and the dynamic tension between the goals of rehabilitation and punishment. Students then survey counseling and systems skills appropriate to such settings and engage in realistic role-plays in order to develop or improve their skills. The course then surveys approaches to addiction, relapse prevention, and stages of personal change, with an overview of appropriate counseling techniques. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

#### **CCP 634 Death and Dying - 3 credits**

In this course, students will explore an overview of common end-of-life issues that arise when counseling dying clients and their family, e.g. discussion of goals of care (e.g. DNR/DNI), psychological treatments for pain, multicultural factors, familial conflict, anticipatory grief, bereavement, and death anxiety. Students will also learn about palliative care, hospice care, and the complex bioethical issues that can arise in this work. Lastly, students will explore what it means personally to work with this population, with discussion of compassion fatigue and burnout prevention. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

#### **CCP 636 Psychological Testing - 3 credits**

This course provides an overview of psychological testing including a review of projective testing and techniques for individual and group administration for understanding personality development and pathology, basic administration, scoring and diagnostic skill development. This course reviews instruments including TAT, MMPI and Rorschach as well as language and alternative non-language-based intelligence tests, achievement tests including the WISC-IV, the Woodcock-Johnson III, tests of nonverbal intelligence, and other state-of-the-art diagnostic tools. Emphasis is on clinical integration of the testing materials, useful intervention strategies and recommendations for the counselor, treatment team and/or referral agent. Test reliability, validity, standard deviations, scaled scores, percentiles and interpretation of significant differences are taught. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: c. Learning disorders, including emotional issues affecting student achievement, and their treatment.

This course addresses the following Massachusetts State Standard for School Counseling: b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and peers.

#### **CCP 637 Neurobiology: Basics and Beyond - 3 credits**

In this three credit course, we will explore neurobiology as it relates to emotional, behavioral and cognitive development and expression. The last decade, with the benefits of technology and research, has witnessed a renewed convergence of psychiatry and neurology. Emotional factors are often expressed via neurological symptoms and neurological deficits often resulting in psychological symptoms. This course will identify key areas in the brain, nervous system, and the interrelationship with internal and external factors that shape who we are and what we do. Through presentations, discussion and experiential practice, students taking this course will leave with a greater understanding of the brain/body connection as it relates to stress, trauma and the myriad of neurological and emotional pathologies. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

#### **CCP 638 Group Work with Children and Adolescents - 3 credits**

This course is designed to prepare students in the Mental Health, School Adjustment, and School Counseling programs to lead psychoeducational and/or counseling groups for children and adolescents. Class lectures and experiential activities will provide a theoretical and practical framework for organizing and leading theme-oriented counseling groups in school and community mental health settings. Readings will provide students with different theoretical perspectives on working with groups as well as the practical tasks in managing and working with school age youngsters in a group setting. Designing curriculum for the prevention and treatment of substance abuse, physical and sexual abuse, and violence as well as numerous other topics will be reviewed. The course explores counseling issues and provides specific techniques and strategies that are developmentally appropriate and applicable to the school/community settings. Application of ethical standards and legal requirements unique to counseling children and adolescents is included.

This course addresses the following Massachusetts state standards for school adjustment counseling: a. principles of therapeutic relationships. b. theories of normal and abnormal intellectual, social and emotional development. d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

This course addresses the following Massachusetts state standards for school counseling: f. knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. e. theories of normal and abnormal intellectual, social and emotional development. l. group counseling and group leadership.

#### **CCP 639 Career Development - 3 credits**

This course provides an experiential approach to career development for mental health, school and rehabilitation counselors to support clients with and without disabilities across the lifespan in both individual and group settings. Orientation to key assessment instruments, online resources, labor market information, transferable skills analysis, job placement strategies and work-related supports will be made to support the career guidance process and to develop comprehensive plans of action for clients.

This course addresses the following Massachusetts State Standard for School Counseling: i. Career counseling

**CCP 640    Addiction Disorders - 3 credits**

Designed for beginning and intermediate clinicians, this course provides a thorough foundation in substance abuse treatment. The prevention and treatment of substance abuse in people of all ages will be explored, as well as the relationship between substance use, violence, and physical and sexual abuse. Topics include: theories of etiology of addiction; pharmacology of psycho-active drugs; cultural factors that influence substance use; assessment and intervention with substance abusers and their families. Emphasis is put on diagnosis, treatment planning and referral to appropriate resources including self-help groups. Students will have the opportunity to participate in simulated interviews and experiential exercises. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: c: Learning disorders, including emotional issues affecting student achievement, and their treatment. f: Techniques for communicating and working with families and school and community personnel. g: Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations. i: Federal and state regulations addressing the legal rights of students and families.

This course addresses the following Massachusetts State Standard for School Counseling: f: Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

**CCP 641    Field Experience II - 3 credits**

Prerequisite: CCP 520. Enrollment limited to 10. This is the first in a sequence of distinctly defined, post-practicum, supervised co-curricular experience and runs concurrent with field placement. Continuous registration for this portion of the clinical training is required until completion of 200 hours per term or 600 total hours. Documentation of internship requirements in accordance with 262 CMR 2.00 will continue.

**CCP 642    Fundamentals of Pastoral Counseling - 3 credits**

This introductory course will provide an integrative study of psychological, spiritual, and faith-based frameworks. The course will explore the role of spirituality in clinical practice, and train students on how to effectively integrate a client's spirituality into various phases of counseling, including clinical assessments and intervention. We will study several theories and models for spiritually-informed psychotherapy from diverse perspectives. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 643    Medical and Psychological Aspects of Disabilities - 3 credits**

The course offers students with little or no exposure to advanced medical sciences the opportunity to examine the physiological and anatomical basis for many chronic illnesses, medical and psychiatric disabilities they will encounter in the rehabilitation counseling setting. Students examine the etiology, progress, and correlations between mental health and other disabling conditions as well as the psychosocial implications associated with these circumstances. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 644    California Clinical Experience: Practicum II - 3 credits**

Supervised clinical counseling of individuals, couples, groups, families, and children. At least one hour of individual supervision per week or two hours of group supervision. Four hours of case presentations. Continuous registration for this portion of the clinical training until completion of at least 100 clock hours.

**CCP 650    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. Students are taught to develop self-awareness, sensitivity to others, and skills needed to relate to individuals and groups from diverse backgrounds. (No one will be admitted to the course in the event of failure to attend the first session.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: a: Principles of therapeutic relationships.

This course addresses the following Massachusetts State Standard for School Guidance Counseling: i. group counseling and group leadership.

**CCP 652    Holistic Approaches to Psychotherapy - 3 credits**

Through exploring a range of integrative approaches to counseling and psychotherapy this course aims to elucidate holistic assumptions behind counseling people in psychological distress. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 653    Religious Coping from a Sociocultural Perspective - 3 credits**

This course will examine the stress experience of marginalized groups and explore the ways in which religion, spirituality and/or faith is used to help individuals cope. We will study traditional stress and coping theory, and religious coping theory to examine the applicability of these models for oppressed and marginalized populations. The course will explore the ways in which certain theories and models for mental health practice have historically pathologized the faith experience of some groups. The course will contrast this study with a look at liberation theologies for its role in helping to empower individuals and communities dealing with systemic stressors and oppression. Students will develop skill in integrating these frameworks and understandings into effective clinical practice. Diverse populations and faith traditions will be explored. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 654 Rehabilitation Plan Development - 3 credits**

This course acquaints students with case and caseload management, delivery systems for public, private and nonprofit settings for individuals with cognitive, intellectual, medical, physical and psychiatric disabilities. This course will address laws and ethical standards that impact rehabilitation counseling and the range of community resources available to the counselor whose goal is the effective and comprehensive mental health recovery of individuals, including achieving maximum independence and employment. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 655 Vocational and Affective Counseling - 3 credits**

This course acquaints students with the process, history and philosophy of rehabilitation counseling. Class discussions will focus on the organizational structure of the rehabilitation system, the professional identity of the rehabilitation counselor, and legal and ethical issues in the practice of rehabilitation counseling and how it complements the area of mental health delivery of services. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 656 Vocational Assessment & Evaluation - 3 credits**

This course provides an orientation to individual appraisal, standardized testing, and test and measurement principles found in psychological testing for mental health assessments, but expands and provides increased focus on vocational and career interest testing. It includes standard test areas such as achievement, aptitude, interest, personality, situational testing, behavioral observation, work samples and functional evaluations. This course will also address career alternatives for the rehabilitation counselor. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 657 Terror, Trauma and the Sacred: Psychological and Spiritual Perspectives - 3 credits**

This course will examine the ways in which spirituality and faith impacts a person's response to crisis. We will examine case examples of individuals and communities dealing with issues of grief and loss; death and dying; natural disasters; and trauma and victimization. The course will explore a wide-variety of spiritual and faith-based frameworks for the perspectives they provide on suffering, hope and healing. Students will develop skills and techniques for crisis management and counseling from a faith-based perspective. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 671 East & West: Self, Suffering, & Healing - 3 credits**

This course considers theories of mind and behavior in Eastern philosophy and Western psychology. The aim of the course is to elucidate different perspectives on the nature of self and human suffering, and to understand suggested pathways to the alleviation of suffering. We will examine Western theories ranging from psychoanalysis to transpersonal psychology, as well as Eastern traditions ranging from Taoism and Buddhism to the perspectives of figures like Jiddu Krishnamurti. A central question of the course is: To what extent do Eastern ways of understanding human experience complement Western theories - or are their differences difficult to reconcile? This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 672 Counseling Adolescents Transitioning to Adulthood - 3 credits**

In this course students will develop strategies to effectively counsel adolescents. This course will address the stages of development in the adolescents' transition into adulthood, with a focus on the tasks of differentiation, autonomy, relationships, family, work, post-secondary education, military service, and other developmental challenges. Collaboration and consultation with parents/guardians, community collaterals, school support staff, and employers, as well as access to resources will be addressed. For those adolescents considering entry to higher education, the college/post-secondary training program and its funding will also be discussed. Special emphasis will be placed on ways to help those who traditionally face substantial barriers to success, including low-income students, minority and EL students, and students with disabilities. The fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction are emphasized throughout the course.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. Development of skills for consultation with parents, teachers and administrators. n. College counseling and use of college and other post-secondary resource materials (grades 5-12).

**CCP 673 Play, Activity and Expressive Counseling Techniques - 3 credits**

This course explores ways of using play, activity, and arts-based approaches in counseling with children, adolescents, and adults. These active modalities are used in various ways to enact, accelerate, and enhance the counseling process. Teaching and learning methods include guided exploration of a variety of materials and techniques, lectures, discussion, role-plays, media presentations, case studies, individual and group projects, critical reading, and written assignments.

**CCP 680 Human Sexuality - 3 credits**

Sensitization to sexual issues and exploration of how therapists' perceptions of such issues affect their work with clients is explored in this course. Introduction to the theory and practice of sex therapy, including information about sexual function and dysfunction and appropriate intervention methods is presented. Emphasis is on the relationship system and the dynamics of sexual functioning within that system. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 681 Mind, Body, & Emotion: a Holistic Perspective - 3 credits**

This course reviews literature in animal and human behavior to provide a basic biological and behavioral framework for considering the relationship between the mind, body, and emotions. The historical view of emotion as an instinctual force that should be controlled is contrasted with an emerging understanding of emotion as an adaptive intelligence that deeply informs our relationship to the world. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 698 Pre-Practicum Readiness Seminar for School Adjustment and School Counseling - 0 credits**

The Pre-Practicum Readiness Seminar is designed to expose identified SOPC school-based students to the various aspects and requirements of a school-based internship. The seminar is designed to outline professional, ethical standards, and appropriate interactions while interning in a school setting. The class will also offer an overview of all school-based graduation paperwork requirements.

**CCP 698A Pre-Practicum Seminar for School Adjustment and School Counseling - 0 credits**

Registration in this course is a prerequisite to field experience. This 0-credit course triggers Tevera fee and student access.

**CCP 699 Mental Health Counseling Jurisprudence Seminar**

Registration in this course is a prerequisite to field experience. This 0-credit course triggers Tevera fee and student access..

**CCP 700 Field Experience III - 3 credits**

Prerequisite: CCP 641. Enrollment limited to 10. This is the second in a sequence of distinctly defined, post-practicum, supervised co-curricular experience and runs concurrent with field placement. Continuous registration for this portion of the clinical training is required until completion of 200 hours per term or 600 total hours. Documentation of internship requirements in accordance with 262 CMR 2.00 will continue.

**CCP 701 Field Experience IV - 3 credits**

Enrollment limited to 10. This the third in a sequence of distinctly defined, post-practicum, supervised co-curricular experience and runs concurrent with field placement. Documentation of internship requirements in accordance with 262 CMR 2.00 will be completed until 600 total hours. An elective may be substituted for this course if all field experience requirements are met by the completion of CCP 700 and granted by program chair.

**CCP 710 Marriage and Family Therapy: Basic Counseling Skills - 3 credits**

This course will cover the theories behind marital and family therapy and provide a practical integration of interests and skills. The course is designed to meet the needs of both beginning and experienced therapists. Beginning students will have the opportunity to build a sound theoretical foundation for marital and family therapy while more advanced students can refine technique and explore emerging treatment approaches. Written assignments will be similarly tailored. One basic counseling skills course is required in each counseling program. The course stresses development of counseling skills which are essential to a particular area of training and practice. One or more active teaching methods, such as role-play, live or videotaped demonstration, or other experiential exercises form a significant part of the course experience. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 715 Multicultural Counseling: Children and Adolescents in Context: Basic Counseling Skills - 3 credits**

This course explores the counseling process with children and adolescents from two perspectives: first from the experiential world of the child or adolescent, and secondly, from an ecological/systems perspective, with strong emphasis on cultural strengths and concerns. Topics include: the world of the child in a multicultural society; exceptionality, techniques for communicating and working with diverse families, school and community personnel; play/activity techniques, multicultural group work. Also: assessment; diagnosis; gathering and communicating information; sensitivity to others; self awareness; culturally congruent educational programs; stereotyping; economic, social and political issues surrounding diversity; relevant state, municipal and school laws and regulations relating to ethnic, linguistic, racial, gender and religious diversity; interviewing; dealing with research; resources and referrals within schools and community; hazards and problems of normal and abnormal development;

enhancing a positive school climate in a multicultural school setting. The course also addresses issues impacting learning, achievement, and diversity with a final presentation utilizing the online library and other online researched based sites. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: f: Techniques for communicating and working with families and school and community personnel. i: Federal and state laws and regulations addressing the legal rights of students and families.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: h. Federal, state, municipal, and school laws and regulations. j. Resources within the school system or the community for referral. m. Development of skills for consultation with parents, teachers, and administrators.

**CCP 720 Psychopharmacology in Addictions and Mental Health Counseling - 3 credits**

The use of medications in the treatment of alcohol and drug dependence and their co-occurring disorders has historically been controversial. Newer medications with less potential for addiction are increasingly being used, including agonist and antagonist drugs designed to have a direct impact on the neurochemistry of addiction. Finding the balance between treating dependence and co-occurring depression, anxiety, trauma and other disorders poses a special challenge, and it appears that addressing these issues concurrently shows the most success. This course will review current clinical models of intervention and differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will set the stage for an examination of major psychotropic medications, including antipsychotics, antidepressants, mood stabilizers and anti-anxiety medications, as well as newer medications for addictions treatment. This course will be grounded in clinical material and frequent presentation of case material. Requirements will minimally include one topical presentation. Responsibility will be shared for presenting material throughout the class. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 720D Marriage & Family Therapy (MFT)/Professional Clinical Counselor (PCC) Practicum III - 3 credits**

Prerequisites: 12 units of coursework in the MFT/PCC Program. Supervised practicum/field study experience in clinical counseling of individuals, couples, groups, families, and children. At least one hour of individual supervision per week or 2 hours of group supervision. Four hours of case presentations. Continuous registration for this portion of the clinical training until completion of at least fifty clock hours or six semester units. Students are required to meet BBS and COAMFTE minimum clinical hour requirements.

**CCP 722 The Life of the Family in Context - 3 credits**

This course examines the evolution of the family in the context of the social environment in which it exists. Traditional family values and structures are examined as well as more modern and nontraditional situations that may include: the divorced family, the gay/lesbian family, families of war, immigrant families, religious families, foster/alternative family environments, families of abuse, grandparent/grandchild families, culturally blended families, addicted families, and families experiencing mental illness. An exploration of personal



and professional experiences and the lenses through which we view families as well as challenges to traditional family concepts will be considered. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCP 723 Narrative and Collaborative Approaches to Therapy - 3 credits**

Postmodern therapy is a radical shift in both the stance of the therapist and in how therapy is conducted. For example: the therapist is the participant/manager of the conversation, not the 'expert.' Language, rather than interactional pattern, is the system; meaning and understanding are achievable through continued efforts; difficulties are constructed in the language system and can be 'dissolved' through language; and change occurs through development of new language. In this course, students will have their assumptions challenged and play an active role in co-creating a postmodern experience of meaning-making in the classroom. Ideas will be practiced both in and out of class, so students are strongly encouraged take this course concurrently with their internship. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCP 724 Post Traumatic Stress Reactions - 3 credits**

This course focuses on theory, research and practice of trauma by addressing systemic and cultural aspects of diagnosis, assessment, dynamics, and trauma treatment. This includes acute stress disorder, post traumatic stress disorder and complex PTSD, as well as dual diagnoses. Immediate and long-term effects of trauma on various populations will be explored: trauma in adults, children, and families, sexual and physical abuse survivors; victims of crimes, large scale disaster, war; workplace violence and complicated grief. Other topics include trauma resilience, natural courses of coping; transgenerational aspects of traumatization and life span perspectives on trauma.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCP 727 Clinical Interventions for Combat Stress and Trauma - 3 credits**

This course is taught in the fall only. The content and design of this course is to familiarize students with the history, diagnosis and treatment of combat stress and trauma (CST) in the lives of primarily military people, but also the effects of CST on civilian populations exposed to war operations. The course will further provide information concerning the effects of CST on veterans' families. Through lecture, class discussion, directed readings and case studies, students will become acquainted with causes and effective treatments of CST. Emphasis will be placed on diagnosis, treatment, referral resources and the support systems. Students will gain knowledge of: 1) the prevalence and complexity of combat stress and trauma; 2) counseling and treatment methods for returning veterans and their families; and 3) referral resources for veterans. Students will demonstrate proficiency in understanding the nature and complexity of combat stress and trauma. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCP 728 Trauma Specific Interventions - 3 credits**

Students will learn about assumptions, principles and concepts of trauma-specific treatment approaches and trauma-informed care. Students will gain knowledge of theory and practice of psychological first aid, its application in disaster mental health, crisis intervention and crisis counseling. They will become familiar with major approaches in trauma treatment: individual and group trauma counseling, cognitive, behavioral, psychodynamic, and exposure therapies, psychopharmacological treatments, and newly emerging approaches. The acquired knowledge and skills can be applied in providing individual and group crisis intervention, brief trauma counseling and treatment of survivors of sexual abuse, war trauma, torture, disasters and workplace violence and other. The ethics of trauma work will be thoroughly covered. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCP 729 Trauma Intervention in Schools - 3 credits**

This course is taught in the spring term only. Trauma, chronic fear and stress impact children's neurobiological development which affects critical brain functions (memory, language, problem-solving, higher order thinking, and executive function skills). The support a child/adolescent receives from those around them and the communities they inhabit heavily influences the trauma response and forward growth. Schools are children's communities. This course will explore the impact of trauma on the child/adolescent's neurobiological development, relationships, behavior, learning and academic performance. Trauma sensitive approaches in schools are described, including prevention and treatment of physical, sexual and substance abuse, as well as clinical interventions related to stabilization and the development of coping and social skills. School and system-wide crisis prevention, intervention and postvention planning and implementation will also be reviewed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: f. Knowledge of strategies used for the prevention and treatment of substance, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students

### **CCP 730 The Practice of Mental Health Counseling - 3 credits**

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 of 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. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 731 California Clinical Experience: Practicum III - 3 credits**

Supervised clinical counseling of individuals, couples, groups, families, and children. At least one hour of individual supervision per week or two hours of group supervision. Four hours of case presentations. Continuous registration for this portion of the clinical training until completion of at least 100 clock hours.

**CCP 754 Perspectives in Cross-Cultural Counseling - 3 credits**

This course focuses on the role of culture in the development of psychological health and in psychopathology. Variations among diverse cultures in defining mental health and deviant behavior are discussed. The importance of understanding the cultural context is emphasized, both in the prevention and in the resolution of psychological problems. Students become aware of their own cultural beliefs regarding mental health issues, and the impact of their perspective in working with culturally different people. Techniques for working with families and schools are also discussed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: Standard f: Techniques for communicating and working with families and school and community personnel.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. Development of skills for consultation with parents, teachers, and administrators

**CCP 758 Clinical Practice in California - 3 credits**

*This course is only available at California locations and may not be offered at other locations.* This course explores the intersection of the diversity of California culture and the practice of mental health counseling. Topics include: gender, gender identity and sexual expression; diversity in family organization and living arrangement; cultural and religious beliefs specific to California and the understanding necessary to provide effective therapy; family and community violence, crisis and emergency response, and treatment of trauma; local and regional supports and resources available to individuals and families; and socioeconomic factors specific to the diverse cultures found in California. Topics include child and intimate partner abuse, elder abuse and reporting requirements. (7 clock hours). this course include the fundamental occupational tasks of assessment, case presentation and collaboration, team membership and client interaction.

**CCP 792A School Adjustment/Mental Health Internship Seminar A - 3 credits**

Prerequisites: CCP 520, passing scores on MTEL Communication and Literacy Exams. (enrollment limited to 10.) This course is for students in the School Adjustment/Mental Health program who are in their first term of an approved ESE/SAC School Internship. This course focuses on students' mental health counseling practice which is conducted in an approved school setting. A minimum of 225 hours of experience are required under the supervision of a qualified supervisor (Massachusetts Regulations 262 CMR) and must also have DESE licensure as a School Adjustment Counselor. Goal(s) for each student will be established with their College internship instructor and site supervisor at the beginning of the experience. 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. Use of Functional Behavior Assessments will be discussed as well as the formation of groups in the school setting. Additionally, a review of the principles of therapeutic relationships, developing techniques for communicating and working with

families, agencies/systems, and school and community personnel; and the use of supervision will be discussed. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an FBA, an IEP or a 504 will also be discussed. SAC interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. The progress on the completion of a portfolio demonstrating the student's advancement through their program of study is required in this course. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, licensed psychologist, or psychiatrist is required.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. 4: A passing score on the Communication and Literacy Skills test.

Standard a: Principles of therapeutic relationships. b. Theories of normal and abnormal intellectual, social, and emotional development c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results. f Techniques for communicating and working with families and school personnel. g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations. h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders. i. Federal and state laws and regulations addressing the legal rights of students and families.

**CCP 793B School Adjustment/Mental Health Internship Seminar B - 3 credits**

Prerequisites: CCP 520, CCP 792A, passing scores on MTEL Communication and Literacy Exams. (enrollment limited to 10.) This course is for students in the School Adjustment/Mental Health program who are in the second term of an approved ESE/SAC School Internship. This course focuses on students' mental health counseling practice which is conducted in an approved school setting. A minimum of 225 hours of internship experience are required under the supervision of a qualified supervisor (Massachusetts Regulations 262 CMR) and must also have DESE licensure as a School Adjustment Counselor. Goal(s) for each student will be established with their College internship instructor and site supervisor at the beginning of the experience. 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. Development of Behavior Intervention Plans based on Functional Assessments will be discussed as well as establishing groups in the school setting and evaluating their impact. Additionally, a review of the principles of therapeutic relationships, developing techniques for communicating and working with families, agencies/systems, and school and community personnel; and the use of supervision will be discussed. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an FBA, an IEP or a 504 will also be discussed. SAC interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. The completion of a portfolio demonstrating the student's advancement through their program of study is required in this

course. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, licensed psychologist, or psychiatrist is required.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. 4: A passing score on the Communication and Literacy Skills test.

Standard a: Principles of therapeutic relationships. b. Theories of normal and abnormal intellectual, social, and emotional development c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results. f Techniques for communicating and working with families and school personnel. g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations. h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders. i. Federal and state laws and regulations addressing the legal rights of students and families

#### **CCP 798 Clinical Supervision and Consultation Skills - 3 credits**

Prerequisites: Successful completion of at least two (2) terms of fieldwork at Cambridge College - CCP 520, CCP 641, CCP 792A. Masters-level clinicians and Licensed Professional Counselors can expect to serve as supervisors or consultants in their post-graduate employment. This course will address the complex roles of clinical supervisors and consultants and will cover the legal and ethical responsibilities of supervision, the options for styles of supervision in various settings, methods of assessment of needs, documentation and other skills necessary to provide quality supervision and consultation.

## **School Counseling (CSG)**

#### **CSG 616 Counseling in the Schools - 3 credits**

Pre Practicum: 15 hours of directed field-based training required for DESE licensure. This course explores history, philosophy and trends in school counseling. Topics include professional roles and practices, student counseling, multicultural issues, stereotyping, impact of socioeconomic status, gender and sexual identity, group work, assessment issues, behavioral observation, and a variety of traditional and developmental/ preventive classroom guidance approaches. The course is presented in a manner which includes individual and group counseling, and consultative perspectives. There is a strong emphasis on developing skills which allow interns to learn differentiated strategies to confront the achievement gap. Students learn to develop a professional identity as a person in the role as change agent, and to help students deal with crisis, emergencies, and disasters through intervening with important figures and organizations in their lives. A significant part of the course will deal with crisis intervention, learning to recognize symptoms of substance abuse in students and home-life where substance abuse occurs; consultation to teachers, parents and administrators with respect to promoting student well-being.

Students will be taught to identify opportunities, especially from the community at large, than can enhance or impede growth and advancement academically and socially. Another focus will explore liaison opportunities with important individuals from the non-school community, and the roles of the peer group in the lives of children and adolescents. Students will also be taught to advocate for students and the policies in school and the community that are equitable for multicultural student populations. Through this course students will employ web searches to gather supporting data for presentations. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor. b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents. f. Knowledge of strategies used for the prevention and treatment of substance, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. g. philosophy, principles and practices in school guidance counseling. j. resources within the school system or the community for referral. m. Development of skills for consultation with parents, teachers, and administrators.

#### **CSG 695 Counseling and Consulting Techniques Laboratory - 3 credits**

Counseling skills such as interviewing, reflection, use of empathy, summarization, concreteness, genuineness, magic questioning, and building relationships will be covered in this course. The course will also teach techniques for identifying and focusing on problem behaviors (substance abuse, physical abuse, suicide risk), body language, and underlying influences of problematic behavior. In addition, Solution Focused School Counseling, and other models of counseling will be explored. Students are taught to understand and develop multicultural awareness and competencies, and how to be an effective leader. The course will also address wellness programs for students, and methods of consulting to promote student academic, career and personal/social development in ways to help parents solve problems. Students will be introduced to principles of peer mediation, peer mentoring, and peer tutoring and engage in supervising peer interventions to solve problems. The course employs technology for student presentations, role taking, lecture, video, audio, presentations, readings and demonstrations, and fieldwork.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. development of skills for consultation with parents, teachers, and administrators.

#### **CSG 792E School Counseling Internship Fieldwork and Seminar I (PreK-8) 600 clock hours - 3 credits**

#### **CSG 792S School Counseling Internship Fieldwork and Seminar I (5-12) 600 clock hours - 3 credits**

Class preparation and assignments reflect levels preK-8 or 5-12 depending on fieldwork level and license level sought.

Onsite training supervised by a state-approved licensed/certified school guidance counselor at the level sought is required; currently, 600 contact hours minimum, 240 of which must be in direct service with students, and 360 hours of indirect service (per CACREP

National Standards). Entry requires approval from school guidance counseling chair. Students must pass required parts of MTEL (Massachusetts) or other state tests before entry.

This is the first of a two term capstone experience where interns engage in the role of school counselor and attend a seminar that runs concurrent with fieldwork. Interns work with children and adolescents under supervision of a licensed school guidance counselor. They participate in individual and group counseling; utilize technology in the counseling process; apply counseling principles to career, social, personal, and academic development of students, and students with normal and abnormal behavior. Students are taught to use measurable outcomes for school counseling programs and activities. They utilize behavioral observation and program evaluation in planning successful interventions for students. They work with special education teams in understanding diagnosis of learning and behavior disorders. Interns are introduced to resources within the school district and community for referral. They develop plans for the prevention, treatment and referral of students engaged in legal or illegal substance abuse, personal, physical, and sexual abuse, school violence, school crises and other trauma causing situations. Students engage in ethical and legal practices of school counseling; campaign for an identity as a school counselor; work in support service teams to identify opportunities that enhance or impede academic, personal/social and career development. They work with task and peer counseling groups; deploy multicultural strategies in relation to diversity, equity, and opportunity in student learning; involve parents to promote academic, personal/social, and career development. Students are taught to use data to make decisions regarding accountability; learn and practice concepts, principles, and strategies to help close the achievement gap and school drop-out; employ suicide risk procedures; and are involved with designing curriculum and instructional strategies to teach a developmental guidance curriculum. Students also apply consultation strategies with parents, staff, administration and community resources; plan and implement developmental classroom guidance programs; learn the special education referral processes; and are taught to recognize and discuss personal limitations in supervision. Students are expected to utilize leadership strategies in the planning and implementation of parent education programs, and advisor/advisee programs. And lastly, students become familiar with the state achievement tests and the state curriculum frameworks. One contact hour of weekly supervision with a licensed supervisor and attendance at a seminar that runs concurrent with fieldwork is required.

The fieldwork experiences in this course address all of the Massachusetts State Standards for School Guidance Counseling (except standard k).

**CSG 793E School Counseling Internship Fieldwork and Seminar II (PreK-8) 600 clock hours - 3 credits**

**CSG 793S School Counseling Internship Fieldwork and Seminar II (5-12) 600 clock hours - 3 credits**

Class preparation and assignments reflect levels preK-8 or 5-12 depending on fieldwork level and license level sought.

Onsite training supervised by a state-approved licensed/certified school guidance counselor at the level sought is required; currently, 600 contact hours minimum, 240 of which must be in direct service with students, and 360 hours of indirect service (per CACREP National Standards). Entry requires approval from school guidance counseling chair. Students must pass required parts of MTEL (Massachusetts) or other state tests before entry.

This is the second of a two term capstone experience where interns engage in the role of school counselor and attend a seminar that runs concurrent with fieldwork. Interns work with children and adolescents under supervision of a licensed school guidance counselor. They participate in individual and group counseling; utilize technology in the counseling process; apply counseling principles to career, social, personal, and academic development of students, and students with normal and abnormal behavior. Students are taught to use measurable outcomes for school counseling programs and activities. They utilize behavioral observation and program evaluation in planning successful interventions for students. They work with special education teams in understanding diagnosis of learning and behavior disorders. Interns are introduced to resources within the school district and community for referral. They develop plans for the prevention, treatment and referral of students engaged in legal or illegal substance abuse, personal, physical, and sexual abuse, school violence, school crises and other trauma causing situations. Students engage in ethical and legal practices of school counseling; campaign for an identity as a school counselor; work in support service teams to identify opportunities that enhance or impede academic, personal/social and career development. They work with task and peer counseling groups; deploy multicultural strategies in relation to diversity, equity, and opportunity in student learning; involve parents to promote academic, personal/social, and career development. Students are taught to use data to make decisions regarding accountability; learn and practice concepts, principles, and strategies to help close the achievement gap and school drop-out; employ suicide risk procedures; and are involved with designing curriculum and instructional strategies to teach a developmental guidance curriculum. Students also apply consultation strategies with parents, staff, administration and community resources; plan and implement developmental classroom guidance programs; learn the special education referral processes; and are taught to recognize and discuss personal limitations in supervision. Students are expected to utilize leadership strategies in the planning and implementation of parent education programs, and advisor/advisee programs. And lastly, students become familiar with the state achievement tests and the state curriculum frameworks. One contact hour of weekly supervision with a licensed supervisor and attendance at a seminar that runs concurrent with fieldwork is required.

The fieldwork experiences in this course address all of the Massachusetts State Standards for School Guidance Counseling (except standard k).



# Cambridge College Global

*Executive Director: Howard Horton*

*Dean of Academic Affairs: Michael Marrapodi*

## Mission

The mission of Cambridge College Global (CCG) is to provide high-quality, affordable, and accessible undergraduate and graduate degree programs, as well as professional training, for students interested in careers in business, public administration, information technology, and healthcare.

## Vision

- CCG will advance its leadership position in higher education by investing in state-of-the-art instructional technology and by diversifying its academic programs to serve students interested in careers in a broader range of industries.
- CCG will preserve and expand upon its more than a century-old heritage of working closely with organizational partners. Through the provision of differentiated and specialized academic programs, CCG will assist such partners in meeting their workforce requirements.

## Values

- We are an institution committed to innovation and to act nimbly to meet business, industry, and public educational needs.
- We are inspired by our heritage and our longstanding commitment to providing our learners affordable, high-quality programs and excellent services.

- We believe in broadening college access for more diverse learners and to support them to degree completion.
- We value integrity and fairness, and we respect the communities we serve.
- We empower others and ourselves to have a positive impact on society, promote open communication, collaboration, and the free exchange of ideas.

## New England Institute of Business Division

### History of New England Institute of Business

New England Institute of Business (formerly New England College of Business and Finance), founded in 1909, is a unique academic institution in that it has historically served the highly specialized educational needs of the banking and financial services industries. Since 1909, NEIB has provided relevant and current curricula to address the skills, training, and knowledge requirements of entry-level employees and middle managers in these industries.

On March 13, 2020, Cambridge College acquired the assets of the New England College of Business and formed the New England Institute of Business and Finance as part of Cambridge College Global.



## Cambridge College Online Division

Cambridge College Online (CCO) offers online and hybrid courses. Online courses (OL) are offered exclusively online; there are no requirements to attend any sessions on any campus. Hybrid courses include on campus meetings as well as online components. Online (DL) and hybrid courses are typically the same length as the term in which they are offered (Fall/Spring: 14-15 weeks; Summer: 8-9 weeks); however, some may be offered in a shorter time span. Students may select online and/or hybrid courses to complete their degree requirements in all programs.

### Cambridge College Online Degree Programs

The following Cambridge College ground programs are available 100% online through CCO:

#### Undergraduate Degree Programs

- Bachelor of Science Management Studies
- Bachelor of Science Health Care Management

#### Graduate Degree Programs

- Master of Business Administration

Courses for these fully online degree programs are 8-weeks in length, with two sessions scheduled in each term.

Questions?

Visit: [www.online.cambridgecollege.edu](http://www.online.cambridgecollege.edu) Email: [cconline@cambridgecollege.edu](mailto:cconline@cambridgecollege.edu)

CCO is supported by:

- Dean of Academic Affairs: Dr. Michael E. Marrapodi
- Associate Dean of Academic Affairs: Dr. Daniel Ibarrondo
- Manager of Creative Services & Publications: Leili Ansari

## Admissions

### Continuing Education - Non-Degree Seeking Students

Some students prefer to take courses without formally matriculating into a degree program. Continuing Education students who are undecided about matriculating into a degree program should speak with an Admissions Counselor to ensure the courses they intend to take are eligible for transfer into a degree program at CCG.

At the graduate level, a maximum of two master's level courses may be taken prior to matriculating into a master's program.

Please see *Cambridge College Global Tuition and Fees* on page 30 for the per-course tuition. Students interested in Continuing Education should contact the Student Financial Services Office at [sfs@cambridgecollege.edu](mailto:sfs@cambridgecollege.edu) for additional information.

### Articulation Agreements

Articulation agreements are partnerships between educational institutions which formalize their relationship to each other, and allow for the direct transfer of academic credit. Cambridge College Global currently has articulation agreements with the following entities:

#### Alabama

- Community College of the Air Force

#### Online

- Study.com
- Straighterline
- Acadeum

#### The Netherlands

- Business School Netherlands

#### Utah

- CareerStep

## Undergraduate Programs

Candidates for admission are encouraged to apply as soon as possible in order to be accepted to a specific program and start date. Applicants interested in matriculating into any undergraduate degree or certificate program must complete the admission process detailed below.

Candidates for admission must have earned a high school diploma or a GED prior to matriculation to CCG. High school seniors may apply for admission, but acceptance before high school graduation is contingent upon the receipt of notification of satisfactory completion of high school requirements or GED.

### Undergraduate Admission Requirements

For complete undergraduate admission requirements, please see *Admission Requirements and Information Cambridge College Global* on page 21.

### Transfer of Credit

Official transcripts from originating institutions must arrive during a student's first session in order for students to be awarded transfer credits. If official transcripts are not presented, students must satisfy the course requirements in order to complete their programs. Official college transcripts must be received by CCG by or on the last day of the first session in order to receive transfer credit. If the student's official college transcript is not received by this deadline, they may not be eligible for transfer credit.

Foreign credentials, with limited exceptions, must be evaluated for U.S. equivalency by a third-party evaluation agency. Please see *Transfer of Credit* on page 47 for more information.

## Graduate Programs

Candidates for admission are encouraged to apply as soon as possible in order to be accepted to a specific program and start date. Applicants interested in matriculating into a graduate program must complete the admission process outlined below.

New students registering in a single course must also complete this one-time application process. No more than two master's level courses can be taken through Continuing Education before matriculating into the master's program. If required, students are conditionally accepted into the master's programs until all prerequisite courses are completed.

### Graduate Admission Requirements

For complete graduate admission requirements, please see *Admission Requirements and Information Cambridge College Global* on page 21.

## Cambridge College Online (CCO) Admission Requirements

See the *Cambridge College Admission Requirements School of Undergraduate Studies* on page 14 and *Cambridge College Admission Requirements School of Management* on page 18 for the MBA programs.

## Transfer of Credit

Official college transcripts indicating students' Bachelor's degrees conferrals must be submitted to the college from the originating institutions. In the case of students receiving graduate transfer credits, official college transcripts from the originating institutions must be received by or on the last day of the first session in order to receive transfer credit. If the student's official college transcript is not received by this deadline, they may not be eligible for transfer credit.

Please see *Transfer of Credit* on page 47 for more information.

## Financial Options: Paying for College

### Tuition and Fees

Please see *Cambridge College Global Tuition and Fees* on page 30.

### Financing your Education

See *Paying for Your Education* on page 23

## Course Registration

See *Course Registration* on page 39.

### Academic Policies and Procedures

See *Academic Policies and Procedures* on page 42.

### Planned Break in Enrollment

#### Policy

Students who are looking to take a planned break in enrollment should contact their Academic Advisor. Planned breaks may occur, and it is the student's responsibility to inform CCG of their intent to withdraw from the College and to complete the required documentation to formally withdraw.

Students utilizing any type of Financial Aid must speak with the Student Financial Services team at Cambridge College to determine any concerns with eligibility or financial responsibility prior to undertaking a planned break.

### Petition for Change of Program

A student may transfer into a different concentration or program version under the following conditions:

- Student has discussed the transfer with his/her academic advisor or Program Chair.
- Student has submitted Petition for Change of Program a minimum of two weeks prior to the start of the next session and has received notification of approval prior to registering for courses under the new concentration.

- Student has reviewed the curriculum worksheet for the new concentration and understands which courses from his/her current program of study will transfer into the new program or concentration.
- Student is in good academic standing with a CGPA of 2.0 or higher at the undergraduate level and a CGPA of 3.0 or higher at the graduate level.
- Student is in good financial standing with CCG.
- Students who wish to change programs should contact their Student Advisor.

### Petition for Grade Change

Grading criteria for all course work at CCG is clearly defined on the syllabus and throughout all assignment instructions and rubrics. If a student believes that a grade has been issued in error, or wishes to better understand the rationale for a grade, the student is directed to speak with the faculty member of the course within one week of final grades being posted. Students are encouraged to work with their Academic Advisor to gather information for a petition for a grade change that will be forwarded to the Program Chair who oversees the course. After consideration of the appeal, the Program Chair will set up a meeting with the student and provide notification of a decision. Should the student wish to make a further appeal, the student will submit a formal, written appeal to the Dean of Online Academic & Student Affairs describing the reason for the appeal and measures that have been taken to date to appeal the grade. The decision rendered by the Dean of Online Academic & Student Affairs will serve as the final decision on the appeal. All records of grade appeals and decisions will be maintained in the student's academic record.

### Petition for Incomplete

See *Incompletes (INC)* on page 44.

### Course Cancellation

CCG reserves the right to cancel courses in which enrollment is below an acceptable minimum. If a course is canceled, every effort will be made to contact students about the cancellation and possible course substitutions. If a student utilizing a direct billing option through their employer opts to substitute a different course for a canceled course, he/she must notify their appropriate company representative of this change. The new course is held to the same withdrawal policies as the original course(s). If no substitution can be made, the student/company will not be held responsible for tuition.

### Residency Requirements

Students matriculated in a CCG degree program must complete a minimum of 25% of the program credits at Cambridge College. Students must complete at least 15 credits (5 courses) of CCG's 60-credit Associate degree programs; 30 credits (10 courses) of CCG's 120 credit Bachelor degree programs; 24 credits (8 courses) of CCG's Master of Science programs; 30 credits (10 courses) of CCG's Master of Business Administration program; and 48 credits (14 courses) of CCG's Doctor of Business Administration program.

### Prior Learning & Experience Credits

Both undergraduate and graduate students who have submitted an application for admission as a degree-seeking student may request an evaluation of non-college prior learning and experience. Students should contact their Academic Advisor for information on applying for Prior Learning and Experience Credit.

## Grading System

See *Grades and Grading* on page 44 or visit [www.cambridgecollege.edu/academic-policies-procedures/grades-and-grading-policy](http://www.cambridgecollege.edu/academic-policies-procedures/grades-and-grading-policy)

## Length of CCG Programs

Cambridge College Global offers six 8-week undergraduate sessions and eight 5-week graduate sessions per year.

### Associate's Degree Program

The Associate's Degree program requires 60 credits and is designed so that it can be completed in twelve (12) sessions.

### Bachelor's Degree Program

The Bachelor's Degree program requires 120 credits and is designed so that it can be completed in twenty-four (24) sessions. Students must complete the program within 180 attempted credits, approximately six (6) academic years or thirty-six (36) sessions.

### Master's and Doctoral Degree Programs

Master's Degree programs require 30 or 36 credits, depending on the specific program. The Doctor of Business Administration program requires 60 credits. It is recommended that programs be completed within 200% of the required credits in each program. Correspondingly, that would amount to 60 or 72 attempted credits. Also, it is recommended that the completion time period be within the same 200% time frame. It is recommended that you discuss your enrollment and academic plans with your Admissions Counselor and Academic Advisor.

### Academic Credits Earned by Academic Year

Please see *Satisfactory Academic Progress* on page 42.

## Length of Cambridge College Online Programs

Within Cambridge College Global, CCO offers courses that are 8-weeks long. Bachelor degree programs require 120 credits and are designed to be completed in 3.5 years. Master degree programs require 36 credits and are designed to be completed in 1 year.

# Academic Honesty and Code of Conduct

## Academic Honesty and Integrity Policy

At Cambridge College Global, academic integrity is defined as the commitment to honesty, fairness, and respect. As such, academic dishonesty is the failure to maintain these attributes and includes, but is not limited to, the following:

- Use of a proxy in the submission of assignments and examinations
- Making or receiving payments for the production of assignments and taking of examinations
- Submitting the work of another as one's own
- Fabrication and/or invention of academic references
- Plagiarism, whether intentional or unintentional
- Self-plagiarism (i.e., recycling of previously submitted work without the express written consent of the course professor)

The consequences for academic dishonesty (intentional or otherwise) include, but are not limited to:

- Receiving a grade of zero on a graded item
- Receiving a failing grade for the course
- Placement on Academic Probation
- Placement on Academic Suspension
- Dismissal from the College

The College utilizes Turnitin.com in its courses to assess any and all discussion postings, assignments, research projects, research papers, group projects, etc. for the purpose of plagiarism detection.

In each online class, students must electronically sign the Academic Honesty and Integrity Agreement. Failure to do so does not exempt the student from responsibility. Contact the class Professor or the Program Chair with questions regarding potential violations of this policy.

## Penalties for Violations of the Academic Honesty and Integrity Policy

Please review the Cambridge College Student Code of Conduct at <https://www.cambridgecollege.edu/student-rights-complaints-grievances/student-code-conduct>.

## CCG Copyright Infringement Policy

Copyright infringement is the outcome of downloading or uploading copyrighted materials without express permission from the copyright holder. Copyrights are protected under section 106 of the Copyright Act (Title 17 of the United States Code). No CCG staff member, faculty or student can share files by downloading or uploading them without express written permission from the copyright holder. Doing so may constitute an infringement of copyright law and may constitute a federal crime in accordance with the Federal Copyright Act. The penalties for violation of copyright can be found at: <http://www.copyright.gov/title17/92chap5.html#506>

### Copyright Web Resources

U.S. Government Copyright Office

<http://www.copyright.gov/>

<http://www.copyright.gov/help/faq/faq-fairuse.html#permission>

Digital File Check: Software to assist with identifying illegal files and p2p software [32 bit Windows only]

[http://www.ifpi.org/content/section\\_resources/digital-file-check.html](http://www.ifpi.org/content/section_resources/digital-file-check.html)

### Respect Copyrights

<http://respectcopyrights.org/>

Flash Version of Digital File Check [Flash Enabled Browser] \*Internet access is required to utilize this application

<http://www.dteconetusa.com/>

## Netiquette Policy (Online Etiquette)

A common concern often expressed about the online learning environment is interpreting the intended tone of voice between correspondents. Certain limitations exist in all communication media. While online communication does lack the expression and emotion present in face-to-face communication, it also provides you with the luxury of time to collect and compose your thoughts prior to communicating information.



An online learning environment needs structure for effective communication to occur. Below is a list of guidelines for effective online communication:

- Consider your language. Written text can very easily be misinterpreted by others in the online environment. Students are expected to be respectful of the teaching and learning environment and not post any comment or statement that uses language that is potentially inappropriate or that can be misinterpreted. A student who posts a text in the online learning platform whether in a Discussion, a Q & A or an e-mail that has been deemed inappropriate by the instructor or the College will be asked to remove the text or it will be removed by the College.
- Stay engaged and on task with relevant messages. Your insights and experiences are welcomed and encouraged. Remember that you want to stay focused on relevant topics of discussion to enhance your learning experience.
- Reference your messages. When appropriate, you need to reference your course material or other sources to support your assertions or comments. Facts and statistics communicated in your message require a supporting reference.
- Communicate using a respectful professional tone. Your colleagues bring different experiences and belief systems to the classroom, and each of your opinions is equally valid. At times, you may disagree with a colleague but do so in a respectful, professional manner. You are not competing with your colleagues; you are participating in a collaborative learning environment. Using sarcasm to belittle a colleague's ideas, or ranting against a colleague in a post, is not the way to encourage diverse opinions. Also, as always, derogatory comments regarding race, gender, religion, age, or sexual orientation will not be tolerated.
- Uphold the standards of academic integrity set forth by the College. Work submitted in the discussions and your assignments should be your own. Materials utilized from an outside source must be properly cited in APA Style and formatting.
- Submit substantive responses to the Discussion. To receive credit in the Discussion, you must do more than agree or disagree with your colleagues. The Discussion Rubric and Guidelines govern all aspects of Discussion original responses and subsequent posts.
- Do not type in all caps. Typing in all caps in the online environment is considered shouting and should be rarely used and then only for strong emphasis. If you wish to place emphasis on an important passage, try using bold text instead of all caps, underlining, italics or single quotation marks.
- Recognize that you are participating in an online dialogue. You still want to ensure correct spelling and grammar in all forms of your writing (discussions, e-mails, assignments, etc.).
- Use written communication to your advantage. Prior to sending a message, check it a final time to ensure that you are not only stating what you wish to state in a concise manner, but that you are doing it in the tone you wish to convey. Think of how your words will be received.
- Multiple infractions of this Policy could result in disciplinary actions up to and including dismissal from CCG.

If you have a question about this policy, or any part of the policy, please, contact your instructor or Program Chair.

## Software Code of Ethics

Unauthorized duplication of copyrighted computer software violates the law and is contrary to Cambridge College Global's standards of conduct. We disapprove of such copying and recognize the following principles as a basis for preventing its occurrence:

- We will neither engage in nor tolerate the making or using of unauthorized software copies under any circumstances.
- We will only use legally acquired software on our computers.
- We will comply with all license or purchase terms regulating the use of any software we acquire or use.
- We will enforce strong internal controls to prevent the making or using of unauthorized software copies, including effective measures to verify compliance with these standards and appropriate disciplinary measures for violation of these standards.

## Attendance and Active Status Policy

To benefit fully from a Cambridge College Global program, a student is expected to engage in their online courses on a consistent basis. Excessive, consecutive or cumulative disengagement may result in automatic withdrawal from the course(s) in which the disengagement occurs.

### Class Attendance and Participation

Cambridge College Global seeks to comply with the U.S. Department of Education Program Integrity Regulations and the Carnegie Foundation's 135 hours of classroom instruction in its courses that can be assessed and measured through substantive student performance standards. Class attendance is mandatory in all classes at CCG. Online students are expected to be present and to participate throughout the weeks as outlined in the course syllabus.

A student is marked present in a course in a given week under the following conditions:

- Student has posted a minimum of one gradable discussion board posting in a given week; or,
- Student has submitted a gradable course assignment(s) within a given week; or,
- Student has worked one-on-one with a faculty member on a course assignment by 6 am (EST) on Monday.
- Course instructor verifies that student has met attendance requirements.

### Make-up Policy

Students should consult their Instructor's Welcome Letter for the approved late work and make-up work policies. In the event that make-up work is accepted, students are required to make up all assignments and classwork missed as a result of absence before the end of the session. Make-up work is approved and accepted at the discretion of the instructor.

### Student Preparedness – Course Technology

To ensure student success in the online environment, it is required that you have reliable administrator-level access to a personal computer for your use throughout your academic career and that it is compatible with CCG online technology requirements. The average student is engaged with and/or accessing course materials approximately 17 hours per week at the undergraduate level and 27 hours per week at the graduate level.

To participate in an online course, students must have administrator-level access to a fully-functional laptop or desktop computer that can play audio and video. While students may be able to use a mobile device (cell phones, tablets or “books”) as a reference, coursework requires the use of downloaded software or web-based tools that are not compatible with mobile devices. Access to Microsoft Office (Word, PowerPoint) and a broadband Internet connection is required to participate in discussions, assignments, access readings, transfer course work, and receive feedback from faculty.

A workplace or library computer may not be a reliable computer solution due to the interactive and multimedia elements of CCG courses. It is also highly recommended that you have administrative rights on the computer used for coursework. Required functions, such as updating Internet browsers and installing plug-ins, may be prohibited when using a computer in which you do not have administrative rights. Check with your workplace IT department to ensure that your computer and company’s network meet CCG requirements.

### Student Preparedness – Tools for Online Research

The Cambridge College Global Student Resource Center, located in the Canvas learning management system, is available to all students upon being enrolled at the College. The resources cover a wide range of topics, which include, but are not limited to:

- Canvas navigation guides
- Techniques for being successful in online courses
- Time management
- Technology troubleshooting
- Online Library access and navigation
- Research help
- APA style guides
- Plagiarism and TurnItIn
- Software support and discounts
- Webinar recordings

These resources are designed to help support students’ success throughout their online courses. It is recommended that newly enrolled students access and familiarize themselves with the resources available in the Student Resource Center.

## Student Grievance Policy

- A student who has a grievance must submit his or her grievance in writing to the appropriate faculty or staff member with whom the complaint lies within 15 days of the grievance.
- If a viable solution is not reached between the student and faculty or staff member, the student may seek the aid of the Program Chair or the Dean.
- The student has 10 days from the time the complaint was originally made to the faculty or staff member to file a written complaint with the Dean if prior communication of the complaint has not been resolved to the student’s satisfaction.
- If a student’s grievance is not resolved, please see the College’s grievance policy at <https://www.cambridgecollege.edu/resources/student-rights-complaints-grievances>
- Students should review the SARA Grievance policy at <https://www.cambridgecollege.edu/sara-online-students-complaint-system>

## Course Code and Numbering System

CCG courses are identified by a three-letter, three-digit code. An additional identifier of “W” is added to denote that the course is a Cambridge College Global online course.

The letters represent the subject code indicating the area of study. The digits represent the course number.

One-hundred (100) level courses are typically for first-year students and sophomores and do not generally require a college-level prerequisite for enrollment. Two-hundred (200) level courses are for first-year students and sophomores and sometimes require a 100-level prerequisite. Three- (300) and four-hundred (400) level courses are generally considered junior and senior courses, and prerequisites may be required. Five-hundred (500) and six-hundred (600) level courses are master’s-level courses and require a bachelor’s degree as a prerequisite. Eight-hundred (800) and nine-hundred (900) are doctoral-level courses and require a master’s degree as a prerequisite.

## Inactive Programs

We are not admitting new students into the following programs as of Fall 2021:

- Bachelor of Science in International Business
- Master of Science in Risk Management and Insurance

If you are enrolled in a program that is no longer active, please confer with your academic advisor and continue to follow your program plan as outlined in the NEIB (formerly NECB) catalog dated January 2020. Tuition for programs in teach-out status will continue to follow the last NECB catalog and can be found on the former NECB website, [www.necb.edu](http://www.necb.edu).

Any information about New England Institute of Business at Cambridge College that is not included in this catalog can be found by visiting [www.necb.edu](http://www.necb.edu), emailing [info@cambridgecollege.edu](mailto:info@cambridgecollege.edu), or calling 617-951-2350. For specific inquiries, please see the directory for *Cambridge College Global* on page 375.



Associate Degree

# Associate of Science in Accounting (ASA)

• CIP 520305 • 60 credits

## Program Description

The Associate of Science in Accounting (ASA) is a 60-credit program that is designed to provide students with a foundation of academic study in business achieved within a reasonable period. Students who plan to continue their education at the bachelor level should be well-prepared, having completed standard General Education courses as well as key core 100- and 200-level accounting and business courses.

This degree employs a foundational theory and practice model, which allows students to acquire knowledge of the overarching principles of accounting while immediately applying the skills learned and demonstrating the abilities of an entry-level accountant. For those students who wish to gain a deeper knowledge of the accounting profession, the AS in Accounting also serves as an interim credential en route to the BS in Accounting degree. This program will offer a dynamic approach to understanding the depth and breadth of the first level of the accounting profession.

## Program Outcomes

- Complete the accounting cycle using assumptions, constraints, and principles.
- Prepare the four essential financial statements.
- Construct financial statements and tax returns using industry software programs.
- Identify ethical issues related to accounting decisions.

## Instructional Delivery

The ASA is an online program. Courses are eight weeks in length, and there are six sessions each year. The ASA is offered in a 100% asynchronous online format, and there is a strong focus on engaging students in a dynamic and interactive online learning format.

Given that CCG students are primarily working adults, the average program completion is three (3) years, or eighteen (18) eight-week sessions.

(All courses @ 3 credits except as noted.)

## ASA General Education ..... 21 credits

**English** ..... 6  
 ENG 101W English I  
 ENG 201W English II

## Critical Thinking and Literacy ..... 6

INF 101W Information Literacy for College Success  
 (Required first course at CCG)  
 PHI 101W Critical Thinking

## Social Science ..... 3

**Choose one:**  
 ECO 101W Economics and Society  
 PSY 250W Psychology  
 POL 250W Political Science  
 SOC 250W Sociology

## Mathematics\* ..... 3

**Choose one:**  
 MAT 101W\* Essentials of College Mathematics  
 MAT 103W Business Math  
 MAT 205W College Algebra

## Natural & Physical Science ..... 3

SCI 281W Environmental Science

\*Students may elect to take a Math placement exam instead of MAT 101W. Students should contact their advisor for assistance with scheduling the placement exam prior to enrolling in any MAT courses.

## Core Curriculum ..... 30 credits

ACC 201W Accounting I  
 ACC 202W Accounting II  
 ACC 205W Managerial/Cost Accounting I  
 ACC 301W Intermediate Accounting I  
 MGM 201W Principles of Management  
 MGM 225W Human Resources  
 MGM 250W Business Ethics  
 MGM 255W Business Law  
 MGM 305W Organizational Behavior  
 MKT 210W Principles of Marketing

## Concentration Curriculum ..... 9 credits

### General Accounting Concentration

MAT 305W Business Statistics  
 ACC 206W Accounting Information Systems  
 ACC 310W Computer Accounting with QuickBooks

### Finance Concentration

MAT 305W Business Statistics  
 FIN 201W Principles of Financial Services  
 FIN 305W Corporate Finance



Associate Degree

# Associate of Science in Business Administration (ASBA)

• CIP 520201 • 60 credits

## Program Description

The Associate of Science in Business Administration (ASBA) is a 60-credit program that is designed to provide students with a strong foundation of academic study in business achieved within a reasonable period of time. Students who plan to continue their education at the bachelor level should be well-prepared, having completed standard General Education courses as well as key core 100-200-level accounting and business courses.

**Concentrations:** The ASBA offers the following concentrations: General Management, Accounting, Banking, Finance, Human Resources, International Business, Marketing, Social Entrepreneurship, and Quality Systems. Curriculum for the core program and each concentration is provided below. Courses in the concentration are typically taken in the sequence in which they are presented in the Catalog for skills-building purposes and academic success.

## Program Outcomes

- Discuss basic business plans in the context of global, political, social and technological environments.
- Recognize key ethical and legal concepts in diverse, changing work environments.
- Identify and research major business issues.
- Describe the operational principles of business, particularly in the industry-specific disciplines of accounting, finance, marketing, and management.
- Understand the importance of clearly and effectively communicating and presenting basic data, ideas, and concepts in business administration.

## Instructional Delivery

The ASBA is an online program. Courses are eight weeks in length, and there are six sessions each year. The ASBA is offered in a 100% asynchronous online format, and there is a strong focus on engaging students in a dynamic and interactive online learning format.

Given that CCG students are primarily working adults, the average program completion is three (3) years, or eighteen (18) eight-week sessions.

## ASBA General Education ..... 21 credits

### English .....6

ENG 101W English I

ENG 201W English II

### Critical Thinking and Literacy.....6

INF 101W Information Literacy for College Success  
(Required first course at CCG)

PHI 101W Critical Thinking

### Social Science .....3

#### Choose one:

ECO 101W Economics and Society

PSY 250W Psychology

POL 250W Political Science

SOC 250W Sociology

### Mathematics\* .....3

#### Choose one:

MAT 101W\* Essentials of College Mathematics

MAT 103W Business Math

MAT 205W College Algebra

### Natural & Physical Science .....3

SCI 281W Environmental Science

\*Students may elect to take a Math placement exam instead of MAT 101W. Students should contact their advisor for assistance with scheduling the placement exam prior to enrolling in any MAT courses.

## Core Curriculum ..... 24 credits

ACC 201W Accounting I

ACC 202W Accounting II

MAT 305W Business Statistics

MGM 201W Principles of Management

MGM 225W Human Resources

MGM 250W Business Ethics

MGM 255W Business Law

MKT 210W Principles of Marketing

## Concentration Curriculum .....15 credits



(All courses @ 3 credits except as noted.)



Continued

## ASBA Concentrations

15 credits • Please take the courses outlined below after completing the ASBA General Education courses.

### General Management

MAT 305W Business Statistics

FIN 201W Principles of Financial Services

*Electives: Choose three (3) courses from the ACC, FIN, DMK, INB, HRM, MGM, MKT, MIS, SEM, QSM programs*

### Accounting

ACC 205W Managerial/Cost Accounting I

ACC 301W Intermediate Accounting I

ACC 310W Computer Accounting with QuickBooks

*Electives: Choose two (2) courses from the ACC, FIN, DMK, INB, HRM, MGM, MKT, MIS, SEM, QSM programs*

### Banking

BNK 201W Principles of Banking

BNK 301W Consumer Credit

FLS 101W Financial Literacy

FIN 201W Principles of Financial Services

*Electives: Choose one (1) course from the ACC, FIN, DMK, INB, HRM, MGM, MKT, MIS, SEM, QSM programs*

### Finance

FIN 201W Principles of Financial Services

FIN 210W Principles of Investments

FIN 305W Corporate Finance

*Electives: Choose two (2) courses from the ACC, FIN, DMK, INB, HRM, MGM, MKT, MIS, SEM, QSM programs*

### Human Resources

HRM 210W Introduction to Recruitment & Selection

HRM 220W Introduction to Employee Relations

HRM 230W Introduction to Compensation & Benefits

HRM 250W Effective Workplace Training & Development

*Electives: Choose one (1) course from the ACC, FIN, DMK, INB, HRM, MGM, MKT, MIS, SEM, QSM programs*

### International Business

INB 301W International Business Law & Ethics

INB 305W International Business & Trade

INB 320W International Supply Chain & Logistics Management

*Electives: Choose two (2) courses from the ACC, FIN, DMK, INB, HRM, MGM, MKT, MIS, SEM, QSM programs*

### Marketing

DMK 205W Digital Marketing

MKT 215W Customer Relationship Marketing

MKT 230W Principles of Public Relations

*Electives: Choose two (2) courses from the ACC, FIN, DMK, INB, HRM, MGM, MKT, MIS, SEM, QSM programs*

### Social Entrepreneurship

DMK 205W Digital Marketing

SEM 205W Introduction to Social Entrepreneurship

SEM 210W Entrepreneurship & Small Business Management

*Electives: Choose two (2) courses from the ACC, FIN, DMK, INB, HRM, MGM, MKT, MIS, SEM, QSM programs*

### Quality Systems

MGM 215W Leadership & Management

PJM 210W Introduction to Project Management

QSM 210W Fundamentals of Quality Systems Management

*Electives: Choose two (2) courses from the ACC, FIN, DMK, INB, HRM, MGM, MKT, MIS, SEM, QSM programs*



Associate Degree

# Associate of Science in Healthcare Administration (ASHCA)

• CIP 510701 • 60 credits

## Program Description

The Associate of Science in Healthcare Administration (ASHCA) is a 60-credit program that is designed to provide students with a strong foundation of academic study in the healthcare industry. These foundational courses include healthcare terminology, essentials of healthcare in the United States, and medical law and ethics. Those students who plan to continue their education at the bachelor level should be well-prepared, having completed standard General Education courses as well as key core 100-200-level business and healthcare courses.

**Concentrations:** The ASHCA offers the following concentrations: Healthcare Reimbursement and Medical Office Administration.

## Program Outcomes

- Demonstrate the use of medical terminology in the appropriate context.
- Recognize and apply HIPAA compliance policies in different medical situations.
- Employ the use of medical terminology to aid in the administration of patient files.
- Complete basic forms required in a medical office to administer claims.
- Demonstrate strong communication skills and an understanding of the basic concepts of disease processes.

## Instructional Delivery

The ASHCA is an online program. Courses are eight weeks in length, and there are six sessions each year. The ASHCA is offered in a 100% asynchronous online format, and there is a strong focus on engaging students in a dynamic and interactive online learning format.

Given that CCG students are primarily working adults, the average program completion is three (3) years, or eighteen (18) eight week sessions.

## ASHCA General Education ..... 21 credits

### English ..... 6

ENG 101W English I

ENG 201W English II

### Critical Thinking and Literacy ..... 6

INF 101W Information Literacy for College Success  
(Required first course at CCG)

PHI 101W Critical Thinking

### Social Science ..... 3

#### Choose one:

ECO 101W Economics and Society

PSY 250W Psychology

POL 250W Political Science

SOC 250W Sociology

### Mathematics\* ..... 3

#### Choose one:

MAT 101W\* Essentials of College Mathematics

MAT 103W Business Math

MAT 205W College Algebra

### Natural & Physical Science ..... 3

SCI 281W Environmental Science

\*Students may elect to take a Math placement exam instead of MAT 101W. Students should contact their advisor for assistance with scheduling the placement exam prior to enrolling in any MAT courses.

## Core Curriculum ..... 27 credits

ACC 203W Financial Statements for Managers

MGM 201W Principles of Management

MGM 225W Human Resources

MIS 205W Management Information Systems

HCA 101W Medical Terminology

HCA 150W Essentials in U.S. Healthcare

HCA 210W Medical Law and Ethics

MED 150W Introduction to Medical Coding

MED 200W Electronic Health Information Systems

Continued

(All courses @ 3 credits except as noted.)



Continued

## ASHCA Concentrations

15 credits • Please take the courses outlined below after completing the ASHCA General Education courses.

### Concentration Curriculum ..... 12 credits

#### Medical Office Administration

HCA 102W Medical Office Personality

MED 160W Medical Office Procedures

MED 180W Medical Billing & Reimbursement

*Electives: Choose one (1) course from the ACC, FIN, DMK, INB, HRM, MGM, MKT, MIS, SEM, QSM programs*

#### Healthcare Reimbursement

MED 155W Diagnosis Coding: ICD-10\_CM

MED 165W Procedure Coding: ICD-10-CM (Prerequisite: MED 155W)

MED 175W CPT Ambulatory Procedures Coding  
(Prerequisite: MED 165W)

MED 215W Practical Medical Billing and Reimbursement Procedures  
(Prerequisite: MED 175W)



Bachelor of Arts

# Bachelor of Arts in Interdisciplinary Studies (BAIDS)

• CIP code 300000 • 120 credits

## Program Description

The Bachelor of Arts in Interdisciplinary Studies is a 120-credit fully online program that is designed to be a flexible option for students who are interested in studying across multiple disciplines. The BAIDS program develops academic and workplace skills for success, and knowledge across a variety of academic fields. It is ideal for students who have broad academic interests and a desire to continue enhancing their knowledge throughout their lives.

## Program Outcomes

- Utilize special skills needed to be an online learner and an information literate individual in a technological world.
- Demonstrate a basic knowledge of the art and discipline of critical thinking.
- Apply research strategies to construct a formal paper demonstrating concept knowledge and research appropriate skills including APA citations.
- Employ the dynamics of cross-cultural communication and the meaning of cultural identity and its undercurrents.
- Execute basic and advanced math functions including business statistics, formulas, algebraic expressions, and linear equations, problems involving factoring, inequalities, exponents, radicals, functions, quadratic equations, and graphs.

## Instructional Delivery

The BAIDS is an online program. Courses are eight weeks in length, and there are six sessions per year. The BAIDS is offered in a 100% asynchronous online format, and there is a strong focus on engaging students in a dynamic and interactive learning format.

Given that CCG students are primarily working adults, the average program completion is five (5) years or thirty (30) eight-week sessions.

**Please note:** The Bachelor of Arts in Interdisciplinary Studies is also offered as an in-seat or hybrid program through Cambridge College. See *Interdisciplinary Studies* on page 84 for details.

## BAMDS General Education ..... 42 credits

**English** .....6  
 ENG 101W English Composition I (or WRT 101\*)  
 ENG 201W English Composition II (or WRT 102\*)

## Critical Thinking and Literacy .....9

PHI 101W Critical Thinking (or CTH 225\*)  
 MIS 225W Information Systems Today (or CMP 130\*)  
 INF 101W Information Literacy for College Success (or CMP 230\*)

## Mathematics .....6

MAT 101W\*\* Essentials of College Mathematics (or MAT 101\*)  
 MAT 205W College Algebra (or MAT 102\*)

*Elective Choose one additional General Education course . . . 3*

\*These Cambridge College courses will be accepted in place of the listed courses.

\*\*Students may elect to take a Math placement exam instead of MAT 101W. Students should contact their advisor for assistance with scheduling the placement exam prior to enrolling in any MAT courses.

**Arts & Humanities** .....6

**Natural & Physical Sciences** .....6

**Social Sciences** .....6

## Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Core Liberal Arts Curriculum ..... 42 credits

Select 13 courses from CCG course offerings with at least 3 courses (9 credits) in each of the following General Education topics:

**Arts & Humanities** .....at least 9

**Natural & Physical Sciences** .....at least 9

**Social Sciences** .....at least 9

## Capstone

INB 450W Individual BA Capstone. . . . .3





Bachelor of science

# Bachelor of Science in Accounting (BSA)

• CIP 520305 • 120 credits

## Program Description

The Bachelor of Science in Accounting (BSA) is a 120-credit program that is designed to provide students with a strong foundation of academic study in accounting achieved within a reasonable period of time. In addition to the skills and knowledge gained in Accounting, students will acquire a solid background across a wide range of functional business areas including finance, management, ethics, marketing, and law.

Students enrolled in the BS in Accounting will be exposed to key theoretical constructs and immersed in hands-on application of those theories in practice. In this program, a particular emphasis is placed on the acquisition of highly-targeted skills required by accounting professionals in support of career goals ranging from entering the public accounting world, to sitting for the requisite exams to earn highly regarded professional designations such as the Certified Public Accountant (CPA) or Certified Management Accountant (CMA), to focusing on financial management and the exam. The BSA offers a dynamic approach to understanding the depth and breadth of all areas of the accounting profession.

**Concentrations:** The degree has been designed with three 3-course concentrations aligned with the skills conducive to preparing students for the CPA and CMA exams.

- The Public Accounting Concentration offers students knowledge in Not-For-Profit, Advanced Auditing, including Internal Auditing and Governmental Auditing, and advanced topics in Management Accounting found on the CPA Exam®.
- Finance Concentration
- The Management Accounting Concentration offers students advanced knowledge in Strategic Management, Compensation and Benefits, and Advanced Cost Accounting, all of which are found on the CMA Exam®.

Each of these concentrations enables students to obtain an understanding of exam-specific content while simultaneously offering valuable knowledge which can be used regardless of the area or the industry in which the student enters.

## Program Outcomes

- Apply advanced principles and rules to financial statement data to produce a complete set of company financial statements.
- Conduct a mock audit using Generally Accepted Auditing Standards (GAAS) and prepare an independent auditor's report.
- Use decision-support tools to evaluate, process, and solve organizational problems.
- Analyze global business transactions and apply appropriate accounting theory.

## Instructional Delivery

The BSA is an online program. Courses are eight weeks in length, and there are six sessions per year. The BSA is offered in a 100% asynchronous online format, and there is a strong focus on engaging students in a dynamic and interactive learning format.

Given that CCG students are primarily working adults, the average program completion is five (5) years or thirty (30) eight-week sessions.

## BSA General Education ..... 42 credits

**English** .....6  
 ENG 101W English Composition I  
 ENG 201W English Composition II

**Critical Thinking and Literacy** .....6  
 INF 101W Information Literacy for College Success  
 (Required as first course at CCG)  
 PHI 101W Critical Thinking

**Arts & Humanities** .....6  
**Choose two:**  
 ART 301W Art History & Appreciation  
 ENG 305W American Literature  
 ENG 405W British Literature  
 HIS 201W U.S. History Since 1900

**Social Science** .....6  
**Choose two:**  
 ECO 101W Economics and Society  
 PSY 250W Psychology  
 POL 250W Political Science  
 SOC 250W Sociology

**Mathematics** .....6  
 MAT 101W\* Essentials of College Mathematics  
 MAT 103W\* Business Math  
 MAT 205W College Algebra

**Communication** .....6  
 COM 201W Business Writing & Communication  
 COM 301W Interpersonal and Organizational Communication

**Natural Science** .....6  
 SCI 281W Environmental Science  
 SCI 301W Anatomy & Physiology

\*Students may elect to take a Math placement exam instead of MAT 101W. Students should contact their advisor for assistance with scheduling the placement exam prior to enrolling in any MAT courses.



(All courses @ 3 credits except as noted.)



Continued

# Bachelor of Science in Accounting (BSA)

## Core Curriculum .....42 credits

- ACC 201W Accounting I (Prerequisite: MAT 103W)
- ACC 202W Accounting II (Prerequisite: ACC 301W)
- ACC 205W Managerial/Cost Accounting 1
- ACC 301W Intermediate Accounting 1
- ACC 302W Intermediate Accounting 2
- ACC 303W Federal Income Taxation
- ACC 401W Advanced Accounting & Reporting
- MGM 201W Principles of Management
- MGM 225W Human Resources
- MGM 250W Business Ethics
- MGM 301W Research Methods
- MGM 305W Organizational Behavior
- MGM 401W Operations Management
- ACC 450W BSA Senior Capstone

## Concentration Curriculum .....36 credits

### Public Accounting

- MAT 305W Statistics
- ACC 206W Accounting Information Systems
- ACC 305W Managerial/Cost Accounting II
- ACC 310W Computer Accounting with QuickBooks
- ACC 402W Auditing I
- ACC 403W Advanced Auditing
- ACC 405W Government and Nonprofit Accounting
- FIN 305W Corporate Finance
- MGM 255W Business Law

*Free electives: Choose three business courses not outlined above*

### Finance

- MAT 305W Statistics
- FIN 201W Principles of Financial Services
- FIN 210W Principles of Investments
- FIN 305W Corporate Finance
- FIN 401W Investment Management
- INB 405W International Finance
- MGM 255W Business Law
- MGM 415W Strategic Management & Decision Making

*ECO Choose one Economics course*

*Free electives: Choose three business courses not outlined above*

### Management Accounting

- MAT 305W Statistics
- ACC 206W Accounting Information Systems
- ACC 305W Managerial/Cost Accounting II
- ACC 310W Computer Accounting with QuickBooks
- ACC 402W Auditing I
- ACC 405W Government and Nonprofit Accounting
- FIN 305W Corporate Finance
- MGM 255W Business Law
- MGM 415W Strategic Management & Decision Making

*Free electives: Choose three business courses not outlined above*

(All courses @ 3 credits except as noted.)



Bachelor of Science

# Bachelor of Science in Business Administration (BSBA)

• CIP 520201 • 120 credits

## Program Description

The Bachelor of Science in Business Administration (BSBA) is a 120-credit program that is designed to provide students with a strong foundation of academic study in business achieved within a reasonable period of time. Those students who enter the BSBA program should be well-prepared with the fundamentals in General Education and core 100 and 200 level business courses.

**Concentrations:** The BSBA offers the following concentrations: Accounting, Banking, Finance, General Management, Healthcare Reimbursement, Human Resources, International Business, Marketing, Medical Office Administration, Quality Systems and Improvement Management, and Social Entrepreneurship. Curriculum for the core program and each concentration is provided below. Courses in the concentration are typically taken in the sequence in which they are presented in the Catalog for skills building purposes and academic success.

## Program Outcomes

- Analyze the effectiveness of business and strategic plans in the context of global, political, social and technological environments.
- Examine key ethical and legal concepts, policies, and principles in diverse, changing work environments.
- Apply quantitative and qualitative research to critically evaluate major business issues.
- Analyze the operational and theoretical principles of business, particularly in the industry-specific disciplines of accounting, finance, marketing, and management.
- Communicate and present data, ideas, and concepts in business administration in a clear and effective fashion.

## Instructional Delivery

The BSBA is an online program. Courses are eight weeks in length, and there are six sessions per year. The BSBA is offered in a 100% asynchronous online format, and there is a strong focus on engaging students in a dynamic and interactive learning format.

Given that CCG students are primarily working adults, the average program completion is five (5) years or thirty (30) eight-week sessions.

## BSBA General Education ..... 42 credits

### English ..... 6

ENG 101W English Composition I

ENG 201W English Composition II

### Critical Thinking and Literacy ..... 6

INF 101W Information Literacy for College Success  
(Required as first course at CCG)

PHI 101W Critical Thinking

### Arts & Humanities ..... 6

#### Choose two:

ART 301W Art History & Appreciation

ENG 305W American Literature

ENG 405W British Literature

HIS 201W U.S. History Since 1900

### Social Science ..... 6

#### Choose two:

ECO 101W Economics and Society

PSY 250W Psychology

POL 250W Political Science

SOC 250W Sociology

### Mathematics ..... 6

MAT 101W\* Essentials of College Mathematics

MAT 103W\* Business Math

MAT 205W College Algebra

### Communication ..... 6

COM 201W Business Writing & Communication

COM 301W Interpersonal and Organizational Communication

### Natural Science ..... 6

SCI 281W Environmental Science

SCI 301W Anatomy & Physiology

\*Students may elect to take a Math placement exam instead of MAT 101W. Students should contact their advisor for assistance with scheduling the placement exam prior to enrolling in any MAT courses.

Continued

(All courses @ 3 credits except as noted.)



**Continued** → **Bachelor of Science in Business Administration (BSBA)**

**Core Curriculum .....42 credits**

- ACC 201W Accounting I (Prerequisite: MAT 103W)
- ACC 202W Accounting II (Prerequisite: ACC 201W)
- FIN 305W Corporate Finance
- MGM 201W Principles of Management
- MGM 225W Human Resources
- MGM 250W Business Ethics
- MGM 255W Business Law
- MGM 301W Research Methods
- MGM 305W Organizational Behavior
- MGM 401W Operations Management
- MGM 415W International Business Management
- MIS 205W Management Information Systems
- MKT 210W Principles of Marketing
- MGM 450W BS Senior Capstone

**Concentrations .....36 credits**

**Accounting**

- MAT 305W Statistics
- ECO Choose one Economics course*
- MGM 410W Strategic Planning & Decision Making
- ACC 310W Computer Accounting with QuickBooks
- ACC 205W Managerial / Cost Accounting
- ACC 305W Managerial/Cost Accounting II
- ACC 301W Intermediate Accounting  
(Prerequisite: ACC 202W)
- ACC 303W Federal Taxation
- Electives Choose four business electives*

**Banking**

- MAT 305W Statistics
- ECO Choose one Economics course*
- MGM 410W Strategic Planning & Decision Making
- BNK 201W Principles of Banking
- BNK 301W Consumer Credit
- BNK 405W Contemporary Regulatory Issues
- FIN 201W Principles of Financial Services
- FIN 210W Principles of Investments
- Electives Choose four business electives*

**Finance**

- MAT 305W Statistics
- ECO Choose one Economics course*
- MGM 410W Strategic Planning & Decision Making
- BNK 301W Consumer Credit
- FIN 201W Principles of Financial Services
- FIN 210W Principles of Investments
- FIN 401W Investment Management
- INB 405W International Finance
- Electives Choose four business electives*

**General Management**

- MAT 305W Statistics
- ECO Choose one Economics course*
- FLS 101W Financial Literacy
- FIN 201W Principles of Financial Services
- INB 301W International Business Law & Ethics
- MGM 215W Leadership & Management
- MGM 410W Strategic Planning & Decision Making
- Electives Choose five business electives*

**Healthcare Reimbursement**

- MAT 305W Statistics
- ECO Choose one Economics course*
- HCA 101W Medical Terminology
- HCA 150W Essentials in U.S. Healthcare
- HCA 210W Medical Law and Ethics
- MED 150W Introduction to Medical Coding
- MED 155W Diagnosis Coding ICD-10-CM
- MED 165W Procedure Coding ICD-10-CM
- MED 175W CPT Ambulatory Procedure Coding
- MED 200W Electronic Health Information Systems
- MED 215W Practical Medical Billing and Reimbursement
- Electives Choose one business elective*

**Human Resources**

- MAT 305W Statistics
- ECO Choose one Economics course*
- HRM 210W Introduction to Recruitment & Selection
- HRM 220W Introduction to Employee Relations
- HRM 230W Introduction to Compensation and Benefits
- HRM 250W Effective Workplace Training & Development
- MGM 215W Leadership & Management
- MGM 410W Strategic Planning & Decision Making
- Electives Choose four business electives*



(All courses @ 3 credits except as noted.)



Continued

# Bachelor of Science in Business Administration (BSBA)

## International Business

MAT 305W Statistics  
*ECO Choose one Economics course*  
MGM 215W Leadership & Management  
MGM 410W Strategic Planning & Decision Making  
INB 301W International Business Law & Ethics  
INB 305W International Business & Trade  
INB 320W International Supply Chain & Logistics Management  
INB 401W International Negotiations & Culture  
INB 405W International Finance  
INB 420W Global Politics & Organizations  
*Electives Choose two business electives*

## Marketing

MAT 305W Statistics  
*ECO Choose one Economics course*  
MGM 215W Leadership & Management  
MGM 410W Strategic Planning & Decision Making  
DMK 205W Digital Marketing  
DMK 230W Data Analysis, Metrics, & Measurement in Digital Marketing  
MKT 215W Customer Relationship Marketing  
MKT 230W Principles of Public Relations  
MKT 301W Marketing Research  
MKT 305W Consumer Behavior  
*Electives Choose two business electives*

## Medical Office Administration

MAT 305W Statistics  
*ECO Choose one Economics course*  
HCA 101W Medical Terminology  
HCA 150W Essentials in U.S. Healthcare  
HCA 210W Medical Law and Ethics  
MED 150W Introduction to Medical Coding  
MED 160W Medical Office Procedures  
MED 180W Medical Billing & Reimbursement  
MED 184W Medical Insurance Procedures  
MED 200W Electronic Health Information Systems  
*Electives Choose two business electives*

## Quality Systems and Improvement Management

MAT 305W Statistics  
*ECO Choose one Economics course*  
MGM 215W Leadership & Management  
MGM 410W Strategic Planning & Decision Making  
PJM 210W Project Management  
QSM 210W Quality Systems Management  
QSM 345W Performance Based Management & Benchmarking  
QSM 408W Special Topics in Quality Management  
*Electives Choose four business electives*

## Social Entrepreneurship

MAT 305W Statistics  
*ECO Choose one Economics course*  
MGM 215W Leadership & Management  
MGM 410W Strategic Planning & Decision Making  
SEM 205W Introduction to Social Entrepreneurship  
SEM 210W Entrepreneurship & Small Business Management  
SEM 320W Grant Writing & Funding  
DMK 205W Digital Marketing  
DMK 301W Laws, Ethics & Social Responsibility in a Digital Age  
*Electives Choose four business electives*

(All courses @ 3 credits except as noted.)



Bachelor of Science

# Bachelor of Science in Digital Marketing (BSDM)

• CIP 521499 • 120 credits

## Program Description

The Bachelor of Science in Digital Marketing (BSDM) is uniquely designed for students interested in learning the emerging trends in digital media and how to leverage the power of mobile devices, social networks, graphic design, and the interactive Web to meet (and exceed) business objectives. This program will teach students how to embrace the evolving digital world and to create innovative marketing strategies using new technologies that engage online audiences, cultivate digital opportunities and achieve a competitive advantage.

The BSDM program offers three concentrations: Marketing Analytics, Strategic Marketing, and Virtual Marketing, and is consistent with CCG's mission of providing a high quality curriculum with a focus on educating competent and skilled business professionals. While the BSDM program curriculum includes several business core courses offered through CCG's BSBA program, the BSDM program curriculum offers in-depth course work in the niche areas of digital marketing, public relations and advertising that are intended to provide learners with a unique skill set applicable to current industry needs, as noted in the curriculum map below.

## Program Outcomes

The Program Learning Outcomes for the BSDM program are:

- Develop an understanding of how digital marketing principles and strategies are used to achieve marketing, management, and business objectives.
- Identify ways in which marketing practices evolve within a digital framework and integrate digital components into a comprehensive marketing plan.
- Conduct research on contemporary issues in digital marketing and apply statistical reasoning toward forming research findings.
- Predict and convey to various audiences emerging technology trends and manage their impact on marketing strategies.
- Identify and assess the legal and ethical aspects of the digital medium and form approaches for navigating these components.
- Devise targeted marketing strategies in a digital framework and determine the measurements and metrics to be used for continual analysis.
- Develop, analyze and design basic web sites geared toward the goals of effective marketing, advertising, public relations, and ecommerce.
- Analyze companies' search engine performance strategies and identify optimal solutions to maximize return on investment.
- Formulate digital marketing communications to promote customer relationships, enhance brand image, and expand market reach.

## Instructional Delivery

The BSDM is an online program. Courses are eight weeks in length, and there are six sessions each year. The BSDM is offered in a 100% asynchronous online format, and there is a strong focus on engaging students in a dynamic and interactive online learning format.

Given that CCG students are primarily working adults, the average program completion is five (5) years or thirty (30) eight-week terms.

## BSDM General Education ..... 42 credits

### English ..... 6

ENG 101W English Composition I

ENG 201W English Composition II

### Critical Thinking and Literacy ..... 6

INF 101W Information Literacy for College Success

(Required as first course at CCG)

PHI 101W Critical Thinking

### Arts & Humanities ..... 6

Choose two:

ART 301W Art History & Appreciation

ENG 305W American Literature

ENG 405W British Literature

HIS 201W U.S. History Since 1900

### Social Science ..... 6

Choose two:

ECO 101W Economics and Society

PSY 250W Psychology

POL 250W Political Science

SOC 250W Sociology

### Mathematics ..... 6

MAT 101W\* Essentials of College Mathematics

MAT 103W\* Business Math

MAT 205W College Algebra

### Communication ..... 6

COM 201W Business Writing & Communication

COM 301W Interpersonal and Organizational Communication

### Natural Science ..... 6

SCI 281W Environmental Science

SCI 301W Anatomy & Physiology

\*Students may elect to take a Math placement exam instead of MAT 101W. Students should contact their advisor for assistance with scheduling the placement exam prior to enrolling in any MAT courses.

**Program chair:** Christopher Weir, EdD, MA

• christopher.weir@cambridgecollege.edu



(All courses @ 3 credits except as noted.)



Continued

# Bachelor of Science in Digital Marketing (BSDM)

## Core Curriculum .....42 credits

- ACC 201W Accounting I (Prerequisite: MAT 103W)
- ACC 202W Accounting II (Prerequisite: ACC 201W)
- DMK 205W Digital Marketing
- DMK 230W Data Analysis, Metrics & Measurement of Digital Marketing
- DMK 301W Laws, Ethics, & Social Responsibility in a Digital Age
- MGM 201W Principles of Management
- MGM 225W Human Resources
- MGM 301W Research Methods
- MGM 305W Organizational Behavior
- MGM 401W Operations Management
- MIS 205W Management Information Systems
- MKT 210W Principles of Marketing
- MKT 305W Consumer Behavior
- MGM 450W BS Senior Capstone

## If not selecting a concentration..... 36 credits

- MAT305W Statistics
- ECO Choose one Economics course*
- MGM215W Leadership and Management
- MGM410W Strategic Planning & Decision Making
- MKT301W Marketing Research
- Electives Choose 7 DMK, MKT, or SEM courses*

## Concentrations.....36 credits

### Strategic Marketing

- MAT 305W Statistics
- ECO Choose one Economics course*
- MGM 215W Leadership & Management
- MGM 410W Strategic Planning & Decision Making
- MKT 301W Marketing Research
- DMK 305W Digital Advertising
- DMK 410W Global Strategies in Digital Marketing
- DMK 340W Search Engine Optimization
- Electives Choose four business electives*

### Virtual Marketing

- MAT 305W Statistics
- MGM 215W Leadership & Management
- MGM 410W Strategic Planning & Decision Making
- DMK 420W Mobile Marketing
- DMK 210W Viral Marketing & Digital Presence
- DMK 305W Digital Advertising
- DMK 315W Online Content Marketing & Consumer Behavior
- DMK 330W Target Marketing & Social Optimization
- Electives Choose four business electives*

### Marketing Analytics

- MAT 305W Statistics
- ECO Choose one Economics course*
- MGM 215W Leadership & Management
- MGM 410W Strategic Planning & Decision Making
- MKT 301W Marketing Research
- DMK 315W Online Content Marketing & Consumer Behavior
- DMK 330W Target Marketing & Social Optimization
- DMK 428W Digital Marketing, Big Data & Web Analytics
- Electives Choose four business electives*

(All courses @ 3 credits except as noted.)



Bachelor of Science

# Bachelor of Science in Healthcare Administration (BSHCA)

• CIP 510701 • 120 credits

## Program Description

The Bachelor of Science in Healthcare Administration (BSHCA) is a 120-credit program that is designed to provide students with a strong foundation of academic study in leadership and management in the healthcare industry. In this program, students will develop an understanding of the essential aspects of healthcare management through courses in healthcare finance, healthcare management, and the healthcare industry. Those students who enter the BSHCA program should be well-prepared with the fundamentals in General Education and core 100 and 200 level healthcare and business courses.

## Program Outcomes

- Explain and compare the organizational elements, structure, performance, terminology, and delivery modalities for the U.S. and global healthcare systems.
- Analyze the structure and interdependence of healthcare system elements and issues using critical thinking to formulate innovative system designs that improve healthcare delivery.
- Create policy and processes and execute decisions in compliance with the legal, regulatory, and ethical considerations inherent in managing healthcare systems and organizations.
- Integrate concepts of ethics, privacy, law, and regulation to achieve optimal organizational effectiveness while adhering to the professional values and standards of the healthcare industry.
- Communicate and present data, ideas, and concepts in healthcare administration in a clear and effective fashion.

## Instructional Delivery

The BSHCA is an online program. Courses are eight weeks in length, and there are six sessions per year. The BSHCA is offered in a 100% asynchronous online format, and there is a strong focus on engaging students in a dynamic and interactive learning format.

Given that CCG students are primarily working adults, the average program completion is five (5) years or thirty (30) eight-week sessions.

## BSHCA General Education ..... 42 credits

### English ..... 6

ENG 101W English Composition I

ENG 201W English Composition II

### Critical Thinking and Literacy ..... 6

INF 101W Information Literacy for College Success  
(Required as first course at CCG)

PHI 101W Critical Thinking

### Arts & Humanities ..... 6

Choose two:

ART 301W Art History & Appreciation

ENG 305W American Literature

ENG 405W British Literature

HIS 201W U.S. History Since 1900

### Social Science ..... 6

Choose two:

ECO 101W Economics and Society

PSY 250W Psychology

POL 250W Political Science

SOC 250W Sociology

### Mathematics ..... 6

MAT 101W\* Essentials of College Mathematics

MAT 103W\* Business Math

MAT 205W College Algebra

### Communication ..... 6

COM 201W Business Writing & Communication

COM 301W Interpersonal and Organizational Communication

### Natural Science ..... 6

SCI 281W Environmental Science

SCI 301W Anatomy & Physiology

\*Students may elect to take a Math placement exam instead of MAT 101W. Students should contact their advisor for assistance with scheduling the placement exam prior to enrolling in any MAT courses.



(All courses @ 3 credits except as noted.)





Continued

# Bachelor of Science in Healthcare Administration (BSHCA)

## Core Curriculum .....42 credits

- ACC 203W Financial Statements for Managers
- MGM 201W Principles of Management
- MGM 225W Human Resources
- MGM 250W Business Ethics
- MGM 301W Research Methods
- MIS 205W Management Information Systems
- HCA 101W Medical Terminology
- HCA 150W Essentials In U.S. Healthcare
- HCA 300W Legal Aspects of Healthcare
- HCA 310W Healthcare Policy & Reform
- HCA 315W Fundamentals of Electronic Health Records
- HCA 400W Financial Management for Healthcare
- HCA 410W Organization and Management in Healthcare
- HCA 450W Healthcare Administration Capstone

## If not selecting a concentration..... 36 credits

Choose 12 business electives

## Concentrations.....36 credits

### Healthcare Reimbursement

- MGM 305W Organizational Behavior
- MGM 401W Operations Management
- HCA 210W Medical Law & Ethics
- MED 150W Introduction to Medical Coding
- MED 155W Diagnosis Coding: ICD-10-CM
- MED 165W Procedure Coding: ICD-10-CM
- MED 175W CPT Ambulatory Procedures Coding
- MED 215W Practical Medical Billing & Reimbursement Procedures

*Electives Choose four business electives*

### Medical Office Administrator

- MGM 305W Organizational Behavior
- MGM 401W Operations Management
- HCA 210W Medical Law & Ethics
- MED 180W Medical Billing & Reimbursement
- MED 160W Medical Office Procedures
- MED 184W Medical Insurance Procedures
- MED 200W Electronic Health Information Systems
- HCA 405W Introduction to Long-Term Care

*Electives Choose four business electives*

(All courses @ 3 credits except as noted.)



Bachelor of Science

# Bachelor of Science in Quality Systems & Improvement Management (BSQSIM)

• CIP 520201 • 120 credits

## Program Description

The BSQSIM teaches theory that is critical to the discipline while also emphasizing the direct application of what students learn. The BSQSIM program emphasizes performance-based education where students acquire the critical knowledge and skills to analyze business practices; create comprehensive plans focused on tangible return on investment, and measure the effectiveness and efficiency of these plans. Since the vast majority of BSQSIM students are working in their field, they are then able to apply what they learn to their workplaces, both immediately and over the lifespan of their careers in ways highly akin to other CCG academic programs.

The skills taught in the BSQSIM program can be applied to improve the efficiency and effectiveness of the operation in a range of organizations and industries, including but not limited to healthcare, finance, manufacturing, military, and government. The BSQSIM provides strong, metrics- and outcomes-based education for entry-level professionals that resonates well with careers in government and military as well as a wide range of business fields.

A Business Project is incorporated into the Capstone courses. Students will demonstrate tangible learning outcomes predicated on improvements in the effectiveness of systems and efficiency of operations. The Capstone project will work through Lean Six Sigma processes and follow the DMAIC (Define, Measure, Analyze, Improve, Control) process. The Capstone projects are based on the Lean Six Sigma Green Belt (LSSGB) Body of Knowledge (BOK) as defined by the American Society for Quality (ASQ). The Capstone project offers a high-impact, experiential learning opportunity for the students.

## Program Outcomes

The Program Learning Outcomes for the BSQSIM program are:

- Communicate effectively and engage all participants in key projects.
- Operate effectively and contribute to process improvement within team dynamics.
- Define process-based problems and identify opportunities for improvement.
- Identify and collect baseline data with respect to current process performance.
- Analyze current process performance data and determine best practices.
- Recommend appropriate options for improvement and support the development of pilot solutions and implementation plans.
- Determine performance measures and reviews necessary to monitor/control the improved process.

**Program chair:** Jay Beirne, MSQSM

• john.beirne@cambridgecollege.edu

## Instructional Delivery

The BSQSIM is an online program. Courses are eight weeks in length, and there are six sessions each year. The BSQSIM is offered in a 100% asynchronous online format, and there is a strong focus on engaging students in a dynamic and interactive online learning format.

Given that CCG students are primarily working adults, the average program completion is five (5) years or thirty (30) eight-week terms.

## BSQSIM General Education ..... 42 credits

**English** ..... 6

ENG 101W English Composition I

ENG 201W English Composition II

**Critical Thinking and Literacy** ..... 6

INF 101W Information Literacy for College Success

(Required as first course at CCG)

PHI 101W Critical Thinking

**Arts & Humanities** ..... 6

*Choose two:*

ART 301W Art History & Appreciation

ENG 305W American Literature

ENG 405W British Literature

HIS 201W U.S. History Since 1900

**Social Science** ..... 6

*Choose two:*

ECO 101W Economics and Society

PSY 250W Psychology

POL 250W Political Science

SOC 250W Sociology

**Mathematics** ..... 6

MAT 101W\* Essentials of College Mathematics

MAT 103W\* Business Math

MAT 205W College Algebra

**Communication** ..... 6

COM 201W Business Writing & Communication

COM 301W Interpersonal and Organizational Communication

**Natural Science** ..... 6

SCI 281W Environmental Science

SCI 301W Anatomy & Physiology

\*Students may elect to take a Math placement exam instead of MAT 101W. Students should contact their advisor for assistance with scheduling the placement exam prior to enrolling in any MAT courses.

(All courses @ 3 credits except as noted.)

**Continued**



Continued

# Bachelor of Science in Quality Systems & Improvement Management (BSQSIM)

## Core Curriculum .....42 credits

- ACC 201W Accounting I (Prerequisite: MAT 103W)
- ACC 202W Accounting II (Prerequisite: ACC 201W)
- MGM 201W Principles of Management
- MGM 225W Human Resources
- MGM 301W Research Methods
- MGM 305W Organizational Behavior
- MGM 401W Operations Management
- MIS 205W Management Information Systems
- MKT 210W Principles of Marketing
- PJM 210W Introduction to Project Management
- QSM 210W Quality Systems Management
- QSM 345W Performance-Based Management & Benchmarking
- QSM 475W Introduction to Financial Systems Management
- QSM 480W BSQSIM Senior Capstone

## Concentration (required).....36 credits

### Business

- MAT 305W Statistics
- ECO Choose one Economics course*
- MGM 215W Leadership & Management
- MGM 410W Strategic Planning & Decision Making
- HRM 250W Effective Workplace Training & Development
- INB 320W International Supply Chain & Logistics Management
- MGM 415W International Business Management
- QSM 408W Special Topics in Quality Management
- Electives Choose four business electives*

(All courses @ 3 credits except as noted.)



Bachelor of Science

# Bachelor of Science in Social Entrepreneurship Management (BSSEM)

• CIP 520701 • 120 credits

## Program Description

This program prepares students to engage in activities that will create social good and social change. These individuals are referred to as Social Entrepreneurs and are seeking solutions using existing and new business tools. These abilities and tools are developed through the study of the basics of entrepreneurship, study of issues through the lens of multiple disciplinary perspectives, and personal reflection on goals and opportunities. The curriculum for the field combines different business courses and specifically focused courses in the social enterprise area. As part of the curriculum, Social Entrepreneurship students will participate in a senior capstone project.

This program is also preparatory for the Master's Degree in Business Ethics and Compliance, Corporate Social Responsibility track.

## Program Outcomes

- Articulate the need for social change in today's complex world
- Utilize entrepreneurial and creative tools to help solve social issues
- Harness the principles of marketing and management to develop pathways to social solutions
- Employ the accounting and budgetary differences of non-profits and B corporations
- Use grants and fundraising as tools for revenue generation.
- Explain the legal forms of business, including the regulatory and compliance issues of each form

## Instructional Delivery

The BSSEM is an online program. Courses are eight weeks in length, and there are six sessions each year. The BSSEM is offered in a 100% asynchronous online format, and there is a strong focus on engaging students in a dynamic and interactive online learning format.

Given that CCG students are primarily working adults, the average program completion is five (5) years or thirty (30) eight-week terms.

**Program chair:** Christopher Weir, EdD, MA

- christopher.weir@cambridgecollege.edu

## BSSEM General Education ..... 42 credits

### English ..... 6

ENG 101W English Composition I

ENG 201W English Composition II

### Critical Thinking and Literacy ..... 6

INF 101W Information Literacy for College Success  
(Required as first course at CCG)

PHI 101W Critical Thinking

### Arts & Humanities ..... 6

*Choose two:*

ART 301W Art History & Appreciation

ENG 305W American Literature

ENG 405W British Literature

HIS 201W U.S. History Since 1900

### Social Science ..... 6

*Choose two:*

ECO 101W Economics and Society

PSY 250W Psychology

POL 250W Political Science

SOC 250W Sociology

### Mathematics ..... 6

MAT 101W\* Essentials of College Mathematics

MAT 103W\* Business Math

MAT 205W College Algebra

### Communication ..... 6

COM 201W Business Writing & Communication

COM 301W Interpersonal and Organizational Communication

### Natural Science ..... 6

SCI 281W Environmental Science

SCI 301W Anatomy & Physiology

\*Students may elect to take a Math placement exam instead of MAT 101W. Students should contact their advisor for assistance with scheduling the placement exam prior to enrolling in any MAT courses.



(All courses @ 3 credits except as noted.)



Continued

# Bachelor of Science in Social Entrepreneurship Management (BSSEM)

## Core Curriculum.....42 credits

- ACC 201W Accounting I
- ACC 202W Accounting II
- MGM 201W Principles of Management
- MGM 225W Human Resources
- MGM 250W Business Ethics
- MGM 255W Business Law
- MGM 305W Organizational Behavior
- MGM 401W Operations Management
- MKT 210W Principles of Marketing
- SEM 205W Introduction to Social Entrepreneurship
- SEM 210W Entrepreneurship and Small Business Management
- SEM 320W Grant Writing & Funding
- SEM 410W Case Histories
- SEM 250W SEM Senior Capstone

## Concentration Curriculum.....36 credits

### Nonprofit Management Concentration

- ACC 405W Government and Nonprofit Accounting
  - DMK 350W Social Media for Community Business
  - MAT 305W Business Statistics
  - SEM 405W Nonprofit Organization Management
  - SEM 350W Nonprofit PR
  - SEM 360W Nonprofit Marketing
  - SEM 420W Equity, Diversity, & Inclusion in Management
- Electives – select five (5) business courses*

### Ethical Management Concentration

- ACC 205W Managerial Accounting
  - MAT 305W Business Statistics
  - MGM 215W Leadership & Management
  - MGM 410W Strategic Planning & Decision Making
  - SEM 310W Governance, Ethics, & Compliance
  - SEM 430W Strategy, Mission, & Governance
  - SEM 420W Equity, Diversity, & Inclusion in Management
- Electives – select five (5) business courses*

### Marketing Management Concentration

- ACC 205W Managerial Accounting
  - DMK 305W Digital Advertising
  - DMK 205W Digital Marketing
  - MAT 305W Business Statistics
  - MKT 305W Consumer Behavior
  - SEM 360W Nonprofit Marketing
  - SEM 420W Equity, Diversity, & Inclusion in Management
- Electives – select five (5) business courses*



Undergraduate Professional Development Certificate

# Digital Marketing Certificate

• CIP 521499 • 21 credits

## Program Description

The field of Digital Marketing has emerged and exploded as everyone and everything goes online. It is a very exciting, yet challenging, time for business professionals as they struggle to embrace innovative marketing strategies and new digital technologies in order to engage online audiences, cultivate digital opportunities and achieve a competitive advantage. Those individuals who understand the emerging trends and can leverage the power of mobile devices, social networks, graphic design, and the interactive Web are in high demand in the marketplace.

A certificate in Digital Marketing combines hands-on technical application, business theory, and best practices. The Certificate in Digital Marketing is uniquely designed for career professionals interested in understanding the role of digital media in business. Students will take one foundation course which will introduce current trends in social media, web analytics, mobile, content, email marketing, online automated tools, search engine optimization, digital advertising, and viral marketing. Students then have the opportunity to customize their curriculum by choosing six electives from CCG's course listing. This allows students to select courses based on their specific professional interests and goals.

**Prerequisite:** Pass English diagnostic exam or Fundamentals of English.

## Program Outcomes

- Develop an understanding of how digital marketing principles and strategies are used to achieve marketing, management, and business objectives.
- Identify ways in which marketing practices evolve within a digital framework and integrate digital components into a comprehensive marketing plan.
- Conduct research on contemporary issues in digital marketing and apply statistical reasoning toward forming research findings.
- Devise targeted marketing strategies in a digital framework and determine the measurements and metrics to be used for continual analysis.
- Develop, analyze and design basic websites geared toward the goals of effective marketing, advertising, public relations, and e-commerce.
- Analyze companies' search engine performance strategies and identify optimal solutions to maximize return on investment.
- Formulate digital marketing communications to promote customer relationships, enhance brand image, and expand market reach.

## Digital Marketing Curriculum .....21 credits

This seven-course certificate includes one required course and six electives.

**Required course** .....3  
DMK 205W Digital Marketing

### Digital Marketing Electives .....18

*Choose six courses from the list below:*

- DMK 210W Viral Marketing and Digital Presence
- DMK 230W Data Analysis, Metrics and Measurement of Digital Marketing
- DMK 301W Laws, Ethics and Social Responsibility in a Digital Age
- DMK 305W Digital Advertising
- DMK 315W Online Content Marketing and Consumer Behavior
- DMK 330W Targeted Marketing and Social Optimization
- DMK 340W Search Engine Optimization
- DMK 401W Fundamentals of Web Design
- DMK 405W Emerging Trends in Digital Marketing
- DMK 410W Global Strategies in Digital Marketing
- DMK 420W Mobile Marketing
- DMK 428W Digital Marketing, Big Data, and Web Analytics
- DMK 450W Digital Marketing Capstone

(All courses @ 3 credits except as noted.)



Undergraduate Professional Development Certificate

# Basic Accounting Certificate

• CIP 520304 • 21 credits

## Program Description

This undergraduate certificate is designed to prepare learners with accounting basics. Students will take seven introductory courses in this program to earn a certificate while simultaneously completing the prerequisites requirements.

The Certificate in Accounting - Basic was designed for individuals with entry-level industry experience and little or no undergraduate-level course work in accounting. This certificate will appeal to those who are just entering the field as well as those who want to shift their career path into accounting.

**Prerequisite:** Pass Math and English diagnostic exam.

## Program Outcomes

Successful completion of this certificate program is designed to prepare the student to:

- Compare and contrast banking and finance from both a historical and a contemporary perspective.
- Apply basic management and mathematic concepts to solve problems and inform decisions
- Use accounting terminology to explain the process by which transactions are analyzed and transformed into financial statements.
- Examine and apply laws and regulations relating to business and accounting issues.
- Prepare budgets to assist management in decision-making.
- Analyze financial statements, including balance sheet, income statement, cash flow, and reconciliation of retained earnings statements.
- Determine whether a company's current performance trends are indicative of its future financial viability.

## Basic Accounting Curriculum .....21 credits

This seven-course certificate includes the following three-credit courses:

- ACC 201W Accounting I
- ACC 202W Accounting II
- ACC 203W Financial Statements for Managers
- ACC 205W Managerial/Cost Accounting.
- FIN 201W Principle of Financial Services
- Electives Choose two courses from ACC, BNK, FIN, MGM or INB*

Undergraduate Professional Development Certificate

# Intermediate Accounting Certificate

• CIP 520301 • 21 credits

## Program Description

This certificate is designed to provide students with the knowledge, skills, and abilities needed to identify industry trends and evaluate the impact of those trends at a corporate and industry level. It is also intended to enhance accounting proficiencies and provide students with the ability to develop corporate-level financial documents, as well as the ability to critically analyze and synthesize information found in complex accounting and financial reports. Ethical decision-making, as it relates to financial reporting, is an integral theme of this program.

The Intermediate Accounting certificate was designed for individuals with 3-5 years of experience and/or undergraduate-level course work in accounting and finance. Students will have met course prerequisites (Accounting I and Accounting II and College Algebra) prior to enrolling in this certificate. This certificate will appeal to those who want to shift their career path into accounting and finance within the financial services industry as well as those who are currently employed in the industry and require advanced skills to move into higher-level management positions.

## Program Outcomes

Successful completion of this certificate program is designed to prepare the student to:

- Research, analyze, and prepare corporate level reports and financial statements according to GAAP.
- Apply accounting and finance concepts and principles to the corporate financial structure.
- Prepare reports pertaining to long-term investments, and tangible and intangible assets.
- Evaluate accounting procedures from the perspective of a financial accountant, a trust administrator, and a manager.
- Identify the expanded product line offered via financial service markets.
- Identify and apply regulatory and compliance regulations

## Intermediate Accounting Curriculum .....21 credits

This seven-course certificate includes the following three-credit courses:

- ACC 301W Intermediate Accounting 1 (Prerequisite: ACC 202W)
- ACC 302W Intermediate Accounting 2 (Prerequisite: ACC 301W)
- ACC 303W Federal Income Tax
- ACC 206W Accounting Information Systems
- ACC 401W Advanced Accounting & Reporting
- FIN 305W Corporate Finance
- FIN 401W Investment Management

(All courses @ 3 credits except as noted.)

# Undergraduate Course Descriptions

Cambridge College Global

## General Education

### **ART 301W Art History and Appreciation - 3 credits**

Prerequisite: ENG 201W. This course examines the meaning, purpose, function, and classification of art and architecture. The course assesses visual elements and principles of design necessary for creating art and the materials and techniques employed in making two- and three-dimensional artworks. The course covers art-specific vocabulary, methods of interpretation of art and major artistic and architectural achievements in the history of Western culture. Students will examine well-known works of art and architecture through the study of content, technique, form, and purpose as they relate to art and architecture. Students will learn to apply critical thinking in assessing, evaluating, and debating the artistic techniques and skills utilized to produce enduring works of art and architecture.

### **COM 100W Speech Communication - 3 credits**

This course is designed to improve oral presentation and communication skills. Technical elements of a high impact presentation will be examined including audience assessment. Students will learn skills of researching, organizing and writing for an effective speech presentation. Students will gain knowledge, skills, and competence required for successful interpersonal, small group and public communication. Students will learn the various models of speech communication and review and critique speeches on a variety of topics and examine important resources in speech communication throughout the course. The course equips professionals with communication skills necessary for success in public speaking.

### **COM 201W Business Writing and Communication - 3 credits**

Business Writing and Communication is designed to help students understand the communication process in both personal and workplace settings. Content is organized to aid in the development of clear, concise, practical, and ethical business and real-world communication pieces. Students walk through a case study to practice applying the skills of business writing and in the process utilize and select appropriate channels for communication, including email, memo, letters, reports, PowerPoint, websites, press releases, and social media channels.

### **COM 301W Interpersonal & Organizational Communication - 3 credits**

The purpose of this course is to examine how we perceive ourselves and others, how we use the information we gather about self and others to guide our interactions and the essential role of communication in the development and maintenance of human relationships. The goal of this course is to provide students with a better understanding of some of the factors affecting communication in relationships and to appreciate the impact of communication on our relational lives. In this course, students will gain a theoretical and practical understanding of human communication processes and learn strategies to improve interpersonal communication skills.

### **COM 401W Intercultural Communications - 3 Credits**

In a globalized world where different cultures continuously intersect, understanding intercultural communication has become vital for both everyday life and business interactions. This course will explore the dynamics of cross-cultural communication and the meaning of cultural identity and its undercurrents. The course will demonstrate how to be inclusive of others through encouraging cultural sensitization and will show how to creatively address miscommunication obstacles. We will discuss the challenges that face multi-national corporations when working in and with different cultures. We will be watching videos and reading stories and discussing scenarios of different cultures, thinking of our own prejudices and pre-determined misconceptions. By the end of the course we will be able to recognize cultural differences in body language and other cultural tell-tales that could help students engage in cross-cultural communication.

### **ECO 101W Economics and Society - 3 credits**

This course emphasizes how events and developments in the economy can affect the market and financial decisions of business. The course provides students with an overview of the fundamental concepts and theories related to economic development from the Middle Ages to the Twenty-First Century. Students will learn a balanced perspective on how the economy has developed and how that economy influences society and how society influences the economy. The course explores and analyzes the role of past economic trends and dynamics and employment and income inequalities that continue to challenge global society, market economies, and governments, especially our own. Students will also learn key terminology and how to illustrate economic principles and elements of business from an economic viewpoint.

### **ECO 201W Macroeconomics - 3 credits**

This is a three-credit course that will develop a working knowledge of the principal concepts and theories in macroeconomics. In this day of rapid and dynamic change, economic issues underlie much of the political, social, cultural, and military turmoil throughout the world. In this course, economic theory and analysis are related to the world reality. Thus, the student can apply what is being learned to assist in making prudent judgments regarding various current economic issues, even though they may have social and political overtones.

### **ECO 202W Microeconomics - 3 credits**

The purpose of this course is to develop a working knowledge of the principal concepts and theories in microeconomics. This part of economics is concerned with the interrelationships of the individual business firms, industries, consumers, laborers, and other factors of production that make up a modern economy. This course involves three main elements:

- How the private interests of the countless individuals who constitute a modern economy are related to the economic interests of society as a whole.
- The theory of pure competition from the point of view of its overall structure questioning interdependence and efficiency.
- The applicability of theoretical structure to modern industrial realities.



### **ECO 205W Economics for Managers - 3 credits**

The purpose of this course is to develop a working knowledge of the principal concepts and theories of both microeconomics and macroeconomics in a manner that is beneficial to business managers. Economics involves individuals, small businesses, large corporations, industries, markets, consumers, employees, management, and production that each must function while dealing with the scarcity of resources.

### **ENG 101W English Composition I - 3 credits**

Prerequisite: Placement Exam; Pass Fundamentals of English with a "C" or higher; or Permission of the College. The purpose of this course is to provide students with a solid foundation in writing and research techniques. Students will learn and apply the steps of the writing process. They will identify essay components and learn to write compelling and grammatically correct paragraphs. Writing style, pattern types, as well as strategies and guidelines for writing an effective research paper will be evaluated. Students will write an effective and grammatically correct research paper as a final project in this course.

### **ENG 201W English Composition II - 3 credits**

Prerequisite: ENG 101W English Composition I. The purpose of this course is to build upon writing and research skills learned in English Composition I. Students will apply research strategies and methods for finding information and implement the steps of the writing process and appropriate research and citation methods to write research essays and papers. Students will learn to further utilize the APA Style in writing research essays and papers.

### **ENG 305W American Literature - 3 credits**

Prerequisite: ENG 201W English Composition II. This course examines the evolution of American literature from the early 1800s to our present era. It covers a variety of literary genres and the use of Literary Criticism to articulate aspects of those genres. Students will read a variety of literary works in American literature from the 19th Century to the 21st Century and will demonstrate abilities to read and analyze works as well as their own performances in the various aspects of the course. Students will read works of American authors such as Poe, Irving, Whitman, Wharton, O'Neill, Hughes, Fitzgerald, Williams, Lowell, Plath, and Sexton as well as culturally diverse American writers like Morrison and Anzaldúa. Students will be engaged on a variety of levels and will learn to analyze and critically evaluate a wide range of ideas and points of view found in the literature that will be studied. Students will be expected to participate in the various aspects of the course such as reading assignments, online discussions, written assignments, a research paper, and quizzes.

### **ENG 405W British Literature - 3 credits**

Prerequisite: ENG 201W English Composition II. This course examines British Literature along with its cultural and historical contexts from its Anglo-Saxon beginnings through the Twentieth Century. The course includes the reading and study of literary works such as poetry, dramas, short stories, and novels written by prominent English authors. The course is designed to actively engage students by deepening their appreciation of style, structure, and themes in literature while examining the creative process and use of figurative language in crafting selected literary works in British English Literature.

### **HIS 201W U.S. History Since 1900 - 3 credits**

Prerequisites: ENG 201W English Composition II. This U.S. history course is centered upon the belief that historical events have social, economic and political consequences. The emphasis of the course relates to the relationship among historical events rather than simply a chronological study of isolated events or people. The scope and sequence of the course are designed to highlight themes, processes, and causal relationships between events in order to communicate that history is a process of continuity as well as change. Utilizing this approach will result in an increased ability to recognize and analyze the connection between historical events and present circumstances and conditions. The National Council of the Social Studies (NCSS) validates the thematic approach through its own ten thematic strands of social studies and the goal of "adopting common and multiple perspectives" on historical events.

### **INF 101W Information Literacy for College Success - 3 credits**

Required as First Course in All Undergraduate Programs. The purpose of this introductory course is to prepare students to be an online learner and an information literate individual in a technological world. The course provides an understanding of CCG's learning technologies, support services, and necessary skills for online student success. The primary function of this course is to provide students with the necessary skills of Information Literacy which prepare students to recognize what information is needed, when it is needed and how to locate, evaluate and use it effectively. Extensive practice in using the eLibrary databases is integral in learning to be an information literate student at CCG. The course content aligns with the national standards as established by the American Library Association and the Association of College & Research Libraries.

### **MAT 101W Essentials of College Mathematics - 3 credits**

This course focuses on arithmetic concepts and applications, including whole numbers, fractions, ratios, proportions, the decimal system, and percentages. Brief introductions to algebra, formulas, algebraic expressions and linear equations are also included. Special emphasis is placed on the application of basic math skills to common workplace problems and real-life situations. Students are required to pass MAT 101W or take a placement exam.

### **MAT 103W Business Mathematics - 3 credits**

Prerequisite: Placement Exam; Pass MAT 101W with a "C" or Higher, or Permission of the College. This course applies math fundamentals to business applications. Topics include a basic math review, business statistics, profit calculations, payroll, banking, interest calculations, insurance, taxes, and other business topics.

**MAT 205W College Algebra - 3 credits**

Prerequisite: MAT 101W or successful completion of the Math placement exam. This course focuses on algebraic concepts essential for success in the workplace and other courses. Using real-world examples and applications, students practice fundamental operations with number systems, formulas, algebraic expressions, and linear equations. This course also explores problems involving factoring, inequalities, exponents, radicals, linear equations, functions, quadratic equations, and graphs.

**MAT 305W Statistics - 3 credits**

Prerequisite: MAT 205W College Algebra or equivalent. This course covers basic statistical concepts and theories, as well as the application of statistical methods. The topics include the collection, organization, summary, and description of data, basic probability theories, normal distribution, sampling distributions, confidence interval estimation, hypothesis testing techniques, and regression-correlation analysis.

**MAT 350W Calculus - 3 credits**

Prerequisite: MAT 205W College Algebra or equivalent. This course covers basic concepts and theories of calculus, as well as the application of methods. The topics include the meaning, use, and interpretation of the derivative, differentiation techniques, applications to curve sketching and optimization, the definite integral, and fundamental theorems of calculus.

**PHI 101W Critical Thinking - 3 credits**

Prerequisite: ENG 201W English Composition II. The purpose of this course is to provide a basic knowledge of the art and discipline of critical thinking. Students will learn the various critical thinking standards and concepts including effective critical thinking, problem solving, logical reasoning, comparative reasoning, issue analysis and the application of critical thinking standards and strategies to determine and solve practical and theoretical problems. Students will explore the application of critical thinking concepts to real world situations in an effort to understand the critical thinking process. They will develop an ability to critically analyze the formulation and posing of questions to promote well-reasoned arguments on a variety of important topics.

**POL 250W Political Science - 3 credits**

Prerequisite: ENG 201W English Composition II. This course is designed to give students a basic introduction to the academic discipline known as political science. This course presents students with a broad overview of key components of political science. Many subfields of political science exist, and this course will not go into them but instead focus on how political science shapes political, economic, and social relationships in the United States. Students are encouraged to critically examine how these relationships develop. The weekly discussions allow for students to engage with people from a variety of viewpoints and help each other identify the principles that underpin different political viewpoints in the United States.

**PSY 250W Psychology - 3 credits**

Prerequisite: ENG 201W English Composition II. The purpose of this course is to introduce human behavior. It includes the study of the theories and concepts of psychology including the scope of psychology, biological foundations and the brain, sensation, perception, motivation, personality, learning/memory, emotion, states of consciousness, personality theories, cognition, life-span development, and applied psychology.

**SCI 225W Foundations in Biology - 3 credits**

This course is designed to address foundational biological concepts and principles as life is examined beginning at the cellular level. Topics of study include cell chemistry, structure and function, cellular metabolism, molecular genetics, and cellular communication pathways.

**SCI 280W Environmental Science and Lab - 4 credits**

This course is only available for Teachout programs. The objective of this course is to develop an understanding of how the natural world works, how it affects us as humans and how we influence it. Through this study, students will increase their understanding of the major environmental issues impacting the world today and our future generations.

**SCI 281W Environmental Science - 3 credits**

The objective of this course is to develop an understanding of how the natural world works, how it affects us as humans and how we influence it. Through this study, students will increase their understanding of the major environmental issues impacting the world today and our future generations.

**SCI 301W Anatomy and Physiology - 3 credits**

This course provides the student with a comprehensive examination of the human body. Emphasis is on how the body is organized, its support and maintenance system, control, and continuity. The course is a survey of the structure and function of the human organ systems.

**SCI 380W Foundations in Pharmacology - 3 credits**

Prerequisite: MAT 205W College Algebra or equivalent. This course covers basic statistical concepts and theories, as well as the application of statistical methods. The topics include the collection, organization, summary, and description of data, basic probability theories, normal distribution, sampling distributions, confidence interval estimation, hypothesis testing techniques, and regression-correlation analysis.

**SOC 250W Sociology - 3 credits**

Prerequisite: ENG 201W English Composition II. This course is designed to give students a basic introduction to the academic discipline of sociology. This course presents students with a broad overview of key components of sociological theory in selected subfields. This course focuses on how social structures create norms and values that are shaped by an individual's historical and biographical narrative. As you are well aware, a variety of social perspectives inform how we participate in social structures. You are encouraged to critically examine how norms and values shape this participation. The weekly discussions allow students to engage with people from a variety of viewpoints and help each other identify the principles that underpin different sociological theories. The weekly assignments allow students to engage in each week's topic with more detail and receive feedback on how well the material is integrated in the answer to the assignment question.

## Core Courses

### ACC 201W Accounting I - 3 credits

Prerequisite: MAT 103W Business Mathematics. The purpose of this course is to enable students to develop a basic understanding of fundamental accounting concepts and practices. The course focuses on basic accounting concepts and techniques needed to interpret and use financial information in managing and analyzing business operations.

### ACC 202W Accounting II - 3 credits

Prerequisite: ACC 201W Accounting I. Students will continue to develop a basic understanding of fundamental accounting concepts and practices. Students will also be introduced to fundamental managerial accounting concepts and practices and will learn to interpret and use internal financial information in the management and analysis of business operations

### ACC 203W Financial Statements for Managers - 3 credits

Prerequisites: MAT 103W Business Math. This course will enable the student to understand and apply the fundamental tools necessary to effectively analyze a business' financial condition. The financial analysis process is approached from an analyst's point of view. You will learn how to determine the composition and quality of financial statement information; how to analyze the balance sheet, income statement, cash flow statement, and reconciliation and retained earnings statement; how to spread statements to ensure efficient and consistent financial statement analysis; how to calculate and apply commonly used ratios, including industry comparable, to assess a business' financial condition and determine its capacity to repay debt.

### ACC 205W Managerial/Cost Accounting I - 3 credits

Prerequisites: ACC 201W Accounting I; ACC 202W Accounting II Strongly Recommended. Managerial Accounting will focus on providing information to managers, those inside an organization who direct and control a company's operations. In contrast, financial accounting [Accounting I and II and Intermediate Accounting] is concerned with providing information to stockholders, creditors, and others who are outside an organization. Managerial Accounting provides the essentials that are needed to run organizations. We will reinforce previously learned concepts and consider the same concepts in practical applications. Subjects will include some familiar topics and some unfamiliar topics. The course objective is to look at accounting from the manager's perspective rather than the practicing accountant perspective and to focus on cost, cost analysis and costing systems, including budgeting and to enable managers to manage more effectively.

### ACC 206W Accounting Information Systems - 3 credits

Prerequisites: ACC 202W Accounting II or Permission of the College. The Accounting Information Systems course is designed to help the student understand and identify key concepts and components to an accounting information system, including information data flow, information system architecture, business continuity, and roles of accountants within the information system. Additionally, accounting software systems will be examined.

### ACC 301W Intermediate Accounting I - 3 credits

Prerequisites: ACC 202W Accounting II or Permission of the College. Intermediate accounting introduces students to a more in-depth examination of accounting theory. The major areas covered in this course include the role of accounting as an information system and economic resources. Finally, the key differences between U.S. GAAP and International Financial Reporting Standards (IFRS) are covered.

### ACC 302W Intermediate Accounting II - 3 credits

Prerequisites: ACC 301W Intermediate Accounting I. Intermediate accounting II continues the exploration of advanced topics in accounting theory. The major areas covered in this course include the accounting for property, plant and equipment, investments, current liabilities, and shareholders' equity. Preparing the advanced cash flow statement is also explored in this course.

### ACC 303W Fundamentals of Taxation - 3 credits

Prerequisites: ACC 201W Accounting I. This course examines the federal tax structure with an overview of personal and corporate tax requirements. Topics covered in the course include the analysis and preparation of individual tax forms including the 1040 and the most common supporting schedules. In addition, this course utilizes the Internal Revenue Code to illustrate the most common corporate tax forms.

### ACC 305W Managerial/Cost Accounting II - 3 credits

Prerequisites: ACC 205W Managerial/Cost Accounting I. Managerial Accounting will focus on providing information to managers, those inside an organization who direct and control a company's operations. In contrast, financial accounting [Accounting I and II and Intermediate Accounting] is concerned with providing information to stockholders, creditors, and others who are outside an organization. Managerial Accounting provides the essentials that are needed to run organizations. We will reinforce previously learned concepts and consider the same concepts in practical applications. Subjects will include some familiar topics and some unfamiliar topics. The course objective is to look at accounting from the managers' perspective rather than the practicing accountant perspective and to focus on cost, cost analysis, and costing.

### ACC 310W Computer Accounting with QuickBooks - 3 credits

Prerequisite: ACC 201W Accounting I & ACC 202W Accounting II. The Computer Accounting with QuickBooks is designed to help the student understand the QuickBooks program offered by Intuit. Students will learn to manage payroll, inventory, sales, and other needs that are required in a small business organization. The purpose of this course is to teach the student to successfully navigate and use QuickBooks online. Students will be qualified at the completion of this course to take the QuickBooks Pro certification through Intuit.

### ACC 401W Advanced Accounting & Reporting - 3 credits

Prerequisite: ACC 302W Intermediate Accounting II. Advanced Accounting & Reporting presents an in-depth analysis of advanced accounting topics. The course discusses the accounting theory and practice regarding partnerships, non-profit and governmental entities, business combinations and consolidated financial statements, effects of foreign currencies, reporting requirements of business segments, and international accounting standards.

### ACC 402W Auditing I - 3 credits

Prerequisite: ACC 302W Intermediate Accounting II. This course introduces students to the principles, standards, and procedures of a financial statement audit. Topics discussed include professional ethics and legal responsibilities of auditors, the development of a risk-based audit program, accumulating audit evidence, and reporting in accordance with generally accepted auditing standards.

### ACC 403W Auditing II - 3 credits

Prerequisite: ACC 402W Auditing I. This course furthers the students knowledge on the application of auditing principles, standards and procedures. Topics explore the internal audit process and the follow up requirements by an organization after an audit has been complete.

**ACC 405W Nonprofit and Government Accounting - 3 credits**

Prerequisite: ACC 302W Intermediate Accounting II. This course introduces the students to the principles, standards, and procedures of financial statements for governmental and nonprofit organization. Yellow book, A-133 audits, and the IRS 990 are some of the topics which are covered in this course. This course is designed for Accounting majors.

**ACC 410W Nonprofit Financial Management**

Prerequisite: SEM 320W. This course explores financial management in nonprofit organizations with a focus on the budgeting and funding process associated with resource dependent income streams.

**ACC 450W BSA Senior Capstone - 3 credits**

Prerequisite: Completion of 111 Credits in the BSA Program and Required for Graduation. This Senior Capstone course is designed to challenge and further develop a student's synthetic knowledge of accounting. A seminar in approach employing high level critical thinking skills, the course will emphasize discussions, mentoring and research in specific problematic areas of accounting. The student will be guided to complete a final research project with phased project assignments in a cumulative document due at designated times during the course.

**BNK 201W Principles of Banking - 3 credits**

This course provides students with an overview of the history, purpose, and functions of banking. The course focuses on how banks serve the financial needs of individuals, businesses, and government in today's competitive environment. Students will compare financial services offered through traditional banking institutions with other financial intermediaries. Topics will include: Introduction & Evolution of Banking, The Federal Reserve as the Central Bank of the U.S., Deposits, Negotiable Instruments/Payments, Customer Service & Sales, Non-Traditional Bank Products & Services, Lending, Bank Investments & Profitability Management, and Safeguarding Customer Assets.

**BNK 301W Consumer Credit - 3 credits**

Prerequisite: BNK 201W Principles of Banking. The purpose of this course is to present 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. Includes lecture material and related case studies for students to develop fundamental credit skills and sound lending judgment.

**BNK 405W Contemporary Regulatory Issues - 3 credits**

Prerequisite: BNK 201W Principles of Banking. This course is designed to provide a broad understanding of the philosophy, history and context or regulations and regulatory agencies within various industries, including, but not limited to financial services. Students will evaluate and assess the external role of the compliance process, including federal, state, and local regulatory agencies. Students will study the complex regulatory environment that has recently grown in an effort to safeguard the public's personal information and prevent abuse within various industries.

**DMK 205W Digital Marketing - 3 credits**

The field of Digital Marketing has emerged and exploded as everyone and everything goes online. It is a very exciting time for businesses and marketers as they struggle to embrace innovative marketing strategies and new digital technologies in order to engage online customers and audiences. This course is designed to introduce students to emerging trends and demonstrate how businesses may leverage the power of marketing via mobile devices, social networks, graphic design, and the Web. It examines the evolution of marketing from traditional-based platforms to the integration of digital media and platforms. Students are introduced to digital marketing tools, techniques, and strategies used by businesses to reach online audiences and engage followers. Students will also become familiar with the common vernacular and critical considerations needed to apply digital marketing approaches and manage a digital presence.

**DMK 210W Viral Marketing and Digital Presence - 3 credits**

This course investigates the potential impact of viral marketing to expand brand awareness and engender community involvement in defining the service/brand among communities and beyond. A key focus will be on the evolution of viral marketing from grassroots to digitally pervasive tactics. Students will explore the diverse and evolving ways in which social networking sites lend themselves to innovative and influential marketing techniques. Also under examination will be the ethical considerations to identify and examine when planning a viral marketing/advertising campaign.

**DMK 230W Data Analysis, Metrics and Measurement of Digital Marketing - 3 credits**

In this course, students will examine techniques used to measure the impact and effectiveness of digital marketing and advertising practices and strategies. A key focus will be on the type of metrics commonly focused upon in the analysis of marketing approaches. Students will study ways in which online and digital platforms have changed the assessment of marketing strategy. Under investigation will be measurements, such as return on investment, cost-benefit analyses, media reach and response rates, and consumer satisfaction. These measurements will be considered in tandem with a survey of targeted marketing/advertising strategies that are possible with new and emerging social media frameworks.

**DMK 301W Laws, Ethics and Social Responsibility in a Digital Age - 3 credits**

As the digital environment separates marketers from consumers, the necessity to engender trust in this complex environment increases. This course will examine the unique challenges businesses face in an online marketing platform ranging from disclosure to privacy rights. A major focus of this course will be how to consider brand reputation and consumer trust through ethical decision-making. Students will consider the impact of technology, access, and social factors in digital marketing. This course will also examine the laws that govern usage of digital media from both an end- consumer and from a business perspective.

**DMK 305W Digital Advertising - 3 credits**

The nature of advertising is dramatically changing in the evolving digital business framework. In this course, students will gain an overall understanding of the role played by advertising within the marketing strategy. The primary focus of this course will be to study the impact of digitally-based advertising practices on areas, such as: creative strategy; content development; ad placement and frequency; cost analysis; and media partnerships. Students will study what makes an ad campaign effective and how to leverage the Internet and social media to enhance impact and reach.

**DMK 315W Online Content Marketing and Consumer Behavior - 3 credits**

With the transition of marketing to a dynamic, interactive digital environment, content marketing has replaced traditional marketing campaigns as a means to attract and retain customers by consistently creating and curating relevant and valuable content with the intention of changing or enhancing consumer behavior. Students will examine how content and context influence the motivations and buying behavior of consumers. Under consideration will be how the increasingly interactive environment changes the relationship between the consumer and marketer. A key focus of this course will be on how create content and deliver it in a context that can leverages opportunities to influence consumer behavior.

**DMK 330W Targeted Marketing and Social Optimization - 3 credits**

Targeted Marketing and Social Optimization is designed to teach students how they can navigate the complex world of social communications using highly targeted techniques to generate business and gain attention from their audiences.

**DMK 340W Search Engine Optimization - 3 credits**

This course explores how search engine optimization (SEO) is employed as an integral component of digital marketing and advertising strategies. Under investigation will be how these web-searching tools are used to increase web traffic, enhance product/service visibility and leverage a competitive advantage. The class will demonstrate ways to analyze and devise key search strategies and integrate these assets into an overall marketing plan. A key focus will be on how web writing and content development are key factors in devising an effective search engine optimization strategy. Please note: it is recommended that students planning to focus on optimization in their Capstone also take DMK 460W, Social Media Optimization, as an elective choice.

**DMK 401W Fundamentals of Web Design - 3 credits**

This course is designed to instruct students on modern website construction and design. The course will survey techniques and tools for using images and layout to present clean, clear and efficient pages to meet business objectives. Students will review existing literature and websites with an eye towards finding out what works, and what does not. The course will provide a foundation of traditional principles of visual design, digital tools, and techniques compatible with designing sites for online, tablet and mobile platforms.

**DMK 405W Emerging Trends in Digital Marketing - 3 credits**

This course is designed to instruct students on the most current and relevant digital marketing trends.

**DMK 410W Global Strategies in Digital Marketing - 3 credits**

In this course, students will consider the principals of marketing when transitioning from a domestic to an international framework. Students will learn how to assess a global market and international consumers. Under consideration will be cross-cultural communication, global legal considerations, and diverse communication strategies when applied to global markets. This course will also factor in the ways in which social media and digitally based marketing practices intersect with cross-border marketing strategies. Under review will be the types of opportunities and vulnerabilities encountered in global marketing, especially when this dynamic is taken to the pervasive format of digitally based forums.

**DMK 420W Mobile Marketing - 3 credits**

Prerequisite: MKT 210W Principles of Marketing. This course will introduce mobile advertising through emerging mobile platforms. It will explore examples and case studies of how mobile platforms are already being exploited and discuss the potential applications for organizations and the key strategic planning issues. The course will combine topics of B2B and B2C marketing, mobile site design, mobile apps and widgets, and how to apply mobile as a tool to leverage technology and meet business objectives. It will examine trends in Mobile Social Media (Geo-location and Geo-tagging, Mobile Commerce, Mobile Payments and Billing, Social Media Rewards, etc.) and usage trends of platforms and handsets (Apple, Blackberry, Nokia, Google Android, Microsoft Windows Mobile Applications, etc.). In this course students will explore mobile marketing through examining key concepts, case studies and successful applications of mobile campaigns.]

**DMK 428W Digital Marketing, Big Data and Web Analytics - 3 credits**

As Big Data moves into the mainstream, marketers are seeing the opportunity to make the profession more scientific and numbers-driven than ever before. In addition, with measurement at the center of every marketing campaign, marketers have the opportunity to prove the ROI of their programs with unprecedented accuracy. Indeed, we have entered the age of the “data-driven marketer.” Yet, this wealth of data can be overwhelming. Every channel has its own metrics, every demographic group’s behavior can be mined for targeting information. What are the numbers that matter? And what are they really telling us? How can we best leverage Big Data and marketing analytics to optimize results? This course explores the growing role of data in marketing. Taking a two-fold approach, the course will look in-depth at the two primary kinds of data available to marketers: internal (marketing analytics), and external (Big Data). Using real-world examples and practical exercises, the course will allow students to understand the interactions between both kinds of data, and how best to use both to improve marketing outcomes, demonstrate ROI to the C-suite, and create increasingly effective marketing campaigns.

**DMK 450W Digital Marketing Capstone - 3 credits**

Prerequisite: Successful completion of 109 credits in the BSDM program. This Senior Capstone course is designed to challenge and further develop a student’s synthetic knowledge of business and advance and apply that knowledge within the selected BSDM concentration. A seminar in approach employing high level critical thinking skills, the course will emphasize discussions, mentoring, and research in specific problematic areas of business concerns. The student will be guided to complete a final research project with phased project assignments in a cumulative document due at designated times during the course. The final research project will become part of the student’s ePortfolio. Each student will create a website to showcase one’s resume, a video introduction, quality projects completed during the BSDM program, the final capstone project and other materials the student might wish to utilize in a job application process or business position advancement.

**FIN 201W Principles of Financial Services - 3 credits**

Principles of Financial Services is a beginner course providing focus on the history, regulatory environment, competitive pressures and developing trends affecting the industry. This course creates a general understanding of the sub-sector industry players individually (banking, insurance and investment/mutual funds) and evolves to a study of components affecting the industry as a whole today.

**FIN 210W Principles of Investments - 3 credits**

Prerequisites: FIN 201W Principles of Financial Services Strongly Recommended. This course provides an overview of financial investing. You will become acquainted with the basics of stocks, bonds, and exchange traded funds, investment theory, the relationship between risk and return and investment decision making. The goal of the course is to provide you with an understanding of the basics of investment planning and portfolio construction.

**FIN 305W Corporate Finance - 3 credits**

Prerequisites: FIN 201W Principles of Financial Services Strongly Recommended. The primary objective of Corporate Finance is to provide a framework, concepts, and tools for analyzing financial decisions based on fundamental principles of modern financial theory. The approach is rigorous and analytical. Topics covered include discounted cash flow techniques; corporate capital budgeting and valuation; investment decisions under uncertainty; capital asset pricing; options and market efficiency. The course will analyze corporate financial policy, including capital structure, cost of capital, dividend policy, and related issues. The course also covers the operating and financial leverage, sustainable growth, and financial health of a firm.

**FIN 401W Investment Management - 3 credits**

Prerequisites: FIN 201W Principles of Financial Services Strongly Recommended. This course provides an overview of financial investing. The student will become acquainted with the basics of stocks, bonds, and exchange traded funds, investment theory, the relationship between risk and return and investment decision making. The goal of the course is to provide an understanding of the basics of investment planning and trading as well as portfolio construction.

**FLS 101W Financial Literacy - 3 credits**

This course presents key aspects of financial literacy necessary for lifelong success. A practical approach is followed. Topics covered include: the impact of credit on personal finances and employment opportunities, identifying and avoiding financial fraud, the importance of financial decision making, the impact of income taxes, the use of insurance as a risk management tool, retirement planning, and determining whether or not to file personal bankruptcy.

**HCA 101W Medical Terminology - 3 credits**

This course offers students engagement and interaction with the dynamic language of Healthcare. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in Healthcare including healthcare industry terminology, healthcare delivery systems terminology and body systems – clinical terminology.

**HCA 102W Medical Personability - 3 credits**

Medical Personability builds essential soft skills needed by the medical certificate or degree-seeking student. These non-cognitive skills are critical to the success of working in healthcare as a result of the demand for increased focus on patient satisfaction, the movement to coordinated care models, as well as the number of patient touches the front-line caregiver expresses. By leading the student through a unique classroom process that allows for demonstration of knowledge through interactive engagement, learning and assessment are observed and evaluated through virtual simulation.

**HCA 150W Essentials of Healthcare in the U.S. - 3 credits**

Prerequisite: HCA 101W. This course will give students an overview of the current U.S. healthcare delivery system and its associated costs. It will enable students to accurately define insurance terms and abbreviations and introduces students to the functions and procedures of health insurance programs. The course will familiarize students with requirements, rules, regulations, and laws pertaining to various insurance programs.

**HCA 210W Medical Law & Ethics - 3 credits**

Prerequisite: HCA 101W. This course includes an overview of medical law and ethics including types of licenses, medical education, and professional conduct. It also includes orientation of the requirements regarding the Health Insurance Portability and Accountability Act (HIPAA) and the guidelines of OSHA (Occupational Safety and Health Administration) which are mandatory in the medical field.

**HCA 300W Foundations of Healthcare Law - 3 credits**

Prerequisite: HCA 210W. This course examines state and federal laws related to the U.S. healthcare system. Topics include an overview of the legal system, tort law, criminal and fraud issues, contracts and antitrust, medical staff legal implications, information management, and reporting and patient's rights.

**HCA 305W Organization and Management in Healthcare - 3 credits**

Prerequisite: HCA 101W. This course focuses on acquainting the student with the concepts of behavioral sciences within health services organizations including managing organizational behavior for quality and results, diversity, organizational communication, behavior modification, leadership, occupational stress, structure, and learning organizations.

**HCA 310W Introduction to Public and Community Health - 3 credits**

Prerequisite: HCA 101W. This course offers and introduction into the public health's historical contributions, ethical bases, system organization and the social, behavioral, environmental, and biological factors that contribute to individual and community health problems.

**HCA 315W Fundamentals of Electronic Health Records - 3 credits**

Prerequisite: MED 200W. This course will introduce the Integrated Electronic Health Records and allow students to apply their knowledge through simulations.

**HCA 320W Marketing for Healthcare - 3 credits**

Prerequisite: HCA 101W. This course explores key marketing concepts that the healthcare leader needs to understand to plan and implement an effective marketing strategy. The concepts explored include the marketing process, needs assessment, developing marketing campaigns and evaluating the efficacy of marketing efforts.

**HCA 400W Financial Management for Healthcare - 3 credits**

Prerequisite: ACC 202W. This course provides an overview of the two main areas of Healthcare Finance, accounting, and financial management. Topics explored include the healthcare financial environment, financial accounting principles, managerial accounting principles, financial management, long-term financing, and capital investments.

**HCA 405W Introduction to Long-Term Care - 3 credits**

Prerequisite: HCA 101W. This course explores the various long-term care services available in the U.S. Topics include access, financing, combinations of housing and services for disabled adults, and the challenges of providing a range of quality long-term options.

**HCA 410W Organization and Management in Healthcare - 3 credits**

Prerequisite: HCA 101W. This course examines the complex and intricate nature of the U.S. healthcare system and its implications for healthcare organizations and the populations served. Topics include the organization of healthcare, access to care and disparities, quality of care, funding, healthcare reform and impact for strategic planning for healthcare organizations.

**HCA 450W Healthcare Administration Capstone - 3 credits**

Prerequisite: Successful completion of all HCA/MED courses in the program. The capstone course is the culminating experience for the Bachelor of Science in Healthcare Administration. The capstone course provides students with the opportunity to integrate and synthesize the knowledge, skills, and attitudes acquired throughout their course work in an original comprehensive project, and to assess their level of mastery of the stated program outcomes of their degree program in Healthcare Administration.

**HRM 210W Introduction to Recruitment & Selection - 3 credits**

In this course, students explore the recruitment and selection function of human resources management. This exploration includes an overview of the strategic staffing process and as well as the methods, technologies, and systems used to identify, attract, select, and onboard employees.

**HRM 220W Introduction to Employee Relations - 3 credits**

In this course, students explore the varied topics that fall under the broad term "employee relations." Topics include the nature of the employment relationship, employee assessment and performance management, labor relations, organizational communication, employee retention, and engagement.

**HRM 230W Introduction to Compensation and Benefits - 3 credits**

In this course, students receive a broad overview of the two key components to total rewards - health and welfare benefits and compensation practices. As a final deliverable, students will design a comprehensive compensation system and benefits plan for an organization.

**HRM 250W Effective Workplace Training and Development - 3 credits**

In this course, students explore the entire training and development function. This exploration includes the common training process and design models as well as the tools, technologies, and resources used in a variety of training methods. Students participate in discussions and complete projects and activities that support each phase of the training and development process. Students also examine potential organizational issues that may arise at different phases in the training and development process.

**INB 301W International Business Law and Ethics - 3 credits**

This course offers an in-depth discussion of international business organizations and transactions in the global political, social, and legal environment. There will be a study of the various relationships among the legal systems and ethical values of different countries and the individuals and business organizations of those countries. Topics include the policies and procedures of multinational corporations, international contracts, regulation of exports and imports, cross-border intellectual property issues, regional transactions, product liability issues, and enforcement-related issues.

**INB 305W International Business and Trade - 3 credits**

This course provides a thorough examination of the patterns, terms and causes of trade; the sources of gains from trade and commercial policy; and the domestic and international distribution of those gains. This course also discusses the political, economic, and social causes of trade policies and the theories behind trade and growth. Students will explore the instruments and consequences of trade policies, namely, tariffs and quantitative restrictions, and their modern manifestation in the form of anti-dumping and safeguard measures.

**INB 310W Global Marketing - 3 credits**

This course explores the impact of economic, cultural, political, legal, and other environmental influences on international marketing. Within this context, we will discuss how to identify and analyze global marketing opportunities and examine product, pricing, distribution, and promotion strategies. This marketing course is structured to provide ample opportunity for interaction among students and between students and the instructor with respect to discussing key issues in global marketing.

**INB 320W International Supply Chain and Logistics Management - 3 credits**

This course provides a comprehensive overview of the transportation, logistics, operations, and strategy associated with international trade and commerce. The course focuses on the following; supply chain management, infrastructure analysis, network design, warehousing operations, inventory management, foreign market entry modes, international trade contracts, payments, insurance, multi-modal transportation, packaging, customs, and most importantly security.

**INB 401W International Negotiations and Culture - 3 credits**

This course acknowledges the critical nature of culture in the negotiations process by describing the theories; processes, and actions associated with global communication and negotiations. The course incorporates cultural norms, values, and idiosyncrasies that impact the negotiations process. Students gain a global perspective of negotiations and develop strategies to effectively lead a negotiation team or project.

**INB 405W International Finance - 3 credits**

Prerequisite: FIN 305W Corporate Finance. International Finance will introduce students to global financial markets and operations of multinational firms. Topics to be discussed will include foreign exchange markets, international financial markets, international banking, international trade tariff and quotas, Euromarkets, and investment decisions in the global marketplace.

**INB 410W International Economics - 3 credits**

Prerequisite: ECO 201W or equivalent. This course explores the basics of international economics, including the effects of international economic policies on global welfare and the fundamentals of global trade and finance. This course discusses modern international economic theories and practices, comparative advantage, free trade, protectionism, and international finance. Organizations whose roles and responsibilities are covered in this course include the World Trade Organization (WTO), the International Monetary Fund (IMF) and the World Bank. There is also discussion of international trade agreements, including the North American Free Trade Agreement (NAFTA) and other agreements. Students will learn the various ways in which theories, organizations, and agreements affect long and short-term business decision-making policies and practices.

**INB 420W Global Politics and Organizations - 3 credits**

Prerequisite: INB 305W International Business and Trade. Political and economic integration provides the laws, policies, and frameworks for international alliances, conventions, and trade. This course provides an overview of the history, theories, and structures of international politics and the global organizations that aid governments in working together to build social responsibility, sustainability, and economic prosperity while increasing human rights and environmental viability.

**INB 450W Global Strategic Management - 3 credits**

Prerequisite: Successful completion of 109 credits in the BSIB program. The course is designed to integrate coursework, knowledge, critical thinking skills, and applications of learning to enable the student to demonstrate a broad mastery of learning across the BSIB curriculum. The course is designed to synthesize the student's area of concentration within the BSIB program. A seminar in approach, the course places emphasis on discussions, mentoring, and substantive research methodologies. Students will be guided to the completion of a major research project and a comprehensive e-Portfolio within their concentration with assignments incrementally completed throughout the course.

**MED 150W Introduction to Medical Coding - 3 credits**

Prerequisite: HCA 101W Medical Terminology. This course introduces the concepts and methods of medical coding which provide the foundation for medical billing and reimbursement and the revenue cycle, in the United States healthcare system. Definition, correct use, and application of the International Classification of Diseases Clinical Modification (ICD-10-CM), Current Procedural Terminology (CPT), and Healthcare Common Procedure Coding System (HCPCS) will be identified and practiced. The relationship between coding and the Electronic Health Record as well as the protection of a patients' Protected Health Information (PHI) will be identified. Active involvement through readings, lectures, discussion, multimedia, learning activities/assignments is required of each student.

**MED 155W Diagnosis Coding: ICD-10-CM - 3 credits**

Prerequisite: MED 150W Introduction to Medical Coding. This course covers the principles and guidelines for using the ICD-10 CM code set and the concept of clinical vocabularies and classifications systems of diagnosis coding. Focused instruction for interpretation of health record documentation for proper assignment of diagnosis codes will be emphasized and put into practice as well as the understanding of ICD-10 CM diagnosis in relation to inpatient and outpatient settings.

**MED 160W Medical Office Procedures - 3 credits**

Prerequisite: HCA 101W Medical Terminology. Medical Office Procedures will provide those interested in setting up a medical office or who want to learn how to manage a medical office more efficiently with the basics and specialized concerns that face medical offices today. Students will also experience some of the principles of leadership and the importance of team building in a healthcare environment.

**MED 165W Procedure Coding: ICD-10-CM - 3 credits**

Prerequisite: MED 155W Diagnosis Coding. This course covers the principles and guidelines for using the ICD-10-PCS code set and the concept of clinical vocabularies and classifications systems of procedure coding. Focused instruction for interpretation of health record documentation for proper assignment of procedure codes will be emphasized and put into practice as well as the understanding of ICD-10-PCS procedure in relation to inpatient and outpatient settings.

**MED 175W CPT Ambulatory Procedures Coding - 3 credits**

Prerequisite: MED 165W Procedure Coding. This course covers the principles and guidelines for using the ICD-10 CM code set and the concept of clinical vocabularies and classifications systems of procedure coding. Focused instruction for interpretation of health record documentation for proper assignment of ambulatory procedure codes will be emphasized and put into practice as well as the understanding of ICD-10 CM procedure in relation to inpatient and outpatient settings.

**MED 180W Medical Billing and Reimbursement - 3 credits**

Prerequisite: MED 160W Medical Office Procedures. This course advances students into the world of billing and collections, as well as reimbursement processes such as audits and claims appeals. Emphasis is placed on understanding the varying payer sources that patients utilize, proper billing techniques, general claims management, and overall reimbursement life cycle. This course is designed for the Medical Office Administration Student.

**MED 184W Medical Insurance Procedures - 3 credits**

Originally intended to protect against large financial losses, health insurance in the United States has expanded over the last 80 years to take on a more profound social role. This course will give students an introduction to the concept and history of health insurance in the United States. It will explain basic health insurance principles and terminology, and discuss various systems of public and private insurance. A full range of health insurance issues will be discussed, including what is covered and how health insurance works for all segments of the population. The course concludes with a broad discussion on health insurance from the perspective of the consumers and healthcare providers, as well as comparisons with healthcare funding in other countries.

**MED 200W Electronic Health Information Systems - 3 credits**

Prerequisite: HCA 101W Medical Terminology. This course provides an overview of information management and information technology for healthcare administrators. Attention is paid to the content and function of the electronic health record (EHR).

**MED 215W Practical Medical Billing and Reimbursement Procedures - 3 credits**

Prerequisite: MED 175W CPT Ambulatory Procedure Coding. This course provides students with a practical application of the steps following medical coding. It is designed for the student who has completed the three medical coding classes.

**MGM 201W Principles of Management - 3 credits**

This course investigates the way that managers perform their duties in an organization relying on the dynamic processes of strategic planning, business development, budgeting, and operations to move their organizations forward and achieve results. The concepts and skills needed to manage effectively under constantly changing conditions are identified. The course will review a manager's skill at influencing the direction and functioning of an organization and will develop students' appreciation of these management activities and their links to employee performance. Active involvement through lectures, discussion, videos, case studies, and group exercises is required of each student.

**MGM 210W Quality Customer Service - 3 credits**

Prerequisite: MGM 201W Principles of Management. This course introduces the student to the theory, concepts, and methodologies that contribute to quality customer service. Emphasis is on behavioral, technological and management of service criteria to deliver quality, inter-industry service in the global business environment.



**MGM 215W Leadership and Management - 3 credits**

Prerequisite: MGM 201W Principles of Management. This course is designed for students to compare and contrast management and leadership; examine five fundamental practices of exemplary leadership and discover a natural approach to leadership that works for them. Students will develop a personal action plan based on their strengths and explore techniques to develop leadership skills in others. Benefit from an enriching combination of lectures, learning assessment exercises, small-group interaction, and case studies.

**MGM 225W Human Resources - 3 credits**

Prerequisites: MGM 201W Principles of Management. This is an introductory course intended to provide the student with a comprehensive overview of the major Human Resources functions that are typically found in organizational settings. Topics covered include Strategic HR Planning, Benefits & Compensation, Recruitment & Selection, Employee & Labor Relations, and Training & Development. The course draws upon both current Human Resource practices and relevant research.

**MGM 250W Business Ethics - 3 credits**

Prerequisite: MGM 201W Principles of Management. The purpose of this course is to develop critical thinking and reasoning about moral issues of business. In addition to a study of public issues such as mergers, management versus stockholders' interests, the changing nature of stockholders, you will explore typical ethical dilemmas that confront investors, managers, analysts, brokers, and others involved in the business marketplace. This course emphasizes the ethical dimensions of employees who work within organizations. Case analysis, research and group discussion of current events will be used.

**MGM 255W Business Law - 3 credits**

Prerequisite: MGM 201W Principles of Management. This course covers various key facets of business law. Through readings, lectures, discussion board assignments, and written assignments, students will explore different aspects of laws affecting businesses today. Students will develop a basic understanding of the importance of such diverse areas of business law as different types of business entities, the roles of directors and officers, the rights of shareholders, mergers and acquisitions and the dissolution and liquidation of a business. In addition, students will develop the skills of identifying potential legal issues with businesses that may arise during the course of the business day.

**MGM 301W Research Methods - 3 credits**

Prerequisite: MGM 201W Principles of Management. This course presents the student with a broad overview of research with a focus on collecting, analyzing and presenting research findings. Further, the student will gain an appreciation of being able to recognize valid data in a business or social setting. Students prepare a proposal for a research project in a group setting.

**MGM 305W Organizational Behavior - 3 credits**

Prerequisite: MGM 201W Principles of Management. This course introduces the student to the contemporary principles of organizational behavior. Emphasis is on the importance of human dynamics in modern organizations. The course covers individual behavior, group processes, and organizational dynamics from both the management and employee perspectives.

**MGM 401 Operations Management - 3 credits**

Prerequisite: MGM201 Principles of Management. This course presents an overview of operations management from the service and manufacturing industry perspectives. The origins of this function as well as the methodologies used by an operations manager will be discussed. The student will be introduced to factors such as planning, quality, supply chains, recall issues, process improvements, and sustainability. The function of project management will also be applied to case studies as it relates to operations.

**MGM 410W ..Strategic Management & Decision Making - 3 credits**

Prerequisite: MGM 201W Principles of Management. This course looks at management decisions and actions that determine long term performance for the corporation. The study of business strategy examines a variety of analysis and decision-making applications including environmental scanning (internal and external), strategy formulation, implementation, and evaluation. The course also looks at the strengths and weaknesses that effect strategy development.

**MGM 415W International Business Management - 3 credits**

Prerequisite: MGM 201W Principles of Management. Conducting business outside the United States involves a unique set of challenges. Diverse cultures, laws, languages, and currencies add to the complexities of putting together and managing international business ventures. This course will help you prepare for these types of activities by exploring a number of questions that focus on various aspects of international business.

**MGM 450W BSBA Senior Capstone - 3 credits**

Prerequisite: MGM 201W Principles of Management; Completion of 109 Credits in the BSBA Program and Required for Graduation. This Senior Capstone course is designed to challenge and further develop a student's synthetic knowledge of business and advance and apply that knowledge within the selected BSBA concentration. A seminar in approach employing high level critical thinking skills, the course will emphasize discussions, mentoring and research in specific problematic areas of business concerns. The student will be guided to complete a final research project with phased project assignments in a cumulative document due at designated times during the course. The final research project will become part of the student's ePortfolio. Each student will create a website to showcase one's resume, a video introduction, quality projects completed during the BSBA program, the final capstone project and other materials the student might wish to utilize in a job application process or business position advancement.

**MIS 205W Management Information Systems - 3 credits**

Prerequisite: MGM 201W Principles of Management. This course introduces various information and communications technologies and explains how information systems are used to solve problems and make better business decisions.

**MIS 225W Information Systems Today - 3 credits**

This course provides students with the information about how information technology and systems are continuing to expand within all aspects of today's organizations and society. This course serves as a basic reference for business professionals who need to know about information systems. Topics include database management, telecommunications, electronic commerce, information system ethics, and security.

**MIS 301W Decision Support and Business Analytics - 3 credits**

This course examines the growth of computer-based decisions support in the modern enterprise. Decision support systems are becoming computer and web-based, and the field, as well as the field of business intelligence, is evolving from being primarily a manager-support tool to becoming a shared commodity across organizations.

**MKT 210W Principles of Marketing - 3 credits**

This course focuses on how to collect, analyze, and use primary and secondary data in order to make more effective marketing decisions. Traditional marketing resources are introduced as well as up-to-date techniques for collecting primary data. Students will analyze information and make recommendations pertinent to the marketing plan.

**MKT 215W Customer Relationship Marketing - 3 credits**

Prerequisite: MKT 210W Principles of Marketing Strongly Recommended. Successful marketing does not stop with the first sale. This course stresses the importance of turning customers into repeat buyers and users. Customer Relations Marketing is a mixture of brand marketing, creative communication, technology, and research. The course involves the student in methods of how to build relationships with customers and maintain them over a period of time. It is an essential part of the marketing plan and must be viewed in the context of integrated marketing communications. How to develop and implement the process will be the foundation of the course.

**MKT 230W Principles of Public Relations - 3 credits**

Prerequisite: None; MKT 210W Principles of Marketing Strongly Recommended. This class is designed to provide a basic overview of how to plan and carry out a multi-faceted public relations program. It offers practical experience in identifying publics and messages; developing and producing a broad variety of PR tools; understanding and working with the news media; and working with other professionals in graphics, photography, video, and printing. Students work as teams with organization of their choice throughout the semester, researching its policies, practices, needs, and using them as the basis of a series of team assignments.

**MKT 301W Marketing Research - 3 credits**

Prerequisite: MKT 210W Principles of Marketing Strongly Recommended. This course focuses on how to collect, analyze, and use primary and secondary data in order to make more effective marketing decisions. Traditional marketing research resources are introduced as well as up-to-date techniques for collecting primary data. Students will analyze information and make recommendations pertinent to the marketing plan. This course follows up on a lot of the areas covered in Research Methods but focuses entirely on marketing situations.

**MKT 305W Consumer Behavior - 3 credits**

Prerequisite: MKT 210W Principles of Marketing Strongly Recommended. In this course, students will develop an understanding of consumer behavior in order to develop strategies by analyzing buying behavior data through the use of psychology, economic and other social science theories to segment customers. Emphasis is on the impact of the influences on buying behavior through; need recognition, information search, evaluation of alternatives, purchasing decision and post purchase behavior. Students prepare advertising and marketing strategies for a new product launch.

**PJM 210W Introduction to Project Management - 3 credits**

Prerequisite: MKT 210W Principles of Marketing Strongly Recommended. This course explores both the theory and the practice necessary to successfully understand and manage projects. Students will learn the terminology, processes, and key concepts that are essential to effective project management. They will explore the five stages of a project's life cycle, and examine important project elements—such as integration management, scheduling, costing, quality, control, risk management, procurement, and stakeholder engagement—that must be monitored, evaluated, and executed throughout a project.

**QSM 210W Quality Systems Management - 3 credits**

Product and service quality is a key competitive element in today's global economy. Whether an organization is public, private, for profit, or not for profit, quality management tools and techniques are a necessity. QSM 210 provides an introduction to quality principles, quality management systems, and the latest in product and process improvement tools and techniques. This course also introduces Lean Thinking and the Six Sigma DMAIC (Define, Measure, Analyze, Improve, and Control) process improvement methodology.

**QSM 325W Introduction to Quality Strategic Planning - 3 credits**

Strategic planning sets the direction of the organization for long-term survival and prosperity. QSM 325W emphasizes the Hoshin method of strategic planning, a technique that treats strategic planning as a "system" that involves the development of plans with linkage to the organization's mission. Students learn how first level and lower level strategies are developed and deployed. A key emphasis of QSM 325W is the use of Hoshin tools in strategy development, review, and feedback. Students will utilize tools to analyze the present state and voice of the customer and ensure the alignment of projects with organizational goals and objectives.

**QSM 345W Performance Based Management and Benchmarking - 3 credits**

This course examines performance-based management and benchmarking in the context of quality systems management. Students learn about various types of performance measures and performance measurement systems; the Malcolm Baldrige National Quality Award as a framework for evaluating and acknowledging quality-management and performance excellence; and the collection, analysis, and presentation of performance and benchmarking data. This course will also provide an overview of the concepts of benchmarking as both a performance measure and a means of identifying opportunities for continuous process improvement.

**QSM 408W Special Topics in Quality Management - 3 credits**

Prerequisite: QSM 210W Quality Systems Management. QSM408 is an in-depth study of Lean and Six Sigma. Lean thinking and application to the workplace is emphasized. The foundations of Six Sigma will be studied, including its statistical basis. QSM 408W students will focus on the Six Sigma DMAIC five-phased methodology for process improvement and apply graphical and statistical tools that support Lean and DMAIC methods. From problem identification, project selection and team formation through to implementation of change, students will gain hands on expertise in problem solving and process improvement using DMAIC. QSM 408W will prepare students for their Bachelor's Capstone Project and for optionally taking the Green Belt Lean Six Sigma Certification exam.

**QSM 475W Introduction to Financial Systems Management - 3 credits**

The purpose of this course is to enable students to understand basic financial concepts and the correlations that exist between Finance and Quality Management. Through the course material, students will also gain insight into the importance of a company's financial statements such as the balance sheet, income statement and the use financial indicators. Additional topics include quality cost systems, root cause analysis and the application of these concept. Students will gain insight into the basic concepts of finance and develop a comprehension and practical understanding of the critical role of finance in operations, process improvement and quality analysis.

**QSM 480W Quality Management Capstone 1 - 4 credits**

QSM 480W is an eight-week Capstone project course where each student secures a process or product improvement project. QSM480, and its follow-on course (QSM485) will help students utilize Lean Six Sigma (LSS) tools and techniques to effect real change in a workplace. In a previous course, QSM408, students learned about LSS and practiced with some of the tools and techniques. In QSM480 students will apply these tools and techniques to their own process improvement project.

**SEM 205W Social Enterprise Management - 3 credits**

This course will explore the "Social Enterprise" which is a business whose primary purpose is the common good. Social Enterprises use strategies, methods, and disciplines of business and the power of the free marketplace to advance their social, environmental and human justice agendas. Their mission statement addresses a social need and common good either through the sale of products/services or by employing a disadvantaged workforce. Through readings, lectures, discussions, and case study students will be introduced the social enterprise and learn the similarities and differences between a social enterprise and other forms of business. This course will demonstrate to students how many existing social enterprises have succeeded in applying business strategies to build, manage and sustain social enterprise. Students will be encouraged to develop their own Social Enterprise business idea.

**SEM 210W Entrepreneurship and Small Business Management - 3 credits**

This course examines the characteristics and nature of entrepreneurship and the nuances of growing a small business. Topic covered include: personal analysis of entrepreneurs, the generation of entrepreneurial ideas, market identification, the development of a business plan, accounting methods, nonprofit and social business sustainability. Also discussed are the legal and tax implications of ownership forms together with personnel and staffing requirements. Capital requirements, financial management, marketing plans, and internal management control systems are considered in relation to the strategic focus of the enterprise.

**SEM 310W Governance, Ethics & Compliance for the Social Enterprise - 3 credits**

This course aims are to provide students with a basic understanding of corporate governance as a term and as a practice involving relations between a firm's executive leadership, its governing board, and its stakeholders including shareholders and others who have an interest in the oversight of the entity. The course explores various governance models practiced in the US including both for-profit and non-profit and looks at the role and responsibilities of each of the parties in these relationships both as set down in the legal code and as suggested by current best practice. The role of various board committees will also be discussed along with their relationships with the regulatory agencies such as the SEC. A fundamental part of the course is a discussion of the 'purpose of a corporation' and of the various perspectives held by prominent thought leaders in the US on this subject. The course will also look at changes made in board practices following the Sarbanes Oxley legislation in 2002 and at recent trends in corporate governance.

**SEM 320W Grant Writing and Funding - 3 credits**

This course provides a background and template for the social entrepreneur to develop funding sources beyond the "GoFundMe" level of revenue development. Grant Writing involves particular protocols and begins with research of specific funding interests among corporations, institutions and the government. This course explores those avenues and the proper step by step approaches for each.

**SEM 350W Nonprofit PR - 3 credits**

Prerequisite SEM 205W. Public relations provides a largely free framework for a social enterprise to communicate with its donors and potential donors. This course explores how a non-profit or worthy enterprise can capitalize on the right message in the right channel to effectively accomplish communication goals by evaluating free, owned and paid media as alternatives. Detailed steps in a professional PR plan are outlined and examined.

**SEM 360W Nonprofit Marketing - 3 credits**

Prerequisite SEM 205W. Effective marketing planning is at the heart of any successful enterprise, particularly where there are limited funds. The basic principles of marketing for both for profit and for non-profit are compared to stimulate new thinking in the positioning of the social enterprise in terms of the 4 Ps of marketing (product, place, price and promotion). Students prepare a marketing plan for their chosen enterprise.

**SEM 405W Nonprofit Organizational Management - 3 credits**

This course investigates the way that managers in non-profit and enterprise organizations accomplish tasks relying on the dynamic processes of strategic planning, business development, budgeting, and operations to move their organizations forward and achieve results. The concepts and skills needed to manage effectively in a non-profit, often volunteer situation are identified. The course will review a manager in a social enterprise has to share a vision and mission to accomplish goals.

**SEM 410W Case Histories in a Social Enterprise - 3 credits**

This course examines actual cases where the public good or a particular cause is/was served via the corporate level. The course examines what a range of companies did to achieve success in social enterprise and what lessons were learned. Examples will include companies that operate in corporate social responsibility, conscious capitalism, B corporations, benefit corporations and non-profits. Students will conduct independent research on companies and synthesize findings leading to success.

### **SEM 420W Equality, Diversity & Inclusion in Management - 3 credits**

This course examines the personal, social and political aspects of diversity, equity and inclusion in all areas but with emphasis on the workplace. The course looks at factors that have affected the focus on DEI, its effect on quality of life and productivity and ways of moving forward in a highly divided society.

### **SEM 430W Strategy, Mission & Governance for the Social Enterprise - 3 credits**

This course explores the relationship between firm strategy and external environmental factors such as societal norms, governance frameworks, consumer expectations, and supra-national guidelines. Specifically, the course introduces students to the concept of 'corporate social responsibility' (hereafter CSR) along with firm strategies, governance mechanisms, and implementation approaches that explicitly integrate CSR concerns. Labeled as 'win-win' strategies, these approaches treat the externalities of economic activity, such as environmental damage or social displacement, not as costs to the firm, but as opportunities for cooperation and development. They also represent examples of how corporations can contribute to addressing some of the world's more pressing problems through partnership and innovation.

### **SEM 450W SEM Capstone - 3 credits**

Prerequisite: Successful completion of 109 credits in the BSSEM program. The course is designed to integrate coursework, knowledge, critical thinking skills and applications of learning to enable the student to demonstrate a broad mastery of learning across the BSSEM curriculum. The course is designed to synthesize the student's area of concentration within the BSSEM program. A seminar in approach, the course places emphasis on discussions, mentoring, and substantive research methodologies. Students will be guided to the completion of a major research project and a comprehensive e-Portfolio within their concentration with assignments incrementally completed throughout the course.

## **Graduate Prerequisite Courses**

*These courses run in the 5-week graduate sessions and are for students entering a Graduate program. Students have a maximum of 12 consecutive months to complete any required prerequisite course(s), with a minimum grade of B (3.0).*

### **GMG 201W Principles of Management - 3 credits**

Prerequisite: Conditional Acceptance into a graduate program. This course investigates the way that managers get things done in an organization relying on the dynamic processes of strategic planning, business development, budgeting, and operations to move their organizations forward and achieve results. The concepts and skills needed to manage effectively under constantly changing conditions are identified. The course will review a manager's skill at influencing the direction and functioning of an organization and will develop students' appreciation of these management activities and their links to employee performance. Active involvement through lectures, discussion, videos, case studies, and group exercises is required of each student.

### **GAC 201W Financial Accounting - 3 credits**

Prerequisite: Conditional Acceptance into a graduate program. This course enables students to develop a basic understanding of fundamental accounting concepts and practices. The course focuses on basic accounting concepts and techniques needed to interpret and use financial information in managing and analyzing business operations.

### **GEC 205W Survey of Economics - 3 credits**

Prerequisite: Conditional Acceptance into a graduate program. This course emphasizes fundamentals in understanding both micro and macroeconomics. This survey course provides students with a general overview of the fundamental concepts and theories related to economics. Students will learn a balanced perspective on microeconomics and macroeconomics. The course explores and analyzes the role of households, firms, and government, especially our own, in relation to economic theory. Students will learn to apply theoretical concepts from an economic viewpoint against issues and challenges of today relating to economic principles and elements of business decision making from an economic viewpoint.

### **GFI 305W Corporate Finance - 3 credits**

Prerequisite: Conditional Acceptance into a graduate program. The primary objective of Corporate Finance is to provide a framework, concepts, and tools for analyzing financial decisions based on fundamental principles of modern financial theory. The approach is rigorous and analytical. Topics covered include discounted cash flow techniques; corporate capital budgeting and valuation; investment decisions under uncertainty; capital asset pricing; options and market efficiency. The course will analyze corporate financial policy, including capital structure, cost of capital, dividend policy, and related issues. The course also covers the operating and financial leverage, sustainable growth, and financial health of a firm.

### **GMA 305W Statistics - 3 credits**

Prerequisite: Conditional Acceptance into a graduate program. To provide a basic knowledge of statistics methodology: concerned with data collection, analysis, and interpretation. This course introduces fundamental concepts of statistical measures and distributions and regression-correlation analysis.



MBA

# Master of Business Administration

• CIP 520201 • 36 credits

## Program Description

The Master of Business Administration (MBA) is a 12-course, 36-credit program that is designed to provide students with a strong foundation of academic study achieved within an accelerated period of time.

The intent of the MBA program is to meet the needs of middle and senior level managers who want to improve their professional skills via a high quality, affordable, online MBA with a specific focus on strategic thinking and management. The MBA program may also be of interest to consultants and professionals looking to advance into upper-level administrative positions in a variety of fields.

## Program Outcomes

- Form and implement effective strategic plans in the context of global, political, social and technological environments.
- Collaboratively lead diverse teams in changing work environments.
- Effectively use research and analyze data to solve unstructured business problems.
- Integrate theoretical perspectives and apply a conceptual understanding of relevant business disciplines to new, existing, and unforeseen situations.
- Use technology to effectively communicate and present data, ideas, and concepts.

## Instructional Delivery

The MBA is a fully online program. With the exception of the Capstone course, delivered in a seminar format, all MBA courses are five weeks in length, and there are eight sessions each year. The Capstone course is six weeks in length. The MBA can be completed in approximately 18 months. The program is designed for students to take one course per five-week session, which is equivalent to three courses in a traditional 15-week semester.

**Program chair:** Joseph Miglio, Ed.D.

- joseph.miglio@cambridgecollege.edu

## General Prerequisites ..... 12 credits

Students are conditionally accepted into the Master of Business Administration program until the following four undergraduate business courses are completed:

- GAC 201W Financial Accounting
- GEC 205W Survey of Economics
- GMG 201W Principles of Management
- GMA 305W Statistics

These prerequisite courses may be waived based on undergraduate coursework. A grade of B (3.0) must be obtained in each prerequisite course.

Each prerequisite course may be repeated once in the event the student does not complete it with the minimum grade the first time.

## Core Curriculum ..... 24 credits

- MBA 501W Strategic Leadership & Management
- MBA 502W Applied Quantitative Methods for Business
- MBA 505W Managerial Accounting
- MBA 515W Technology & Analytics for Managers:  
A Strategic Approach
- MBA 520W Strategic Marketing Management
- MBA 525W Managerial Economics
- MBA 535W Operations Management & Supply Chain Management
- MSF 505W Managerial Finance

## MBA Capstone ..... 3 credits

- MBA 545W Capstone: Strategic Planning & Decision Making  
(this course is six weeks in length)

## Concentrations ..... 9 credits

Three courses from a specific area of study.

**Continued**

(All courses @ 3 credits except as noted.)



MBA

Continued

# Master of Business Administration

## MBA Concentrations .....9 credits

### General Management

Choose three:

- HRM 501W Strategic Human Resource Management
- MBA 541W International Business & Global Strategy
- MBA 530W Legal & Ethical Dimensions of Strategic Management
- PJM 505W Project Management I

### Finance

Choose three:

- MSF 500W Financial Markets\*
- MSF 510W Investment Management
- MSF 540W International Finance
- MSF 545W Financial Modeling
- MSF 550W Financial Derivatives
- MSF 570W Financial Ethics and Compliance

### Business Ethics & Compliance

Choose three:

- MBE 501W Regulations & Regulators\*
- MBE 510W Governance, Ethics & Compliance
- MBE 515W Enterprise Risk Management
- MBE 540W Corporations & Compliance: Case Studies
- MBE 560W The Culture of Ethics

### Global Finance Trading

- MSF 547W Global Currency Management
- MSF 557W Financial Trading and Management
- MSF 560W Trading Psychology and Risk Management

### Healthcare Management

- MHM 501W Evolving Healthcare Systems
- MHM 505W Healthcare Law & Policy
- MHM 565W Risk & Regulatory Compliance

### Human Resources Management

Choose three:

- HRM 501W Strategic Human Resource Management\*
- HRM 520W Recruitment & Selection for Organizational Excellence
- HRM 540W Talent Management & Development
- HRM 550W Employee & Labor Relations

### International Management

Choose three:

- MBA 541W International Business & Global Strategy\*
- MSF 540W International Finance
- MBE 565W International Business Ethics & Compliance
- HRM 570W Global Human Resources Management

### Risk Management & Insurance

- MSF 500W Financial Markets
- MSF 580W Insurance & Risk Management
- MBE 515W Enterprise Risk Management

### Quality Systems Management

Choose three:

- QSM 525W Quality Systems and Strategic Planning\*
- QSM 543W Business Process Analysis
- QSM 545W Supply Chain Management
- QSM 565W Performance Based Management & Benchmarking

\*Indicates the first course is required in the concentration. Students must take this course prior to selecting the additional two courses.

(All courses @ 3 credits except as noted.)



Master of Science

# Master of Science in Accounting

• CIP 520305 • 30 credits

## Program Description

The Master of Science in Accounting (MACC) is a 10 course, 30-credit program that is designed to provide students with a robust foundation of academic study in accounting within an accelerated period of time.

The MACC program is a professional master's degree designed to provide a mature understanding of accepted practices in the field of accounting. By providing students with advanced industry-specific credits coupled with the appropriate undergraduate coursework results in knowledgeable accountants. The MACC is structured to maximize a student's success on accounting certification exams through accounting theory and coverage of advanced accounting topics.

## Program Outcomes

- Utilize advanced accounting concepts in financial statement preparation and conduct analysis of financial statement data.
- Interpret financial statements and disclosure notes using GAAP and GAAS and make strategic and integrative decisions.
- Demonstrate ethical decision making and professional responsibility when faced with business problems.
- Critique global business transactions and employ appropriate accounting theory.

## Instructional Delivery

The MACC is an online program. Courses are five weeks in length, and there are eight sessions per year. The MACC is offered in a 100% asynchronous online format, and there is a strong focus on engaging students in a dynamic and interactive learning format. The program is designed for students to take one course per five-week session.

## Prerequisites

The Master of Science in Accounting is designed for students who already have a Bachelor's degree in Accounting from a regionally accredited school. Students with a Bachelor's in Business will be required to take prerequisites in the undergraduate program to prepare themselves for the intense theory, skills, and application-based curriculum.

### CPA Exam

Students wishing to become eligible to take the Uniform Certified Public Accounting Exam should understand the requirements of the State Board of Accountancy in their respective state or jurisdiction. NEIB has offered courses in this program based on the overarching requirements of the United States. However, it is the responsibility of the student to verify actual course needs in the state they wish to be certified.

### CMA Exam

Students wishing to take the Certified Management Accountants exam should refer to the requirements of the Institute of Management Accountants. Students who enter the program with the CMA credential may be eligible for a course waiver.

## MACC Prerequisites ..... 6 credits

These prerequisite courses may be waived based on undergraduate coursework. A grade of B (3.0) must be obtained in each prerequisite course. The prerequisites in this program are 8-week undergraduate courses.

- ACC 401W Advanced Accounting & Reporting
- ACC 402W Auditing

## Core Curriculum ..... 21 credits

- MBA 501W Strategic Leadership & Management
- MBA 505W Managerial Accounting\*
- MBA 530W Legal & Ethical Dimensions of Strategic Management
- ACC 550W Federal Taxation for Corporations & Partnership
- ACC 555W Advanced Accounting Topics
- ACC 560W Advanced Financial Statement Analysis
- MSF 505W Managerial Finance

\*MBA 505W can be waived if undergraduate ACC 205W & ACC 305W are completed with a C or better OR if the student provides documentation of their CMA credential.

## Elective Courses ..... 6 credits

Choose two:

- ACC 501W Forensic Accounting
- ACC 520W Forensic Data Analysis
- MBA 515W Technology & Analytics for Managers: A Strategic Approach
- MSF 545W Financial Modeling
- MSF 570W Financial Ethics & Compliance
- MBE 510W Governance, Ethics & Compliance
- MBE 581W Corporate Stakeholder Relations & Communication

## MACC Capstone ..... 3 credits

- ACC 590W Accounting Capstone

(All courses @ 3 credits except as noted.)



Master of Science

# Master of Science in Business Ethics & Compliance (MBEC)

• CIP 520303 • 30 credits

## Program Description

The Master of Science in Business Ethics and Compliance (MBEC) explores the nature of the relationship between business and society and prepares students for careers in regulatory compliance, business ethics, stakeholder management, corporate communication, corporate responsibility, and related fields. Students are exposed to both the theory and the application of ethics in the business arena and will practice applying these theories in different contexts to better manage relations with regulatory bodies, community groups, and external suppliers and partners.

To tailor the studies to the student's career aspirations, the program offers three specialized degree tracks:

- **Compliance:** This track provides students with the subject area knowledge required to be an effective leader and coach to others in compliance. A distinct legal orientation and an emphasis on learning about the role of government regulation of business are hallmarks of the compliance track.
- **Corporate Social Responsibility:** This track prepares students to pursue positions engaged in launching, managing, and monitoring strategic initiatives involving community engagement and stakeholder relations. Students will learn how to engage with stakeholders of all types: consumer activists, shareholders, community groups, non-governmental organizations, and suppliers.
- **Forensic Accounting:** This track is designed to prepare students to take an active role in the prevention and detection of unethical or illegal activities within the firm and/or to coach others on these processes. Students who follow the Forensic Accounting track should already have some familiarity with performance reporting, accounting, and auditing in a firm.

Ideally, students complete the six core courses (MBA 501W, MBA 530W, MBE 501W, MBE 510W, MBE550 and MBE 560W) at the beginning of their program. Once students have completed the core courses, they may enroll in one of three required courses in their chosen track. All students must successfully complete MBE 600-Capstone (which runs for eleven weeks) at the end of their program. In sessions where a core course that the student has already completed is offered, students may take another course provided they have met the pre-requisite requirement for the course. Yet, in any given session, students must always enroll in a core course that they have not completed before enrolling in any other course in the program. Below is a curriculum sheet describing the course requirement for the completion of the MBEC degree.

**Program chair:** Deborah Sementa, EdD, MBA, CRCM  
• [deborah.sementa@cambridgecollege.edu](mailto:deborah.sementa@cambridgecollege.edu)

## Program Outcomes

It is our expectation that graduates of the CCG Master of Science in Business Ethics and Compliance program will have developed the ability to:

- Identify and assess the strategic, operational, and social risks faced by corporations.
- Analyze the relevance of current and emerging regulations, laws and governance standards and effectively apply these to an organization.
- Appreciate the respective roles and contributions to the firm in the functions of compliance, corporate social responsibility, ethics, auditing, and managerial reporting and control.
- Clearly present problems and solutions related to ethics and corporate governance to management and the Board.
- As a final deliverable, students will have the opportunity to execute a “real-world” project with their employer, if approved by the program chair, or complete a comprehensive compliance program for an assigned industry through a Capstone Examination that demonstrates their ability to apply the concepts learned in the MBEC program.

## Instructional Delivery

The MBEC is an online program. Courses are five weeks in length and there are eight sessions each year. The MBEC degree can be completed in approximately 16-20 months. The program is designed for students to take one course per five-week session, which is equivalent to three courses in a traditional 15-week semester.

## Prerequisites

Upon completion of the admission requirements, students are conditionally accepted into the MBEC program until the prerequisite course GMG 201W Principles of Management is completed. Students may transfer in the equivalent of this course in accordance with its Transfer of Credit policy. Students may also test out of the required prerequisite courses by successfully completing a CLEP examination if one is available in the subject area. Other conditions for acceptance may be stipulated for applicants in some instances. Students that are conditionally admitted into the program will be informed of the conditions to be met for full admission status and the deadlines for meeting each condition.

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# Master of Science in Business Ethics & Compliance (MBEC)

## General Prerequisites ..... 3 credits

This prerequisite course may be waived based on undergraduate coursework or by work experience if approved by the Program Chair. A grade of B (3.0) must be obtained in each prerequisite course.  
GMG 201W Principles of Management

## MBEC Capstone ..... 3 credits

MBE 600W Capstone: Ethics and Compliance  
(this course is eleven weeks in length)

## Core Curriculum ..... 18 credits

- MBA 501W Strategic Leadership Management
- MBA 530W Legal & Ethical Dimensions of Strategic Management
- MBE 501W Regulations & Regulators
- MBE 510W Governance, Ethics & Compliance
- MBE 550W Conducting Internal Investigations
- MBE 560W The Culture of Ethics

## Concentrations..... 9 credits

### Compliance

- MBE 515W Enterprise Risk Management
- MBE 540W Corporations and Compliance: Case Studies
- MBE 565W International Business Ethics & Compliance

### Corporate Social Responsibility

- MBE 580W Strategy, Missions & Governance
- MBE 581W Corporate Stakeholder Relations & Communications
- MBE 582W Measuring & Monitoring ESG Performance

### Forensic Accounting

- ACC 501W Forensic Accounting
- ACC 520W Forensic Data Analysis
- MBE 525W Fraud Examination & Techniques

### Risk Management & Insurance

- RMI 530W Liability and Property Risk Management & Insurance
- RMI 540W Life & Health Insurance
- RMI 560W Insurance Company Operations, Qualification & Underwriting

(All courses @ 3 credits except as noted.)



Master of Science

# Master of Science in Finance (MSF)

• CIP 520304 • 30 credits

## Program Description

The Master of Science in Finance program at Cambridge College Global is designed to meet the academic and skill needs of those who desire a career in modern finance. The program is academically rigorous and has proven to be most useful to those pursuing careers within the following areas of finance: asset management, debt, equity and commodities trading, investment banking, mutual funds, hedge funds, and insurance. Using both theoretical and applied methods, the MSF program prepares students to enter the field of finance or advance in their current positions.

## Program Outcomes

MSF students will be able to make sound managerial financial decisions by:

- Analyzing financial data and market research information to conduct analyses for sound investment decisions and portfolio management.
- Utilizing financial concepts and analytical tools to make financial decisions in managerial finance and investment management.
- Devising effective financial plans and risk management strategies.
- Applying theoretical constructs and quantitative tools to devise financial models to address corporate finance challenges.
- Evaluating issues in financial ethics and compliance to support ethical practices.
- Strategizing and proposing comprehensive financial plans and investment policies to maximize shareholders' value in the current global environment.

As a final deliverable, all MSF students will construct a comprehensive financial analysis and investment analysis report on par with those found in the financial press.

## Instructional Delivery

The MSF program is an online program. Courses are five weeks in length and there are eight sessions each year. The program is designed for students to take one course per five-week session, which is equivalent to three courses in a traditional 15-week semester. The program can be completed in 16 months of continuous enrollment.

## Prerequisites

Students are conditionally accepted into the MSF program until the following undergraduate business courses are completed: Statistics and Corporate Finance. Students have a maximum of 12 consecutive months to complete any required prerequisite course(s), with a minimum grade of B (3.0). Students may transfer in the equivalent of these courses in accordance with its Transfer of Credit policy or enroll in these courses prior to full acceptance into the MSF at CCG. Students may also test out of the required prerequisite courses by successfully completing a CLEP examination if one is available in the subject area. To receive admission to the MSF Program, candidates must hold an undergraduate degree and have a final undergraduate cumulative GPA of 3.0 (B). Also required is completed coursework in finance, statistics, calculus, economics, or accounting either at the undergraduate or graduate level. These candidates who have not may be granted conditional admission and be required to complete additional undergraduate courses.

Once students successfully complete any required prerequisite courses, they will be automatically moved to a fully accepted status. Students may complete the required courses at CCG or from another institution in accordance with its Transfer of Credit policy. Other conditions for acceptance may be stipulated for applicants in some instances. Students that are conditionally admitted into the program will be informed of the conditions to be met for full admission status and the deadlines for meeting each condition.

**Program chair:** Deborah Sementa, EdD, MBA, CRCM

• [deborah.sementa@cambridgecollege.edu](mailto:deborah.sementa@cambridgecollege.edu)

Continued



Continued

# Master of Science in Finance (MSF)

## MSF Prerequisites ..... 6 credits

These prerequisite courses may be waived based on undergraduate coursework. A grade of C (2.0) must be obtained in each prerequisite course.

- GFI 305W Corporate Finance
- GMA 305W Statistics

## Core Curriculum ..... 18 credits

Due to the mathematical complexity found in the courses of the MSF Program, MBA 502 and MSF 500 serve as foundation courses. Students are required to take these either their first or second courses in the Program. A grade of B (3.0) must be obtained in all courses.

- MBA 501W Strategic Leadership & Management
- MBA 502W Applied Quantitative Methods for Business
- MSF 500W Financial Markets
- MSF 505W Managerial Finance
- MSF 510W Investment Management
- MSF 545W Financial Modeling

## If not selecting a concentration.....9 credits

Choose three:

- ACC 520W Forensic Data Analysis
- MSF 540W International Finance
- MSF 547W Global Currency Management
- MSF 550W Financial Derivatives
- MSF 557W Financial Trading and Management
- MSF 560W Trading Psychology
- MSF 570W Financial Ethics and Compliance
- MSF 580W Insurance and Risk Management
- MBE 515W Enterprise Risk Management
- RMI 560W Insurance Company Operations, Qualifications and Underwriting

## Concentrations..... 9 credits

### Ethics & Corporate Social Responsibility

Choose three:

- MBE 501W Regulations and Regulators - *required*
- MBE 510W Governance, Ethics & Compliance
- MBE 515W Enterprise Risk Management
- MBE 580W Strategy Missions & Governance
- MBA 530W Legal and Ethical Dimensions of Strategic Management
- MBE 581W Corporate Stakeholders Relations & Communications
- MBE 582W Measuring & Monitoring ESG Performance

### Global Finance Trading

Choose three:

- MSF 540W International Finance
- MSF 547W Global Currency Management
- MSF 550W Financial Derivatives
- MSF 557W Financial Trading and Management
- MSF 560W Trading Psychology

### Leadership

Choose three:

- HRM 501W Strategic Human Resource Management
- MBA 541W International Business & Global Strategy
- MBA 530W Legal and Ethical Dimensions of Strategic Management
- MBE 581W Corporate Stakeholder Relations & Communications
- MSF 540W International Finance
- MSF 557W Financial Trading and Management
- MSF 560W Trading Psychology

## MSF Capstone ..... 3 credits

- MSF 600W Finance Capstone

(All courses @ 3 credits except as noted.)



Master of Science\*

# Master of Science in Healthcare Management (MHM)

• CIP 510701 • 30 credits

## Program Description

Today's healthcare system has undergone tremendous change with the implementation of new legislation and policy on the state and national level that has created tremendous implications for healthcare organizations, as well as individual healthcare professionals. The Master of Science in Healthcare Management (MHM) curriculum was created at the nexus between policy implementation and business management – designed to provide participants with the knowledge, skills, and abilities needed to evaluate the implications of policy on organizational structure, finance, and strategy.

The MHM program is designed for individuals who are interested in advancing to healthcare management positions in critical business disciplines within organizations, as well as students who are interested in exploring entrepreneurial opportunities within healthcare. Graduates will be prepared to seek careers in the for-profit and nonprofit healthcare industries across sectors such as healthcare delivery, pharmaceutical, biotechnology, medical devices, healthcare delivery services, and insurance.

## Program Outcomes

After completing this program, the student will be able to:

- Understand the unique policy, regulatory, and legal issues facing U.S. healthcare industry participants and address these complexities in planning and decision making.
- Analyze financial statements and statistical data to understand the financial health of the organization, opportunities for growth, or cost containment and use this detailed and high-level data to inform decision making, plan, and manage risk.
- Construct and apply analytical and performance improvement tools including information technology, that help healthcare executives and managers solve complex operations problems and make efficient and effective healthcare operations decisions.
- Compose effective strategies in the management of contemporary healthcare operations issues such as process improvement, patient flow, and quality improvement.
- Design interprofessional teams to create a strategic planning process to address quality improvement initiatives in a healthcare setting.

## Instructional Delivery

The MHM is an online program. Courses are five weeks in length, and there are eight sessions each year. The MHM can be completed in approximately 16 months. The program is designed for students to take one course per five-week session, which is equivalent to three courses in a traditional 15-week semester.

## Prerequisites

Students are conditionally accepted into the MHM program until GMA 305, Statistics is completed. Students may transfer in the equivalent of this course in accordance with its Transfer of Credit policy or enroll in this course prior to full acceptance into the MHM at CCG. Students may also test out of the required prerequisite courses by successfully completing a CLEP examination if one is available in the subject area. Other conditions for acceptance may be stipulated for applicants in some instances. Students that are conditionally admitted into the program will be informed of the conditions to be met for full admission status and the deadlines for meeting each condition.

## MHM Prerequisite ..... 3 credits

These prerequisite courses may be waived based on undergraduate coursework. A grade of B (3.0) must be obtained in each prerequisite course.

GMA 305W Statistics

## Core Curriculum ..... 21 credits

- MBA 501W Strategic Leadership & Management
- MBA 502W Applied Quantitative Methods for Business
- MHM 501W Evolving Healthcare Systems
- MHM 505W Healthcare Law & Policy
- MHM 525W Healthcare Finance & Reimbursement
- MHM 550W Healthcare Operations Management & Quality Assurance
- MHM 570W Long-Term Care in Organizations

## Elective Courses ..... 6 credits

Choose two:

- MHM 510W Healthcare Information Systems
- HRM 501W Strategic Human Resources Management
- MBA 505W Managerial Accounting
- MBE 501W Regulations & Regulators
- MBE 515W Enterprise Risk Management

## MHM Capstone ..... 3 credits

MHM 600W Capstone: Strategic Planning in Healthcare

(All courses @ 3 credits except as noted.)

\*Prior to the acquisition of NEIB, this program was titled Master of Healthcare Management.

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Master of Science\*

# Master of Science in Human Resources Management (MHRM)

• CIP 521099 • 30 credits

## Program Description

This business-based and practitioner-oriented program is designed to provide participants with the knowledge, skills, and abilities needed to lead the human resources management (HRM) function in a wide variety of industries. By offering a thorough education in core HRM disciplines with a focus on HRM as a strategic business partner, it is intended to enhance existing HRM proficiencies and provide students with the ability to develop corporate-level HRM strategies.

Program content maps to the Society for Human Resources Management (SHRM)® HRM competency model, which is universally recognized as the highest professional standard for the practice of human resources. Participants completing this program will have the added benefits of being better prepared for the HR-generalist certification exams (SHRM-SCP/SHRM-CP and SPHR/PHR).

## Program Outcomes

Successful completion of this program is designed to prepare the student to:

- Analyze contemporary business problems and from an HR perspective, apply theoretical perspectives to develop economically efficient solutions.
- Identify appropriate metrics and evaluation methods to conduct meaningful quantitative and qualitative analyses to interpret, analyze, evaluate, and report data.
- Integrate theoretical perspectives and research findings to develop and defend a compelling strategic HR plan.
- Evaluate HRM practices from the perspective of a change agent, business partner, and executive-level manager.
- Partner with business units to create and implement HRM strategies that lead to competitive advantages and organizational effectiveness.
- Evaluate the HR implications of corporate-level and business-unit-level strategy formulation and implementation.
- Demonstrate competencies in functional aspects of HRM operations.
- Examine and apply the sophisticated HRM management tools necessary for businesses to survive in the Knowledge Age.
- Lead virtual teams consisting of diverse groups in changing work environments.

## Instructional Delivery

The MHRM is an online program. Courses are five weeks in length, and there are eight sessions each year. The MHRM can be completed in 16 months of continuous enrollment. The program is designed for students to take one course per five-week session, which is equivalent to three courses in a traditional 15-week semester

### Program chair:

Michael E. Marrapodi, Ed.D.

- michael.marrapodi@cambridgecollege.edu

## Prerequisites

Students entering the program with an undergraduate degree in a non-business-related field or insufficient course work in business are conditionally accepted into the MHRM program until an undergraduate or graduate course in Principles of Management is completed. Students with insufficient work experience, at the discretion of the Program Chair, will be required to take GSP 499W Graduate Studies Practicum as a prerequisite. Students may transfer in the equivalent of these courses in accordance with CCG's Transfer of Credit policy or enroll in these courses prior to full acceptance into the MHRM at CCG. Students may also test out of the required prerequisite courses by successfully completing a CLEP examination if one is available in the subject area. Other conditions for acceptance may be stipulated for applicants in some instances. Students that are conditionally admitted into the program will be informed of the conditions to be met for full admission status and the deadlines for meeting each condition.

## MHRM Prerequisites ..... 3 credits

These prerequisite courses may be waived based on undergraduate coursework. A grade of B (3.0) must be obtained in each course.  
GMG 201W Principles of Management

## Core Curriculum ..... 21 credits

- MBA 501W Strategic Leadership and Management
- HRM 501W Strategic Human Resources Management
- HRM 520W Recruitment & Selection for Organizational Excellence
- HRM 530W Total Rewards Approach to Compensation and Benefits
- HRM 540W Talent Management & Development
- HRM 550W Employee & Labor Relations
- HRM 560W Human Resources Metrics & Measurement

## Elective Courses ..... 6 credits

Choose two:

- HRM 510W Organizational Change & Stewardship
- HRM 570W Global Human Resources Management
- MBA 505W Managerial Accounting
- MBA 530W Legal & Ethical Dimensions of Strategic Management

## MHRM Capstone ..... 3 credits

- HRM 600W HRM Capstone

(All courses @ 3 credits except as noted.)

\*Prior to the acquisition of NEIB, this program was titled Master of Human Resources Management.

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Master of Science

# Master of Science in Quality Systems & Improvement Management (MSQSIM)

• CIP 520201 • 30 credits

## Program Description

The MSQSIM teaches theory that is germane to the discipline while also emphasizing the direct application of what students learn. The MSQSIM program emphasizes performance-based education where students acquire the critical knowledge and skills to analyze business practices; create comprehensive plans focused on tangible return on investment, and measure the effectiveness and efficiency of these plans. Since the vast majority of MSQSIM students are working in their field, they are then able to apply what they learn to their workplaces, both immediately and over the lifespan of their careers in ways highly akin to other CCG academic programs.

The skills taught in the MSQSIM program can be applied to improve the efficiency and effectiveness of the operation in a range of organizations and industries, including but not limited to healthcare, finance, manufacturing, military, and government. The MSQSIM provides strong, metrics- and outcomes-based education for advancing professionals that resonates well with careers in government and the military as well as a wide range of business fields.

Students will have the opportunity to choose one of two options in their final Capstone course. The first option is for students to choose a real-world Lean Six Sigma project with approval from their workplace. A second option is for students to choose an exam preparation track for those that wish to achieve certification for a Six Sigma Black Belt (CSSBB) or a Lean Six Sigma Black Belt certification (CLSSBB). The project and exam tracks are based on the American Society of Quality's (ASQ) Six Sigma Body of Knowledge.

## Program Outcomes

After completing this program, the student will be able to:

- Analyze customers' wants and needs within the identified environment and translate those into the customer's requirements.
- Design and implement a data collection plan.
- Analyze the performance of specific processes to include: creating appropriate metrics and collecting data.
- Select and apply the appropriate quality and project management tools and concepts in managing process improvement.
- Analyze the performance of a specific process in order to meet customer and business requirements.
- Identify, evaluate and implement solutions for process improvement.
- Analyze how the internal and external environment impact process improvement.
- Assess how organizational systems impact process improvement.
- Determine practices conducive to sustaining continuous process improvement.
- Identify new opportunities to leverage new systems and technologies.

## Instructional Delivery

The MSQSIM program is an online program. Courses are five weeks in length and there are eight sessions each year. The program is designed for students to take one course per five-week session, which is equivalent to three courses in a traditional 15-week semester. The program can be completed in 16 months of continuous enrollment.

## Core Curriculum ..... 21 credits

- MBA 501W Strategic Leadership & Management
- MBA 535W Operations Management & Supply Chain Management
- MBA 530W Legal & Ethical Dimensions of Strategic Management
- PJM 505W Project Management I
- QSM 525W Quality Systems & Strategic Planning
- QSM 545W Supply Chain Management
- QSM 565W Performance Based Management & Benchmarking

## Elective Courses ..... 6 credits

Choose two:

- MBA 505W Managerial Accounting
- MBA 515W Technology & Analytics for Managers: A Strategic Approach
- MBE515W Enterprise Risk Management
- PJM 510W Advanced Project Management
- QSM 543W Business Process Analysis
- QSM 572W Financial Systems & Lean Accounting

## MSQSIM Capstone ..... 3 credits

- QSM 600W Business Project Capstone  
(this course is ten weeks in length)

**Program chair:** Jay Beirne, MSQSM

- john.beirne@cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Certificate of Achievement\*

# Compliance & Ethics

• 9 credits

## Program Description

Highly effective corporations pursue a vision of balance of competition and success. Today's firms are faced with constant challenges of making ethical choices in difficult times. Effective compliance and ethical practices improve performance and enhance the reputation of the firm. These organizations need skilled managers with creativity and integrity to lead them. This program is designed for individuals who are seeking to guide a firm in making the right ethical choices through enhancing skills for ethics and compliance professionals. Become an ethical leader with the support of the Compliance and Ethics certificate program.

## Compliance & Ethics Curriculum ..... 9 credits

The Graduate Certificate in Compliance & Ethics includes three graduate-level courses that focus on the efficiency and effectiveness of the development and implementation of corporate compliance and ethics.

- MBE501W Regulation and Regulators
- MBE510W Governance, Ethics, and Compliance
- MBE515W Enterprise Risk Management

Students who complete the (3) three-course certificate have the option to take 7 additional courses to obtain their Master of Science in Business Ethics and Compliance (MBEC).

Certificate of Achievement\*

# Corporate Social Responsibility

• 9 credits

## Program Description

Management and their teams need the skills and expertise necessary to achieve community impact objectives while delivering value to the company. A clear understanding of corporate social responsibility provides one with enhanced strategic tools for sustainability, philanthropy, and ethics. These strategic tools will help guide an organization in achieving its responsibilities, including corporate citizenship, community involvement and relations, and in being a good corporate citizen. This program is designed for individuals who are seeking to improve the effectiveness of a company's corporate social responsibilities and sustainability. Students will learn how to engage effectively with stakeholders that will improve the reputation of the firm.

## Corporate Social Responsibility Curriculum .. 9 credits

The Graduate Certificate in Corporate Social Responsibility includes three graduate-level courses that focus on the efficiency and effectiveness of the development and implementation of strategic initiatives in an organization's sustainability and stakeholder involvement.

- MBE510W Governance, Ethics, and Compliance

### Choose two:

- MBE580W Strategy, Missions, and Governance
- MBE581W Corporate Stakeholder Relations and Communications
- MBE582W Measuring and Monitoring ESG Performance

Students who complete the (3) three-course certificate have the option to take 7 additional courses to obtain their Master of Science in Business Ethics and Compliance (MBEC).

Certificate of Achievement\*

# Supply Chain Management

• 9 credits

## Program Description

From small businesses to large corporations, even minor ripples in the supply chain can have far-reaching effects. This means increased efficiency, even at a small scale, can create exponential benefits down the line. This program is designed for individuals who are seeking to improve the effectiveness of the supply chain within their organization. Managers of essential product distribution, logistics, and services will gain a better understanding of the supply process and how to manage it more efficiently.

## Supply Chain Management Curriculum ..... 9 credits

The Graduate Certificate in Supply Chain Management includes three graduate-level courses which focus on the efficiency and effectiveness of the supply chain process. Special consideration is given to the productivity and performance management of people, systems and technology in the supply chain.

- QSM525W Quality Systems and Strategic Planning
- QSM545W Supply Chain Management
- QSM543W Business Process Analysis

Students who complete the 3-course certificate have the option to take 7 additional courses to obtain their Masters in Quality Systems and Improvement Management or 9 courses to receive their MBA with a Quality Systems Concentration.

\*Formerly called Graduate Certificates, Certificates of Achievement are not eligible for financial aid.

(All courses @ 3 credits except as noted.)



# Doctor of Business Administration in Quality Systems & Improvement Management (DBAQSIM)

• CIP 520201 • 60 credits

## Program Description

Cambridge College Global offers a Doctor of Business Administration in Quality Systems Management (DBAQSIM) program. The DBAQSIM program applies theory to practice and equips students with advanced knowledge to solve business problems using theory and evidence-based data. DBAQSIM students are scholar-practitioners who will be prepared to qualify for top-level executive positions in a wide variety of industries where operational performance and efficiency are paramount. Students acquire critical skill sets related to operational efficacy, quality assurance, sound resource allocation, and cost-control. Students will also be guided on how to participate with professional organizations germane to the quality systems management field.

This program provides comprehensive instruction (theory and application) in research, business administration and quality systems management. The curriculum includes core business courses that allow students to learn and explore the latest business research, theories, and trends as well as courses more focused on the domain of quality systems management. Students synthesize what they learn in their coursework by conducting independent, unique and relevant research. The Doctoral Dissertation requires students to conduct rigorous original, applied research that must generate tangible results and add to the body of knowledge.

DBAQSIM graduates will acquire in-depth knowledge, skills, and abilities enabling them to serve as experts in their field at senior levels within organizations. Students work independently to complete assignments, conduct research, and accomplish other required academic tasks. Students learn skills to conduct real-world quantitative and qualitative research in courses that prepare them to write their final dissertation.

The DBAQSIM program is designed for students to complete in approximately 2 ½ to 4 years. Students who require more than 7 years to complete the program must get approval from Academic Affairs.

## Program Outcomes

Upon successful completion of the program graduates will possess a wide variety of knowledge, skills, and abilities to serve as Quality Systems Management experts at senior levels within organizations. Coursework has been specifically designed to build the following competencies:

- Organize and lead teams to solve complex problems and improve business processes.
- Lead major organizational change initiatives.
- Think critically and conduct and synthesize scholarly research.
- Analyze, construct, and present a business case for senior-level decision making.
- Develop, collect, and track executive-level dashboard metrics.
- Identify, locate, evaluate, and effectively use information for problem solving and opportunity identification.
- Contribute to and foster global competitiveness of the organization by promoting innovation, technology, and new marketing opportunities and minimizing threats.

## Instructional Delivery

The DBAQSIM program is fully online with the exception of two 4-day in-person residencies held on the Boston campus. Residencies are held in April and are offered during the student's first and last year in the DBA program at CCG.

## Prerequisites

A Masters' degree from an accredited college with a minimum GPA of 3.0 is required for admission to the CCG DBA program. Students must provide a resume reflecting at least 8 years of work experience

## Core Curriculum ..... 33 credits

- DBA 805W Research Methodologies and Scholarly Writing
- DBA 820W Business Research and Application
- DBA 830W Organizational Leadership
- QSM 825W Quality Systems and Project Management
- DBA 835W Business Analytics and Strategic Decision Making
- DBA 840W Financial Management and Fiscal Leadership
- DBA 850W Innovation, Strategic Technologies, and Sustainability
- DBA 855W Business Operations and Supply Chain Management
- DBA 860W Communication, Collaboration and Maximizing Performance
- DBA 865W Organizational Development and Change Management
- DBA 870W Strategic Management and Globalization

## QSM Concentration Courses ..... 15 credits

- QSM 874W Lean, Six Sigma, and Organizational Assessment
- QSM 875W Ethics, Social Responsibility, and Legal Issues in Business
- QSM 878W Business and Government Quality Systems Management Research and Application
- QSM 888W Benchmarking, Reengineering, and Cost of Quality
- QSM 892W Quality System Design and International Quality Standards

## QSM Dissertation Courses ..... 12 credits

- DBA 800W DBA Colloquium I (in-person residency) - 1 credit
- DSS 930W DBA Colloquium II - 1 credit
- DSS 935W DBA Colloquium III – (final in-person residency) - 1 credit
- DSS 905W Doctoral Dissertation Project I – Prospectus/Concept Development (Chapters 1 and 2)
- DSS 910W Doctoral Dissertation Project II – Proposal Development (Chapter 3)
- DSS 920W Doctoral Dissertation Project III – Final Report/Oral Defense (Chapters 4 and 5)

**Program chair:** Joseph Miglio, Ed.D.  
• joseph.miglio@cambridgecollege.edu

(All courses @ 3 credits except as noted.)



# Graduate Course Descriptions

Cambridge College Global

## **ACC 501W Forensic Accounting - 3 credits**

This course offers a thorough examination of the current methods and legal concerns for detection and prosecution of economic crimes. The course walks through the forensic process of initial detection, indictment and finally to gaining a conviction from the accountants' standpoint. Students will study fraudulent financial reporting, misappropriation of assets, indirect methods of misappropriating income, money laundering and cash flows, evidence management, loss valuations, and providing litigation support and testimony. The course examines how prosecutors enable tax code violations, offshore banking violations, and the Rico statutes to gain conviction of fraudulent and illegal crimes. The forensic accountant is the chief tool used in this process from the standpoint of initial detection, information gathering, and supporting the case from an expert witness and subject matter expert.

## **ACC 520W Forensic Data Analysis - 3 credits**

This course covers the data collection and analysis aspect of forensic science applied to both the accounting and computer world. Most digital evidence is stored within the computer's file system but understanding how file systems work is one of the most technically challenging concepts for a digital investigator because little documentation exists. This course prepares you to understand and be able to testify about how file system analysis is performed. This course begins with an overview of investigation and computer foundations and then gives an authoritative, comprehensive, and illustrated overview of contemporary volume and file systems: crucial information for discovering hidden evidence, recovering deleted data, and validating your tools. Along the way, the course examines data structures, analyzes example disk images, provides advanced investigation scenarios, and uses today's most valuable open source file system analysis tools.

## **ACC 530W The Forensic Audit - 3 credits**

This course provides an overview of forensic accounting fraud auditing and investigative accounting techniques and tools. Fraud is no simple vice for business. Recent years have seen it grow both in size and complexity, to the point where some estimates place losses due to fraud at well over \$100 billion a year. With the increasing complexity of financial structures and the intensity of business competition, fraud has become harder to detect and more enticing to commit. Much of the responsibility for the detection of fraud has fallen to the accounting profession, forensic accountants must learn how to recognize its signs early on and how to best approach and investigate potential cases. This course focuses on the investigation, detection, documentation, and prevention of accounting frauds, stock frauds, and employee theft and embezzlement. It provides an in-depth analysis of how fraud occurs within an organization and explains the latest techniques for fighting it.

## **ACC 550W Federal Taxation for Partnerships & Corporations - 3 credits**

The primary goal of this course is to provide students with basic instruction in tax laws as currently implemented by the Internal Revenue Service and to provide a working knowledge of preparing taxes for a partnerships, "C" Corporations, "Sub chapter S"

Corporations, and limited liability companies (LLC). Tax related matters including gross income, deductions, losses, credits, tax computations, determination of basis, capital gains and losses, depreciation of business property and tax treatment of installment sales will be covered in this course. Students should have prior experience or course work in individual taxation.

## **ACC 555W Advanced Auditing Topics - 3 credits**

This course focuses on the auditing practices performed by certified public accountants. Students learn the roles of the auditors and the process for how audits are performed. Topics include fraud risk and evaluation of internal controls, audit planning, audit sampling and information technology usage, audit procedures and analytical tests, audit reporting and required communications, non-assurance services, internal audit, and corporate governance's effects on auditing.

## **ACC 560W Advanced Financial Statement Analysis - 3 credits**

The objective of this course is to sharpen the skills you will need to analyze and interpret financial statements effectively. Some of the topics we will cover in the course are earnings quality, off-balance sheet financing, inter-corporate investments and consolidations, equity carve-outs, employee stock options, derivatives, foreign currency translation, leases, pensions, and deferred taxes. We also will delve more deeply into the topics of earnings management and ratio analysis and discuss techniques commonly utilized in the valuation of common stock.

## **ACC 565W Not for Profit Accounting & Grant Writing - 3 credits**

The objective of this course is to expose accounting students to Not for Profit Accounting and the financial reporting associated with the A-133 Audit, IRS 990, and Annual reports. Students will be exposed to grant writing and the accounting of such grants.

## **ACC 590W Accounting Capstone - 3 credits**

Prerequisite: Completion of all other courses needed to meet degree requirements. This is the final course in the MACC program. Using a complex business problem, students explore "real world" accounting work.

## **HRM 501W Strategic Human Resources Management - 3 credits**

Prerequisite: MBA 501W: Strategic Leadership and Management. This course compares where human resource management (HRM) is now and where it needs to be in the future based upon needed strategic HR competencies, as outlined in the Ulrich (HRCS) model. The focus of the course is to identify the changes that HR needs within the HR field itself, to be perceived as a valued, strategic, business-savvy partner. From there, students identify ways they can partner with HR to meet business objectives. Students will complete a complex course-long project where they interview current HR practitioners and use the SHRM membership to gain insight into and create a dynamic presentation for a newly onboarded HR team that serves as the cornerstone for a signature experience that communicates the HR competencies and how they are operationalized.

### **HRM 510W Organizational Change and Stewardship - 3 credits**

Prerequisites: MBA 501W: Strategic Leadership and Management; HRM 501: Strategic Human Resources Management. The purpose of this course is to enable students to develop skills needed to lead and/or facilitate complex organizational change. Students will explore the role that HRM can play as the organizational steward and change agent by evaluating the ethical and organizational culture implications of human resources management decisions. Areas of focus include stakeholder analysis, corporate social responsibility and sustainability, and ethical practices.

### **HRM 520W Recruitment & Selection for Organizational Excellence - 3 credits**

Prerequisites: MBA 501W: Strategic Leadership and Management; HRM 501: Strategic Human Resources Management. This course focuses on the strategies and tools that human resources professionals use to create organizational excellence, by identifying high quality talent, creation of technological strategies to recruit high quality talent and employing valid selection measures for hiring and other staffing decisions. A large focus of the course is on creating an employment brand.

### **HRM 530W Total Rewards Approach to Compensation & Benefits - 3 credits**

Prerequisites: MBA 501W: Strategic Leadership and Management; HRM 501: Strategic Human Resources Management. This course is an exploration of the process of creating a total rewards approach to compensation and benefits, from design, to communication, implementation, and operation of a total rewards program, including organizational compatibility, legal compliance and program efficacy. Topics also include compensation and benefit fundamentals, job analysis, linking pay to performance, employee motivation, and performance appraisal.

### **HRM 540W Talent Management & Development - 3 credits**

Prerequisite: MBA 501W: Strategic Leadership and Management; HRM 501: Strategic Human Resources Management. This course covers the theories and techniques to enable learning and development from strategic and operational perspectives, focusing on the development of systems that will provide the highest levels of employee development, growth within the organization. A significant emphasis is placed on the role of the L&D function in fostering employee engagement and supporting and enhancing the employment brand. Contemporary approaches to onboarding, learning, and development as part of a retention strategy, succession planning and utilization of technological systems to support these functions within human resources planning will also be examined.

### **HRM 550W Employee & Labor Relations - 3 credits**

Prerequisites: MBA 501W: Strategic Leadership and Management; HRM 501: Strategic Human Resources Management. This course offers an introductory overview of employee-employer relations in unionized and non-unionized settings. The course is divided into three parts: labor relations laws and the processes of union organization and collective bargaining; employee rights in the workplace, including rights to employment-at-will, privacy, safety and security, and protection against defamation; and strategies used by non-union and union companies to improve employee engagement and commitment. Consideration will also be given to the role of human resources managers in these activities and the relevance of unions in the modern workplace.

### **HRM 560W Human Resource Metrics and Measurement - 3 credits**

Prerequisites: MBA 501W: Strategic Leadership and Management; HRM 501: Strategic Human Resources Management. In this course, students explore the mandate that strategic HR partners be not only conversant in a full range of HR metrics, but also able to use the vast amounts of data produced to analyze and report workforce and human capital trends and patterns. Through a custom case and use of Tableau, a special emphasis is placed on gaining mastery over a wide range of measurements and metrics surrounding how workforce data can be used to better inform decision making, promote return on investment (ROI), improve performance, and impact business outcomes.

### **HRM 570W Global Human Resource Management - 3 credits**

Prerequisites: MBA 501W: Strategic Leadership and Management; HRM 501W: Strategic Human Resources Management. Global human resources deals with all aspects of human resource management in international contexts, including US-based companies doing business internationally or non-US-based companies doing business outside their home countries. Global human resource specialists are responsible for managing talent-related issues that impact global effectiveness, including global staffing, international compensation, global training and development, global mobility services, employee relations, and immigration and employment laws. Students will explore the challenges posed by rapid globalization of business, and their impact on creating and implementing strategic HRM decisions in a global business environment. Topics are framed within the context of global markets, global security, ethical practices, managing an international workforce and diversity.

### **HRM 600W HRM Capstone - 3 credits**

Prerequisites: Completion of all MHRM courses or permission of college. This course is the culmination of the student's academic and professional experience, whereby students will integrate the course work they have completed in Global Human Resources Management, HRM Metrics, Total Rewards, Employee & Labor Relations, etc. Via an interactive simulation, students will identify and analyze specific, real-world organizational challenges; ultimately developing and executing a strategic HRM plan focusing on strategic problem resolution and effective implementation.

### **PJM 505W Project Management I - 3 credits**

This course explores both the theory and the practice necessary to successfully assess and manage projects. Students will learn the terminology, processes, and key concepts that are essential to effective and efficient project management based on industry standards set by the Project Management Institute (PMI). They will explore the project's life cycle and examine important project components—such as integration management, scheduling, costing, quality, control, risk management, procurement, and stakeholder engagement. The course offers interactive lectures, exercises and case studies, based on the "Guide to the Project Management Body of Knowledge" or the "PMBOK Guide 6th edition" therefore if students choose to pursue their PMI Project Manager Professional (PMP) or a Certified (CAPM) certification, this course is designed to be a pathway to pass the exam. This course is part one of a two-part sequence: PJM 510W Project Management II is the second course in the sequence.

### **PJM 510W Project Management II - 3 credits**

This course explores both the theory and the practice necessary to successfully assess and manage projects. Students will learn the terminology, processes, and key concepts that are essential to effective and efficient project management based on industry standards set by the Project Management Institute (PMI). They will explore the project's life cycle and examine important project components—such as integration management, scheduling, costing, quality, control, risk management, procurement, and stakeholder engagement. The course offers interactive lectures, exercises and case studies, based on the “Guide to the Project Management Body of Knowledge” or the “PMBOK Guide 6th edition” therefore if students choose to pursue their PMI Project Manager Professional (PMP) or a Certified (CAPM) certification, this course is designed to be a pathway to pass the exam. This course is part two of a two-part sequence: PJM 505 Project Management I is the first course in the sequence.

### **MBA 501W Strategic Leadership and Management - 3 credits**

Prerequisite: Acceptance into a graduate program or permission of the college. Drawing mainly from the fields of Psychology, Business, and Management, this course is designed to expose students to foundational theories, conceptual frameworks, methodologies, and business strategies they will use throughout their studies. Based on the premise that leadership and management skills can be learned, students will examine various theoretical constructs as a means of becoming more aware of their own leadership styles, and apply strategic business models to improve leadership and management skills in others. Students will identify and apply strategic models to analyze business problems, formulate strategic solutions, and make sound decisions.

### **MBA 502W Applied Quantitative Methods for Business - 3 credits**

This is an applied regression analysis course in the theory and application of regression analysis of economic and other social science data. It is designed to build on the basics of introductory statistics so that students can apply advanced regression analysis techniques and demonstrate the ability to do hypothesis testing. Students develop the necessary skills to build a parsimonious model that conforms to the assumptions of classical linear regression (CLR). The course is intended to provide more of a “hands on” than theoretical approach to quantitative analysis. Students transform data to test hypotheses using different forms of regression analysis. This analysis is evaluated for attributes of a good model (parsimony, identifiability, goodness of fit, theoretical consistency, and predictive power). During a students' evaluation of model specification, they learn how to identify and address violations of (CLR). At the completion of this course, students will have the ability to perform and evaluate quantitative analysis.

### **MBA 505W Managerial Accounting - 3 credits**

The course covers concepts in managerial accounting ethics, cost-volume-profit analysis, cost behavior, methods of product costing and cost behavior, activity-based management, budget decision-making, reporting, and determining transfer prices between segments of a business organization. Traditional and modern cost analysis and management are examined through real world examples and decision cases. The new measures for relevant costs and performance reports are prepared with reporting alternatives by segment, activity-based and flexible budgeting and the balanced scorecard.

### **MBA 515W Technology & Analytics for Managers: A Strategic Approach - 3 credits**

Prerequisites: MBA 501W: Strategic Leadership and Management; MBA 502W: Applied Quantitative Methods for Business. This course examines the role of information technology in business with an emphasis on the systems that support strategic, tactical, and operational needs of organizations. The impact of technologies on managerial decision-making and the various approaches to implementing technology solutions to effectively align IT with the rest of the business are explored. As part of this exploration, students are assigned a custom case to employ a hands-on approach to business analytics using Tableau, a contemporary data visualization tool. In doing so, students devise data-driven recommendations that are used to inform decisions that create value and enhance organizational effectiveness. Additional topics include an introduction to artificial intelligence (AI), data science, and machine learning.

### **MBA 520W Strategic Marketing Management - 3 credits**

Prerequisites: MBA 501W: Strategic Leadership and Management; MBA 502W: Applied Quantitative Methods for Business. This course explores the role that marketing management plays in the overall strategy of an organization. Through custom cases in healthcare, transportation, financial services, NGOs, and consumer goods students learn to analyze market data to design effective, long-range marketing strategies, evaluate alternatives and create an implementation plan to guide a business through a dynamic, competitive business environment. Students explore the relationship between innovation and segmentation, positioning, and marketing mix issues as a part of strategic marketing planning by engaging in an interactive simulation. The course also discusses analytics, agile, design thinking and other contemporary trends as they apply to strategic marketing.

### **MBA 525W Managerial Economics - 3 credits**

Prerequisites: MBA 501W: Strategic Leadership and Management; MBA 502W: Applied Quantitative Methods for Business. This course introduces the fundamental concepts of economic principles behind supply and demand, opportunity costs and market price and applies them to decisions made by businesses. The course focuses on three key topics. They include production and cost theory, market structure and pricing, and game theory and conducts microeconomic analysis, which deals with models of economic behavior of the consumer and the firm, and provides a basic understanding of firm and industry behavior that serves as a basis for business decision making.

### **MBA 530W Legal and Ethical Dimensions of Strategic Management - 3 credits**

Prerequisites: MBA 501W: Strategic Leadership and Management; MBA502W: Applied Quantitative Methods for Business. Business activities are governed by a dynamic landscape of rules derived from state and federal constitutions, statutes, administrative regulations, and decisional case law. The role of ethics in business decisions cannot be underestimated or undervalued. This course explores the how corporate citizenship, ethical business practices, and leadership form an integral part of corporate and individual decision-making. This course will explore these rules, how laws and regulations affect business, and the primary role of business ethics. Students will complete NASBA's Ethical Leadership Certification Program as part of the coursework.

**MBA 535W Operations Management and Supply Chain Management - 3 credits**

Prerequisites: MBA 501W: Strategic Leadership and Management; MBA 502W: Applied Quantitative Methods for Business. This course is a survey of the strategic concepts and quantitative tools used in operations and supply chain management. The objective of the course is to provide the student with insights into the issues, models, and methods used throughout operations management to improve the competitive advantage of the organization. Topics include total quality management, process improvement, project management, supply chain management and logistics, and specific quantitative tools including forecasting, critical path method, decision theory, queuing/waiting lines, and statistical process control.

**MBA 541W International Business and Global Strategy - 3 credits**

Prerequisites: MBA 501W: Strategic Leadership and Management; MBA 502W: Applied Quantitative Methods for Business. This course examines the inner workings of International Business from a strategic point of view. It includes the various challenges of operating in a global environment, including cultural, economic, operational, and legal aspects. It also reviews the concepts of global expansion, political complications, legal compliance, and ethical behavior. Students will explore the internal process of global business expansion and apply strategic paradigms to analyze, develop, and provide a comprehensive course of action.

**MBA 545W Capstone: Strategic Planning & Decision Making - 3 credits**

Prerequisite: . Completion of all other courses needed to meet degree requirements. In this course MBA students demonstrate a broad mastery of the knowledge and skills gained throughout the program. This six-week class is a combination of a traditional class and a workshop. The workshop aspect includes participation in a simulation where teams of students craft an overall strategy and select tactics to build a successful, focused organization. Throughout the simulation, participants work in teams, competing against each other and/or the computer, as they guide their companies through six years of competition in an evolving market. Students analyze performance data from the year before and make strategic decisions designed to move their company towards success which requires them to look at an important issue through various lenses. The workshop closes with shareholder debrief presentation, peer review and comprehensive examination. The class closes with a reflection paper.

**MBA 501W Regulations and Regulators - 3 credits**

This course is designed to provide a broad understanding of the philosophy, history and context of regulations and regulatory agencies within various industries, including, but not limited to financial services, healthcare, and human resources. Students will evaluate and assess the external role of the compliance process, including federal, state, and local regulatory agencies. Students will study the complex regulatory environment that has recently grown in an effort to safeguard the public's personal information and prevent abuse within various industries.

**MBE 503W Accounting & Ethics - 3 credits**

This course's aims are two-fold: first, to provide students with a basic understanding of accounting methods as they are used for financial reporting and managerial control purposes; second, to provide students with a fundamental understanding of the role that our financial accounting system plays as a motivator and driver of managerial behavior. This course is suitable for both those experienced and unexperienced in accounting.

**MBE 510W Governance, Ethics, and Compliance - 3 credits**

This course aims are to provide students with a basic understanding of corporate governance as a term and as a practice involving relations between a firm's executive leadership, its governing board, and its stakeholders including shareholders and others who have an interest in the oversight of the entity. The course explores various governance models practiced in the U.S. including both for-profit and non-profit and looks at the role and responsibilities of each of the parties in these relationships both as set down in the legal code and as suggested by current best practice. The role of various board committees will also be discussed along with their relationships with the regulatory agencies such as the SEC. A fundamental part of the course is a discussion of the 'purpose of a corporation' and of the various perspectives held by prominent thought leaders in the U.S. on this subject. The course will also look at changes made in board practices following the Sarbanes Oxley legislation in 2002 and at recent trends in corporate governance.

**MBE 515W Enterprise Risk Management - 3 credits**

The purpose of this course is to understand the broad overview and perspective of risk management and both its theoretical and practical applications to corporate compliance issues, policies, and procedures. The course seeks to put Governance, Risk Management, and Compliance in context by providing an introduction and foundation to risk management.

**MBE 525W Fraud Examination and Techniques - 3 credits**

This course introduces the basic fundamentals behind fraud and its impact on the business world. It aids in gaining an understanding of the significance of fraud in the modern accounting world. This course prepares you to identify, detect, investigate, and prevent financial fraud. It outlines the nature of fraud and the different types of fraud, to include unique e-business fraud that is now possible in today's technological world. This course also touches on cutting edge elements of data analysis in fraud detection as well as the investigation and concealment of information. It will explore consumer fraud activities, as well as tax fraud strategies and methods. A specific focus will be on the financial statement fraud standards to include SAS 99 and Sarbanes Oxley impacts.

**MBE 540W Corporations and Compliance: Case Studies - 3 credits**

Prerequisites: MBE 501W. The purpose of this course is to identify and assess both how corporations "went wrong" and what corporations consistently "do right" in business ethics and corporate compliance. Students will identify specific areas of regulatory and non-compliance based on actual case studies. They will also examine specific corporate policies and procedures which have been successful in creating a positive and productive corporate compliance culture. Each week, two of the case studies or articles in the reading sections will be tied to a discussion board question. This gives students an opportunity to discuss each reading topic with the professor and classmates.

**MBE 550W Conducting Internal Investigations- 3 credits**

Most executives and HR professionals will have to conduct at least one formal investigation during their careers. Many will have to do so on numerous occasions for reasons such as theft, drug use or possession, discrimination, threats, assaults, or sexual harassment. This course is a guide to conducting thorough and lawful internal investigations. Investigative legal ramifications, principles, and techniques will be examined.

**MBE 560W The Culture of Ethics - 3 credits**

This course aims to provide student with a basic understanding of ethical theory and ethical decision-making. It begins with an introduction to several concepts in ethical philosophy. The psychological aspects of ethical decision-making are then introduced, along with ethical and social dilemmas. Concepts covered include ethical perspectives such as objectivism vs. realism and consequentialist theories such utilitarianism. Students will look at how ethical reasoning can be impacted by individual psychologies such as unconscious bias, perceptions of fairness, future discounting, and in-group favoritism. The course will also allow students to explore ethical and social dilemmas such as ‘tragedy of the commons’ and the ‘prisoner’s dilemma’. Students will also be presented with practical examples of how these ethical principles and social dilemmas impact the business environment and business decision-making. The course ends with an exploration of the application of ethical principles to the business world and to the ethical cultures that prevail in many of our business institutions.

**MBE 565W International Business Ethics and Compliance - 3 credits**

Prerequisites: MBE 501W- Regulations and Regulators & MBE 510W - Governance, Ethics, and Compliance. Different legal, political, and business models have grown up in different parts of the world. Companies wishing to successfully operate outside of their own national boards and systems are finding themselves increasingly required to adapt to both international and foreign national standards of law, business practices, and ethics and conform their original business model to international and foreign national regulatory bodies. This course is designed to prepare students to understand practical ethical and compliance problems and phenomena which arise out of specific functional areas of companies or in relation to recognized business professions such as accounting, human resources, sales and marketing, production and intellectual property in a multinational corporation.

**MBE 580W Strategy, Missions & Governance - 3 credits**

This course explores the relationship between firm strategy and external environmental factors such as societal norms, governance frameworks, consumer expectations, and supra-national guidelines. Specifically, the course introduces students to the concept of ‘corporate social responsibility’ (hereafter CSR) along with firm strategies, governance mechanisms, and implementation approaches that explicitly integrate CSR concerns. Labeled as ‘win-win’ strategies, these approaches treat the externalities of economic activity, such as environmental damage or social displacement, not as costs to the firm, but as opportunities for cooperation and development. They also represent examples of how corporations can contribute to addressing some of the world’s more pressing problems through partnership and innovation.

**MBE 581W Corporate Stakeholder Relations & Communication - 3 credits**

Prerequisites: MBE 510W. Approached from a corporate communications perspective, students are provided with techniques for successfully managing and communicating with firms’ stakeholders. The course looks at the range of communication outlets that require attention in various firm-stakeholder contexts, including negotiations, crisis management, stakeholder protest, etc. Students also explore potential areas of misunderstanding and conflicting priorities that underlie contentious firm-stakeholder relations and study examples of companies that have turned around situations that risked the reputation and legitimacy of the firm.

**MBE 582W Measuring and Monitoring ESG Performance - 3 credits**

Increasingly firms are being asked to account and report on their performance in the social, environmental and governance realms. To be more than simply anecdotal accounts, firms are developing approaches to measure and monitor their performance. This course looks at the recent history of non-financial reporting, explains the nature of investor and stakeholder expectations for ESG reporting systems and at the various systems now in use including the GRI, the ISO standards, as well as voluntary agreements such as the UN Compact for corporations or the PRI for the investment community.

**MBE 600W Capstone: Ethics and Compliance - 3 credits**

Prerequisites: Completion of all other courses needed to meet degree requirements. The purpose of this course is to allow students to cement their learning through the completion of a comprehensive project. Students will engage in individual or group projects as a means of learning how to implement the concepts covered in their degree work. Assignments are designed to turn theory into practical application and the final project will be tailored to the career area the student is pursuing. The Capstone extends over two Sessions for a total of eleven weeks. An exception is made to CCG’s usual policy concerning simultaneous enrollments. During the first session of this two-session course; students may enroll in another course while simultaneously being enrolled in the Capstone course. During the second session of this two-session course, students must be enrolled only in the Capstone course.

**MSF 500W Financial Markets - 3 Credits**

Prerequisites: Acceptance into the MBA or MSF program or permission of the college. This course explores the features and functions of the key financial markets along with the institutions that serve the markets. Specifically, this overview compares and contrasts the equities, debt, money, and mutual fund markets. It analyzes the individual markets, as well as the interaction among them. The course also focuses on the Federal Reserve System: its integration with the investment market industry and how it affects economic conditions.

**MSF 505W Managerial Finance-3 Credits**

Prerequisites: MSF 500W: Financial Markets; MBA 502W: Applied Quantitative Methods for Business. This is the first or second course that MSF students take in the graduate program. This course deals with managing business funds and planning their use to accomplish organizational objectives. The primary objective of this course is to introduce the fundamental skills required to manage the financial aspects of a business as well as create and maintain organizational value. The main topics include: time value of money; financial statement analysis; valuation concepts; Weighted Average Cost of Capital (WACC); capital budgeting techniques; uncertainty & trade-off between risk and return; and the Security Market Line (SML). Basic working knowledge of a financial calculator and/or Microsoft Excel is necessary to successfully complete the course.

**MSF 510W Investment Management - 3 Credits**

Prerequisites: MSF 500W: Financial Markets; MBA 502W: Applied Quantitative Methods for Business. This course provides in-depth analysis of the securities industry. It will describe and compare the different types and features of advanced securities such as mortgage backed, asset backed, and derivatives. The course introduces a securities market model describing the various participants such as banks, brokers, insurance companies, and investment advisors. Within this model, business and system requirements for investment management and trading, custody, and securities processing, and securities accounting are described in detail.

**MSF 540W International Finance - 3 Credits**

Prerequisites: MSF 500W: Financial Markets; MBA 502W: Applied Quantitative Methods for Business. International Finance will introduce students to global financial markets and operations of multinational firms. Topics to be discussed will include foreign exchange markets, international financial markets, international banking, international trade tariff and quotas, Euromarkets, and investment decisions in the global marketplace.

**MSF 545W Financial Modeling - 3 Credits**

Prerequisites: MSF 500W: Financial Markets; MBA 502W: Applied Quantitative Methods for Business. Purpose: In this course, students will develop and build comprehensive financial models relative to various corporate finance and investment scenarios. Through active learning, students will build models relative to amortization, the time value of money, financial derivatives, and option pricing. Students must have a mid-level working knowledge of Microsoft Excel prior to entering the course. Basic knowledge of Microsoft Visual Basic for Applications (VBA) is also helpful. This course serves as a compliment to Managerial Finance and Financial Derivatives.

**MSF 547W Global Currency Management - 3 Credits**

Prerequisites: MSF 500W: Financial Markets; MBA 502W: Applied Quantitative Methods for Business. This course provides students with a comprehensive understanding of how foreign exchange (Forex) currencies are traded in both professional and retail markets and what causes currency values to rise and fall. The course examines the major players within the Forex market – banks, brokers, fund managers, hedge funds and retail traders – and explores the dynamics between these participants. It also investigates techniques to evaluate and trade FX for risk mitigation or speculation, exploring the use of futures, forwards, swaps and options to achieve these aims. Major macroeconomic data releases, political and central bank speeches are investigated, and their effects on Forex markets are analyzed, often in real-time. This course also introduces and examines fundamental and technical analysis techniques to forecast potential future exchange rate moves. As part of the course, students will be provided with a \$50,000 demo trading account to enable them to apply learned knowledge to real-time Forex markets.

**MSF 550W Financial Derivatives - 3 Credits**

Prerequisites: MSF 500W: Financial Markets; MBA 502W: Applied Quantitative Methods for Business. The course is designed to foster an understanding of derivatives, primarily forwards, futures options, swaps, collateralized debt obligations, and credit default swaps. This is achieved through an introduction to the basic techniques of pricing and trading. The course also focuses on the usage of these instruments for speculation and risk management.

**MSF 557W Financial Trading and Management - 3 Credits**

Prerequisites: MSF 500W: Financial Markets; MBA 502W: Applied Quantitative Methods for Business. This course is designed to develop and expand the techniques introduced in MSF 547W to investigate additional asset classes and more advanced analysis techniques. Additional technical analysis indicators will be introduced, enabling students to evaluate price momentum and trend strength in more detail, as well as additional asset classes such as commodities and stock indices. Putting together this new-found knowledge, students will continue to trade their \$50,000 demo trading account as they develop their trading strategies. Additional options strategies will be introduced to identify more advanced methods of speculation and hedging of risk exposure. Students will be required to monitor and record their trading activity and use this information to critically evaluate their own trading performance.

**MSF 560W Trading Psychology & Risk Management - 3 credits**

Prerequisites: MSF 547W: Global Currency Management; MSF 557W: Financial Trading and Management. All human beings are hard-wired to behave in a certain way, given certain stimuli and situations. However, traders and investors need to adapt their behavior to become successful. This course studies a range of human emotions and the effect of crowd behavior on financial markets; what makes people think and behave as they do and how this (somewhat predictable) behavior can be used to forecast market movements and enhance trading profits. The course also examines individual psychological biases and explains how to recognize the reasons that cause traders to make predictable errors in their analysis & trading. The course examines how to identify these biases and how to avoid falling into emotional traps when trading. The course also explains how to recognize, assess and manage potential burn-out in traders, and how to help them return to profitability after a performance slump.

**MSF 570W Financial Ethics and Compliance - 3 credits**

Prerequisites: MSF 500W: Financial Markets; MBA 502W: Applied Quantitative Methods for Business. This course examines the state of ethics in the financial industry. Students will observe how the culture of the finance industry serves as an impediment to ethical behavior and compliance with current regulations and propose solutions to finance-related ethical dilemmas. These issues will be critically analyzed relative to agency relationships, market transactions, fiduciary responsibility as well as SEC and FINRA regulation of investment activity.

**MSF 580W Insurance and Risk Management - 3 credits**

Prerequisites: MSF 500W: Financial Markets; MBA 502W: Applied Quantitative Methods for Business. This course identifies and evaluates business and personal risk using insurance as a risk management tool. Students will study introductory and advanced topics in risk management as well as life, health, property, and liability insurance with their related legal and compliance issues.

**MSF 600W Finance Capstone - 3 credits**

Prerequisites: Completion of All Other Courses in Program. The Finance Capstone is the final course in the MSF Program. The purpose of the course is for the student to demonstrate a broad mastery of the knowledge and skills gained throughout the program. Through a combination of theoretical and applied financial concepts and techniques, the expected outcome of the course is the production of a high-quality investment analyst report on par with those seen in the financial press. This final project should demonstrate the student's expertise in the field of finance.

**MHM 501W Evolving Healthcare Systems - 3 credits**

This course presents an overview of the organization and structure of the U.S. health care system. The core concepts of cost, access, and quality will be explored as well as introducing how healthcare is financed and delivered. The technical, economic, political and social forces responsible for changes in the health care system will be discussed in addition to addressing the management of organizations that deliver health care services such as independent practitioners, hospital facilities, nursing homes, and multi-specialty clinics. This introductory foundation will provide students the core knowledge needed to be successful in a diverse healthcare management environment.

**MHM 505W Health Care Law and Policy - 3 credits**

Health Care Law and Policy surveys the legal environment of the health services industry from a policy perspective. The course exams case law, statutory and regulatory analysis, and trends in health services delivery law to focus on the overall legal relationships among physicians, personnel, patients, and health care institutions. Topics include access to health care, antitrust law, personnel licensure, and institutional accreditation, malpractice, professional and institutional liability, cost containment regulation, and cost controls in government programs. This course discusses the philosophical and managerial implications of ethical issues including professional codes, resource allocation, and decisions concerning impaired professionals.

**MHM 510W Healthcare Information Systems - 3 credits**

This course provides a broad overview of the evolving role of information systems within a wide range of healthcare settings, taking into account both patient and practitioner perspectives. Students critique the impact that healthcare information systems have on decision-making, reporting, managing healthcare costs, and improving patient outcomes. Legislation and regulatory requirements that affect healthcare IT, such as HIPAA, electronic health records, and healthcare policy are evaluated. Finally, innovations in health informatics are explored and their impact on current practice.

**MHM 515W Human Resources Management for Healthcare Professionals - 3 credits**

This course addresses the key issues facing the Human Resources (HR) professional within today's multifaceted healthcare organization. Throughout the course, students will compare where human resource management (HRM) for healthcare is now and where it needs to be in the future based upon needed strategic competencies and address ways in which HRM can partner with the organization to meet business objectives.

**MHM 520W Managerial Accounting for Healthcare Professionals - 3 credits**

In this course, students learn how to use decision-making tools from managerial accounting that promote the strategic goals of various healthcare organizations including hospitals, outpatient services, and insurance providers. Students identify relevant costs and cost pools as they relate to performance measures. Topics are addressed within the context of their effect on patient outcomes, financial health of the organization, and ethical considerations. Traditional concepts such as cost behavior, cost-volume-profit (CVP) analysis, and activity-based costing (ABC) are applied to health care examples and cases. As part of this application, students develop a balanced scorecard that tracks key drivers of organizational performance.

**MHM 525W Healthcare Finance and Reimbursement - 3 credits**

An understanding of healthcare finance and reimbursement is a driving force behind the ability to survive in today's healthcare environment. This course addresses key areas for professionals who are working or desire to work in this industry. The course begins with a study of the revenue cycle management process, the lifeblood of a healthcare facility. Next, reimbursement models, to include study of emerging trends and processes, are analyzed in terms of maximizing payments to entities. Long-term care facilities, along with physician practices, provide an extension to the acute care model, so professionals are introduced to current financial issues, along with emerging trends, within these organizations. The course ends with an in-depth review of current trends and technologies that are affecting healthcare finance and reimbursement, to include electronic medical records (EMRs) and the increased focus related to the identification and elimination of fraudulent financial practices within the healthcare industry.

**MHM 550W Healthcare Operations Management and Quality Assurance - 3 credits**

This course focuses on achieving excellence in healthcare operations management and the strategic implementation of programs, techniques, and tools for reducing healthcare costs, improving quality and performance, and improving patient flow, safety and satisfaction. In this course the student reviews the role of operations management in the healthcare industry by understanding the factors that affect operations performance outcomes within healthcare organizations; methods to assess, monitor, adjust, and improve clinical and administrative performance; and management techniques and tools of quantitative analysis of operations and decision support. This course covers the basics of operations management and explains how operations and process improvement relate to contemporary healthcare trends such as evidence-based medicine, lean management, Six Sigma, capacity management, supply chain, project management, staffing, scheduling, and pay-for-performance.

**MHM 570W Long-Term Care in Organizations - 3 credits**

This course examines the delivery of Long-Term Care (LTC) within various health care settings. It reviews the implications of longevity found within demographic data while analyzing the need for further governmental intervention and the allocation of funds required to effectively administer care to an aging society. This course provides an overview of long-term healthcare issues and the healthcare delivery programs designed for an aging population. Topics include the organizational arrangements for providing long-term care, the services provided in long-term care facilities, gerontology, and geriatric medicine, social and behavioral aspects of the aging, and the roles of healthcare providers working with the elderly. Upon successful completion of this course, students will be able to identify the different types of organizations, populations, and services that make up the long-term healthcare system; discuss the impact of the elderly on the healthcare system, and describe the complex needs and unique aspects of caring for elderly patients.

**MHM 600W . Capstone: Strategic Planning in Healthcare - 3 credits**

Prerequisites: Completion of All Other Courses in Program. The goal of the course is to have students demonstrate a broad mastery of the knowledge and skills gained throughout the MHM program. This class is a combination of a traditional healthcare strategic management class and a final research project. The project requires students to examine an external healthcare organization and apply healthcare strategic management techniques to support a successful organization and the provision of increased quality of care. Students will identify and analyze specific real-world organizational challenges associated with managing an organization, in light of policy mandates; ultimately developing a research project focusing on strategic problem resolution and effective implementation.

**QSM 525W Quality Systems and Strategic Planning - 3 credits**

Strategic Planning is focused on enterprise level organizational change. As change agents or leaders in bringing about meaningful change, CCG students should be familiar with the value of strategic planning brings to an organization as well as the concepts and approaches associated conducting strategic planning activities. This course will cover various organizational roles relating to strategic planning that CCG graduates may encounter in the workplace. Strategic Planning requires an understanding of systems thinking to assess an organization's current state and to develop the roadmap to its desired future state.

**QSM 543W Business Process Analysis - 3 credits**

This course is designed to enhance the understanding of business process management through a systematic approach to improve organizational performance and outcomes. The course offers an in-depth review of Business Process Management (BPM) and students will learn how to integrate BPM into today's enterprises, as well as to design, analyze and optimize Business Processes. The course will teach students to identify obstacles to faster processes, to create improvement strategies, and implement those strategies in the workplace.

**QSM 545W Supply Chain Management - 3 credits**

In today's complex world, an organization's success boils down to the efficiency and effectiveness of its supply chain. Competitive advantage relies on an organization's products and the processes that provide the right products and service to its customers. Effective supply chain management enhances productivity and performance with the strategic combination of people, systems and technology to successfully compete in the global marketplace. Organizations rely on supply chain managers to manage the most essential processes to keep their businesses moving. Synchronizing the flow of products, information, and funds is becoming increasingly complex with products that move across continents daily and deadlines that directly and indirectly affect a company's bottom line.

**QSM 565W Performance Based Management and Benchmarking - 3 credits**

This course examines performance-based management and benchmarking in the context of quality systems management. Students learn about various types of performance measures and performance measurement systems. This course will also provide an overview of the concepts of benchmarking as both a performance measure and a means of identifying opportunities for continuous process improvement. Approached from a corporate perspective, students are provided with techniques for assessing performance and conducting benchmarking.

**QSM 572W Financial Systems and Lean Accounting - 3 credits**

This course develops the senior level management skills necessary to build a business-wide system for pragmatic financial planning and sophisticated cost analyses. The course measures the students' understanding of the elements of Financial Systems and their ability to understand how to achieve tangible financial results in the workplace. The course is divided into five modules, which together comprise the elements of a strategic plan for achieving cost system management. Topics discussed are Cost Categorization, Cost Driver Analysis, Supplier Evaluation and Activity Based Costing.

**QSM 600W Business Project Capstone - 3 credits**

This 10-week Capstone course is the culmination of the MSQSIM program. The content of QSM 600W is structured around the American Society for Quality (ASQ) Six Sigma Body of Knowledge. Students can choose from either the Project track or the Certification Examination track. Project Track: In this track, students will initiate and complete a real-world Lean Six Sigma project with the approval of their workplace organization, or another organization of the student's choosing. Assessment is through project related assignments and a presentation at the end of the course. Students in this track may choose to independently sit for a Six Sigma Black Belt or Lean Six Sigma Black Belt Certification (CLSSBB) examination at a later date. The CLSSBB examination is offered by number of third-party agencies. Certification Examination Track: This track is designed for those students whose primary aim is to achieve certification as a Six Sigma Black Belt (CSSBB) or Lean Six Sigma Black Belt Certification (CLSSBB). There is no project deliverable required in this track; assessment is based solely on the weekly certification preparation examinations. The CLSSBB examination is offered by a number of third-party agencies and may be taken when the student feels they are ready to do so. Note that this institution does not require a project be submitted as part of the certification requirements, although some agencies may require this.

**RMI 530W Liability and Property Risk Management and Insurance - 3 credits**

This course provides students with an in-depth understanding and knowledge of Liability and Property Risk Management & Insurance. Students acquire an understanding of liability loss exposure and the law of negligence. The course provides a survey of auto and homeowners insurance products. Students study other property and liability insurance coverages including inland marine floaters, ISO dwelling program, government property insurance programs, business income, personal liability policy, transportation insurance, commercial general liability policy, workers compensation insurance, aircraft insurance, professional liability insurance, crime insurance, and surety bonds, and commercial crime coverage. Students learn to utilize liability and property policies as important means for risk management.

**RMI 540W Life & Health Insurance - 3 credits**

This course provides students with an in-depth understanding and knowledge about the principles on which life and health insurance are based. Students develop an understanding of the role and importance of life and health insurance in our society, and to provide an introductory overview of life and health insurance products and pricing concepts.

**RMI 560W Insurance Company Operations, Qualification, and Underwriting - 3 credits**

Students study the fundamentals of insurance companies' operations covering business development and customer acquisition, product development and distribution, underwriting, claim administration, solvency management, reinsurance, and information management. Students gain an in-depth understanding of the important strategic decisions made by executives and day to day management of the operations of an insurance company.



# Doctoral Course Descriptions

## **Foundational Courses (must be completed first):**

### **DBA 805W Research Methodologies and Scholarly Writing - 3 credits**

Prerequisite: Acceptance into the DBA program This course is designed to increase doctoral students' knowledge and skills in business through advanced research methodologies and scholarly writing. Students will enhance abilities to communicate in writing, think critically, conduct and synthesize scholarly research, write at collegiate levels; identify, locate, evaluate, effectively use information for problem solving, process improvement, and opportunity identification. After completing the course, the student should be able to identify, understand the components and requirements of scholarly research writing. In addition, the student should be able to write a draft research proposal.

### **DBA 820W Business Research and Application - 3 credits**

Prerequisite: DBA 805W Research Methodologies and Scholarly Writing This course reviews, integrates, and extends concepts and techniques from DBA 805 to build student knowledge on research design and methodologies. This course more closely examines qualitative, quantitative, and mixed methods. Training in SPSS and MAXQDA is provided. Topics include sample statistics and sampling distributions, estimation, inference, statistical techniques, and various applications including the use of t-tests for comparing means and proportions, regression and Analysis of Variance (ANOVA).

## **Core Courses:**

### **DBA 830W Organizational Leadership - 3 credits**

Prerequisite: DBA 805W Research Methodologies and Scholarly Writing; DBA 820W Business Research and Application This course provides a critical analysis of prominent theoretical lenses, frameworks, and research in leadership development and practice from a multidisciplinary perspective. Students explore the history of leadership thought, the current approaches, and the emerging trends in the field. Emphasis is also placed on the application of leadership theories and principles to personal leadership experiences.

### **DBA 835W Business Analytics and Strategic Decision Making - 3 credits**

Prerequisite: DBA 805W Research Methodologies and Scholarly Writing; DBA 820W Business Research and Application Business analytics is the application of data science, data mining, statistics, business intelligence, and machine learning as a method of gaining business insight. Business analytics focuses on using descriptive, predictive, and prescriptive methods for enhancing strategic and operational decision making. The course presents an in-depth examination of the types of problems and opportunities that business analytics presents, along with how it relates to strategy and strategic decision making. Students will analyze and evaluate the tools, methodologies, and systems used in implementing business analytics, and make recommendations for improving data and analytics practices within the context of business. This course also includes hands-on work with Excel, and an open-source data mining toolkit called Orange Data Mining.

### **DBA 840W Financial Management and Fiscal Leadership - 3 credits**

Prerequisite: DBA 805W Research Methodologies and Scholarly Writing; DBA 820W Business Research and Application. This course examines financial management principles, concepts, and applications relevant to the completion of their doctoral education to include their dissertation research. Moreover, this course is structured to provide a doctoral Learner a broad and fuller understanding of the importance of financial theory (such as financial engineering of options or derivatives, and capital structure) to the fiscal leadership of the firm. This includes fiscal management for both short term financial viability as well as long term sustainability. In addition, a review will be made of new theoretical foundations currently being researched to ensure the Learner is up to date on financial concepts relevancy and application. Furthermore, this course provides a theoretical & practical working framework for understanding key financial perspectives for qualitative, quantitative, or mixed method research studies that may be undertaken by a Learner.

### **DBA 850W Innovation, Strategic Technologies and Sustainability - 3 credits**

Prerequisite: DBA 805W Research Methodologies and Scholarly Writing; DBA 820W Business Research and Application. In this course, learners will examine the ways organizations build innovation strategies to drive long-term sustainability and adaptation through strategic technologies. Learners will examine and analyze key market drivers, disruptors, and ethical choices to optimize organizational sustainability. Attention is also paid to the processes and dynamics of implementing innovative strategies in the wake of globalization and the information revolution. The systems view of the supply chain used to examine sustainable design issues across the chain.

### **DBA 855W Business Operations and Supply Chain Management - 3 credits**

Prerequisite: DBA 805W Research Methodologies and Scholarly Writing; DBA 820W Business Research and Application. DBA 855W explores operation and supply chain management best practices and theories within the context of designing, planning, and executing sustainable systems to improve efficiencies and increase value for customers while maximizing profits business. Students will examine; total quality management, process improvement, logistics, Strategic SCM initiatives, Supply Chain Integration, Supply Chain Maturity, Supply Chain Operations Reference (SCOR®) Model, and quantitative tools (forecasting, decision theory, queuing/waiting lines, reliability, and statistical process control).

### **DBA 860W Communication, Collaboration and Maximizing Performance - 3 credits**

Prerequisite: DBA 805W Research Methodologies and Scholarly Writing; DBA 820W Business Research and Application. This course examines the process of maximizing organizational performance using team and group dynamics as a context. Students will develop an in-depth understanding of group dynamics from a systems theory perspective and apply that understanding to generate strategies that foster commitment and produce high-performing teams. Attention will be given to employing collaborative approaches that are effective with both internal and external stakeholders.

**DBA 865W Organizational Development and Change Management - 3 credits**

Prerequisite: DBA 805W Research Methodologies and Scholarly Writing; DBA 820W Business Research and Application

This course focuses on developing the student's knowledge to help organizations thrive in today's complex, constantly changing world. Working within many different sectors, students will employ a systems view of organizational development and change to identify desired goals, respond to unexpected changes, and—through planned interventions—move from a current state to the desired state. A review of the history, development, and current status of theory, research, and practice in organizational learning, performance, and change is provided. An emphasis will be placed on making a linkage between organizational culture, agility, and organizational development.

**DBA 870W Strategic Management and Globalization - 3 credits**

Prerequisite: DBA 805W Research Methodologies and Scholarly Writing; DBA 820W Business Research and Application. This course brings together theories from strategic management, economics, organization theory, psychology and sociology. Students study the tools, processes and strategies, tactics and activities, and tasks and actions that top managers employ in strategic decision-making within an organization in a global context. Business-level strategy, competitive strategy and theories of the firm in a modern global economy are examined. An emphasis is placed on the design and application of solutions to strategic issues in different types of firms across a variety of industries.

**QSM 825W Quality Systems and Project Management - 3 credits**

Prerequisite: DBA 805W Research Methodologies and Scholarly Writing; DBA 820W Business Research and Application. This course explores the foundations of quality, the contemporary application of quality concepts, quality paradigms, tools for managing project quality, and quality in practice. Current best practices in quality management are examined as students create a literature review for a desired area of interest. This course also explores the core values and principles of agile project management as students create a plan to perform research and writing. Further, this course expands and drills down into one of the ten knowledge areas of project management and quality management. Attention is placed on designing quality into the project management process to result in deliverables that are more likely to satisfy all stakeholder requirements. The student will also learn how strong quality processes map to the project success criteria of on-time, within budget, within scope, broad organizational change adoption, and benefits realization.

**QSM Concentration Courses:****QSM 874W Lean, Six Sigma and Organizational Assessment - 3 credits**

Prerequisite: Completion of all DBA core courses or permission of college. QSM 874 provides scholar-practitioners with a framework for the Baldrige Excellence Framework and Baldrige Criteria along with performance improvement using Lean and Six Sigma. Students will explore the key aspects of Organizational Assessment using the Baldrige Excellence Framework. Students will learn the Baldrige model from both the external and internal examiner perspectives. Through the application of the Baldrige Excellence Framework, students will learn how to examine all key organizational management systems. The course also encourages students to implement Six Sigma to achieve the requirements of Baldrige criteria. The course

reinforces as a process improvement foundation the Lean Six Sigma approach of understanding a current state, designing a future state, developing and executing a plan to achieve the future state, and treating this cycle as iterative. Students learn to build statistical tools on top of this foundation, so that they are able to (1) help organizations utilize the appropriate statistical tools in understanding the correlations and cause-and effect relationships existing in the current state; (2) identify root causes of problems with the current state; (3) build statistical controls into the future state; and (4) design experiments to better understand the root causes of problems with the current state.

**QSM 875W Ethics, Social Responsibility and Legal Issues in Business - 3 credits**

Prerequisite: Completion of all DBA core courses or permission of college. This course explores the intersection of law, ethics, and social responsibility, focusing on the current ethical and legal issues that leaders in every industry confront during decision-making within an organization. A general overview of the nature of law and its relationship to ethics and business in society is provided. Application of theories and frameworks for investigating issues including corporate social responsibility, corporate moral agency, theories of values, and corporate governance is stressed.

**QSM 878W Business and Government Quality Systems Management Research and Application - 3 credits**

Prerequisite: Completion of all DBA core courses or permission of college. This course builds student knowledge in key aspects of Quality Systems Management (QSM). Drawing from the tenets of Quality Management System Standards, and the Malcolm Baldrige Framework of Excellence, the student will gain a deeper understanding of Management Systems, Organizational Performance, and Continuous Improvement in government and business. QSM comprises a large body of knowledge that is based in core systems of management and management principles that exist in most organizations today: Leadership, Strategy & Planning, Customers, Measurement, Analysis, Knowledge Management, Workforce & Support, and Operations. Also included are numerous Tools and Methodologies to drive continuous improvement and performance excellence.

**QSM 888W Benchmarking, Reengineering and Cost of Quality - 3 credits**

Prerequisite: Completion of all DBA core courses or permission of college. In QSM 888 students will further examine the Baldrige Criteria, Performance Excellence and benchmarking principles. Topics include process redesign, process mapping, performance benchmarking, process flow comparisons, and contemporary applications such as High Reliability Organizations (HRO) and performance outcomes. Students will also explore the application of financial business theories and assessments of cost elements of implementing systems and processes that promote the highest standards of quality. There is a focus on cost accounting and understanding the hidden cost of inefficiency, internal and external failure. Also focused are the financial implications of Lean operations, as well as assessing and calculating the cost benefit analysis resulting from process improvements and reducing costs due to substandard service, failure of products or defects.

### **QSM 892W Quality System Design and International Quality Standards - 3 credits**

Prerequisite: Completion of all DBA core courses or permission of college. This course is designed to improve students' knowledge, skills, abilities, and attitudes in quality systems design and international quality standards through advanced research and practical application. The course provides scholar-practitioners with a framework for designing quality systems in their organizations. The course reinforces as a quality systems design foundation the international quality standard ISO 9001:2015. Students learn to design quality systems in their organizations or another organization where they can volunteer during the course. Sector-specific quality standards will be reviewed including IATF 16949:2016 (For the automotive industry), AS 9100D:2016 (For aviation, space, and defense industries), and TL 9000:2016 (For the telecommunications industry).

#### **Dissertation Courses:**

### **DSS 905W Doctoral Dissertation Project I – Prospectus/Concept Development (Chapters 1 and 2) - 3 credits**

Prerequisite: DBA 805W, DBA 820W, QSM 825W and 2 core DBA courses. Students enrolled in 905 are expected to complete 3 of the 9 dissertation milestones at CCG. Each of these milestones are carefully constructed with supporting online materials that will aid them in their research and writing of the required dissertation. In this first course, students will write a Preliminary Proposal paper, find an appropriate dissertation Chairperson, and write a draft of chapters one and two of their dissertation. Upon completion of the three milestones, students are automatically enrolled in DSS 910. COURSE MILESTONES: Preliminary Proposal Paper, Chapter One (draft), and Chapter Two (draft) .

### **DSS950W Doctoral Dissertation I Continuation Course**

DSS950W is a continuation course which is only required if students do not complete and meet the milestones of DSS905W.

### **DSS 910W Doctoral Dissertation Project II – Proposal Development (Chapter 3) - 3 credits**

Prerequisite: DSS 905W Doctoral Dissertation Project. DSS 910 is a continuation of DSS 905. Students are expected to continue working on their dissertation with the chosen Dissertation Chairperson. In 910, students will complete dissertation milestones 4,5 and 6. They will write a draft of Chapter 3 of their dissertation, defend their proposed research, submit their IRB application and data collection. Upon completion of the three milestones, students are automatically enrolled in DSS 920. COURSE MILESTONES: Chapter 3 (draft), Oral Proposal Defense, IRB application approval, and Data Collection.

### **DSS951W Doctoral Dissertation II Continuation Course**

DSS951W is a continuation course which is only required if students do not complete and meet the milestones of DSS910W

### **DSS 920W Doctoral Dissertation Project III – Final Report/Oral Defense (Chapters 4 and 5) - 3 credits**

Prerequisite: DSS 910W Doctoral Dissertation Project. DSS 920 is a continuation of DSS 910. Students are expected to continue working on their dissertation with the chosen Dissertation Chairperson. In 920, students will complete dissertation milestones 7, 8 and 9. They will write chapters 4 and 5 of their dissertation, conduct a final defense and finalize their dissertation for submission to the ProQuest Database and the CCG eLibrary. Upon completion of these final three milestones, students will complete the requirements for the dissertation. COURSE MILESTONES: Chapter 4 (draft), Chapter 5 (draft), Final defense and Submit dissertation to the ProQuest Database and the CCG eLibrary.

### **DSS952W Doctoral Dissertation III Continuation Course**

DSS952W is a continuation course which is only required if students do not complete and meet the milestones of DSS920W

#### **Required Colloquiums**

### **DBA 800W DBA Colloquium I - 1 credit**

The DBA 800 Colloquium I course is offered in late March/early April at CCG's campus in Boston, Massachusetts. DBA 800 is one of two required residencies for DBA students. Students must attend the DBA 800 course during their first year at CCG and attend DBA 935 during their final year at CCG. This course is an opportunity for students to connect and collaborate with CCG's faculty, other CCG DBA students, and Doctoral Candidates. During this four-day residency, DBA 800 students will learn the tenets of research and learn strategies for success in the Doctorate in Business Administration at CCG. Students will be paired with last year students who will provide guidance and mentorship throughout their time at CCG.

### **DSS 930W DBA Colloquium II - 1 credit**

Prerequisite: DBA 800W DBA Colloquium I. The DSS 930 Colloquium II course is an opportunity for students to work with a faculty member to prepare a journal article for publication. Students may enroll in this online course at any time during the DBA program. The online course materials are designed to provide students with the opportunity to work with a faculty member to research and write a journal publication. It does not need to be on the same topic as the student's dissertation. It could be a precursor to a dissertation topic or a result of the student's dissertation research. This course helps students write a journal article and select a journal to submit their publication. The student's article is not required to be published.

### **DSS 935W DBA Colloquium III - 1 credit**

Prerequisite: DSS 930W DBA Colloquium II. The DSS 935 Colloquium III course is offered in April at CCG's campus in Boston, Massachusetts. During this four-day residency, DSS 935 students will attend (and present) their research at the American Society for Quality (BOSCON). DSS 935 is the second of two required residencies for DBA students. DSS 935 students will be encouraged to provide mentorship to the first year DBA students to help them navigate the path toward completion at CCG.

\*Students in the Doctoral program must complete all Dissertation Milestones within 7 years from the start of their doctoral studies.



# Main Campus

## Introduction to the Main Campus

Cambridge College opened its campus in Boston's historic Charlestown in Fall 2017. Located in the heart of this vibrant neighborhood, the campus sits in the original home of the quintessential New England dairy company H.P. Hood and Sons, and is part of a mixed-use master plan strategy for the several acre site. The modern and expansive campus offers a wide array of student amenities including, but not limited to:

- A one-stop location for all administrative and transactional services;
- multiple gathering spaces for students to lounge and study;
- flexible, state-of-the-art classrooms and science labs;
- ample free parking;
- the CC Store; and
- the CC Bistro.

The overall Hood Business Park site is becoming home to over 1.2 million square feet of development featuring residential, retail, and open spaces, as well as improved pedestrian connections to the adjacent communities.

The Hood Park campus is easily accessible, via public transit or automobile, from communities throughout Greater Boston and the surrounding areas. Our Boston campus is conveniently located in close proximity to downtown Charlestown and landmark development projects such as Assembly Row and the Schrafft Center. Cambridge College is excited to have its central campus situated in this dynamic community that is fast becoming a mecca for some of Boston's leading companies in finance, education, health care, technology and more.

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

## Library Services

[www.cambridgecollege.edu/resources/library-services](http://www.cambridgecollege.edu/resources/library-services)

The **Cambridge College Online Library** provides an extensive collection, reference librarian support, and instruction and resources for doing research in all programs. Registered students log in to the MyCC portal and click on the Library tab. For recommended academic and other research libraries close to your campus and open for public use, click Traditional Libraries on the Cambridge College Online Library home page and select your campus from the drop-down menu.

## Academic Support and Learning Assessment

Cambridge College offers assessment and tutoring opportunities to assist students to achieve their academic goals. Assessment activities are available primarily to undergraduate students. All students can readily find information about assessment and make appointments with writing and math tutors through the Center for Excellence in Learning and Teaching.

## Computer Lab and IT Support

The College supports wireless technology at the Cambridge main campus. The Information Technology Department maintains staff and student computer labs and help desk support through phone and e-mail contact.

## Disability Support

The College provides disability support and education accommodations for students through the Office of Student Affairs. The facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

## Directions and Parking

See also [cambridge.cambridgecollege.edu/contact-us/ma/driving-directions](http://cambridge.cambridgecollege.edu/contact-us/ma/driving-directions).

**Public Transportation.** Cambridge College is convenient to the MBTA Orange Line. It is a short walk from either the Community College or Sullivan Square stop where many connecting MBTA buses are available. See [www.mbta.com](http://www.mbta.com) for Orange Line, connecting buses and other subway schedules.

**From the north, follow I-93S** to Exit 28 towards Sullivan Square. Take the ramp on the left to Sullivan Square. Keep going straight on Maffa Way until you hit the Sullivan Square traffic circle. Take the first exit onto Rutherford Ave. In approximately 500 feet, the entrance to the campus will be located on the right, with parking available in both the North and South Lot.

**From the south, follow I-93N** to Exit 28. At the bottom of the ramp, take a right onto Cambridge Street. At the traffic circle, take the first exit onto Rutherford Ave. In approximately 500 feet, the entrance to the campus will be located on the right, with parking available in both the North and South Lot.

**From the Mass Pike (I-90)** take exit 18 (Allston-Cambridge), follow ramp directions to Cambridge. At the traffic light, go straight across the intersection and across the bridge over the Charles River. At the end of the bridge, take a right at traffic lights onto Memorial Drive and follow directions from Memorial Drive, below.

**From Route 2 and Memorial Drive.** Take Route 2 to Memorial Drive. Continue along the Charles River past Harvard University and MIT. Bear right as road curves over water and then to the left onto Land Blvd. At the light after the Sonesta Hotel, go straight ahead through the intersection across the Gilmore Bridge. At the end of the bridge, turn left onto New Rutherford Avenue, staying in the left lane, and at fork stay right going toward Sullivan Square/Somerville/Medford. Keep left and in about 1/3 of a mile, take u-turn onto other side of Rutherford Avenue. Hood Park/500 Rutherford Avenue will be immediately on the right.

**From the northeast via Tobin Bridge.** Take exit right toward I-93 N/Somerville Charlestown on the right. At stop light, take a left. Then, keep left. Continue straight, then take exit on right toward Sullivan Square/Somerville/Medford. Keep left and in about 1/3 of a mile, take u-turn onto other side of Rutherford Avenue. Hood Park/500 Rutherford Avenue will be immediately on the right.

**Free parking** for staff, faculty and registered students is available at the Boston campus. Limited visitor parking is also available for the Boston site and ample public parking is located within a five-minute walk.

## Emergency/Weather Closing

Information related to Cambridge College closings or delays is available on:

1. **Website** at [cambridgecollege.edu](http://cambridgecollege.edu): Choose your CC location, and an advisory banner will appear across the top of the web page, if applicable.
2. The **MyCC web portal** homepage; click on ANNOUNCEMENTS.
3. **Television**
  - a) Boston main campus: TV channels 4, 5, 7, 10, 25, 56 and NECN.
  - b) Regional centers provide closing/delay information to their local media outlets, which usually post school closings on their websites.
4. **Social media:** Check our Facebook and Twitter pages.
5. **Email:** Please check your Cambridge College email for periodic updates and notifications.
6. **Text:** RAVE emergency alert system sends text message notifications to members of the Cambridge College community who have registered for text messaging. Registered students should enroll or check your information at <https://www.cambridgecollege.edu/rave-emergency-alert-update-your-information-through-mycc>.
7. If you do not have internet access, please call the College at 1-800-877-4723.



## Regional Locations of Cambridge College

Cambridge College maintains regional locations in Massachusetts and across the United States offering undergraduate, graduate and post-graduate degrees and certificate programs.

- Cambridge College Lawrence — Lawrence, MA
- Cambridge College Springfield — Springfield, MA
- Cambridge College Puerto Rico — Guaynabo, PR
- Cambridge College Southern California — Rancho Cucamonga, CA

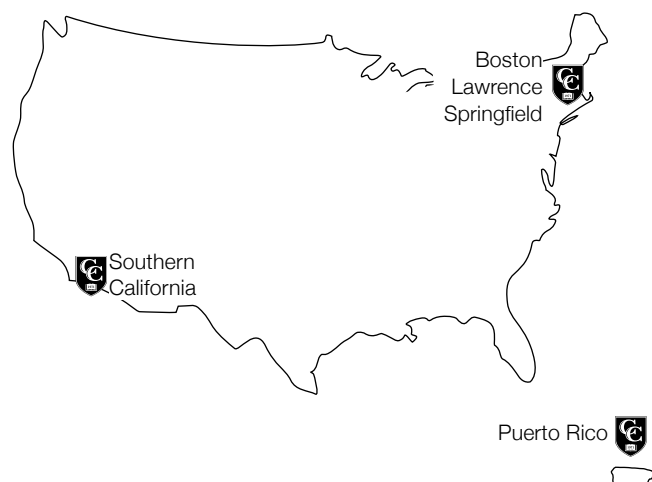
Cambridge College is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc). Additionally, Cambridge College has sought and received state approval to operate in the states in which the regional locations are located.

All College programs are evaluated for consistency and quality control throughout the main campus and regional locations by the Office of Academic Affairs and Deans of the Schools. Massachusetts educator licensure degree programs are approved by the Department of Elementary and Secondary Education, Malden, Massachusetts.

Please note that not all programs listed in the academic catalog are available at all regional locations. Each location offers programs and courses based on local enrollment and interest. We will offer additional programs based on student demand through a cohort model or contract arrangements with local organizations.

### Oversight and Communications

The Provost/Vice President of Academic Affairs Office maintains oversight of the Cambridge College regional locations (sites). Regional site directors represent the College policies and procedures to students and local agencies and act as the local authority in the chain of communications. Administrative, academic and operations offices at the main campus engage with the regional Cambridge College offices for purposes of strategic planning, information sharing, and problem solving. Regional site directors and faculty are the first choices when students have information needs or concerns. The main campus offices collaborate with the regional offices in supporting the needs of our students throughout the nation.



# Cambridge College Lawrence

280 Merrimack Street, 5th Floor, Lawrence, MA 01843 • 617-873-0484 • [lawrence.cambridgecollege.edu](http://lawrence.cambridgecollege.edu)

Cambridge College is recognized in Lawrence as a member and supporter of the community, serving to secure the economic prosperity of tomorrow's workforce by expanding access to quality, flexible and affordable higher education to the Lawrence community. The College equips students with the tools and resources that are critical to their success inside and outside of the classroom.

The College has been a local leader in adult education and symbol of access to quality education since 2003, serving Lawrence and communities throughout the Merrimack Valley. With academic programs chosen to enhance the career advancement of community members, the College is a model for higher education services supporting diverse student needs.

## Location and Facilities

In September 2016 the Lawrence location moved to a larger space at 280 Merrimack Street, on the fifth floor of this newly renovated building. Located in the heart of the Riverwalk, the new campus offers students large modern classrooms, improved technology, student-focused amenities such as a spacious computer lab and a One Stop Resource center, ample complimentary parking, and easy access from major highways.

## Articulation Agreements

Articulation agreements are partnerships between Cambridge College and community colleges that facilitate the easy transfer of credits from other institutions to Cambridge College. When students complete an associate's degree at an articulated college, they can transfer in all eligible credits earned when they enroll in a related degree program at Cambridge College.

### Massachusetts

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

## Library Services

[www.cambridgecollege.edu/resources/library-services](http://www.cambridgecollege.edu/resources/library-services)

The **Cambridge College Online Library**, often referred to as CCOL, is accessible to all registered students from any internet accessible device, from both on or off campus. Registered students use their credentials to log in to the MyCC portal and on the Library tab open the link labeled: Cambridge College Online Library to access the CCOL site. The online Library provides an extensive database collection offering academic and peer-reviewed journals, newspapers, eBooks and video databases. All materials are fully indexed and can be searched easily via the Ebsco Discovery Service (EDS) search box. The system offers tools to print, email, cite, store and share research

or store research materials. Live 24/7 reference librarian support is available via instant messaging; There are tutorials for advanced searching methods and specialized online guides offering instruction and resources for doing research in all programs. For students wishing to visit a traditional physical library, the Traditional Libraries tab offers a drop down menu pertaining to each physical campus with information on recommended libraries close to each campus and open for public use.

## Academic Support

Academic support is available by appointment and strongly encouraged. Specialists can assist with the reading and understanding of texts and assignments. They can also help with planning, organizing, with study skills and with writing. Seeking out support earlier rather than later helps ensure academic success.

## Computer Lab and IT Support

The College supports wireless technology on school grounds. A computer lab is available during the day and during classroom hours, with a computer technician to assist students. The College also makes available to all enrolled students an online IT Help Desk which supports students through email and phone contact.

## Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs. The local facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

## Directions and Parking

**From the South:** 495 North toward Lawrence. Take exit 44-45 for Merrimack Street. Turn right at Merrimack Street. The Riverwalk will be about 0.2 miles on the right.

**From the North:** 495 South toward Lawrence/North Andover. Take exit 44-43 toward Merrimack Street/Mass Ave. Take exit 44 for Merrimack Street toward Sutton Street. Turn right at Merrimack Street. The Riverwalk will be about 0.2 miles on the right.

**Parking** is available on-site.

## Emergency Contact

Cambridge College Lawrence Campus . . . . .617-873-0474

## Emergency/Weather Closing

Closings or delays are posted on:

- RAVE text message notifications. (Register to receive Rave Alerts on the MYCC web portal homepage.)
- The MyCC web portal homepage under ANNOUNCEMENTS.
- Your Cambridge College email.
- Social media: check our Facebook, Twitter and Instagram pages.
- Local media outlets.

You may also call the College at 1-800-877-4723. The answering service is notified of any campus closings or delays.

# Cambridge College Springfield

Tower Square—1500 Main Street, PO Box 15229, Springfield, MA 01115 • 413-747-0204 • [springfield.cambridgecollege.edu](http://springfield.cambridgecollege.edu)

Cambridge College Springfield is located in the heart of downtown Springfield, convenient for students in western Massachusetts and Connecticut. Cambridge College Springfield has a long history of supplying higher education degree and certificate programs to meet the needs of Connecticut students. Known for our diverse education environment, experienced faculty, affordable programs and flexible scheduling, Cambridge College Springfield focuses on adult learners, and helps them to advance in a changing world.

## Location and Facilities

The classrooms and offices have state-of-the-art technology. There are study areas, a student lounge and vending machines for student convenience. Restaurants, public transportation and parking are available nearby.

## Articulation Agreements

Articulation agreements and partnerships facilitate the easy transfer of credits from other institutions to Cambridge College. When students complete an associate's degree at an articulated college, they can transfer in all eligible credits earned when they enroll in a related degree program at Cambridge College.

### Connecticut

- Asnuntuck Community College
- Capital Community College

### Massachusetts

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

## Library Services

[www.cambridgecollege.edu/resources/library-services](http://www.cambridgecollege.edu/resources/library-services)

The **Cambridge College Online Library**, often referred to as CCOL, is accessible to all registered students from any internet accessible device, from both on or off campus. Registered students use their credentials to log in to the MyCC portal and on the Library tab open the link labeled: Cambridge College Online Library to access the CCOL site. The online Library provides an extensive database collection offering academic and peer-reviewed journals, newspapers, EBooks and video databases. All materials are fully indexed and can be searched easily via the Ebsco Discovery Service (EDS) search box. The system offers tools to print, email, cite, store and share research or store research materials. Live 24/7 reference librarian support is available via instant messaging. There are tutorials for advanced

searching methods and specialized online guides offering instruction and resources for doing research in all programs. For students wishing to visit a traditional physical library, the Traditional Libraries tab offers a drop down menu pertaining to each physical campus with information on recommended libraries close to each campus and open for public use.

## Academic Support

Academic support is available by appointment and strongly encouraged. Tutors can assist with the reading and understanding of texts and assignments. They can also help with planning, organizing, with study skills and with writing. Seeking out support earlier rather than later helps ensure academic success.

## Computer Lab and IT Support

The College supports wireless technology within the facility. A computer lab is available during the day and classroom hours with a computer technician to assist students. The College also makes available to all enrolled students an online IT Help Desk which supports students through email and phone contact.

## Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs. The local facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

## Directions and Parking

**From Mass Pike I-90 (East or West):** Take Mass Pike to Exit 4 (South Springfield/Hartford) onto Rte. 91 South and follow directions below.

**From the North: Take Rte. 91 South** to Exit 7 (Columbus Ave Downtown Springfield.) Take first left onto Boland Way. Continue under 91, turn onto East Columbus Avenue, and immediately bear to the right up ramp into Tower Square parking garage.

**From the South: Take Rte. 91 North** to Exit 6 (Springfield Center) to East Columbus Avenue and continue into center lane. At the intersection of East Columbus and Boland Way stay in middle lane, then immediately after crossing intersection bear to the right up ramp into Tower Square parking garage.

**From Interstate 291:** Take Exit 2-B (Dwight Street), take a left onto Dwight Street, drive 0.4 miles then turn right on Bridge Street. After crossing Main Street, turn left into Tower Square parking garage.

**Tower Square Parking Garage:** Take ticket and go up to level A. Park near north elevators "To the Shops". Take ticket with you for validation (visitors) and take elevator to street level. Cambridge College will be on your left.

**For assistance** please call Cambridge College at 413-747-0204 x 6610.

**Public Transportation:** Cambridge College Springfield, now located



downtown at Tower Square, is conveniently on many city bus routes. Also, the Peter Pan Bus terminal and Amtrak station are just a few short blocks from Tower Square. Route information and assistance:

- Pioneer Valley Transportation Authority — [www.pvta.com](http://www.pvta.com) • 413-781-7882.
- Peter Pan Bus Lines — [www.peterpanbus.com](http://www.peterpanbus.com) • 800-434-9999
- Amtrak — [www.amtrak.com](http://www.amtrak.com)

### Emergency Contact

413-733-6061

### Emergency/Weather Closing

Closings or delays are posted on:

- RAVE text message notifications. (Register to receive Rave Alerts on the MYCC web portal homepage.)
- The MyCC web portal homepage under ANNOUNCEMENTS.
- Your Cambridge College email.
- Social media: check our Facebook and Twitter pages.
- Local media outlets.

If you do not have Internet access, please call the school at 1-800-877-4723. The answering service is notified of any campus closings or delays.

# Cambridge College Puerto Rico

González Giusti Street, #27, Tres Rios Building, Suite 101-A, San Patricio, Guaynabo, Puerto Rico 00968  
787-296-1101 • [puertorico.cambridgecollege.edu](http://puertorico.cambridgecollege.edu)

Cambridge College Puerto Rico serves professional adults who come from every corner of the islands seeking the flexibility and instructional quality that our master's programs have to offer. Located at the heart of educational and business activity in the metro area of San Juan, Cambridge College provides the best opportunities for contextual and practical learning, in a motivating and inclusive environment.

### Location and Facilities

Cambridge College Puerto Rico is centrally located in the San Patricio area of Guaynabo, just across the street from the WAPA TV station.

### Accreditation and Authorization

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

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

### Library Services

[www.cambridgecollege.edu/resources/library-services](http://www.cambridgecollege.edu/resources/library-services)

The **Cambridge College Online Library**, often referred to as CCOL, is accessible to all registered students from any internet accessible device, from both on or off campus. Registered students use their credentials to log in to the MyCC portal and on the Library tab open the link labeled: Cambridge College Online Library to access the CCOL site. The online Library provides an extensive database collection offering academic and peer-reviewed journals, newspapers, EBooks and video databases. All materials are fully indexed and can be searched easily via the Ebsco Discovery Service (EDS) search box. The system offers tools to print, email, cite, store and share research or store research materials. Live 24/7 reference librarian support is available via instant messaging; There are tutorials for advanced searching methods and specialized online guides offering instruction and resources for doing research in all programs. For students wishing to visit a traditional physical library, the Traditional Libraries tab offers a drop down menu pertaining to each physical campus with information on recommended libraries close to each campus and open for public use.

### Academic Support

Spanish writing skills of all new students are supported each term by workshops conducted to improve organization, grammar, critical thinking and APA style skills. Tutors are also available for academic support.

### Computer Lab and IT Support

The College supports wireless technology within the facility. The College IT Help Desk supports students through email and phone contact. A newly equipped computer lab is available for students and faculty.

### Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs.

### Directions and Parking

Take Martinez Nadal Expressway South, turn right at González Giusti Street, then left in front of the WAPA TV station (pass under the bridge).

**Parking** — Parking is available to students at a special rate Saturday-Sunday 7:00 a.m. to 5:00 p.m.

### Emergency Contact

front desk security . . . . .787-641-0099

### Emergency/Weather Closing

787-296-1101. If the College is closed when you call, information will be available on the website ([www.cambridgecollege.edu](http://www.cambridgecollege.edu)).

Closings or delays are posted on:

- The MyCC web portal homepage under ANNOUNCEMENTS.
- Your Cambridge College email.
- Social media: check our Facebook and Twitter pages.
- Local media outlets.

If you do not have internet access, please call 1-800-877-4723. The answering service is notified of any campus closings or delays.

# Cambridge College Southern California

Offices: 9469 Haven Avenue, Suite 210, Rancho Cucamonga, CA 91730 • 909-635-0250 • [california.cambridgecollege.edu](http://california.cambridgecollege.edu)  
Classrooms: Chaffey College, 5885 Haven Avenue, Rancho Cucamonga, CA 91730

Cambridge College Southern California, in Rancho Cucamonga has been serving the diverse population of professional working adults in Southern California since 2005. The College collaborates and partners with local community colleges, organizations and agencies to offer academic programs that meet the educational and professional growth needs of students and employees. Students have chosen to come to Cambridge College from as far away as Northern California and Nevada for its flexible schedule, affordable tuition and its exceptional learning experience.

## Location and Facilities

The Cambridge College location is the Chaffey College campus, which provides technology-supported classrooms and learning environments, study areas, and a café for student convenience. Public eating places, bookstores and parking are available nearby.

**Housing** — Cambridge College is a commuter college and therefore does not have dormitories or offer student housing. The College has no responsibility to find or assist students in finding housing. There are apartment complexes within a few miles of the campus. As of January 2022, one-bedroom apartments in the area served by Cambridge College rent for an average of \$2,300/month.

## Accreditation and Authorization

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

**California** — Cambridge College is a private institution, approved to operate by the California Bureau for Private Post-Secondary Education at 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834 • P.O. Box 980818, West Sacramento, CA 95798-0818 • [www.bppe.ca.gov](http://www.bppe.ca.gov) • 916-574-8900 • 888-370-7589 • fax 916-263-1897.

## Articulation Agreements

Articulation agreements and partnerships facilitate the easy transfer of credits from other institutions to Cambridge College. When students complete an associate's degree at an articulated college, they can transfer in all eligible credits earned when they enroll in a related degree program at Cambridge College.

- Riverside Community College
- Chaffey College
- San Bernardino Valley College
- San Joaquin Valley College (SJVC)
- UCR Extension

## Library Services

[www.cambridgecollege.edu/resources/library-services](http://www.cambridgecollege.edu/resources/library-services)

The **Cambridge College Online Library**, often referred to as CCOL, is accessible to all registered students from any internet accessible device, from both on or off campus. Registered students use their

credentials to log in to the MyCC portal and on the Library tab open the link labeled: Cambridge College Online Library to access the CCOL site. The online Library provides an extensive database collection offering academic and peer-reviewed journals, newspapers, eBooks and video databases. All materials are fully indexed and can be searched easily via the Ebsco Discovery Service (EDS) search box. The system offers tools to print, email, cite, store and share research or store research materials. Live 24/7 reference librarian support is available via instant messaging; There are tutorials for advanced searching methods and specialized online guides offering instruction and resources for doing research in all programs. For students wishing to visit a traditional physical library, the Traditional Libraries tab offers a drop down menu pertaining to each physical campus with information on recommended libraries close to each campus and open for public use.

## Academic Support

**Writing** — Tutorial appointments are available on weekends when classes are in session. Our writing faculty provide assistance to undergraduate and graduate students, with all aspects of the writing process. Students can get help with everything from starting a paper to the final editing and proofreading of a final project.

## Computer Lab and IT Support

The College supports wireless technology within the facility. A computer lab is available during the day and classroom hours. The College IT Help Desk supports students through email and phone contact.

## Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs. The local facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

## Directions and Parking

**Offices, from the East:** Take I-10 West. Take the Haven Ave. exit. Turn right on Haven Ave. Cambridge College is on the right. Open parking is available.

**Offices, from the West:** Take I-10 East. Take the Haven Ave. exit. Turn left on Haven Ave. Cambridge College is on the right. Open parking is available.

**Classrooms, from the East:** Take I-10 West. Take the Haven Ave. exit. Turn right on Haven Ave. Chaffey College is on the right. Open parking is available.

**Classrooms, from the West:** Take I-10 East. Take the Haven Ave. exit. Turn left on Haven Ave. Chaffey College is on the right. Open parking is available.

## Emergency Contact

Chaffey College Police Dept—emergencies only . . . .909-652-6911

## **Emergency/Weather Closing**

- Go to the MyCC web portal homepage (<https://mycc.cambridgecollege.edu/ics>) and look under CAMPUS ADVISORY.
- Notices on your Cambridge College email.
- Local media outlets.
- If you do not have internet access, please call the school at 1-800-877-4723. The answering service is notified of any campus closings or delays.

## **Student Tuition Recovery Fund**

The Student Tuition Recovery Fund (STRF) was established by the legislature to protect any California resident who attends a private postsecondary institution from losing money, from having prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgement. For details, please see *Student Tuition Recovery Fund* on page 29.



# Compliance and Community Policies

## General Policy and Compliance

College policies are located on the College website at [www.cambridgecollege.edu/college-policies](http://www.cambridgecollege.edu/college-policies). Additional policy statements and compliance related matters may be located throughout this catalog under section headings that are more specific to the policy statement or compliance related matter. This section broadly captures a wide variety of policy statements and compliance related issues that do not explicitly belong in other sections of this catalog. For general policy or compliance related inquiries, please contact the Office of the General Counsel.

## Children at the College

In order to protect the safety and security of your children, as well as the educational environment, children under the age of 18 are not allowed to accompany parents or guardians to class. Children may accompany their parents or guardians when visiting the College for non-academic reasons, for example: registering for classes, paying bills, etc. Children must never be left unattended by the parent or guardian on the College's property.

Please arrange childcare off-site during class time, tutoring, etc. Parents/guardians are responsible for childcare and supervision at all times. Cambridge College is not responsible for children unattended by the parent or guardian.

## College Name

Cambridge College's name and marks are copyrighted. Any use of the name or marks without the College's written consent is prohibited. All external marketing materials must have the name and marks attached unless otherwise noted.

## Liability

Cambridge College cannot be responsible for personal property in its buildings and rented facilities. Participants in Cambridge College programs, courses and activities do so at their own risk, and agree to waive and release any and all claims of personal injury or property damage against Cambridge College, its agents, faculty, or employees, that may arise from their participation in the College.

## Office Equipment

Office equipment such as copying machines and fax machines, computers, and telephones are not accessible to students.

## Personal Services

Cambridge College students are not permitted to offer personal services at any Cambridge College location at any time. (Services such as manicures, pedicures, massage and haircuts require a state license for public health reasons).

## Photos

Occasionally, photos and videos are taken at College classes and events for public relations, marketing, and other purposes. Students who do not want their images taken or used in College publications are provided with the opportunity to opt out.

## Service Animals and Pets

No pets of any kind are allowed on Cambridge College property. Service animals are permitted.

## Smoking Policy

**Massachusetts locations**—In compliance with Massachusetts and city ordinances, Cambridge College is a smoke-free institution. All indoor smoking on campus and at all other classroom locations is prohibited, including in bathrooms and stairwells. Outdoor smoking is not permitted on College property. Smokers should move to public sidewalks.

**Locations in other states**—Smoking is permitted only as allowed by the state and local laws governing smoking in public places and on College campuses, and, for the summer institutes, by the policies of our host site.

## Student Housing

**Cambridge College is a commuter college;** it has no dormitory facilities under its control. The College does not provide information about the availability or cost of housing near its campuses, and Cambridge College takes no responsibility to find or assist a student in finding housing.

**Summer Institutes**—To assist students in attending the brief on-site residency, Cambridge College may make arrangements with a nearby hotel to provide housing that may be billed to a student's account. Charges for housing (and meals if offered/selected) must be paid prior to the start of the term or arrangements made for financial aid with the charges being paid prior to the distribution of student refunds. Students must make their own assessment of whether the accommodations meet their personal standards for quality, access and safety.

Only currently enrolled students taking classes are eligible to request and obtain housing when offered.

Specific procedures and housing request forms are distributed before the start of each term for locations/programs where housing is offered. See full policy at [www.cambridgecollege.edu/college-policies](http://www.cambridgecollege.edu/college-policies).

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## Security

### Annual Campus Safety & Security Report (Clery)

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act was signed into law in November 1990. At the time it was known as the “Student Right to Know and Campus Security Act.” It requires institutions participating in student financial aid programs under Title IV of the Higher Education Act of 1965 to disclose information about campus safety policies and procedures and to provide statistics concerning certain crimes that occurred on or near campus. In compliance with the Act, Cambridge College publishes and distributes this information in October of each year in an Annual Security Report and Crime Statistics Brochure. It is made available to current students and prospective students and employees, electronically and in print, and to College employees through the Office of Human Resources.

See current Clery Report at [www.cambridgecollege.edu/business-operations/public-safety](http://www.cambridgecollege.edu/business-operations/public-safety)

### Security Statement

Cambridge College strives to protect the rights, safety, health and welfare of everyone in the Cambridge College community. Compliance with all city, state, and federal laws is expected of all members of this learning community. Anyone who is victimized by, observes, or has knowledge of a criminal action should report it immediately: the College will investigate and take prompt, appropriate action. If the complaint is of a criminal nature, the local police department will be notified right away. In a medical emergency, the College will call an ambulance to take the person(s) concerned to the nearest emergency room (at their own expense if not covered by health insurance).

Any act or threat of violence, indecent assault, or conduct that may endanger any person on College property is prohibited. Where there is reasonable cause to believe that a member of the College community has violated College regulations, the College will review the incident and take appropriate actions as necessary.

## Crime Prevention

Cambridge College is concerned about the welfare, security and safety of every individual at the College. However, maintaining a secure and safe campus environment can only be achieved through a cooperative effort of the entire College community. Community members are encouraged to use caution on our urban campuses. It is rare that criminal activity occurs on College property, nevertheless, safety measures are essential in any urban setting. Keep your personal property safe. Lock your car. Do not leave your purse, keys, laptop, or other valuables unattended.

Please see also related safety and security policies in this catalog and on the Cambridge College website:

- Drugs & Alcohol
- Firearms/Weapons
- Hazing
- Sexual Harassment
- Domestic Violence
- Sexual Assault
- Non-Discrimination & Harassment

Cambridge College students are adult learners. The College serves the commuting students and does not maintain campus residence halls. The College takes the necessary steps to ensure the safety of our community through our published policies, reporting activities, relationships with local police, publications, and timely communications.

### Threat Assessment & Prevention

Cambridge College is dedicated to providing a safe environment for work and study. The Threat Assessment and Prevention initiative is committed to improving community safety through a proactive, collaborative, coordinated, objective and thoughtful approach to prevention, identification, assessment, intervention, and management of situations that pose, or may reasonably pose, a threat to the safety and well-being of the campus community.

**Timeliness in reporting potential threats is of utmost importance. DIAL 911 if there is an emergency.** If a threat is observed or suspected, please contact the following parties **IMMEDIATELY** so that appropriate action may be taken:

1. Vera Dimoplou, Assistant Dean of Student Affairs, [vera.dimoplou@cambridgecollege.edu](mailto:vera.dimoplou@cambridgecollege.edu), 617-873-0614
2. Security personnel in your Cambridge College building (see list below).

### Questions about threat assessment and prevention? Contact:

Vera Dimoplou, Assistant Dean of Student Affairs,  
[vera.dimoplou@cambridgecollege.edu](mailto:vera.dimoplou@cambridgecollege.edu), 617-873-0614

### How to Report a Crime

The College strongly urges every member of the community—faculty, staff, and students—to report any crime promptly to the College security authorities and/or your local police department (911). Criminal actions may also be reported to any professional staff member who will then contact appropriate campus officers or local authorities. Victims of crimes are encouraged to report these matters to local police; Cambridge College may assist any student in reporting crimes, if desired.

## Campus Sex Crimes Prevention

The federal Campus Sex Crimes Prevention Act requires colleges and universities to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The Act also mandates that sex offenders who are already required to register in a state must provide notice of each institution of higher education in that state at which the offender is employed or is a student. To learn the identity of registered sex offenders on or near a Cambridge College location, or anywhere in the United States, visit the Sex Offender databases at [www.sexoffender.com](http://www.sexoffender.com) and <http://nsopr.gov>. You can search by city, county, or zip code. This information is collected by other agencies and Cambridge College cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance with the Campus Security Act and for campus safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

## Title IX Sexual Harassment Policy

See *Appendix D: Title IX Sexual Harassment Policy* on page 432.

## Cambridge College Sexual Misconduct Policy

For claims not covered by the Title IX Sexual Harassment Policy. See *Appendix D: Sexual Misconduct Policy* on page 408.

## Violence Against Women Act

See *Violence Against Women Act* on page 54.

## Department Personnel & Relationship with Local Authorities

Building security maintains security staff at all Cambridge College locations. Members of the College community should also check with onsite College administration. Security staff do not carry firearms nor do they have police powers of arrest. However, the security companies and staff have effective working relationships with local police agencies who can provide these services to the campus in timely fashion, as needed.

## Timely Warning

In the event that a situation arises, either on or off campus that, in the judgment of the Vice President for Finance and Administration, constitutes an ongoing or continuing threat, a campus-wide “timely warning” will be issued. The warning will be issued through the College email systems and RAVE text message notifications to students, faculty, and staff. Additionally, notifications will be posted on the MyCC homepage (no log-in required) and at strategic public locations within each of the appropriate buildings, as well as to media outlets if appropriate. See full policy at <https://www.cambridgecollege.edu/timely-warning-policy>.

## Emergency Response, Evacuation & Egress

The College has developed procedures for response and notification in the event of an ongoing or continuing threat to the college community that may or may not include evacuation or closing a facility. Egress information is posted in all classrooms and office suites with general emergency procedures to follow. For more information consult with campus security authorities listed below.

## Campus Security Contacts

Campus security is organized under the Vice-President for Finance and Administration.

### Administration

Vice President for Finance and Administration . . . . .617-873-0689

### Boston

500 Rutherford Avenue . . . . .617-873-0111

### Regional Locations

Lawrence campus:

Point 2 Point Global Security, Inc., Paul Parent . . . . .978-770-8158

Puerto Rico campus: front desk security . . . . .787-641-0099

Southern California campus:

Chaffey College Police Dept

emergencies . . . . .909-652-6911

non-emergencies . . . . .909-652-6632

Springfield campus:

emergencies . . . . .413-733-6061

non-emergencies . . . . .413-271-3110

### Deans

School of Education . . . . .617-873-0168

School of Management . . . . .617-873-0227

School of Psychology and Counseling . . . . .617-873-0208

School of Undergraduate Studies . . . . .617-873-0236

### Student Affairs

Asst. Dean of Student Affairs. . . . .617-873-0641

## Disaster Recovery Plan: Safeguarding Student Records

The College follows the Department of Higher Education’s procedures for notification as it relates to the closing or discontinuation of programs, and the New England Commission of Higher Education procedures outlined in its Considerations When Closing an Institution of Higher Education.

Cambridge College is also committed to following the Notice of Closure Guidelines for Massachusetts Independent Institutions in regards to safeguarding student records as put forward by the Massachusetts Department of Higher Education (DHE). The College has transitioned to a paperless work environment and full backups are performed every 24 hours. Backup tapes are routinely rotated or stored offsite at Iron Mountain along with past academic records. The College’s data servers are located at a telecommunications and data center facility in downtown Boston outfitted with 24/7 security. In the event of Cambridge College’s closure, these off-campus sites would securely maintain student records, and the College will work with NECHE and the DHE to ensure compliance with all requirements pertaining to the safeguarding of student records.



## Alumni Association

As a graduate of Cambridge College, you join a network of nearly 40,000 alumni worldwide. The Cambridge College Alumni Association, along with the Alumni Council, strives to create relationships and opportunities with alumni, members of the college community, and outside companies and organizations that will benefit our alumni and current students.

We hope that you will consider joining the Alumni Council. Partnering with the Alumni Association, the Alumni Council provides leadership and guidance for the promotion and execution of events sponsored by the Association. In addition, the Council partners with the administration of the College to provide feedback for and from alumni, and provides representative voices for the alumni around the globe. The Council meets quarterly during the year. These meetings, which can be attended remotely via phone conferencing, last approximately 60-90 minutes.

Additionally, we hope you will take advantage of all the resources available to you as an alumni. An extensive list of exclusive Cambridge College Alumni benefits can be found on our website at [www.cambridgecollege.edu/welcome-alumni-friends](http://www.cambridgecollege.edu/welcome-alumni-friends).

To learn more about the Alumni Association, volunteer opportunities, professional development programs, and upcoming events, please visit our website [www.cambridgecollege.edu/welcome-alumni-friends](http://www.cambridgecollege.edu/welcome-alumni-friends) or send an email to [alumni@cambridgecollege.edu](mailto:alumni@cambridgecollege.edu) and we would be happy to answer any questions.

In addition, please make sure you follow us on our social media platforms: Instagram, Twitter, Facebook and LinkedIn.



@cambridgecollege\_edu



@cambridgecollg



facebook.com/cambridgecollege



linkedin.com/school/cambridge-college/



# Faculty

## School of Undergraduate Studies Faculty

Main campus • See also regional faculty

### Office of the Dean

James S. Lee, Ed.D. Northeastern University; Dean

Tahia Bell-Sykes, M.M., Administrative Manager

Michael Dickinson, M.A., Director of Academic Advising

### Program Chairs & Site Coordinators

Ronda Goodale, Ph.D. Boston College; Program Chair, Early Childhood Education & Care

Rebecca Heimel, M.F.A. Goddard College, Co-Chair, Undergraduate General Education and Interdisciplinary Studies

James S. Lee, Ed.D. Northeastern University; Chair, Natural & Applied Sciences

Donald Jeffrey Lokey, M.A. Tusculum College; Program Chair, Management

Carol Pepi, M.Ed. Cambridge College; Program Chair: Human Services, Human Services Management, Criminal Justice,

Barbara Koffske Reid, Ph.D. Brandeis University, M.A., M.Ed., LMFT; Program Chair, Wellness & Health Promotion

Michael Siegell, Ph.D. Union Graduate School; Program Chair, Psychology, Expressive Therapies, Holistic Studies; Co-Chair, Addiction Studies

Traci Talbert, M.S. Springfield College; Undergraduate Programs Coordinator, Springfield

Lucilia M. Valerio, Ph.D. Tufts University; Program chair, Undergraduate Writing, Literature, and Capstone; Co-Chair, Undergraduate General Education and Interdisciplinary Studies

Nancy Yates, M.A. Azusa Pacific University; Undergraduate and Graduate Coordinator, Southern California

### Core Faculty

#### Boston

Rebecca Heimel, M.F.A. Goddard College, Visiting Lecturer and McCormack Chair of Humanities

William D. McMullen, Ph.D. Boston University, Faculty Emeritus

Stephen Merther, M.A. Counseling Psychology, Antioch New England Graduate School, Assistant Professor

Carol Pepi, M.Ed. Cambridge College; Program Chair: Human Services, Human Services Management, Criminal Justice, Assistant Professor

Barbara Koffske Reid, Ph.D. Brandeis University, M.A., M.Ed., LMFT; Program Chair, Wellness & Health Promotion; Professor

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

Michael Siegell, Ph.D. Union Graduate School; Chair, Psychology, Professor

Lucilia M. Valerio, Ph.D. Tufts University Coordinator, Writing, Literature, and Capstone, Associate Professor

Gitte W. Wernaa, Ph.D. University of Virginia; Associate Professor

#### Springfield

Abigail Dolinger, M.Ed. Cambridge College, Professor



## Senior Instructors

### Boston

FeLisa Albert, D.P.H. Capella University  
Husna Altug, C.A.G.S. Cambridge College  
Sandra S. Arabian, M.B.A. Cambridge College  
Frank Baskin, M.S.W. University of Michigan Ann Arbor  
Peter Bodge, M.Ed. Cambridge College  
John A. Brennan, M.B.A. Pace University  
Andy Caul, M.A. Harvard University  
Loretta Christoforo, M.Ed. Boston University  
Bruce E. Cohen, M.B.A. Boston College, M.A. Ohio University  
Sandra Copman, Ed.D. Boston University  
Thulani DeMarsay, Ph.D. Fielding Graduate School  
Laurel Messina Duluk, Ed.D. Johnson and Wales University  
Lee W. Ellenberg, M.S.W. Boston University  
Paul Fierimonte, Ed.D. Nova Southeastern University  
Robert L. Fladger, M.Ed. Cambridge College  
Ronda Goodale, Ph.D. Boston College  
Jonathan Grollman, M.B.A. Southern New Hampshire University  
Yaacoub Nicholas Hallak, Ph.D. Union Institute and University  
Diane Harper, M.A. Boston University  
Vivian Hatziyannis, M.A. Tufts University  
Rebecca Heimel, M.F.A. Goddard College  
Jeffrey L. Hogan, M.Ed. Cambridge College  
John Howard, Jr., J.D. New England School of Law  
Shira Karman, M.Ed. Lesley University  
Steven Kelley, MM Cambridge College  
Julia M. Legas, M.A. California State University Long Beach  
Donald Jeffrey Lokey, M.A. Tusculum College  
Che C. Madyun, M.S.M. Lesley University  
Robert Martinez, Ph.D. Harvard University  
Annie McKnight, M.S.W. Bridgewater State College  
Joseph McLellan, M.A. University of Massachusetts Boston  
Jesse R. Mellor, U.C.L.A. Alcohol and Drug Studies Advanced Certificate, M.S. Columbia College  
Joseph Miglio, Ed.D. National-Louis University  
Gretchen Shae Moore, M.A. University of Massachusetts Boston  
Lynn S. Moore, Ph.D. Capella University  
Mary Morrissey, J.D. Suffolk University  
Amy O'Leary, M.P.A. Suffolk University  
E. Dale Parker, M.Ed. Cambridge College  
Kelly Parrish, M.Ed. Boston University  
Jennifer R.D. Pepi, J.D. Northeastern School of Law  
Roxanne Reddington-Wilde, Ph.D. Harvard University  
Mark Rotondo, M.S. University of Massachusetts Boston, J.D. and L.L.M. Suffolk University Law School  
Vicente Sanabria, M.S. Southern New Hampshire University  
Catherine Seo, Ph.D. Fielding Graduate University  
Lauretta Siggers, M.B.A. Cambridge College  
John J. Silva, M.Ed. Salem State College  
Ronald E. Smith, M.Ed. Cambridge College

Troy D. Smith, M.S. University of Michigan Ann Arbor; M.Ed. Harvard University

Phillip Speiser, Ph.D. Union Graduate School  
Carolyn Stonewell, M.A. New York University  
Henry (Hank) Tarbi, M.Ed. Northeastern University  
Salvatore Testaverde, Ph.D. University of New Hampshire  
Cheryl Williams, M.A. George Mason University  
Erica Wilson, M.Ed. Cambridge College  
Dawn Zapata, M.A. Harvard Extension  
Joel D. Ziff, Ed.D. University of Massachusetts  
Laura Ziman, Ed.M. Lesley University  
William Zwemke, M.M. Cambridge College

## Adjunct Instructors

### Boston

Tahia Bell-Sykes, M.M. Cambridge College  
Katherine Blagden, M.Ed. Cambridge College  
Laurence Brandoli, M.Ed. Cambridge College  
Peter Callahan, M.L.S. University of Kansas  
Paul Christian, J.D. New England School of Law  
Kelly Colon, M.S. Mass. Maritime Academy  
Angela Cooper, M.P.S. Pratt Institute  
Mayra Cuevas, M.A. Lesley University  
Salina Duggan, M.S. American University  
Bradley Eslinger, M.Ed. Eastern Nazarene College  
Sean Fitzgerald, M.S. National University  
Edwardo Alberto Gooding, M.B.A. Brandeis University  
Jeronica Goodwin, D.H.A. Central Michigan University  
Alexandra Marie Heinz, MPH Boston University  
George L. Hicks, M.B.A. Grand Canyon University  
Jarling Ho, J.D. Lewis & Clark College  
Robert Impemba, Mass. Criminal Justice Training Council Municipal Police Academy  
Janella Isaac, M.Ed. University of Massachusetts Boston  
Diana L. Kane, M.Ed. Lesley University  
Susannah Lawrence, B.A. Boston College  
Donna Lubrano, M.S. Boston University  
Rosemary Macero, J.D. Case Western Reserve University  
Abby Morales, M.Ed. Lesley University  
Roger Pao, J.D. Harvard University  
Andres Perez-Carassco, M.A. Boston College  
Tracey Phillips-Williams, M.S. Simmons College  
Julie Salois-Tourville, M.P.A. Suffolk University  
Robin Schofield, D.B.A. Walden University  
Gerry Scoppettuolo, M.S. University of Massachusetts Amherst  
Mechalle Varnado-Brown, M.B.A. American InterContinental University  
Jose Velazquez-Ramos, M.S. Fordham University

# School of Education Faculty

## Office of the Dean

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

Doris Van Gorder, M.Ed. University of Massachusetts/Boston;  
Assistant Dean of Field Experience and Licensure Officer

## Program Chairs & Site Coordinators

Daniel Almeida, BCBA-D, Ph.D. Simmons University; Program  
Director, Autism/Applied Behavior Analysis

Mary Connolly, C.A.G.S. CHES Bridgewater State College;  
Program Chair, Skills-Based Health/SEL

Diane Harper, M.A. Boston University; Program Chair, Interdisciplinary  
Studies

Leba Heigham, M.Ed. Harvard University; Program Chair, English as a  
Second Language and Mathematics

Stephen Maio, Ed.D. Boston University; Interim Director, Educational  
Leadership/C.A.G.S.

Santiago Mendez-Hernandez, Ed.D. Catholic University of Puerto  
Rico; Lead Faculty for Education Programs & Regional Director in  
Puerto Rico

John N. Papadonis, M.S. University of Massachusetts/Lowell;  
Program Chair, General Science

Christy Reynolds, Ed.D. University of Massachusetts/Lowell; Program  
Chair, Early Childhood/Elementary Education

Nicole Stallions, M.Ed., C.A.G.S. Cambridge College, Program Chair,  
Teacher of Students with Moderate Disabilities/Autism Specialist

Joseph Vedora, BCBA-D, Ed.D. Nova Southeastern University;  
Program Chair, Autism/Applied Behavior Analysis

## EARLY CHILDHOOD, ELEMENTARY TEACHER

### Core Faculty

Ethlyn Davis Fuller, Ph.D. Boston College; Professor Emeritus

### Senior Instructors

Veronica Harris, M.Ed. Lesley University

Christy Reynolds, Ed.D. University of Massachusetts/Lowell

Rosemarie Romano, M.Ed. Salem State College

Michelle Sawyer, M.Ed. Lesley University

Laura Ziman, M.Ed. Lesley University

### Adjunct Instructors

Gary Nihan, Ed.D. Boston State College

Maria Williams, M.Ed. Westfield State University, M.Ed. Endicott  
College

## EDUCATIONAL LEADERSHIP

### Core Faculty

Sandra D. Bridwell, Ed.D. Indiana University/Bloomington; Professor

James Horn, Ph.D. University of Tennessee; Professor

### Senior Instructors

Joseph E. Buckley, Ed.D. University of Massachusetts

David L. Flynn, Ph.D. Boston College

William L. Hoyt, Ed.D. Boston University

Stephen Maio, Ed.D. Boston University, Program Chair

Richard J. Palermo, Ed.D. Boston University

Roger Williams, Ed.D. University of Georgia

### Adjunct Instructors

Paul Anthony Bavuso, Indiana University of Pennsylvania

Julio de Carvalho, Ed.D. Cambridge College

Rebecca Gordon, C.A.G.S. Simmons College

Jean Hodgkins, M.Ed. University of Maine

Susan Williams, Ed.D. Cambridge College

## ENGLISH as a SECOND LANGUAGE

### Senior Instructors (part-time)

James Backer, Ph.D. Nova Southeastern University

Monica Flores, Ed.D. University of Massachusetts/Lowell

Leba Heigham, M.Ed. Harvard University

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

### Adjunct Instructors

Sheila Caldwell, M.Ed. University of Maine Orono

Diane Cinar, C.A.G.S. Salem State College

Kathleen Murphy, M.Ed. Boston State College

## GENERAL SCIENCE EDUCATION

### Senior Instructors

Gregory L. Curran, M.S. Fordham University

Charles Flynn, M.A.T. Simmons College

Suzanne Flynn, M.S. University of Nebraska

Arlene Jurewicz-Leighton, M.S. Adelphi University

C. David Luther, C.A.G.S. Boston State College  
David M. Lyons, Ed.D. Nova Southeastern University  
Sean Musselman, M.Ed. Cambridge College  
John N. Papadonis, M.S. University of Massachusetts/Lowell; Chair  
Joel S. Rubin, Ed.D. Harvard Graduate School of Education  
Thomas Vaughn, C.A.G.S. Lesley University

#### **Adjunct Instructors**

Kathleen Renfrew, M.A. Lyndon State College  
Trupti B. Vora, M.Ed. Cambridge College

#### **DIGITAL LITERACY & COMPUTER SCIENCE**

##### **Adjunct Instructors**

Sharon Greany, M.B.A. Cambridge College

#### **INTERDISCIPLINARY STUDIES AND ELECTIVES**

##### **Senior Instructors**

Peter Bodge, M.Ed. Cambridge College  
Ethlyn Davis Fuller, Ph.D. Boston College; Professor Emeritus  
John Grassi, Ph.D. Columbia Pacific University, Professor Emeritus  
Diane Harper, M.A. Boston University, Chair  
Lyda Peters, Ph.D. Boston College Lynch School of Education;  
Professor Emeritus

##### **Adjunct Instructors**

Agatha Summons-McGuire, M.Ed. Cambridge College  
Tahia Bell-Sykes, M.M. Cambridge College

#### **MATHEMATICS EDUCATION**

##### **Senior Instructors**

Peter F. Ash, Ph.D. University of Illinois  
Edward Chapdelaine, M.S. Salem State College  
Steven Cushing, Ph.D. UCLA  
Leba Heigham, M.Ed. Harvard University; Program Coordinator  
Paul M. Natola, M.Ed. Boston State College  
Rosemarie Romano, M.Ed. Salem State College  
Nicholas Rubino, Ph.D. Boston College, Professor Emeritus

##### **Adjunct Instructors**

Mustapha Benaoui, Ed.D. Northeastern University  
Katharine M. McAuley, M.Ed. Northeastern University

#### **SCHOOL COLLABORATIVE PROGRAM**

Linda F. Nathan, M.Ed. Antioch University; M.A. Emerson University;  
Ed.D. Harvard University

#### **SCHOOL NURSE EDUCATION**

##### **Senior Instructors**

Joanne F. Costello, Ph.D. University of Rhode Island  
Marie DeSisto, R.N., M.S.N. Regis College  
Kathleen A. Hassey, R.N., M.Ed. Cambridge College  
Donna Huntley-Newby, Ph.D. Boston College  
Patricia Johnson, R.N., Ed.D. University of Massachusetts, Amherst  
Carol R. Shelton, R.N., Ph.D. Brandeis University  
Carolyn Wood, R.N., Ph.D. University of Connecticut

##### **Adjunct Instructors**

Lynn P. Blanchette, Ph.D. University of Rhode Island  
Jacqueline A. Brady, Ph.D. Northeastern University  
Mary E. Kirrane, M.Ed. Suffolk University

#### **SKILLS-BASED HEALTH/SOCIAL EMOTIONAL LEARNING**

##### **Senior Instructors**

Mary Connolly, C.A.G.S. CHES Bridgewater State University;  
Program Chair

##### **Adjunct Instructors**

Jessica Greene, M.Ed. University of Massachusetts/Boston  
Amanda Khatcherian, M.Ed. Framingham State University  
Danielle LaRoque, C.A.G.S. Salem State University  
Melanie Lynch, M.Ed. Penn State University  
Natasha Manganiello, M.Ed. Cambridge College  
Gary Nihan, Ed.D. Boston State College  
Danielle Petrucci, M.Ed. Cambridge College  
Ryan Sherman, D.B.H. Arizona State University  
Suzanne Spressert, M.Ed. Boston University

#### **SPECIAL EDUCATION / AUTISM**

Nicole Stallions, M.Ed., CAGS Cambridge College; Program Chair

##### **Senior Instructors**

Daniel Almeida, Ph.D. Simmons University, ABA Program Director  
Ella Benson, Ed.D. University of Virginia  
Steve Gannon, M.Ed. Boston University  
Mary L. Garrity, Ed.D. University of Massachusetts/Lowell  
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Kelley Henry, Psy.D. William James College  
Rebecca Hotchkiss, Ph.D. Columbia University/New York  
Linda Kelly, Ph.D. Boston College  
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Instructor  
Robert Ross, Ed.D. Nova Southeastern University  
Jeff Skowron, Ph.D. University of Massachusetts/Amherst  
Doris Van Gorder, M.Ed. University of Massachusetts/Boston  
Joseph Vedora, Ed.D. Nova Southeastern University; Program Chair  
John Ward-Horner, Ph.D. City University of New York

##### **Adjunct Instructors**

Constance Agin, M.A. Northcentral University  
Shunxin Ao, M.Ed. Cambridge College  
Tiffany Barry, BCBA Certificate, Cambridge College  
Shannon Call, M.S. Emerson College  
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Michelle Lanner, M.Ed. Bridgewater State College;  
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## Office of the Dean

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Paula Malady, M.B.A. Simmons College; Academic Advisor

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Andrew D. Banasiewicz, Ph.D. Louisiana State University, Professor

Mary Ann Joseph, Ph.D. Northwestern University, Professor

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### Springfield

Richard Turner, Ph.D. Nova Southeastern University; Professor Emeritus

Joseph Defazio, J.D. Western New England College; Professor Emeritus

## Senior Instructors

### Boston

Sandra S. Arabian, M.B.A. Cambridge College

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# School of Psychology & Counseling Faculty

## Office of the Dean

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Kathrine Sullivan-Corbett, M.S. Northeastern University, LMHC;  
Assistant Dean of Academic Advising

Sofia Nova, M.B.A. Cambridge College; Administrative Manager

## Program Chairs & Site Coordinators

Linda Kuramoto, M.S. Boston University, C.A.G.S. Cambridge College; CRC, LMHC; Chair, Rehabilitation Counseling; Co-Chair, Mental Health Licensure Programs

Brian Sasso, M.A. Remington College (San Diego,CA); LMHC, Licensed School Adjustment Counselor (All Levels), Licensed School Guidance Counselor (5-12); program chair: School Adjustment and Mental Health Counseling, School Counseling; Mental Health and School Counseling

Kathrine Sullivan-Corbett, M.S. Northeastern University, LMHC; Assistant Dean of Academic Advising

Paul White, M.Ed. Cambridge College, LMHC; Chair, Addictions Counseling; Co-Chair, Mental Health Licensure Programs

Shannon Dion, M.Ed. Cambridge College; LMHC, LSAC; DESE Coordinator

Teresa Forte, M.B.A. University of New Haven; M.Ed. Cambridge College; Counseling Psychology Coordinator and Field Experience Coordinator, Springfield

Nadine K. Fowler, M.Ed. Lesley University; LMHC; Coordinator, Lawrence

Maria S. Mangual, Ed.D., LPC, InterAmerican University, Counseling Program Coordinator, Puerto Rico

## Core Faculty

### Boston

John Carew, Ph.D. Boston College, Professor Emeritus

Massomeh Namavar, Ed.D. Indiana University, Professor; Licensed Psychologist

### Springfield

Deborah Merriman, C.A.G.S. University of Massachusetts; LMFT, LADC; Professor

## Senior Instructors

### Boston

Judith Bralove, M.S.W. Boston College

Christine Cassidy, M.A. Lesley University; LMHC

Elena Cherepanov, Ph.D. Moscow State University; LMHC, Certified Trauma Specialist

John Ciervo, C.A.G.S. Lesley University; LMHC

S. Michael Coughlin, M.Ed. University of Massachusetts/Boston

Victoria M. DaPonte, Ph.D. Walden University; LMHC, ACDP

Eleanor A. Farinato, Ed.D. Psychology, Curriculum and Supervision, University of Massachusetts/Amherst; LMHC, BCPC, Certified in School Guidance, Supervisor and Social Studies

Larry M. Allen, M.Ed. Antioch College

Richard Chester, M.Ed. Cambridge College; CEAP, LMHC

Sheri Damon, Northeastern University; LMHC, Certified School Adjustment Counselor

Michelle Demore-Taber, Sc.D. Boston University, LRC

Hugh Ferguson, J.D. New England School of Law; LMHC

Steffen Fuller, Ph.D. Purdue University; Licensed Psychologist, President of the Northeastern Society for Group Psychotherapy

Irlie M. Goldman, Ph.D. Rutgers University

Vita Golub, M.Ed. SUNY/Buffalo, M.Ed. University of Mass. Boston; LMHC, SAC

Colleen Goode, M.Ed. Cambridge College; LMHC

Laurie Jackson, M.Ed. Bridgewater State University; LMHC

Carline Jean-Baptiste, Ph.D. Clinical Psychology, Boston University

Paul Keating, C.A.G.S. Cambridge College; LMHC

Myles L. McPartland, M.Ed. Bridgewater State, C.A.G.S. University of Massachusetts/Boston

Mary Mopsy Kennedy, M.S.W. Boston University; LICSW

Linda Kuramoto, M.S. Boston University, C.A.G.S. Cambridge College; CRC, LMHC

Erin Munroe, M.A. Boston University, LMHC

Brian Sasso, M.A. Remington College (San Diego,CA); LMHC, Licensed School Adjustment Counselor (All Levels), Licensed School Guidance Counselor (5-12)

Benjamin Staines, M.S.W., Boston College; LICSW

Ed Stone, M.S.W. Boston College; LICSW, Certified School Adjustment Counselor

Georgia Thomas-Diaz, M.Ed. Cambridge College; LMHC

Elaine Walker, M.A. Lesley University; LMHC

Paul White, M.Ed. Cambridge College, LMHC

Brian Zuzelo, Psy.D. Antioch University New England

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Jeff Cronin, M.L.S. Simmons College  
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Michael E. Marrapodi, Ed.D. Johnson and Wales University

Joseph Miglio, Ed.D. National-Louis University  
Deborah A. Sementa, Ed.D. Capella University  
Christopher Weir, Ed.D. Boston University

## Lawrence Faculty

### School of Undergraduate Studies

#### Senior Instructors

Loretta Christoforo, M.Ed. Boston University  
Paul Fierimonte, Ph.D. Nova Southeastern University  
Ada Greenberg, M.Ed. Cambridge College  
Veronica Harris, M.Ed. Lesley University  
Vivian Hatziyannis, M.A. Tufts University  
Jeff Hogan, M.A. University of New Hampshire  
Fabrice Kandjanga, M.S. Boston University  
Mary C. Morrissey, J.D. Suffolk University  
Jony Perez, M.B.A. University of Massachusetts Lowell  
Kathrine Sullivan-Corbett, M.S. Northeastern University; LMHC  
E. Vicente Sanabria, M.S. New Hampshire College

#### Adjunct Instructors

Charlene Foster, M.B.A. Cambridge College  
Jay S. Harding, C.A.G.S. Antioch University  
Anna M. Rice, J.D. Massachusetts School of Law

### School of Education

#### Senior Instructors

Edward Chapdelaine, M.Ed. Salem State College  
Ada Greenberg, M.Ed. Cambridge College  
Veronica Harris, M.Ed. Cambridge College

#### Adjunct Instructors

Susan Celia, M.Ed. Salem State University  
William McGoldrick, M.Ed. Bridgewater State College

### School of Management

#### Senior Instructors

Peter J. Hughes, M.Ed. Antioch University  
Fabrice Kandjanga, M.S. Boston University  
Jony Perez, M.G.A. University of Massachusetts Lowell

#### Adjunct Instructors

Steven Greenberg, M.B.A. Franklin Pierce  
Laura Henderson, M.B.A. Cambridge College

### School of Psychology & Counseling

#### Senior Instructors

Reynold Barnes, M.S. Salem State University  
Danielle Conti, M.Ed. Cambridge College; LMHC  
Nadine K. Fowler, M.Ed. Lesley University  
Suzanne MacPhail, M.Ed. LMHC, Cambridge College; Certified  
Eagala Mental Health Specialist for Trauma  
Kathrine Sullivan-Corbett, M.S. Northeastern University, LMHC  
Elaine Walker, M.A. Lesley University; LMHC

# Springfield Faculty

## School of Undergraduate Studies

### Core Faculty

Abigail Dolinger, M.Ed. Cambridge College; Professor

### Senior Instructors

Cellastine P. Bailey, Ed.D. University of Massachusetts Amherst

Louis Barry, M.A. Anna Maria College

Armando Feliciano, M.S. Springfield College

### Adjunct Instructors

Traci Gaynor, M.S. Springfield College

Laura A. Geryk-Missen, M.A. University of Mass.

See also Education, Counseling and Management faculty.

## School of Education

### EARLY CHILDHOOD & ELEMENTARY EDUCATION

#### Senior Instructors

Susan Brown, M.Music University of Massachusetts

### ENGLISH AS A SECOND LANGUAGE

#### Adjunct Instructors

Milagros Martinez, Ed.D. University of Puerto Rico

Maria Williams, M.Ed. Westfield State University, M.Ed. Endicott College

### GENERAL EDUCATION

#### Adjunct Instructors

Michelle Sawyer, M.Ed. Lesley University

### SPECIAL EDUCATION

#### Senior Instructors

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

## School of Management

### Senior Instructors

Earle Hollister, M.B.A. Western New England University

E. Dale Parker, M.Ed. Cambridge College

## School of Psychology and Counseling

### Core Faculty

Deborah Merriman, C.A.G.S. University of Massachusetts; LMFT, LADC; Professor

### Senior Instructors

Jacqueline Bearce, Ed.D. University of Massachusetts/Amherst, Licensed Psychologist;

Ursula Chock-Harris, M.S.W. University of Hawaii; LICSW

Elizabeth D'Amico, Ph.D. University of Connecticut; LICSW

Shannon Dion, M.Ed. Cambridge College; LMHC, LSAC

Darien McFadden, Ph.D. University of Pittsburgh; LMHC

Merylina Santiago-Asselin, M.Ed. Springfield College; Licenced Guidance Counselor

Edward Thomas, M.Ed. Cambridge College; LMHC

Debbie Williams, M.Ed. Springfield College; LMHC, NCC

# Southern California Faculty

## School of Undergraduate Studies

### Senior Instructors

Bhaskar Sinha, Ph.D. University of California at Davis  
Nancy Yates, M.A. Azusa Pacific University; Undergraduate and  
Graduate coordinator for Southern California location

### Adjunct Instructors

Baron K. Brown M.P.A., M.B.A. Northcentral University  
Steven M. Brownson, Ph.D. Capella University  
Rita Clemons, M.A. Claremont Graduate University  
Stafford Cross, M.P.A. California State University San Bernardino  
Dolores Curry, M.S. California State University  
Sherman Garnett, M.A. California State University, Los Angeles  
Sylvia Greenberg, M.A. La Sierra University  
Courtenay Griffin, M.B.A. University of Phoenix  
Timothy Harris, M.S. National University  
Fermin Jaramillo, Ed.D. Azusa Pacific University  
Jeffrey Polonio, M.A. California State University San Bernardino  
Dennis Toutant, Ph.D. Claremont Graduate University

## School of Education

### Senior Instructors

Marissa Congdon, Ph.D. University of Washington, BCBA-D  
Allison Han, Ed.D. University of Southern California  
John F. Kaucher, M.A. Azusa Pacific University  
Nancy Yates, M.A. Azusa Pacific University

### Adjunct Instructors

Mariann Choudhry, BCBA, M.A. National University  
Angel Christopher-Evans, M.B.A. University of Phoenix  
Whitney Relf, Ph.D. Claremont Graduate University  
Sarah Williams Katuli, BCBA-D The Chicago School of Professional  
Psychology

## School of Management

### Senior Instructors

Jaime Claverie, M.B.A. University of Redlands  
Richard Dawson, M.B.A. University of Phoenix

### Adjunct Instructors

Baron K. Brown M.P.A., M.B.A. Northcentral University  
Sean Fitzgerald, M.S. National University  
Trang Huynh, M.A. National University  
George Hicks, M.B.A. Grand Canyon University  
Samuel Mattioli, M.S. University of Leicester

## School of Psychology and Counseling

### Senior Instructors

Lateasha Allen, M.A. Argosy University  
Christine Denstaedt, M.S. Cal Baptist University  
Miriam Kraus, MSN, Azusa Pacific University  
Stephanie Morgan, Ed.D. Cumberland University  
Latricea Woods, M.S. Cal Baptist University



# Puerto Rico Faculty

## School of Education

### ELEMENTARY EDUCATION

#### Senior Instructors

Sol E. Leon-Leon, Ed.D. Interamerican University of Puerto Rico

#### Adjunct Instructors

Mariel Nieves Hernandez, Ed.D. Interamerican University of Puerto Rico

### ENGLISH AS A SECOND LANGUAGE

#### Senior Instructors

Haydee Santiago-López, Ph.D. Atlantic International University

#### Adjunct Instructors

Linda Santiago-Gonzalez, Ed.D. Catholic University of Puerto Rico  
Daniel Mercado-Cruz, Ph.D. Capella University

### HEALTH

#### Senior Instructors

Francisca Montalvo-Rosado, Ed.D. Dowling College

#### Adjunct Instructor

Abner Colon, Ed.D. Catholic University of Puerto Rico  
Gilberto Gonzalez, Ph.D. University of Puerto Rico  
Karla Lopez-Vega, Ed.D. Interamerican University of Puerto Rico  
Grisel Rivera, Ph.D. Interamerican University  
Roberto Rodriguez-Santiago, Ed.D. Nova Southeastern University

### LIBRARIANSHIP

#### Senior Instructor

Noraida Dominguez, Ph.D. Nova Southeastern University

#### Adjunct Instructors

Liz Pagán, Ph.D. University of Puerto Rico  
Mercy Delgado, Ph.D. University of Puerto Rico

### MATHEMATICS

#### Senior Instructors

Santiago Mendez-Hernandez, Ed.D. Catholic University of Puerto Rico, Director/Campus Leader  
Carlos Ramos-Cruz, Ed.D. Interamerican University of Puerto Rico  
Leonardo Torres-Pagan, M.A. University of Phoenix (PR)

#### Adjunct Instructors

Jaime Abreu Ramos, Ed.D. University of Puerto Rico  
Luis F. Caceres-Duque, Ph.D. The University of Iowa  
Wilfredo Quinónes, Ph.D. University of Massachusetts

### EDUCATIONAL ADMINISTRATION

#### Senior Instructors

Yvonne Montfort, Ed.D. University of Puerto Rico

#### Adjunct Instructors

Lydia Baez, Ph.D. Metropolitan University  
Linda F. Nathan, M.Ed. Antioch University; M.A. Emerson University;  
Ed.D. Harvard University

### SPECIAL EDUCATION

#### Senior Instructors (part-time)

Maria de los Angeles Gomez-Morales, Ed.D. Interamerican University  
Julio Martinez-Sierra, M.S. University of Phoenix (PR), Ed.D.  
Interamerican University of Puerto Rico

#### Adjunct Instructors (part-time)

Veronica Carvallo-Messa, Ph.D. University of Puerto Rico  
Florymar de Jesus, J.D. Interamerican University of Puerto Rico  
Sandra Lebron-Martinez, Ed.D. Atlantic International University  
Margarita Nolasco, Ph.D. Interamerican University

## School of Management

### Adjunct Instructors

Carmen Bonilla-Quianes, D.B.A. Catholic University of Puerto Rico  
Jaime Cruz, J.D. Interamerican University  
Alex Hernandez, M.M. Cambridge College  
Celedonio Lozada, M.B.A. Nova Southern University Florida  
Israel Martinez-Santiago, M.B.A. Metropolitan University  
Angel Matos, M.L. Interamerican University  
Wilfredo Orama-González, Ed.D. Nova South Eastern University  
Karen Rivera, Ph.D. Interamerican University  
Jacquelina Rodriguez, M.B.A. New York University; Ph.D.  
Interamerican University  
Ernesto Torres, M.B.A. University of Phoenix

## School of Psychology & Counseling

### Senior Instructors

Carlos Cañuelas-Pereira, Ed.D. University of Puerto Rico Piedras  
María Mangual, M.Ed. University of Phoenix (PR), Ed.D. Interamerican  
University of Puerto Rico  
Ana Ortiz-Rosado, Ed.D. Inter American University

### Adjunct Instructors

Yamil Lara, Ph.D. Inter American University  
Jorge Rivera Peña, Ph.D. University Carlos Albizu  
Minielite Sánchez, Ed.D. University of Puerto Rico  
Suzzette Mirabal, Ed.D. Catholic University of Puerto Rico  
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- Joseph Cullen** Controller
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- Courtenay Griffin** Interim Director, Cambridge College Southern California
- Howard E. Horton** Executive Director, CC Global
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EED 693	Growth & Dev., Human Sexuality and	Burgess-Wolfrum	1412
EHE 630	New Perspectives in Teaching Human	O'Keefe	1425
EHE 703	Technology in Mathematics Learning		1435
MAT 605	Sous Enrolment Nights		1310
EVEN1	Human Services Field Education	Pepi	1313
BHS 470	Human Services Capstone	Moore	1315
BHS 490	Introduction to Business	Cohen	1314
BSM 200	Financial Accounting	Bregoli	1318
BSM 330	Human Resource Management in Health	Brennan	1317
BSM 351	Business Law	Macero	1324
BSM 408	Planning, Budgeting and Forecasting	Estinger	1324
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BSM 490	Management Studies Capstone	Miglio	
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CMP 230			

# Directory

## Main Campus and Main Offices

500 Rutherford Avenue • Boston, MA 02129

**Phone** ..... 617-868-1000

**Emergency** ..... 617-873-0111

**Office Hours** — Mon-Fri 9:00 a.m.-5:00 p.m.

Additional hours when classes are held: weekdays 5:00 p.m.-8:00 p.m. and weekends 8:00 a.m.-5:00 p.m.

### Academic Advising and Student Navigation

#### School of Undergraduate Studies

Michael Dickinson, Director ..... 617-873-0547 michael.dickinson@cambridgecollege.edu

Jeff Hogan, Academic Success Coach ..... 617-868-1000 x 1728 jeff.hogan@cambridgecollege.edu

Felisa Albert, Academic Success Coach ..... 617-873-0523 felisa.albert@cambridgecollege.edu

Tatiana Baez, Academic Success Coach ..... 617-873-0431 tatiana.baez@cambridgecollege.edu

Jean Lendall, Academic Success Coach ..... 617-873-0402 jean.lendall@cambridgecollege.edu

**School of Management** Paula Malady, Academic Advisor ..... 617-873-0424 paula.malady@cambridgecollege.edu

#### School of Psychology & Counseling

Kathrine Sullivan-Corbett, Assistant Dean of

Academic Advising ..... 617-873-0248 kathrine.sullivan-corbett@go.cambridgecollege.edu

### Academic Affairs

Stephen Healey, Provost and Vice President of Academic Affairs . . 617-873-0224 stephen.healey@cambridgecollege.edu

Nelleen Chandler Knight, Chief of Staff ..... 617-873-0125 nelleen.knight@cambridgecollege.edu

Tracy McLaughlin, Associate Provost for Student Learning

Outcomes Assessment and Title III Grant Activity Director ..... 617-873-0150 tracy.mclaughlin@cambridgecollege.edu

Joseph Miglio, Director of Academic Compliance ..... 617-873-0490 joseph.miglio@cambridgecollege.edu

<b>Admissions</b> (main campus) . . . . .	800-829-4723	
<b>School of Management Admissions</b>		
Ada Robinson . . . . .	617-873-0107	ada.robinson@cambridgecollege.edu
<b>School of Psychology &amp; Counseling Admissions</b> . . . . .		
Iyleen Summer, Admissions Counselor I . . . . .	617-873-0478	iyleen.summer@cambridgecollege.edu
<b>Graduate Admissions</b>		
Bella Margarian, Assistant Director . . . . .	617-873-0145	bella.margarian@cambridgecollege.edu
Victor Mammy, Admissions Counselor II . . . . .		victor.mammy@cambridgecollege.edu
<b>Admissions Operations</b> . . . . .	617-873-0447	admissionrecords@cambridgecollege.edu
<b>ADMISSIONS FAX</b> . . . . .	617-242-0039	
<b>Bursar</b> (Student Financial Services) . . . . .		
Megan Doherty, Director of Student Accounts . . . . .	617-873-0298	megan.doherty@cambridgecollege.edu
Lisa Zhou, Staff Assistant . . . . .	617-873-0108	lisa.zhou@cambridgecollege.edu
<b>Disability Support</b> . . . . .		
	617-873-0614	disabilitysupport@cambridgecollege.edu
<b>Enrollment Management and Marketing</b>		
<b>Enrollment Management</b>		
<i>Field Recruitment</i>		
Blair Ross, Assistant Director of Field Recruitment. . . . .	617-873-0254	blair.ross@cambridgecollege.edu
<i>Enrollment Services</i>		
Rudolph Thomas, Jr, Assistant Director of Enrollment Services. . . . .	617-873-0417	rudolph.thomas@cambridgecollege.edu
Lisette Melendez, Admissions Coordinator I. . . . .	617-873-0436	lisette.melendez@cambridgecollege.edu
<b>Marketing</b> . . . . .		
Maria Vasallo, Assistant Vice President of Marketing & Digital Strategy . . . . .	617-873-0120	maria.vasallo@cambridgecollege.edu
Jomary Marrero, Assistant Director of Social Media & Digital Marketing . . . . .	617-873-0539	jomary.marrero@cambridgecollege.edu
Leili Ansari, Manager of Creative Services & Publications . . . . .	617-873-0196	leili.ansari@cambridgecollege.edu
<b>Finance and Administration</b>		
John Spinard, Vice President . . . . .	617-873-0689	john.spinard@cambridgecollege.edu
Dennis J. Madigan, Assistant Vice President . . . . .	617-873-0449	dennis.madigan@cambridgecollege.edu
<b>Financial Services</b>		
Joseph Cullen, Controller . . . . .	617-873-0244	joe.cullen@cambridgecollege.edu
Anita Tang, Senior Accountant . . . . .	617-873-0692	anita.tang@cambridgecollege.edu
Maria Otero, Staff Assistant III, Accounts Payable . . . . .	617-873-0113	maria.otero@cambridgecollege.edu
Shih Chi Chang, Payroll Accountant . . . . .	617-873-0110	chi.chang@cambridgecollege.edu
Steven Alpert, Staff Assistant III, Payroll Coordinator . . . . .	617-873-0258	steven.alpert@cambridgecollege.edu
<b>Business Operations</b> Jessica Burgos, Office Manager. . . . .	617-873-0182	jessica.burgos@cambridgecollege.edu
<b>Financial Aid</b> (Student Financial Services) . . . . .		
Frank Lauder, Director. . . . .	617-873-0137	francis.lauder@cambridgecollege.edu
Kadian McNeil, Senior Financial Aid Administrator . . . . .	617-873-0665	kadian.mcneil@cambridgecollege.edu
Pattiann Donovan, Staff Assistant II . . . . .	617-873-0192	pattiann.donovan@cambridgecollege.edu
Ryan Frieden, Financial Aid Administrator II . . . . .	617-873-0193	ryan.frieden@cambridgecollege.edu
Brittany Lang, Financial Aid Administrator II . . . . .	617-873-0133	brittany.lang@cambridgecollege.edu
Taylor Rogers, Financial Aid Administrator II. . . . .	617-873-0448	taylor.rogers@cambridgecollege.edu
Derek Taylor, Financial Aid Administrator II . . . . .	617-873-0134	derek.taylor@cambridgecollege.edu

## Human Resources and Talent Development

Lauretta Siggers, Vice President . . . . .	617-873-0170	lauretta.siggers@cambridgecollege.edu
Amber Coren, Human Resources Generalist/Recruiter. . . . .	617-873-0189	amber.coren@cambridgecollege.edu
Irum Rashid, Faculty Contracts Manager. . . . .	617-873-0228	irum.rashid@cambridgecollege.edu
Katie Coccia, Senior Human Resources Generalist . . . . .	617-873-0129	katie.coccia@cambridgecollege.edu

## Information Technology

Achal Khatri, Director . . . . .	617-873-0239	achal.khatri@cambridgecollege.edu
IT Help Desk/Student Computer Lab. . . . .	617-873-0159	<a href="https://helpdesk.cambridgecollege.edu">https://helpdesk.cambridgecollege.edu</a>
Matt Martin, IT Project Manager . . . . .	617-873-0261	matt.martin@cambridgecollege.edu
Aldo Thomas, IT Supervisor . . . . .	617-873-0695	aldo.thomas@cambridgecollege.edu
Gregory Castle, Telecomm Specialist. . . . .	617-873-0233	gregg.castle@cambridgecollege.edu
Osama Aboqela, A/V Conferencing . . . . .	617-873-0139	osama.aboqela@cambridgecollege.edu
Alex Pires, A/V Conferencing. . . . .	617-873-0694	alex.pires@cambridgecollege.edu
Michael Noe, Help Desk Technician. . . . .	617-873-0610	michael.noe@cambridgecollege.edu
Mohammed Siraji, Help Desk Technician . . . . .	617-873-0698	mohammed.siraji@cambridgecollege.edu
Andy Pena, Help Desk Technician . . . . .	617-873-0286	andy.pena@cambridgecollege.edu

## Institutional Advancement (Development)

Thomas Cahill, Vice President of Institutional Advancement. . . . .	617-873-0260	thomas.cahill@cambridgecollege.edu
Brian Coole, Senior Director of Advancement . . . . .	617-873-0229	brian.coole@cambridgecollege.edu

## Institutional Planning and Effectiveness

Mark Rotondo, Esq., Vice President for Institutional Planning and Effectiveness. . . . .	617-873-0675	mark.rotondo@cambridgecollege.edu
Stephanie Funderburg, Senior Director of Research, Planning, and SIS Operations . . . . .	617-873-0238	stephanie.funderburg@cambridgecollege.edu
Patrice Hogan, Assistant Director of Institutional Research and Compliance . . . . .	617-873-0615	patrice.hogan@cambridgecollege.edu
Katie Shannon, Assistant Director of Strategic Operations. . . . .	617-873-0255	katie.shannon@cambridgecollege.edu
Alexander Pipes, Institutional Research Analyst . . . . .	617-873-0225	alexander.pipes@cambridgecollege.edu

## International Student Services

Vera Dimoplon, Assistant Dean of Student Affairs . . . . .	617-873-0614	international@cambridgecollege.edu vera.dimoplon@cambridgecollege.edu
--	--------------	--

## Library Services....

Anthony Viola, Director. . . . .	617-873-0156	library@cambridgecollege.edu
Jeffrey Cronin, Librarian. . . . .	617-873-0551	jeff.cronin@cambridgecollege.edu

## Lost & Found

call Security desk at your location

## President, Office of

Deborah C. Jackson, President . . . . .	617-873-0122	officeofthepresident@cambridgecollege.edu
Robyn Carroll, Senior Executive Assistant to the President/ Liaison for the Board of Trustees. . . . .	617-873-0172	robyn.carroll@cambridgecollege.edu

## Strategic Partnerships

Phillip Page, Vice President of Strategic Partnerships . . . . .	617-873-0256	phillip.page@cambridgecollege.edu
Alex Morr, Director of Strategic Partnerships . . . . .	617-873-0475	alex.morr@cambridgecollege.edu
Irina Galatskaya, Manager of Career Services . . . . .	617-873-0124	irina.galatskaya@cambridgecollege.edu

**Registrar** . . . . . 617-873-0101 registrar@cambridgecollege.edu  
 Amy Cavelier, Registrar . . . . . 617-873-0104 amy.cavelier@cambridgecollege.edu  
 Robin Sultis-McDaniel, Associate Registrar . . . . . 617-873-0275 robin.sultis-mcdaniel@cambridgecollege.edu  
 Lisa Akdikmen, Staff Assistant . . . . . 617-873-0105 lisa.akdikmen@cambridgecollege.edu  
 Deborah Flechner, Transcript Officer . . . . . 617-873-0103 deborah.flechner@cambridgecollege.edu  
 Kim Vassar, Assistant for Academic Scheduling . . . . . 617-873-0184 kimberley.vassar@cambridgecollege.edu  
 Dionysios Voutsinas, Staff Assistant . . . . . 617-873-0290 dionysios.voutsinas@cambridgecollege.edu

**Security** 500 Rutherford Ave. . . . . 617-873-0111

**Student Financial Services** (Bursar and Financial Aid) . . . 617-873-0403 bursars@cambridgecollege.edu  
 Christina Griecci, Director . . . . . 617-873-0118 christina.griecci@cambridgecollege.edu  
 Megan Doherty, Director of Student Accounts . . . . . 617-873-0298 megan.doherty@cambridgecollege.edu  
 Fallyn Jefferson, Coordinator IV . . . . . 617-873-0136 fallyn.jefferson@cambridgecollege.edu

**Student Affairs** . . . . . studentaffairs@cambridgecollege.edu  
 Vera Dimoplou, Assistant Dean . . . . . 617-873-0614 vera.dimoplou@cambridgecollege.edu

**Student Information Systems**

Michael Ransom, Assistant Director,  
 Student Information Systems . . . . . 617-873-0209 michael.ransom@cambridgecollege.edu  
 Sandro Chantre, Database Analyst . . . . . 617-873-0628 sandro.chantre@cambridgecollege.edu

**Student Support**

**Disability Support Services** . . . . . 617-873-0614 disabilitysupport@cambridgecollege.edu  
**Center for Excellence in Learning & Teaching (CELT)** . . . . . celt@cambridgecollege.edu

**Transfer Credit** . . . . . 617-873-0143 transfercredit@cambridgecollege.edu  
 Carrie Ann Nadeau, Transfer Credit Advisor . . . . . 617-873-0143 carrie.nadeau@cambridgecollege.edu

**Tutoring: Writing and Math (main campus)**

Sign in to Starfish and click “Academic Success Center”  
 to schedule an in-person or remote appointment with an on-campus tutor . . . . . <https://cambridgecollege.starfishsolutions.com/starfish-ops>  
 or access remote tutoring available 24/7 through TutorMe . . . . . <https://tutorme.com/>

**Veterans Support** (see also regional centers, below)

**Main Campus Veterans Certifying Representative**  
 Lisa Zhou . . . . . 617-873-0108 lisa.zhou@cambridgecollege.edu  
**Veterans Support Coordinator** . . . . . veterans.support@cambridgecollege.edu  
**Billing support for veterans** . . . . . veterans@cambridgecollege.edu

**Writing Lab** See *Tutoring*

# Cambridge College Global

111 Devonshire Street Suite 200 • Boston, MA 02109

Main phone ..... 617-603-6900

## CCG Administration Offices

Howard E. Horton, Executive Director	617-873-0456	howard.horton@cambridgecollege.edu
Kathy Cantalupa, Assistant to Executive Director	617-873-0556	kathleen.cantalupa@cambridgecollege.edu
Michael Marrapodi, Dean of Academic Affairs	617-873-0273	michael.marrapodi@cambridgecollege.edu
Daniel Ibarrodo, Assoc. Dean of Academic Affairs	617-873-0231	daniel.ibarrondo@cambridgecollege.edu

## CCG Admissions Office

John J. Alonso, Director of Admissions	617-873-0552	john.alonso@cambridgecollege.edu
Shana Dulac, Senior Admissions Rep	617-873-0550	shana.dulac@cambridgecollege.edu
Christopher Carpenter, Senior Admissions Rep	617-873-0668	christopher.carpenter@cambridgecollege.edu
Meghan Cleary, Admissions Rep	617-873-0557	meghan.cleary@cambridgecollege.edu

## CCG Academic Advising Office

Katie Adler, Director of Online Academic Advising	617-873-6938	kathleen.adler@cambridgecollege.edu
Danielle Foley, CCG Academic Advisor	617-603-6906	danielle.foley@cambridgecollege.edu
Ashley Murray, CCG Academic Advisor	617-603-6938	ashley.murray@cambridgecollege.edu

## CCG B2B Department

Jon McCamish, CCG Director of Military & Corporate Partnerships	617-873-0553	jon.mccamish@cambridgecollege.edu
Amy Amaru, Senior Director Corporate Partnerships	617-873-0663	amy.amaru@cambridgecollege.edu
Diane Higgins, Director Corporate Partnerships	617-873-0450	diane.higgins@cambridgecollege.edu

## CCG Center for eLearning Excellence Department

Paula Bramante, Senior Director of eLearning	617-873-0558	paula.bramante@cambridgecollege.edu
Ali Stroczyński, Assistant Director of eLearning	617-873-0662	alison.stroczyński@cambridgecollege.edu
Gerald Sheehan, Instructional Designer	617-873-0452	gerald.sheehan@cambridgecollege.edu
J Clark Gardner, Instructional Designer	617-873-0454	jclark.gardner@cambridgecollege.edu

## CCG Program Chairs & Library

Michael Marrapodi, ASA, BSA, MSA Program Chair	617-873-0273	michael.marrapodi@cambridgecollege.edu
Joseph Miglio, DBA, MBA & MHRM Program Chair	617-873-0666	joseph.miglio@cambridgecollege.edu
Christopher Weir, ASBA, BSBA, BSIB & BSDM Program Chair	617-873-0660	christopher.weir@cambridgecollege.edu
Deborah A. Sementa, MBEC, MSF & MSRMI Program Chair	617-873-0446	deborah.sementa@cambridgecollege.edu
John Beirne, BSQSIM, MSQSIM Program Chair	617-873-0661	john.beirne@cambridgecollege.edu
Daniel Ibarrodo, UG General Education Program Chair	617-873-0231	daniel.ibarrondo@cambridgecollege.edu
Jeffrey Cronin, eLibrarian	617-873-0551	jeffrey.cronin@cambridgecollege.edu

## CCG Technology

William Crowson, Website Director	617-873-0443	william.crowson@cambridgecollege.edu
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## CCG Registrar's Office

Robert Wagstaff, CCG Associate Registrar	617-873-0559	robert.wagstaff@cambridgecollege.edu
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# Cambridge College Schools

## School of Undergraduate Studies

<b>Dean</b>	James Lee, Ed.D. . . . .	617-873-0236	james.lee@cambridgecollege.edu
<b>Administrative Manager</b>	Tahia Bell-Sykes, M.M. . . . .	617-873-0669	tahia.bell-sykes@cambridgecollege.edu
<b>Addiction Studies (concentration)</b>			
	Carol Pepi, M.Ed. . . . .	617-873-0215	carol.pepi@cambridgecollege.edu
	Michael Siegell, Ph.D. . . . .	617-873-0250	michael.siegell@cambridgecollege.edu
<b>Alcohol &amp; Drug Counseling</b>	Paul White, M.Ed., . . . . .	617-873-0135	paul.white@cambridgecollege.edu
<b>Criminal Justice</b>	Carol Pepi, M.Ed. . . . .	617-873-0215	carol.pepi@cambridgecollege.edu
<b>Early Childhood Education &amp; Care</b>	Ronda Goodale, Ph.D. . . . .		ronda.goodale@go.cambridgecollege.edu
<b>Finance</b>	Donald Jeffrey Lokey, M.A. . . . .	617-873-0222	jeff.lokey@cambridgecollege.edu
<b>General Education and Multidisciplinary Studies</b>			
	Lucilia Valerio, Ph.D. . . . .	617-873-0453	lucilia.valerio@cambridgecollege.edu
	Rebecca Heimesel, M.Ed., M.F.A. . . . .	617-873-0624	rebecca.heimesel@cambridgecollege.edu
<b>Health Care Management</b>	Donald Jeffrey Lokey, M.A. . . . .	617-873-0222	jeff.lokey@cambridgecollege.edu
<b>Human Services, Human Services Management</b>			
	Carol Pepi, M.Ed. . . . .	617-873-0215	carol.pepi@cambridgecollege.edu
<b>Management Studies, Managerial Accounting, and Management Concentrations</b>			
	Donald Jeffrey Lokey, M.A. . . . .	617-873-0222	jeff.lokey@cambridgecollege.edu
<b>Marketing &amp; Sales</b>	Donald Jeffrey Lokey, M.A. . . . .	617-873-0222	jeff.lokey@cambridgecollege.edu
<b>Natural &amp; Applied Sciences</b>	James Lee, Ed.D. . . . .	617-873-0236	james.lee@cambridgecollege.edu
<b>Psychology, Expressive Therapies, Holistic Studies</b>			
	Michael Siegell, Ph.D. . . . .	617-873-0250	michael.siegell@cambridgecollege.edu
<b>Wellness &amp; Health Promotion</b>	Barbara Reid, Ph.D. . . . .	617-873-0428	barbara.reid@cambridgecollege.edu
<b>Undergraduate Writing</b>	Lucilia Valerio, Ph.D. . . . .	617-873-0453	lucilia.valerio@cambridgecollege.edu

## School of Education

<b>Dean</b>	Mary Garrity, Ed.D. . . . .	617-873-0168	mary.garrity@cambridgecollege.edu
<b>Assistant Dean of Field Experience and Licensure Officer</b>			
	Doris Van Gorder, M.Ed. . . . .	617-873-0181	doris.vangorder@cambridgecollege.edu
<b>Autism/Applied Behavior Analysis</b>			
	Daniel Almeida, Ph.D. . . . .		daniel.almeida@cambridgecollege.edu
	Joseph Vedora, Ed.D. . . . .		joseph.vedora@go.cambridgecollege.edu
<b>Doctor of Education</b>	Stephen Maio, Ed.D. . . . .	617-873-0432	stephen.maio@cambridgecollege.edu
<b>Early Childhood, Elementary Education</b>	Christy Reynolds, Ed.D. . . . .	617-873-0214	christine.reynolds@cambridgecollege.edu
<b>Educational Leadership (M.Ed., C.A.G.S.)</b>	Stephen Maio, Ed.D. . . . .	617-873-0432	stephen.maio@cambridgecollege.edu
<b>English as a Second Language</b>	Leba Heigham, M.Ed. . . . .	617-873-0425	leba.heigham@cambridgecollege.edu
<b>General Science, STEM</b>	John Papadonis, CA.G.S. . . . .	617-873-0292	john.papadonis@cambridgecollege.edu
<b>Interdisciplinary Studies</b>	Diane Harper, M.A. . . . .	617-873-0259	diane.harper@cambridgecollege.edu
<b>Mathematics</b>	Leba Heigham, M.Ed. . . . .	617-873-0425	leba.heigham@cambridgecollege.edu
<b>Skills-Based Health/Social Emotional Learning</b>			
	Mary Connolly, C.A.G.S. . . . .	617-873-0245	mary.c.connolly@go.cambridgecollege.edu
<b>School Nurse Education</b>	Tahia Bell-Sykes, M.M. . . . .	617-873-0669	tahia.bell-sykes@cambridgecollege.edu
<b>Special Education</b>	Nicole Stallions, M.Ed., C.A.G.S. . . . .		nicole.stallions@go.cambridgecollege.edu
<b>Teaching Skills &amp; Methodologies</b>	Diane Harper, M.A. . . . .	617-873-0259	diane.harper@cambridgecollege.edu

## School of Management

<b>Acting Dean</b> Joseph J. Miglio, Ed.D. . . . .	617-873-0490	joseph.miglio@cambridgecollege.edu
<b>Assistant Dean for Administration</b> Cynthia Lingley, MBA . . . . .	617-873-0288	cynthia.lingley@cambridgecollege.edu
<b>Academic Advisor</b> Paula Malady, MBA . . . . .	617-873-0424	paula.malady@cambridgecollege.edu

## School of Psychology and Counseling

<b>Dean</b> Niti Seth, Ed.D. . . . .	617-873-0208	niti.seth@cambridgecollege.edu
<b>Administrative Manager</b> Sofia Nova, MBA. . . . .	617-873-0223	sofia.nova@cambridgecollege.edu
<b>Assistant Dean of Academic Advising</b> Kathrine Sullivan-Corbett, M.S. . . . .	617-873-0248	kathrine.sullivan-corbett@cambridgecollege.edu
<b>Addiction Counseling, Alcohol &amp; Drug Counseling</b> Paul White, M.Ed. . . . .	617-873-0135	paul.white@cambridgecollege.edu
<b>Mental Health Counseling</b> Linda Kuramoto, C.A.G.S. . . . .	617-873-0644	linda.kuramoto@cambridgecollege.edu
& Paul White, M.Ed. . . . .	617-873-0135	paul.white@cambridgecollege.edu
<b>Psychological Studies</b> Linda Kuramoto, C.A.G.S. . . . .	617-873-0644	linda.kuramoto@cambridgecollege.edu
& Paul White, M.Ed. . . . .	617-873-0135	paul.white@cambridgecollege.edu
<b>Rehabilitation Counseling</b> Linda Kuramoto, C.A.G.S. . . . .	617-873-0644	linda.kuramoto@cambridgecollege.edu
<b>School Adjustment and Mental Health Counseling</b> Brian Sasso, M.A. . . . .	617-873-0620	brian.sasso@cambridgecollege.edu
<b>School Counseling</b> Brian Sasso, M.A. . . . .	617-873-0620	brian.sasso@cambridgecollege.edu
<b>Mental Health and School Counseling</b> Brian Sasso, M.A. . . . .	617-873-0620	brian.sasso@cambridgecollege.edu
<b>Trauma Studies</b> Linda Kuramoto, C.A.G.S. . . . .	617-873-0644	linda.kuramoto@cambridgecollege.edu
& Paul White, M.Ed. . . . .	617-873-0135	paul.white@cambridgecollege.edu

## Cambridge College Lawrence

280 Merrimack Street, 5th Floor, Lawrence, MA 01843

**Phone** 617-873-0484 or 617-873-0474

**Emergency** . . . . .617-873-0474

**Reception Desk** . . . . .617-873-0484

**Office Hours** when classes are in session: Monday-Thursday 10:00 a.m.-7:00 p.m., Friday 9:00 a.m.-5:00 p.m. (office hours vary during breaks).

### Counseling Programs and Field Experience Coordinator

Nadine K. Fowler. . . . .	nadine.fowler@cambridgecollege.edu	
<b>Lost &amp; Found</b> . . . . .	617-873-0484	
<b>Veterans Certifying Representative</b> Lisa Zhou . . . . .	617-873-0108	lisa.zhou@cambridgecollege.edu
<b>Website</b> . . . . .	http://lawrence.cambridgecollege.edu	
<b>Writing Lab Resource/Tutoring</b> . . . . .	617-873-0484	

# Cambridge College Springfield

Tower Square—1500 Main Street, P.O. Box 15229, Springfield, MA 01115

**Phone** 413-747-0204

## Emergency Contact

emergencies . . . . . 413-733-6061  
non-emergencies . . . . . 413-271-3110

**Fax** . . . . . 413-747-0613

## Admissions

Megan Sullivan . . . . . 617-873-0613 [megan.sullivan@cambridgecollege.edu](mailto:megan.sullivan@cambridgecollege.edu)

**Lost and Found** . . . . . 617-873-0610

**Servicemembers Opportunity College Contact** Megan Sullivan 617-873-0613 [megan.sullivan@cambridgecollege.edu](mailto:megan.sullivan@cambridgecollege.edu)

**Staff Assistant** Tyesha Burke . . . . . 617-873-0610 [tyesha.burke@cambridgecollege.edu](mailto:tyesha.burke@cambridgecollege.edu)

**IT Staff Assistant** DaQuan Warrick . . . . . 617-873-6010 [daquan.warrick@cambridgecollege.edu](mailto:daquan.warrick@cambridgecollege.edu)

**Veterans Certifying Representative** Lisa Zhou . . . . . 617-873-0108 [lisa.zhou@cambridgecollege.edu](mailto:lisa.zhou@cambridgecollege.edu)

**Website** . . . . . <http://springfield.cambridgecollege.edu>

# Cambridge College Southern California

Offices: 9469 Haven Avenue, Suite 210, Rancho Cucamonga, CA 91730

Classrooms: Chaffey College, 5885 Haven Avenue, CA 91730

**Phone** . . . . . 909-635-0250

## Emergency Contact Chaffey College Police Dept:

emergencies . . . . . 909-652-6911  
non-emergencies . . . . . 909-652-6632

**Office Hours** — Operating remotely Mon-Fri 9:00 a.m.-5:00 p.m. • additional hours when classes are in session.

**Fax** . . . . . 909-466-4143

**Interim Director (part-time)** Courtenay Griffin . . . . . 617-873-0563 [courtenay.griffin@cambridgecollege.edu](mailto:courtenay.griffin@cambridgecollege.edu)

**Administrative Assistant** Nivana Soto . . . . . 617-873-0561 [nivana.soto@cambridgecollege.edu](mailto:nivana.soto@cambridgecollege.edu)

**IT Tech Support Assistant** Charles Adams . . . . . 617-873-0565 [charles.adams@cambridgecollege.edu](mailto:charles.adams@cambridgecollege.edu)

**Undergraduate and Graduate Coordinator** Nancy Yates . . . . . 617-873-0566 [nancy.yates@cambridgecollege.edu](mailto:nancy.yates@cambridgecollege.edu)

## MFT/LPCC/Field Experience

**Program Coordinator** Latricea Woods . . . . . 909-635-0250 [latricea.woods@cambridgecollege.edu](mailto:latricea.woods@cambridgecollege.edu)

## Veterans Certifying Representative

Courtenay Griffin, Interim Director . . . . . 617-873-0563 [courtenay.griffin@cambridgecollege.edu](mailto:courtenay.griffin@cambridgecollege.edu)

## Student Services Coordinator/DSO

Courtenay Griffin, Interim Director . . . . . 617-873-0563 [courtenay.griffin@cambridgecollege.edu](mailto:courtenay.griffin@cambridgecollege.edu)

# Cambridge College Puerto Rico

Gonzalez Giusti Street, #27, Tres Rios Building, Suite 101-A, San Patricio, Guaynabo, Puerto Rico 00968

**Phone** 787.296.1101

**Emergency Contact** Puerto Rico campus: front desk security. . . . .787.641.0099

**Office Hours** Mon.-Fri. 9:00 a.m.-5:00 p.m. • Sat. 8:00-5:00 p.m. when classes are in session (call ahead for an appointment).

## **Regional Center Director/Campus Leader**

Santiago Mendez-Hernandez . . . . . 617-873-0534 santiago.mendez-hernandez@cambridgecollege.edu

## **Academic Professional Counselor (part-time)**

Rosa Conde Paz . . . . . 787-296-1101 rosa.conde-paz@cambridgecollege.edu

**Student Services/IT Coordinator** Alex Hernandez . . . . . 617-873-0536 alex.hernandez@cambridgecollege.edu

**Assistant Director of Admissions** Christopher Santiago Rosas . . 617-873-0530 christopher.santiago-rosas@cambridgecollege.edu

**Assistant Director of Business Operations** Carmen Mendez . . 617-873-0533 carmen.mendez@cambridgecollege.edu

**Librarian (part-time)** Yara Cruz . . . . . 617-873-0530 yara.cruz@cambridgecollege.edu

**Veterans Certifying Representative** Carmen Mendez . . . . . 617-873-0533 carmen.mendez@cambridgecollege.edu

**SEVIS - International Student Advisor/DSO** Carmen Mendez . . 617-873-0533 carmen.mendez@cambridgecollege.edu

# Appendices

## Appendix A: Academic Policies

### Academic Progress and Probation Policy

#### Satisfactory Academic Progress

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

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

#### Academic Probation

Academic Probation is an official warning issued by the dean's office when a student falls below satisfactory academic progress (2.0 GPA at the undergraduate level, 3.0 at the graduate level). A student who has been placed on academic probation will be closely monitored over subsequent terms of enrollment. A student's continued lack of satisfactory academic progress may result in suspension or dismissal from their academic program.

#### Procedures: (specific procedures may be subject to periodic change)

If the Dean of the relevant school determines that a student will be placed on academic probation, a Notice of Academic Probation will be issued by the Dean's office. The student must adhere to the following protocol upon notification:

- The student must meet their academic advisor within two weeks of receiving the notice of academic probation to discuss the notice of academic probation and its implications, and to develop a plan for academic success.
- International students must also meet with the Office of International Student Services or designee immediately upon receiving the notification of academic probation to discuss potential visa ramifications.

A copy of the notification of academic probation is given to the Registrar's office for inclusion in the student's file. A student placed on probation for lack of satisfactory academic progress will remain on probation until their GPA reaches 2.0 (undergraduate) or 3.0 (graduate).

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

### Add Drop Policy

Cambridge College students may add or drop a class by the add/drop deadline listed in the Academic Calendar for the term. For courses that begin after the add/drop deadline, students may add or drop the courses before the first scheduled class/session. No verbal or telephone drops are permitted.

After the add/drop deadline, any requests for course additions or drops must be made using the ADD/DROP form, located at:

[https://www.cambridgecollege.edu/sites/default/files/file\\_uploads/reg-adddrop.pdf](https://www.cambridgecollege.edu/sites/default/files/file_uploads/reg-adddrop.pdf)

Students dropping courses after the add/drop period may be held financially responsible for the course tuition.

### Attendance Policy

#### Class Attendance

Cambridge College expects students to attend all regularly scheduled class meetings. Students are responsible for adhering to course attendance/participation as outlined in the course syllabi. Attendance and active participation in class (including active participation in group projects and online courses) are essential components of the learning process, and are important factors in student success.

Instructors may adjust course grades due to unexcused absences or failure to participate, provided this is clearly stated in the course syllabus.

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

### Class Rosters Policy

Faculty members access a class roster via the MyCC portal. Faculty members must verify student attendance and refer students who are not on the roster to the Registrar by the Add/Drop deadline. Unregistered students cannot attend class or receive academic credit without the written permission of the Dean.

### Course Waivers

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

## School of Undergraduate Studies

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

## School of Education

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

## School of Psychology and Counseling

Course waivers are typically requested along with evaluation of transfer credit. Other courses must be taken in place of any credits waived.

## School of Management

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

## Courses Taken at Other Institutions after Matriculation

### Undergraduate

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

Courses needed for graduation that are not offered within two terms of the anticipated graduation date

Electives not available at Cambridge College that are pre-approved by the undergraduate dean or program chair

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

### Graduate

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

# Faculty-Related Complaints Procedure

## Purpose

The purpose of this procedure is to provide a clear pathway for the review of certain student complaints against faculty members and other course instructors. This procedure will be used only for complaints against faculty/instructors that are not governed by any other applicable College policy. Examples might include complaints about general professional demeanor and classroom conduct. If a student has a question about the applicable procedure to follow for a particular complaint, s/he should consult with the Dean of Students.

## Procedure

**Informal Resolution:** Students are encouraged to attempt first to resolve complaints under this policy informally with the faculty member/instructor. If the attempt for an informal resolution is unsuccessful, the student should attempt a mediation as described in the next step.

**Mediation:** Only after a student has either given reasonable time for the faculty member/instructor to respond to a request for an informal resolution (no less than five business days) or is not satisfied with the response to the request, may the student move to this step. At this step, if the student is enrolled in a program in Boston, the student must contact the assistant dean or the department chair for the school responsible for the course. If the student is enrolled in a program in one of the College's regional locations, the student must contact the program coordinator or the site director. The student must include a written description of the situation and attach pertinent documentation, if applicable. After review of the complaint, the assistant dean, department chair, program coordinator, or site director (as applicable) will discuss the option of mediation with the student and the involved faculty member/instructor. If there is no such assistant dean, department chair, program coordinator, or site director, the student may contact the Dean of the School to initiate this process. If all parties involved agree to mediation, the appropriate College employee will appoint a mediator to attempt to resolve the matter. Following any mediation, the mediator will send an email to formally notify the student of the resolution with a copy to the faculty member/instructor and the Dean of the School.

**Formal Resolution:** If the issue is not resolved through the previous steps, the student may elect to initiate the formal complaint process by completing the Complaint Form and delivering it to the Dean of the school responsible for the course. The Dean (or designee) has 15 business days from receipt of the Form to discuss the situation with the student and the faculty member/instructor, and, if necessary, assistant dean, department chair, program coordinator, site director, or other necessary witnesses, and submit a written decision. The Dean (or designee) may convene a faculty panel to advise the Dean on the proper course of action.

The Dean will inform the student in writing of the resolution or decision with a copy to the faculty member/instructor. The Dean's decision at this stage is final and binding on the student. If the instructor does not agree with the decision, he/she shall appeal directly within 5 calendar days of the written notification from the dean to the Provost who will examine the documentation, interview the instructor, render a decision and notify the instructor and student.

# Grades and Grading Policy

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

## Grade Entry

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

## General Definitions and Policies

### Grade Point Value

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

**Credit (CR)** is a grade denoting content competence.

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

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

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

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

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

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

## Undergraduate Grades

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

## Graduate and Post-graduate Grades

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

## Incompletes (INC)

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

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

## Academic Support for Students with Incomplete Grades

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

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

## Incomplete Final Project

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

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

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

Students should be aware that there are fees associated with incomplete final projects.

## Satisfactory Academic Progress

Students must make satisfactory academic progress to continue at Cambridge College as well as receive financial aid. Student records are reviewed at the end of each term. (See Financial Aid Satisfactory Academic Progress.)

## Grade Grievance Procedure

The purpose of this process is to resolve grade disputes between students and faculty in a timely manner that upholds academic integrity.

This process will be used for disputes regarding final grades (except for those involving academic dishonesty as defined in the Student Code of Conduct).

A student who perceives an individual grade received during a course to be unfair must attempt to resolve the matter directly with the course instructor. Only when an individual grade has impacted a student's final grade, or when a student perceives a final grade to be unfair, may the student invoke the formal grievance process described below.

If, at any time in the process, a grade grievance touches upon policies related to disabilities, discrimination, Title IX or any other policies established to follow federal regulations, the College, at its sole discretion, may decide that the process indicated in the existing policy or policies must be pursued rather than this one.

### Informal Process

#### Step 1

The student is required to contact the course instructor within 15 calendar days after the official posting of the final course grade to try to resolve the grading concern. The student is expected to communicate via email with the faculty member. Any complaint received after the 15-day period will not be considered.

The faculty member will have a reasonable time to respond, not to exceed 10 business days, after receipt of the email. If the student does not receive a response within 10 business days or the grade dispute is not resolved after step 1, the student may move to step 2.

#### Step 2

A student may proceed to step 2 only after the procedures for step 1 have been followed. In step 2, the student will contact the appropriate department chair, program coordinator or site director with a written description of the situation and request they serve as a mediator for the dispute. The department chair, program coordinator or site director will reach out to the faculty to member for a response and will try to mediate a resolution between both parties that is mutually agreeable.

If there is no department chair, program coordinator or site director, the student may contact the Dean of the school directly, who will assign an individual to facilitate step 2. The chair, coordinator or site director (or designee of the Dean of the school, if applicable) must send an email to formally notify the student of the resolution. The faculty member will be copied.

## Formal Process

### Step 3

If the issue is not resolved at Step 2, the student has five calendar days (after receiving the email from mediator) to initiate the Formal Grade Grievance Process. This entails the completion of a Grade Appeal Form. The student will deliver the completed form to the Academic Dean of the school responsible for the course. The Dean has 15 business days from receipt of the Grade Appeal Form to discuss the situation with the student and instructor, and, if necessary, the Step 2 facilitator before submitting a written decision. The Dean may convene a faculty panel for advisory purposes. The instructor of the course may suggest one member of the panel to the Dean. The Dean will consider the following factors in rendering a decision:

- Whether or to what extent the student and the instructor followed the guidelines and course requirements set forth in the course syllabus as submitted through the Concourse system.
- Whether or to what extent college and school policies and procedures that ultimately impacted the student's grade were followed.
- Whether or to what extent the student has shown that he or she was treated in an unfair manner.
- Whether the grade was miscalculated.
- Other factors relevant to the particular circumstances.

The Dean will inform the student in writing of the decision to deny the request for a change of grade. The Dean's decision at this stage is final and binding on the student. If the Dean finds in favor of the student, the Dean shall ask the instructor to submit a Change of Grade Form to the Registrar's Office within 5 business days of the written notification. If the instructor does not agree with the decision of the Dean, the instructor may appeal directly to the Provost within 5 business days of the written notification from the Dean. Pending any appeal to the Provost, the Registrar's Office will not make any grade changes.

If an appeal is submitted by the faculty member, the Provost will then review the documentation, interview the instructor and render a decision. Student and faculty member will be notified of the decision. The Provost's decision will be final and binding.

## Graduation

### Preparing to Graduate

#### 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 undergraduate courses completed at Cambridge College.
- Graduate students must earn grades of B or better for successful completion of all graduate courses counted towards degree completion, with a cumulative grade point average of 3.0.

#### Intent to Graduate form

Students planning to graduate must complete and submit to the 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 student's



academic record to be reviewed for graduation clearance. Students must meet with their academic advisor and review their academic plan to ensure that all program requirements will be completed by the end of the term.

### **Final Payment**

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

### **Registrar Clearance for Graduation**

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

Candidates who have completed all academic requirements are notified by the Registrar's Office via Cambridge College email. Their academic records are closed and the degree conferral date is placed on their final transcripts. Candidates who have not satisfied the academic requirements are informed via Cambridge College email of their status and next steps.

### **Degree Conferral**

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

### **Diplomas**

Diplomas are mailed to all students who have been financially and academically cleared within three months of the degree conferral date. Diplomas are mailed via U.S. mail to the address that is in the student database as of the commencement date. Diplomas that require tracking may be mailed by UPS by special arrangement, at the expense of the student.

If a hold is removed from the student's record after the original diploma mailing, the student must contact the Registrar's Office to arrange shipment of the diploma.

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

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

### **Commencement Ceremony**

One Commencement Ceremony is held each year in Boston, in June. Graduates who earned a degree from all Cambridge College locations are invited to participate. Students who confer in August or January are invited to the Commencement Ceremony the following June. (Certificate students do not participate in Commencement.)

Diplomas are not presented at the Commencement Ceremony, but are mailed.

### **"March Only" Conditions**

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

- All core requirements, including the final project (e.g. Capstone, Independent Learning/Research Project, Action Research Project) and required practicum and/or internship, must be completed and a passing grade documented in the student's academic record by the grade posting deadline.
- Six or fewer credits remain to complete the course of study; the credits are offered and completion is anticipated in the summer term.
- The student has registered for the summer term, for all remaining credits, and the registration has been processed.
- Exception by Provost, authorizing a student to march.
- A student must submit a Petition to March Only to the Registrar after registering and no later than April 11.
- No College written materials shall refer to the student as a Cambridge College graduate or otherwise imply that the student has satisfied Cambridge College graduation requirements.
- Students who have not completed graduation requirements cannot obtain a diploma and will not be given any written documentation that implies that they have graduated.

## **Leave of Absence and Withdrawal Policy**

Any student of Cambridge College may request a personal leave of absence, a medical leave of absence, and/or a withdrawal from the College. This policy sets out the general guidelines and procedures for requesting a leave of absence or withdrawal. The College's specific schools and departments may require additional procedures for requesting leave and gaining readmission. Any student who wishes to request a leave of absence or withdrawal should discuss the request with the corresponding academic advisor or the Office of Student Affairs before making the request. The student must also meet with the Office of Student Financial Services prior to any leave request regardless the reason to review financial obligations and any impact on financial aid eligibility.

### **Requesting a Personal Leave of Absence**

A student may request a personal (i.e., non-medical) leave of absence for no less than academic term and only up to 180 days in any 12 month period. Typically, the student must make the request at least one month prior to the start of the first semester for which the student is requesting the leave of absence. Only in exceptional circumstances will the College grant a personal leave of absence that is requested after the one-month deadline or after the start of the semester. All requests for a personal leave of absence must be made in writing and submitted to the Student Leave Review Committee (composed of the Dean of Student Affairs, a representative from the academic school, a representative from the Registrar's Office and a representative from student financial services). The request must state the reason(s) for the leave of absence and must be signed and dated by the student. All requests must be reviewed and approved by the Student Leave Review Committee. If the committee determines that there is any financial impact, the request must be forwarded to the VPFA for final approval.

## Requesting a Medical Leave of Absence

A student may request a medical leave of absence based on a medical issue pertaining to the student. All requests for a medical leave of absence must be made in writing and submitted to the Student Leave Review Committee (composed of the Dean of Student Affairs, a representative from the academic school, a representative from the Registrar's Office and a representative from student financial services). For foreseen situations a student must make the request at least one month prior to the start of the first semester for which the student is requesting the medical leave of absence but no request will be considered retroactively once the term of the leave request ends as per the academic calendar of that year. However, since medical situations often result from emergencies, those would be considered exceptional circumstances and the College may still grant a medical leave of absence that is requested after the one-month deadline or after the start of the semester. The request must state the reason(s) for the leave of absence and must be signed and dated by the student health care proxy or next of kin. The College may require that the student provide medical documentation from a licensed care provider to support the request for medical leave. All request must be approved by the Student Leave Review Committee. If the committee determines that there is any financial impact, the request must be forwarded to the VPFA for final approval.

## Guidelines for Personal and Medical Leaves of Absence

Leaves of absence will be granted only to students who have a reasonable expectation of returning to the College. Students who are absent from the College for one or more semesters without officially taking leave of absence may jeopardize their ability to return to the program. Mere absences from class does not reduce financial obligations or guarantee that final grades will not be recorded.

If a student is granted a leave of absence after the start of the semester, the student's grades and financial obligations will be determined in accordance with the College's policies on withdrawals and financial obligations/refunds. An approval of a leave of absence does not guarantee that a student will remain able to complete degree or program requirements within the time frame set by the applicable school or department.

A student who is out on a leave of absence is not permitted to participate in other College programming or activities, unless such programs or activities are open generally to the public.

A leave of absence may, depending on the circumstances, impact a student's obligation to make repayments on federal financial aid. Any failure to return to the College following a leave of absence may also affect the student's repayment obligations. Students must discuss any leave of absence with the corresponding academic advisor or the Office of Student Affairs before making the request. The student must also meet with the Office of Student Financial Services prior to any leave request regardless the reason to review financial obligations and any impact on financial aid eligibility.

## Process for Readmission

Any student who wishes to return to the College after a leave of absence must complete the "Returning Student Reinstatement" form and ensure that all past due balances are paid to the college prior to being readmitted. The form must be signed, dated and submitted to the Registrar's Office no later than one month prior to the desired reinstatement date.

A student who seeks reinstatement following a medical leave of absence may be required to provide medical documentation demonstrating that the student's health permits his/her/their readmission. The College reserves the right to impose additional conditions on reinstatement from a medical leave, including but not limited to: the length of time on leave; the submission of appropriate medical and non-medical documentation; the student's consent that his/her/their medical provider discuss the student's condition with College; an independent evaluation of the student's condition by College employees or College-appointed clinicians; and/or the student's consent to use certain College or outside professional services. Students who fail to return to the College after a period of 5-years are required to reapply through Admissions

All requests for reinstatement must be approved by Registrar's Office. The College's decision to grant a leave of absence does not guarantee that the student will be reinstated to the College. In deciding whether to readmit a student, the College will consider all relevant factors, including the student's standing at the College, the student's academic record, the student's activities and conduct during the leave, the student's fitness for readmission, etc. The College shall also require the student to pay any outstanding balances owed to the College as a condition to readmission. The College retains full discretion as to whether, and under what conditions, a student will be granted readmission following a leave of absence.

## Withdrawals from Cambridge College

A student may decide to leave the College without any intention to return to the College to complete his/her/their studies. In order to officially withdraw, the student must complete the "Withdrawal from the College Form".

## Financial Impact of Leave of Absence or Withdrawal

The financial impact of a leave of absence or withdrawal depends on when the student takes the leave/withdraws. All financial calculations are determined by the date the leave of absence or withdrawal becomes effective. For purposes of this policy, the effective date of a leave of absence or withdrawal is the date on which the student files his/her/their written, signed request for the leave of absence or the appropriate withdrawal paperwork.

If a student takes a leave of absence or withdraws during the Fall or Spring semesters, financial calculations are determined by the following tables:

Date of Withdrawal from 8-20 Week Courses	Tuition Refund
Before add/drop deadline (within first two weeks of term)	100%
During third week of session/term	75%
During fourth week of session/term	25%
Thereafter	0%

Date of Withdrawal from 5 Week Courses	Tuition Refund
Prior and during first week of session/term	100%
During second week of session/term	75%
Thereafter	0%

Date of Withdrawal from Intensive & Weekend Courses	Tuition Refund
Prior to first class	100%
During week one	75%
Thereafter	0%

Refunds only apply to self-pay students. If a student receives Title IV funds, s/he is not eligible for refund.

Students who receive federal financial aid and take leave of absence/withdraw during a semester will have their financial aid adjusted in accordance with the Return of Title IV Funds regulations. Under the regulations, the amount of federal financial aid that a student "earns" in a semester is based on the number of calendar days on which the student attended class. Students who complete more than 60 percent of the semester are considered to have earned 100% of their financial aid for that term. If a student receiving federal financial aid completely withdraws from classes before completing 60% of the term, the College must determine how much of the financial aid was earned up to the time of withdrawal. The College makes this determination by dividing the number of calendar days the student attended classes by the total number of calendar days in the term, and then multiplying that quotient by the total federal funds that were disbursed to the student during the term (for example, if the student attended 50% of the term, the student would have earned 50% of the aid disbursed). The Return of Title IV Funds regulations do not apply to private loans, state grants, or outside scholarships.

Annual student fees are assessed to students upon their enrollment and are non-refundable, regardless of whether the student completes the full academic year or a given term at the College.

A student granted a leave of absence is not considered to have withdrawn, and no Return to Title IV funds is required. Upon the student's return from the leave, if all requirements for eligibility were submitted before the leave of absence, he or she continues to earn the Title IV aid previously awarded for the period.

## Repeat Courses

### Undergraduate Students

The College has established the following policy for undergraduate students regarding the repeating of courses:

1. An undergraduate student will be allowed to repeat a course only if the student has failed the course (F, NCI or NC). A course successfully completed may not be repeated.
2. A failed course may be repeated two times. Exceptions to this limitation may be considered by the Dean after consulting with the student's advisor and/or program coordinator and/or program chair and, if necessary, after a meeting with the student.
3. Courses taken at Cambridge College in which a student achieves a failing grade, a WD, NC or NCI will become a part of the permanent academic record. If the course is repeated with a passing grade, the previous grade will be noted on the transcript as repeated (R) and the failing grade, the WD, NC or the NIC will be removed.
4. A student's grade point average will not change if the student repeats a course after completing a degree or graduating.
5. Any course taken or repeated may only count toward one degree with the exception of advance standing programs, with the permission of the Dean.

Students on federal financial aid should know that there are regulations that limit financial aid support for repeated classes. A student may need to locate alternate financing for a repeated course.

## Graduate Students

The College has established the following policy for graduate students regarding the repeating of courses:

1. A graduate student will be allowed to repeat a course if the student has failed the course (B- or less).
2. A course successfully completed may not be repeated unless the academic dean determines that changes in the field or licensure requirements justify a repeat course for the purpose of updating knowledge, skills and/or behaviors. The determination will be made by the academic dean on a case-by-case basis.
3. A failed course may be repeated two times. Exceptions to this limitation may be considered by the Dean after consulting with the student's advisor and/or program coordinator and/or program chair and, if necessary, after a meeting with the student.
4. Courses taken at Cambridge College in which a student achieves a failing grade, a WD, NC or NCI will become a part of the permanent academic record. If the course is repeated with a passing grade, the previous grade will be noted on the transcript as repeated (R) and the failing grade, the WD, NC or the NIC will be removed.
5. Any course taken or repeated may only count toward one degree with the exception of advance standing programs, with the permission of the Dean.

Students on federal financial aid should know that there are regulations that limit financial aid support for repeated classes. A student may need to locate alternate financing for a repeated course.

## Returning Student Policy

**1) Leave of Absence (LOA):** Current students who do not wish to enroll in the next term must visit the registrar's office to complete the Leave of Absence form.

**2) Students who complete courses, withdraw or go on leave of absence, then wish to return.**

If more than five years, the student needs to reapply with all materials through the admissions office.

If five years or less, students need to complete the Reinstatement form through the registrar's office, and obtain all of the required signatures to certify they are in good academic and financial standing.

**3) Reinstatement: Students who withdraw anytime after their initial registration, even during add/drop, then wish to return.**

If more than five years ago, students need to reapply through admissions office.

If five years or less, students need to complete the Reinstatement form through the registrar's office, and obtain all of the required signatures to certify they are in good academic and financial standing.

**4) Reactivation: Students who complete the application process, do not register, then wish to enroll.**

These students have up to three terms within a year, or a year (but no longer than a year) to request deferment to another semester. After a year, documents are disposed and they must reapply.

### **5) Reapplication: Students who have an incomplete application, and have not been admitted, then wish to enroll.**

These students have up to three terms within a year, or a year (but no longer than a year) to request deferment to another semester. They must complete the application process before being admitted. After a year, documents are disposed of and they must reapply.

### **6) New Degree**

Students who wish to complete a degree (certificate, bachelors, master's, CAGS or EdD) different from their current or past degree must reapply through the admissions office, indicating the new degree on their admissions application and submitting all application materials.

### **7) Change of program or major**

Students who wish to change programs or majors, while still remaining in the same degree program, must complete the change of major form from the registrar's office and obtain all required signatures, including their advisor/program coordinators from their previous program and the new program. For example, students who wish to change from a master's in management to a master's in education need to complete the change of major form in order to change graduate programs. They do not need to reapply using the admissions application.

### **8) Completion of ILP, ARP: Students who return to complete their projects and graduate.**

These students have to complete the Reinstatement form through the registrar's office, and obtain all of the required signatures to verify that the student is in good academic and financial standing.

## **Student Holds Policies and Procedures**

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

To protect a student from losing financial aid funds or being unable to pay for additional courses, each term, after the close of the add/drop period, the college may place a hold on all student accounts. This hold may be lifted once the student has made satisfactory payment arrangements with the Financial Aid or Business office.

The immunization hold is placed on the accounts of full-time, Massachusetts-resident students who have not presented completed immunization forms to the College, in accordance with Massachusetts law. If a student to whom this is applicable should fail to submit complete immunization forms by the end of the Add/Drop Period of the current term, the student will be disenrolled.

### **Placement of Holds**

In order to register each term, the student must receive a clearance from the Bursar's Office. If satisfactory arrangements for tuition payments are not made, a business hold (BR) will be applied to the student account. If a student has not completed the financial

aid process, then a financial hold (FA) will be applied to the student record. Holds will be placed two weeks before registration opens. Students will be notified by e-mail through their MyCC e-mail accounts or by letter through U.S. mail.

### **Removal of Holds**

An automated process will run on a nightly basis removing any financial hold when a student account balance is zero. Any other holds will be removed manually on an individual basis once the condition has been ameliorated. Only the Director of Financial Aid, the Bursar or the Registrar (or staff members of those offices with written authorization) may remove holds.

## **Non-Matriculated Students**

Students not matriculated into a degree or certificate program at Cambridge College are allowed to take up to nine (9) credits for credit without applying for and enrolling in a degree or certificate program. Students should seek advisement from the academic dean of the school in which they are taking courses. Certain exceptions based on program, alumni status or location may apply.

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

## **Transfer Credit Policy**

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

### **Evaluation Process**

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

### **Undergraduate Transfer Credit**

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

### Courses: General Criteria

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

### Standardized Examinations

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

### ACE Evaluated Transcripts

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

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

#### *Please note:*

- Prior written approval by the undergraduate academic dean is required before taking courses at other institutions.
- As many as 18 transfer credits may be awarded for FLATs or other language equivalency exams.
- ACE evaluated and standardized exam credits may not duplicate a course taken at Cambridge College or at another institution.
- Electronic transcripts will be accepted from military branches that only provide electronic transcripts i.e. Army (AARTS) transcripts which will transition to Joint Services Transcripts on January 1, 2013.

### Master's and CAGS and Doctoral Transfer Credit

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

**All courses** must meet the following criteria.

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

### School of Education: CAGS and EdD

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

### Courses NOT Acceptable

Courses **not** acceptable for master's, CAGS or doctoral transfer credit:

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

### Licensure Course Transfer

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

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

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

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

### Doctor of Education (EdD)

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

## Transfer Credit Limits

School/Degree Program	Credit Limit	Time Limit
School of Psychology and Counseling programs	9	5 years
School of Education programs	9	5 years
Instructional technology, law, and finance courses for licensure		3 years
Doctor of Education (EdD)	9	5 years
School of Management programs	9	7 years
Any one specific Cambridge College management certificate	12-16	5 years

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

Individual Responsible for Revision and Implementation: Provost and Vice President for Academic Affairs, Vice President for Enrollment Management, Director of Admissions, Transfer Credit Advisor

# Appendix B: Financial Aid Policies

## Federal Financial Aid Academic Award Year Policy

### Purpose

The Department of Education requires Cambridge College to define its academic year for financial aid awarding purposes. The academic year is used to define the student's eligibility for all Federal Student Assistance programs.

### Scope

This policy applies to all Cambridge College students.

### Academic Award Year

For awarding purposes the Fall term is considered to be the beginning (header) of the academic award year for Cambridge College. The Summer term will be considered the end (trailer) for the academic award year. For determining eligibility and disbursing funds the Free Application for Federal Student Aid (FAFSA) year must match the academic award year. Example: Student applies to start for the Summer 2011 term. The academic award year is Fall 2010 to Summer 2011. Student must file the 2010-2011 FAFSA for financial aid eligibility. Student will be awarded for the Summer 2011 term only. For the next academic award year of 2011-2012 the student must file the 2011-2012 FAFSA. The student will be awarded starting with the Fall 2011 term and ending with the Summer 2012 term. Students may submit to the Director of Financial Aid an appeal if they wish to be awarded on a different schedule due to extenuating circumstances. All appeals must be in writing and contain appropriate supporting documentation. Each appeal will be reviewed on a case by case basis by the Director of Financial Aid.

## Federal Financial Aid Verification Policy

### Purpose

The purpose of this policy is to meet the Federal Department of Education requirement that Cambridge College have a policy for verifying the reported information on a financial aid application.

### Summary

Students sometimes make errors on their financial aid application. The Federal Department of Education requires that 30% of Free Application for Student FAFSA filers be verified, as selected by the Central Processing System (CPS). However Cambridge College also has the authority, and may be required, to verify additional students.

### Scope

This policy applies to all Cambridge College students and their parents (only dependent students).

## Selecting Students

Cambridge College will request verification information from all students who are selected by the Central Processing System (CPS). Required verification items are:

1. Household size as defined by the Federal Department of Education.
2. Number in college
3. Adjusted gross income as supplied by the IRS
4. U.S. taxes paid
5. Certain types of untaxed income and benefits (examples not all inclusive)
  - Child Care
  - IRA/Keogh deductions
  - Interest on tax-free bonds
6. All other untaxed income included on the U.S. income tax return (excluding schedules).

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

## Notifications

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

## Deadlines

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

## Federal Title IV Financial Aid Eligibility

### Summary

Cambridge College has developed a policy on federal financial aid eligibility to ensure that minimum eligibility requirements as set forth by the Federal Department of Education are published, and applied to all applicants of federal financial aid.

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

- According to federal regulations, to be eligible for federal financial aid a student must be enrolled in an approved program leading to a degree or certificate at Cambridge College and

the student may only receive federal financial aid for classes that are required for degree completion at Cambridge College. Classes outside of a student's approved program cannot be used in cost of attendance calculations and determination of half time enrollment. Students enrolled in non-degree programs or certificate programs not Title IV approved are not eligible for federal financial aid.

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

## Federal Financial Aid: Student Satisfactory Academic Progress (SAP)

### Summary

Cambridge College has developed a Satisfactory Academic Progress (SAP) Policy to meet the Federal Department of Education's administrative capabilities requirements that all schools must establish, publish, and apply reasonable standards for measuring SAP.

### Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is a measure of progress toward the completion of a student's course of study according to Cambridge College standards and required by federal regulations. Students must meet these standards to maintain eligibility for federal financial aid. These standards apply to all federal financial assistance programs and to all students: full-time and part-time, undergraduate, and graduate, degree and certificate candidates.

**Term Review:** The Financial Aid Office measures student academic progress by calculating completed credits as a percentage of attempted credits after each term. All attempted credit hours are counted, including transfer credits, whether or not federal financial aid was received or the course work was successfully completed.

### SAP Standards

#### Undergraduate

- Credits earned: a minimum of 67% of the credits attempted must be completed satisfactorily each year.
- Maximum time frame: Students must complete their program within 150% of the published completion time. For example, if student begins a full-time, four-year bachelor's degree at Cambridge College, they must complete their degree in a maximum of six years. If a student's enrollment goes beyond six years, they will no longer be eligible for additional federal financial aid.
- Transfer credits must be counted towards earned and attempted credits. Transfer credits accepted into students program of study are included in the calculation of maximum time frame.

#### Graduate/Postgraduate

- Credits earned: a minimum of 50% of courses attempted must be completed satisfactorily each year.
- Maximum time frame: students must complete their program of study within 200% of the published completion time. They will not be eligible to receive federal financial aid once they have attempted more than 200% of the credits normally required for the degree or certificate. For example, if they begin a full-time one-year 36-credit M.Ed. program, they must complete their degree in a maximum of two years and may attempt up to 72 credits. If they take more time or attempt more credits, they will no longer be eligible for additional federal financial aid.
- Transfer credits accepted into students program of study are included in the calculation of maximum time frame.



## 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).
- 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 can only be taken twice to be eligible for federal financial aid.

**Change of Program:** Students can have their SAP reset by changing their program of study. Credits attempted and grades earned that do not count towards the new program of study will not be included in the SAP determination. Students may only change their program of study once for the purpose of resetting SAP.

**Probation:** Students Grade Point Average and Credits are reviewed once a year to determine compliance with SAP standards. If at the term review they do not meet the SAP standards, the Financial Aid Office will review their situation and notify them of the outcome. If eligible, they will be placed on financial aid probation for one academic term. Students placed on probation have one academic term to bring their status back to meeting SAP standards. During this probationary period students will not lose their federal financial aid eligibility.

**Loss of Eligibility:** If the SAP standards have not been met by the end of the probationary term, students will lose eligibility for further federal financial aid until they once again meet the SAP standards.

**Appeals:** Students have the right to appeal if after the probationary period they are still not making SAP standards and have lost their eligibility for federal financial aid. They may have their situation reviewed by the Director of Financial Aid. Approval will be based on serious extenuating circumstances outside the College that have an impact on ability to achieve the SAP standard; for example: a student becomes seriously ill, is severely injured, or a relative dies. Other circumstances may be considered. Each situation is reviewed on a case-by-case basis.

Students must submit a written statement to the Financial Aid Office describing the circumstances, time-frame and consequences along with supporting documentation to be kept in their financial aid file. A third party statement verifying the circumstances documented is also required. Eligibility for all federal financial aid will be lost in the next term if the student does not meet the requirements in the period stated. (Go to <http://www.cambridgecollege.edu/financialaid/forms.cfm> and scroll down to SAP Appeal form.)

**Regaining Eligibility:** Students may regain eligibility for federal financial 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 funding based on the timing in which they reach the minimum standards. The Financial Aid Office will award appropriate federal financial aid as specified by the Federal Department of Education. (The Federal 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.)

# Federal Financial Aid Student Withdrawals and Leave of Absence

## Summary

Cambridge College has developed a policy on withdrawals and leave of absences to comply with the Federal Department of Education's return of federal Title IV funds regulations. Cambridge College is required to determine the earned and unearned portions of Title IV aid as of the date a student ceases attendance based on the amount of time the student spent in attendance up through 60% point in each term.

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

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

## Federal Return to Title IV Aid Overview

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a term. The student's eligibility for the funds received from federal Title IV financial aid programs must be recalculated in these situations. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula.

- $\text{Percentage of earned aid} = \frac{\text{number of days of the term completed up to the withdrawal date}}{\text{total days in the term}}$  For unofficial withdrawals, the withdrawal date used for aid recalculation is the midpoint of the term. Any break of five days or more is not counted as part of the days in the term.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

- Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the term.

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

## Financial Aid: Year Round Pell Grant

### Summary

Cambridge College has developed a policy concerning year round Pell Grant to meet the Federal Department of Education's requirements that all colleges have a policy explaining how students may be eligible to receive up to two consecutive Pell Grant scheduled awards during a single academic year.

### Year Round Pell Grant:

In order for a student to receive the Second Scheduled Pell Grant Award they must meet ALL of the following requirements:

- Student is otherwise Pell eligible.
- Enrolled at least half-time (6 credits) for the semester that will apply to the second award.
- Received 100% of the first scheduled award.
- Student must demonstrate academic year acceleration which is defined below.

### Acceleration:

Acceleration is defined as at least one credit in the payment period that must be attributable to the student's next academic year. The calculation for total credits in one academic year is any credits already earned, not attempted, in the academic year plus the credits that the student is enrolled in for the semester in which the second Pell Grant will be awarded. If a student fails a class it will not count towards the total credits for that academic year.

### Earned Credits from the first 2 semesters + Credits enrolled for the 3rd semester = total credits for the academic year

In terms of Cambridge College the academic year is defined by 36 credits, therefore, a student must have a total of 37 credits or greater in order to be eligible.

For example:

Student A earns 15 credits in the fall semester, 15 credits in the spring semester, and is taking 9 credits in the summer. Student A is eligible for the second scheduled Pell Grant award for the summer semester since his credits total 39.

Student B earns 15 credits in the fall semester and 15 credits in the spring semester but in the summer he only takes 6 credits. Student B

is NOT eligible for the additional award because the total credits are only 36.

Credits that are not applicable to acceleration and may not count towards the academic year total are:

- Advance placement
- International baccalaureate
- Testing out
- Life experience
- Portfolios
- Other similar competency measures Remedial credits DO count.

The Financial Aid Office can waive the completion requirement upon appeal if:

- It is determined that the student was unable to complete the hours of the first academic year due to "circumstances beyond the student's control".
- Circumstances may include but are not limited to
  - Student withdrawing from class due to illness or illness of a close family member.
  - Student being unable to register for classes necessary to complete his or her eligible program because those classes were not offered

Appeal forms will be submitted to the Director of Financial Aid. The Director will approve or deny the appeal based on the information provided. All decisions are final.

### Transfer Students:

If a student received 100% of the first scheduled award at a prior institution(s), it can be assumed that the student completed the first academic year. If the student received less than 100% the College will use the same ratio to determine the % of the academic year completed at that the other college, always rounded down. The College may use actual credits earned at the prior college, even if the credits do not transfer to the College and/or they are not related to the academic program.

### Cross-Over Payment Period:

The cross-over payment period is any payment period that includes both June 30th and July 1st. The College must award from the award year with the highest award amount for the payment period for the student. The Pell Grant can be awarded in a different award year than other Title IV aid.

If the following academic year's FAFSA is received after the Pell Grant award for the cross over payment period has been determined, it must be reviewed for possible recalculation due to changes in eligibility. The Federal Department of Education will set a cutoff date after which this will not have to be completed. This date has not been determined as of yet but most likely will be set for sometime in mid-September. After the cutoff date is determined a comparison will not have to be performed for any following academic year FAFSA's received after that date.

# Scholarship Awarding and Administration Policy

## Purpose

Cambridge College provides undergraduate and graduate scholarships to students who are enrolled in degree and certificate programs through funds provided by donors and College general funds. All scholarship funds must be awarded through the Office of Financial Aid.

This policy shall govern the compliant awarding of scholarships. Eligibility for scholarship aid will be based upon the following:

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

College scholarships are leveraged to ensure the maximum utilization of funds to meet enrollment goals, to attract students who will contribute to the diversity of the student population and to remove financial barriers to education, further promoting access for eligible students. Student recruitment and retention are also key components of the College's mission.

## Scope

A Scholarship Committee shall be established with representation and responsibility as set forth from the following College Offices:

- Financial Aid: the College authority for determining student financial need based on the FAFSA
- Institutional Advancement: the College authority for communicating donor restrictions and for stewardship in reporting scholarship awards to donors
- Bursar: the College authority for student billing, payment application and refunds
- Grants Accounting: the College authority for scholarship fund accounting
- Academics: the College authority for executing the College's mission
- Registrar: the College authority for determining satisfactory academic progress
- Admissions: the College authority for enrollment management and recruitment

This Committee shall be charged with the responsibility for recommending the selection of scholarship recipients, based upon all of the eligibility requirements to the Director of Financial Aid. The Committee shall meet once per term or more frequently as necessary, as scholarships are awarded on a term by term basis based upon available funding.

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

The Committee will submit a report to Audit, Finance & Investment (AFI) Committee of the Board of Trustees on the awards disbursed each academic year after the awards for the summer term are disbursed. This report will be presented at the next regularly scheduled AFI Committee meeting.

# Appendix C: Information Technology Policies

## CCOL Information Access Policy

### Introduction

Cambridge College's Online Library (CCOL) offers information and research support services to the academic community of Cambridge College. The development of its collections is based on the needs of the academic community it serves and taking into account that they are collections with balanced information that includes different points of view, avoiding prejudice and censorship. It defends free access to information respecting intellectual property laws and promoting its fair use among users.

### Mission

Offer the academic community a virtual space where access to information resources and services and the guidance of information professionals enable interaction, exchange of ideas, development of skills, discovery of new sources and creation of new knowledge resulting in an empowering learning experience.

### Definition: Access to information

According to the Universal Declaration of Human Rights of the United Nations Organization in its article 19:

"Every individual has the right to freedom of opinion and expression; This right includes the right not to be bothered because of their opinions, to investigate and receive information and opinions, and to disseminate them, without limitation of borders, by any means of expression"<sup>1</sup>

Librarians, as custodians of a large number of information sources, have the responsibility to ensure compliance with this right without distinction of persons. Access to information must be facilitated in any format and through any available means.

### Procurement and Budget

The budget is approved yearly by the College administration. New materials are acquired through staff and student recommendation and Librarian review. Further recommendations, oversight and management suggestions are offered by the Library Strategic Planning Committee made up of faculty and staff.

### Personal

Access to information is the main function of the Library. All personnel from management, and the departments of technical services, information systems, information skills and public services require specialized skills so that this function can be performed efficiently. For this, it is important that the staff receive continuous training in the different organization, search and information access tools. This includes:

- Knowledge of laws governing copyright and fair use of copyright resources information.
- Management of the catalog of collections, academic databases and the Internet. Continuous training is required to master different platforms, interfaces and to know the constant updates of the various electronic products.

- The technical services staff must know the resource cataloging standards adopted by library organizations at an international level to organize information and thus facilitate its access and exchange.
- The institution's virtual services and information systems personnel ensure that, as information technologies evolve, library services are updated with equipment and programmed to meet the needs and expectations of users.
- Information skills staff have as their primary goal that users are able to define their need for information, access sources, and evaluate information in order to use it effectively. Offers workshops on: use of library resources, catalog and database searches, information literacy, ethical use of information, and others, as needed.

### Information access services

As our library belongs to the College, our main users are the academic community that includes students, professors and administrative staff. The services offered to these users include consultation, quick, investigative and virtual reference services, virtual loan of resources, face-to-face and remote access to database collections and information skills workshops.

Our collection is organized in an integrated way, which means that resources in different formats such as books, magazines and audiovisuals can be searched together in a single collection via our aggregated search engine: Ebsco's Discovery Service (EDS). This makes it easier for the user to search and access information. The library offers virtual reference services. It also has an online catalog, website and an Ask-A-Librarian application to facilitate communication with users. The academic databases are available 24 hours a day by remote access (only for the College community).

*1 ALA is the leading professional organization for librarians in the United States and its territories. Bill of Rights. (Chicago, IL.: American Library Association, 2014) <http://www.ala.org/advocacy/intfreedom/librarybill>.*

## CCOL Interlibrary Services

As the College relies on an online platform across all campuses with no local physical collections offered, the College does not have any formal borrowing agreements with other institutions and does not offer ILL (interlibrary loan) services. Students are encouraged to acquire public library cards from their local public libraries, all of which offer Interlibrary-loan services.

## Data Security Policy

### Purpose

This policy defines the guidelines for the security and confidentiality of data maintained by Cambridge College, both in paper and electronic form. This policy also informs each person who is entrusted to access student, employee and/or institutional data of their responsibilities with regard to confidentiality and safeguarding Cambridge College data.

## Statement of Policy

All custodians and guardians of administrative data are expected to manage, access, and utilize the data in a manner that maintains and protects the security and confidentiality of that information. All notice to Federal, State & local regulations must be considered and adhered to when using or sharing personal or confidential information. Any notice of a breach of confidential information whether in paper or electronic form MUST be reported to the appropriate Vice President for the area involved and the General Counsel immediately.

Under no circumstances shall credit card numbers be stored or sent from College servers or desktops.

## Definitions

There are two primary categories of data-handling and access defined in this policy. They are Data Custodians and Data Guardians.

### Data Custodians

Data custodians function as gatekeepers for the data that is collected and maintained by individuals in their departments. Custodians are responsible for establishing access procedures for the administrative data available in their area and for approving access requests for that data. The table below indicates the administrative areas that maintain the college's primary data stores and the respective data custodians.

Administrative Areas . . . . .	Data Custodian
Alumni and Development Data . . . .	Vice President for Advancement
Financial Data . . . . .	College Controller
Financial Aid Data . . . . .	Director of Financial Aid
Human Resources Data . . . . .	Director of Human Resources
Information Technology Data . . . .	Director of Information Technology
Student Services Data . . . . .	Dean of Enrollment Management

### Data Guardian

A data guardian is defined as anyone who, as a function of their position at Cambridge College, possesses or has access to Cambridge College administrative data, either electronic or otherwise. Guardianship and its associated responsibilities apply to individuals who dispense or receive data.

Department heads are responsible for signing off on data access requests for employees under their supervision.

## Scope

College employees, or others who are associated with the college, who request, use, possess, or have access to college administrative data must agree to adhere to the protocols outlined above. In addition, guardians, custodians and data users are prohibited from:

- Changing data about themselves or others except as required to fulfill one's assigned College duties or as authorized by a supervisor. (This does not apply to self-service applications that are designed to permit you to change one's own data).
- Using information to enable actions by which other individuals might profit.
- Disclosing information about individuals without prior authorization by a supervisor.

- Engaging in what might be termed "administrative voyeurism" (reviewing information not required by job duties) unless authorized to conduct such analyses.
- Examples include tracking the pattern of salary raises, viewing a colleague's personal information, looking up someone else's grades or viewing other colleague's work product when not authorized to do so.
- Circumventing the level of data access given to others by providing access that is broader than that available to them, unless authorized. For example, providing an extract file of employee salaries to someone who does not have security access to salary data is prohibited by this policy.
- Allowing unauthorized access to Cambridge College's administrative systems or data by sharing an individual's username and password.
- Engaging in any other action that violates the letter and spirit of this policy, either purposefully or accidentally.

## Improper Guardianship

In assuming responsibility for the interpretation and use of College administrative data, guardians are expected to recognize the potential serious consequences of their improper guardianship. Improper maintenance, disposal, or release of college administrative data exposes the College to significant risk, including lawsuits, loss of employee and student trust, and loss of funding.

Guardians who are found in violation of this policy will be subject to Cambridge College disciplinary processes and procedures including, but not limited to, those outlined in the Student Handbook, in Cambridge College Policies and any applicable bargaining unit contracts. Illegal acts may also subject users to prosecution by local, state, and/or federal authorities.

## POLICY APPLIES TO

College employees, or others who are associated with the College, who request, use, possess, or have access to College administrative data.

## EXCEPTIONS

This policy does not prevent the release of institutional data to external organizations or governmental agencies as required by legislation, Regulation, or other legal requirements.

# Digital Millennium Copyright Act Policy

## Reason for this Policy

Cambridge College has policies and codes of conduct that define responsible use of computers and networks for all members of its community. There are also federal, state and local laws governing many interactions that occur on the Internet. This policy addresses the specific requirements of a 1998 Federal law known as the Digital Millennium Copyright Act, or DMCA. The DMCA addresses issues of copyright protection as it relates to electronic media.

Downloading or distributing whole copies of copyrighted material for personal use or entertainment without explicit permission from the copyright owner is against the law. As a provider of Internet access to its community, Cambridge College has specific obligations under

DMCA. This policy describes the rules and processes proscribed by the DMCA, and how they are implemented at the College.

This policy is guided by the following objectives:

1. DMCA requires formal notification of the College community of its obligations regarding
2. Electronic content that is protected by copyright
3. Heightened community awareness to the seriousness of illegal file sharing and the penalties attached to infringement
4. Broad awareness that any activity that is illegal is a violation of Cambridge College policy.
5. Compliance with DMCA and HEOA requirements

## Statement of Policy

When attached to the Cambridge College network, downloading or distribution of whole copies of copyrighted material for personal use or entertainment without explicit permission from the copyright owner is against the law, and therefore against College policy.

Cambridge College faculty, staff or students who do this can find themselves being personally sued if a subpoena or early settlement offer is served by the copyright holder. Anyone who does this may be prosecuted, fined and in some cases, incarcerated. Cambridge College complies with all court orders requiring names and information in the case of subpoenas or settlement letters demanding the identity of a specific user of the college network.

If you are a staff or faculty member, and the College receives an infringement complaint, an investigation will be performed. If it is determined that the complaint was valid, applicable personnel policies will apply.

If you are a student, and Cambridge College receives an infringement complaint about content on a machine owned or registered by you, the following procedures will apply:

- You will be notified of the complaint by the Dean of Students, and be instructed on the requirements of the law. If the complaint is determined to be valid, you will be required to remove the content in question within 24 hours.
- The second time a take down notice is received for a machine owned by you, you will again be notified of the complaint by the Dean of Students, and educated on the requirements of the law. Further disciplinary action, referenced in the Student Code of Conduct, will be taken.
- The third time a take down notice is received for a machine owned by you, the College reserves the right to restrict your network access for a period of time determined by the College.

## Doing Schoolwork with a Restricted Computer

Although your personal computer may be blocked from accessing the network because of copyright infringement, your Cambridge College computing accounts are not disabled. You are still able to access Cambridge College technology using other resources such as the computer labs on campus. While this may be an inconvenience, connecting your personal computer to the Cambridge College network is a privilege, not a right. Of course, any use you make of Cambridge College lab computers must also comply with the copyright law.

## Your Responsibilities as a Computer User at Cambridge College

When you accept computing accounts at Cambridge College, you agree to use the College's computing resources responsibly. A major part of responsible use is maintaining the security and confidentiality of your computer accounts and the information you store on them. You need to protect your computer accounts, passwords, and other types of authorization that are assigned to you alone. You should never share them with others. If you allow a friend to use your computer or to access your accounts, you can be held responsible for his or her actions on the network. If your friend uses your computer and downloads copyrighted material illegally, you can be held responsible because your computer is identified in the notice that is sent to the College from the copyright holder.

## Electronic Communication (Email) Policy

### Purpose

Cambridge College has invested in its technology infrastructure to enhance teaching and learning and to enable efficient business practices. All Cambridge College students, faculty, and staff have access to email as a communication tool and the MyCC portal for current news, events, personalized messages and teaching and learning activities. Cambridge College is committed to the use of College wide electronic communication to enhance interpersonal communications, improve information exchange, and to reduce the use of paper and printed materials.

The purpose of this policy is to identify electronic communication as an official means of communication within Cambridge College and to define the responsibilities of Cambridge College students, faculty and staff related to electronic communication.

### Statement of Policy

Cambridge College provides access to email and the MyCC portal for all students, faculty and staff. Email is an official method of communication at Cambridge College. Students, faculty and staff are held strictly responsible for the consequences of not reading College related communications sent to their official Cambridge College email address. Cambridge College students will also utilize the MyCC portal to post role specific messages and College related announcements.

### Scope

#### Assignment of email addresses

Students and faculty are assigned a go-email username and password upon acceptance to a program or upon hire. Core faculty, Coordinators and staff are assigned a Microsoft Exchange username and password upon hire by Cambridge College, after being added to the Human Resource System. Core faculty will have both go-email and Exchange email accounts. Access to email is provided directly or indirectly through the MyCC portal, Outlook Web Access or Outlook on a Windows desktop (on campus). The official Cambridge College email address is:

Core Faculty/Staff - username@cambridgecollege.edu

Student/faculty - username@go.cambridgecollege.edu

### Educational uses of electronic communications

Faculty members may require the use of email, MyCC course tools, or other forms of electronic communication for course content delivery, class discussion, or synchronous chat. It is recommended that faculty specify these requirements in their course syllabus. Faculty may expect or require that students access MyCC and read notices sent to their official Cambridge College email address.

### Email forwarding

Students who forward their official Cambridge College email to another email address (e.g. username@gmail.com) do so at their own risk. Cambridge College cannot be held accountable or ensure the delivery of its official communications by external service providers. Forwarding email does not relieve the receiver from the responsibilities associated with electronic communications sent to their official Cambridge College email address. It cannot be stressed more strongly that students and faculty **MUST** use their College provided email address while they are associated with the College.

### Responsible use of email

All use of email will be consistent with other Cambridge College policies and local, state and federal law, including the Cambridge College Policy on the Responsible Use of Information Technology.

Email is a tool provided by the College to complement traditional methods of communications and to improve education and administrative efficiency. All email users have a responsibility to use this resource in an efficient, effective, ethical and lawful manner. Use of the college's e-mail system is confirmation that the user agrees to be bound by this policy. Violations of the policy may result in restriction of access to the College's email system and/or other appropriate disciplinary action.

The following should be observed when using any College email system:

Conducting business for profit using College email and or other resources is prohibited. Incidental non-business personal use of e-mail is acceptable, but an expectation of privacy cannot be guaranteed due to the official nature of the email system; Using any email to send information that is classified as private or can be shown to contain personally identifiable information is prohibited. While the College will make every attempt to keep email messages secure, privacy is not guaranteed and users should have no general expectation of privacy in email messages sent through a College email system.

Under certain circumstances, it may be necessary for the Cambridge College IT staff or other appropriate College officials to access email files to investigate security or abuse incidents or violations of this or other college policies. Such access must be approved by a Vice President, the President or General Counsel and will be on an as needed basis and any e-mail accessed will only be disclosed to those individuals with a need to know or as required by law.

Individuals are responsible for saving email messages as they deem appropriate. Due to limited resources the IT department has the right to restrict the amount of user storage on the College email system. Go email storage quotas are likewise controlled by Google. Users are asked to manage the volume of email in their account and are required, from time-to-time, to purge deleted or trashed emails. The College reserves the right to purge deleted emails in a users' account if space needs become critical.

When using email as an official means of communication, students, faculty, and staff should apply the same professionalism, discretion, and standards that they would use in written business communication. Furthermore, students, faculty, and staff should not communicate anything via email that they would not be prepared to say publicly. Email may be accessed by the College for official purposes including but not limited to administrative need for official information, production in legal proceedings, information related to student records, information related to personnel records, etc.; however, such access must be approved by the account holder, a Vice President, the President or General Counsel.

Approval and transmission of email containing essential college announcements to students, faculty, and/or staff must be obtained from the appropriate authority. Only the Offices of Vice Presidents or President can authorize the sending of broadcast messages to a wide audience of students, faculty, and staff within the scope of their authority. IT will only send broadcast messages as they relate to maintenance issues or security concerns.

The following types of emails are explicitly prohibited:

- Emails that exchange proprietary information or other highly privileged, confidential or sensitive information.
- Emails that are considered advertisements, solicitations, chain letters, political communications and other unofficial, unsolicited email.
- Emails including sexual content, pornography, lewd or other highly inappropriate behavior when considering the official nature and purpose of the College email system.
- Emails that are in violation of any laws, including copyright laws, or Institutional policies.
- Emails that knowingly transmit a message containing a computer virus.
- Emails that intentionally misrepresent the identity of the sender of an e-mail. Emails that use or attempt to use the accounts of others without their permission.

### POLICY APPLIES TO

This policy applies to all students, faculty, and staff of the College and to all other users of information technology resources at Cambridge College. These users are responsible for reading, understanding, and complying with this policy.

## Responsible Use Policy

### Purpose

Cambridge College is an educational institution which encourages continuous learning, experimentation, and the development of the adult learner. The College is committed to respecting individual privacy and freedom while expecting each individual to act in a responsible, legal, ethical and efficient manner when using the College's information technology systems and resources. These systems are designed to encourage high-quality educational, professional career development and self-discovery activities.

The purpose of this policy is to define responsible and ethical behavior that guides faculty, student, and staff use of information technology resources at Cambridge College.

## Statement of Policy

Cambridge College provides access to information technology resources for faculty, staff, students, and certain other users to support the College's mission and to conduct the business of the College. Every authorized user of information technology resources at Cambridge College is responsible for utilizing these resources in an efficient, ethical, and legal manner and in ways consistent with overall College policy.

## Definitions:

Information technology includes but is not limited to desktop computers, workstations, network servers, mainframes computers, software, digital information and voice, video and data networks, including official College web pages on its portal, public website and social networking sites.

## Scope

The following principles serve to guide the responsible use of information technology for all Cambridge College users.

Respect the rights of others by complying with all College policies regarding sexual, racial and other forms of harassment, and by preserving the privacy of other individuals. For example, it is prohibited to send harassing messages via email or social networking or transmit or reveal personal or private information about individuals. Use computing facilities, accounts and data only when you have appropriate authorization and use them for approved purposes. For example, you should not use Cambridge College information Technology resources to run a business or to access another individual's computer account.

Respect all pertinent licenses, contractual agreements, and copyrights. Use only legal versions of copyrighted software in compliance with vendor license requirements. For example, you should not post another individual's copyrighted material on your web page or install software with a single user license on multiple computers.

Preserve the integrity of computing systems, electronic data, and communications networks. For example, you should not modify settings on a desktop computer to make it unusable to others or excessively utilize networked resources, like music videos, that may overload Cambridge College's network bandwidth.

Respect and adhere to all applicable local, state and federal laws. For example, it is prohibited to use Cambridge College's information technology resources to attack computers on another network by launching viruses, worms, or other forms of attack.

## Privacy

While the College values and respects the privacy of its staff, faculty, students, and other users, the intrinsic nature of electronic records places limits on the extent to which the College can guarantee a user's privacy. Despite security protocols, communications over the Internet—and across the College's local campus network—can be vulnerable to interception and alteration. Consequently, the College cannot assure that absolute privacy can be maintained for data that resides on the College network or on storage media.

Out of respect for personal privacy, the College does not routinely examine the contents of data or files in user accounts. However, on occasion, circumstances may require an examination of a user's

files to maintain system security, to administer or maintain system integrity, to access necessary College information or in response to legal mandate. In such cases, authorized personnel may examine a user's data without notice. Authorized personnel are those specifically entrusted and approved by the College (needs VP level or General Counsel approval) to conduct such examinations.

Some data are subject to strict access restrictions, such as library patron records and data protected by the Family Educational Rights and Privacy Act (FERPA). The Library, the Office of the Registrar, and other departments that administer confidential data may enforce more stringent access policies.

## Personal Use

Personal use is defined as the non-academic, non-administrative use of Cambridge College's IT systems. Such use is solely discretionary; it neither serves an essential employment function nor is it related to academic discourse. Data that result from personal use are "personal data".

Personal use of Cambridge College's IT resources is secondary to performing essential College functions using such resources. If personal use of College IT resources interferes with or causes disruptions to the essential functions of the College performed by IT, then authorized personnel may curtail such use.

## Passwords and User IDs

System accounts, passwords, and user IDs plays an important role in protecting the files and privacy of all users. Because users are responsible for all uses made of their accounts, users must take exceptional care to prevent unauthorized use of their accounts. This includes changing passwords regularly and disabling "automatic" log-ins.

In most cases, it is inappropriate—and perhaps dangerous—to allow another person to use another user's network credentials or email account. In some cases, a user's data are vulnerable to alteration or deletion. In others, the validity of a user's credentials could be compromised. Alternatively, if criminal activity can be traced to a user's account, the person to whom the account is assigned may be held accountable. The College, therefore, reserves the right to restrict or prohibit password sharing.

In addition, the College reserves the right to implement and enforce password maintenance procedures, including detecting and disabling "weak" passwords and implementing password "aging" mechanisms. Weak passwords are those that may be easily "cracked," guessed, or discovered, such as a user's birth date or name. Password aging refers to a process that requires users to change passwords at predetermined intervals.

## Data Storage and Back-ups

The College maintains a centralized repository of data stored in user accounts on the College network. This includes all the data that a user creates and saves on the College's network storage devices. It also includes saved email messages, attachments, files, and folders.

The College reserves the right to restrict the amount of network storage available for users. This includes the prerogative to impose quotas on the number and/or size of stored files. The Director of IT, after conferring with the College Leadership, can regulate the availability of central network storage to which each user is entitled.



Data files are routinely backed up on a daily, weekly, monthly, and/or yearly basis. These back-ups facilitate the restoration of College data that have been lost, altered, or damaged. The College will not routinely retrieve backed-up personal data. Users, therefore, are encouraged to maintain independent back-ups of their important personal data, including email messages. Cambridge College disclaims any responsibility for maintaining or providing access to backups of a user's personal data.

For data backed up by the IT department, retrieval or restoration is at the discretion of the Director and/or the College Leadership.

## Security

The College implements appropriate "industry-standard" practices concerning the security of the College's IT resources. These methods are designed to protect against unauthorized access, intrusion, or damage to the availability, access, or integrity of the College's IT systems. However, due primarily to the nature of security threats and the remote possibility of a breach of security, the College warrants neither a user's privacy nor the integrity of data stored on the College network.

## Copyright, Trademark, and Domain Names

Users must comply with all copyright, trademark, and other intellectual property laws. In general, permission is necessary for a user to reproduce materials, such as video, music, images, or text. To "reproduce" in this context includes downloading and saving a digital copy to a hard drive, floppy, or other storage media. Photocopying copyrighted materials without authorization is also prohibited. Certain exceptions apply, such as "Fair Use."

In addition, users must generally obtain permission from the copyright owner to prepare derivative works, including modifying existing works. Copyright law also prohibits the distribution, display, or performance of works created by another without a proper release.

The College possesses trademark rights in certain symbols and phrases such as images of the College logo and the words "Cambridge College." Unauthorized use of these trademarks is not permitted.

Additionally, the College owns certain Internet domain names. These include [cambridgecollege.edu](http://cambridgecollege.edu), [ccnite.org](http://ccnite.org) and other such domain names. Registration of domain names incorporating or referencing College trademarks is prohibited without the approval of the College Leadership.

## Compliance and Enforcement

All users of the College's IT resources must abide by these policies. Users not wishing to agree to and comply with this policy will be denied use of or access to Cambridge College IT resources.

College community users who intentionally violate these policies are subject to disciplinary action by the College consistent with established College due process. At the discretion of the Director of IT alleged violations of this policy may be referred to the Executive Leadership or College disciplinary body. In addition, the Director of Human Resources may conduct an investigation regarding the alleged infraction. Violators may also be liable for civil damages and/or criminal prosecution, if applicable.

Guest users of publicly available College IT resources are also subject to the terms of this policy. While explicit acceptance of this policy is

not required for guests to access these limited IT resources, guests are accountable for their actions while using College IT resources. Guests who violate this policy will be asked to cease use and may be barred from further access. If a guest user violates federal, state, or local law while using College IT resources, the Director of IT may report this activity to the General Counsel.

Members of the Cambridge College community who believe they have witnessed or been a victim of a violation of this policy should notify or file a complaint with the appropriate College office as follows. Students should report suspected violations to the Dean of Students. Faculty members should report suspected violations to the Vice President/Provost of Academic Affairs. Staff members should report suspected violations to their department head who may report the problem to the Director of Human Resources. Reports of suspected unauthorized use or misuse of Cambridge College information technology resources will be investigated pursuant to standard College procedures.

Information technology users who are found in violation of this policy will be subject to Cambridge College disciplinary processes and procedures including, but not limited to, those outlined in the Student Handbook, the Cambridge College policies, and any applicable bargaining unit contracts. Privileges to use Cambridge College information technology resources may be revoked. Illegal acts may also subject users to prosecution by local, state, and/or federal authorities.

## POLICY APPLIES TO:

This policy applies to all students, faculty, and staff of the College and to all other users of information technology resources at Cambridge College. These users are responsible for reading, understanding, and complying with this policy.

# Social Security Use Policy

## Reason for this Policy

Cambridge College is dedicated to ensuring the privacy and proper handling of Social Security Numbers (SSNs) of its students, employees, and individuals associated with the College. The primary purpose of this Social Security Number policy is to ensure that the necessary procedures and awareness exist so that College employees and students comply with both the letter and the spirit of FERPA and The Massachusetts Data Privacy Act. Historically, SSNs have been used in College systems to uniquely identify students and employees. As our systems are updated we will only display the last four digits of social security numbers. This will be the default action. If your needs are such that you require access to the full SSN you will be required to submit a signed SSN Access form to IT. This form will need to be signed by your immediate Supervisor and the Dean for Enrollment Management.

This policy is guided by the following objectives:

1. Broad awareness of the confidential nature of the SSN
2. Reduced reliance upon the SSN for identification purposes
3. Increased emphasis on secure use, transmission, and storage of the SSN throughout the Cambridge College system
4. A consistent policy toward and treatment of SSNs throughout the College
5. Increased confidence by students and employees that SSNs are handled in a confidential manner.

## Statement of Policy

It is the intent of Cambridge College to protect the SSN of its students, staff, and faculty to minimize the growing risks of identity theft.

Accordingly, the SSN may not be used as a common identifier or used as a database key in any electronic information system. The SSN may be collected and used when necessary for employment records, financial aid records, and a limited number of other business and governmental transactions, as permitted by law.

Cambridge College will assign a Cambridge College ID and other credentials, like a password or a digital certificate, to an individual upon initial association with the College for identification and authentication, in order to eliminate the use of the SSN wherever possible.

Cambridge College is working toward a policy regulating the use of SSN and other personal information across all campuses within the College system.

The policy's major objectives are:

- The Jenzabar system, and all new systems purchased or developed by Cambridge College will only use the last four digits of student Social Security numbers where such use is specifically permitted or required under this policy. Such systems should not visually display the full SSN on any system output, including monitors and printed forms, unless required by law or required by Cambridge College as needed in execution of its duties.
- Staff and faculty whose job duties necessitate access to full SSN numbers will be given such access determined by the Dean for Enrollment Management.
- Each individual associated with Cambridge College will be assigned an ID that is not the same as, or based upon, the individual's SSN or other unique demographic information.
- No new system or technology, where the SSN is a consideration, will be developed or purchased by Cambridge College unless it is compliant with this policy or approved by Dean for Enrollment Management as an exception.

## Web Portal Accounts Policies and Procedures

**MyCC Web Portal Accounts** (<http://mycc.cambridgecollege.edu>)

The MyCC portal is where students and faculty can access Cambridge College information. The academic calendar, course search, degree and programs offered can be viewed through the portal.

**Enrolled students** can log into MyCC with their own user ID and password to register for courses each term, and view their personal information, such as their academic record, student account, course schedule and syllabi.

**Faculty** can log into MyCC with their own user ID and password to view courses being taught by term, and view all students enrolled in that course. Faculty will be able to enter grades on-line and e-mail students through the portal.

**Staff** who does not have full access to Jenzabar on their office computer would be able to log into MyCC with their own user ID and password to view student data that is appropriate for the responsibilities and duties of the employee.

### Creation of MyCC Web Portal Accounts

**Students**—When a new applicant becomes accepted and rolled into the Registration module, a MyCC account will be created automatically, and the user ID and password (PIN) will be submitted to the student in a letter.

**Faculty**—When a new faculty member joins Cambridge College, a MyCC user ID and password will be created by the system, and an e-mail will be sent to the faculty member's Cambridge College e-mail account.

### Cancellation of MyCC Web Portal Accounts

**Faculty**—The Office of Human Resources will notify the Office of Student Information Systems and User Services of all terminations, leaves of absences and resignations as far in advance as possible. The Office of Student Information Systems and User Services will need the existing faculty member's name and Jenzabar ID to disable the web portal account. Adjunct Faculty accounts would be disabled once they no longer teach at Cambridge College for two or more semesters.

**Student**—The Registrar's Office will notify the Office of Student Information Systems and User Services of any students who have had no activity on their accounts for two terms, excluding withdrawals and leaves of absence, then disable the students' Tel\_Web\_Group so that the students cannot register for courses.

# Appendix D: Student Affairs Policies

## Alcohol and Drug Policy

### Purpose

In compliance with the Drug-Free Workplace Act of 1988 and the Drug Free Schools and Communities Amendments of 1989, this policy shall govern the use of drugs and alcohol at Cambridge College.

Cambridge College will enforce all applicable laws concerning illegal drugs and alcohol.

### Scope

As a condition of employment and of continued employment, all employees of Cambridge College are required to adhere to this policy.

### Policy

While on the premises of any Cambridge College location, and while conducting business-related activities off Cambridge College premises, including at all College-sponsored events, no employee may use, possess, distribute, dispense, sell, manufacture, transfer, purchase or be under the influence of alcohol, illegal drugs, intoxicants or controlled substances. Illegal drugs include all drugs of which the use, possession, transportation or sale is prohibited by any federal, state or local law. In addition, the possession of drug paraphernalia is prohibited.

The use of legal drugs, including prescribed drugs, is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace. The misuse of prescription drugs, including drugs not prescribed to the employee is prohibited while working. These prohibitions cover arriving on College premises while impaired by the effects of such drugs, including those obtained by prescription under medical direction.

Employees who have been informed by a physician, pharmacist or other authorized medical personnel that the use of a legal drug may present a safety risk or inappropriate behavioral side effects, are required to submit a physician's statement to the Director of Human Resources that the prescription drug use will not affect job safety.

All Cambridge College faculty and staff 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.

Cambridge College has a zero tolerance for the abuse of this policy. Members of the College community charged with violations of this policy are subject to disciplinary action through the established disciplinary procedures of the College and its collective bargaining agreements. Employees may face disciplinary action up to and including immediate termination of employment, in addition to criminal prosecution under applicable laws. The College may also require satisfactory completion of an appropriate substance abuse rehabilitation or treatment program, counseling or education program as a condition of reinstatement or continued employment.

Employees receiving federal grants or contracts are required to certify to the funding agency that they are drug-free before receiving any awards. This certification may also be required of other employees whose employment is partially or fully federally funded.

An employee who is convicted of a criminal drug statute violation occurring in the workplace must, within five (5) days after the conviction, notify the Human Resources Office of such conviction. Further action may be taken to the extent allowable by law, and in accordance with applicable federal funding contracts and collective bargaining agreements.

Persons who are not employees of Cambridge College, but who perform work for its benefit (such as independent contractor, temporary employees provided by agencies, visitors engaged in joint projects, etc.) are required to comply with this policy. Violation by such persons is likely to result in their being barred from the workplace, even for a first offense.

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.

## FERPA Student Records Access and Confidentiality

- A. In compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, the College does not permit the release of personally identifiable information in student records without the written consent of the student, except as specifically allowed by FERPA statute or regulation. The Registrar controls access to and disclosure of student education records and maintains safeguards against unlawful disclosure. Record of the access and disclosure of student records must be maintained by the office providing such records (usually the Registrar), and will be made available to the student upon request.
- B. Students have the right to inspect and review all College records, files and data directly related to themselves with certain exceptions such as financial records of the student's parents, confidential recommendations which were received before January, 1975, or records to which students have waived their right of access. Official records and data related to a student are incorporated into his/her file, kept in the Registrar's Office. Other student records may be maintained in the office which created the records such as Academic Deans, Faculty, Dean of Students, etc. The College reserves the right to charge for copies of student records and will prohibit release of official transcripts for students who have financial holds.
- C. The College allows, without prior written authorization from individual students, release of personally-identifiable directory information as permitted by FERPA. Non-directory information may be accessed by school officials whom the College has determined to have legitimate education interests, authorized representatives

of federal, state and local educational authorities, accrediting organizations, and officials of another institution of postsecondary education where a student seeks or intends to enroll. The College may also disclose non-directory information in connection with a health or safety emergency, in compliance with a judicial order or lawfully issued subpoena, or in connection with the award of financial aid. Directory information at Cambridge College includes name, class year, home address and telephone number, e-mail address, dates of attendance, program status/major, degrees awarded, high school and any college previously attended. The term "school official" includes a person employed by the College in an administrative, supervisory, academic, research or support staff position; a person serving on the Board of Trustees; and a contractor outside of the College who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of personally identifiable information from education records. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

- D. Students who wish to keep their entire directory information private (a "FERPA block") may contact the Registrar. Students will be annually notified of this FERPA policy by web notice, catalogue, email or other appropriate delivery method.
- E. FERPA does not apply to the records of applicants for admission who are denied acceptance, nor does it apply to applicants who are accepted but choose not to attend Cambridge College. Admitted students are covered by FERPA once they have enrolled. A student is considered enrolled on the first day of classes.
- F. FERPA defines "student" as any individual who is or has been in attendance at an educational agency or institution and regarding whom the agency or institution maintains education records. 34 CFR 99.3. In interpreting this definition with respect to application materials, Cambridge College has generally taken the position that records sent by the student to the college are not protected as education records unless/until the student matriculates.
- G. If students take exception to anything in their folders on the grounds that it is inaccurate, misleading or otherwise inappropriate, they have the right to challenge its inclusion and seek to have it corrected or deleted. A written request must be submitted to the Registrar for a joint meeting with the Provost and Vice President for Academic Affairs, the Registrar, and any other appropriate person to discuss the matter.
- H. If the College fails to comply with FERPA requirements, written complaints may be submitted to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

## Health Policies for Students

### Health Insurance

Massachusetts state law requires ALL full or three-quarter time students at Cambridge College to participate in the school sponsored Student Accident and Sickness Insurance Plan or have an alternate insurance plan with comparable coverage. (Please note: Student

status as full or three quarter time for the term will be determined as of the last date of the add/drop period) To comply, students must either enroll in the Cambridge College-sponsored student health insurance plan, or provide proof of enrollment in an alternate qualifying insurance plan by logging into MyCC and selecting the Health Insurance link found under the Student Services tab. It is the student's responsibility to ensure that the alternate insurance is adequate.

Cambridge College students attending classes at regional centers outside Massachusetts are not required to participate in the student health program.

Students who do not return the Health Insurance form (available in the application booklet and on the website) with their insurance provider information will automatically be enrolled in and billed for the College health insurance plan.

National Institute for Teaching Excellence (NITE) Students enrolled in more than three weeks of classes will need to show proof of health insurance. Massachusetts law does not require students enrolled in short-term courses (defined as no more than 15 days of classes for each term and 30 days total for the entire school year) to participate in the student health program.

International Students must enroll in the Cambridge College-sponsored student health insurance plan.

### Immunization Policy

Massachusetts state law requires that all full time undergraduate or graduate students show proof of at least one dose of mumps and rubella vaccine given at or after 12 months of age, two doses of live measles vaccine given at least one month apart beginning at or after 12 months of age, a booster dose of tetanus/diphtheria within the last ten years, and a tuberculosis test (PPD) within the last six months. Massachusetts state law also requires all new students to receive a meningitis inoculation.

## Institutional Protocol for the Management of School Bullying

The Government of Puerto Rico, Law No. 85 of 2017, also known as the Alexander Santiago Martínez Law.

### A. Objective

Cambridge College ("CC" or "the College") is committed to establishing and maintaining an educational environment that is free from harassment, intimidation, or bullying as defined below. This Protocol governs investigations and determinations of claims of harassment, intimidation or bullying that would, if proven, constitute a violation of The Government of Puerto Rico, Law No. 85 of 2017, also known as the Alexander Santiago Martínez Law.

### B. Justification

The justification for this Protocol is to establish a secure and safe environment free of harassment, intimidation, bullying, and cyberbullying for students so they can learn in an academic environment free from acts of violence, harassment, intimidation and bullying or cyberbullying: behaviors that interfere with the ability to learn in the state's public and private education system.

### C. Definitions

As specified by the Alexander Santiago Martínez Law, the following types of harassment and intimidation will violate this Protocol:

(a) *Harassment and intimidation and/or "Bullying"*: any pattern of actions carried out intentionally, whether through psychological, physical, cybernetic or social abuse, that has the effect of frightening a student or a group of students and interfering with them, their school opportunities and their performance, both in the classroom, school campus, and in their immediate social environment. Harassment and intimidation and/or bullying must be a pattern of harassment, consisting of more than one act, continuous or not, and usually extending over weeks, months and even years.

(b) *Harassment and intimidation by any electronic means and/or through the use of the Internet and/or "Cyberbullying"*: is the use of any oral, written, visual or textual electronic communication, made with the purpose of harassing, annoying, and intimidating a student or a group of students; and that typically results in harm to the affected student's physical, mental, or emotional integrity and/or property, and unwelcome interference with the affected student's opportunities, performance, and benefit. Although the actions may not originate in the school or in the immediate school environment, cyberbullying has serious repercussions and adverse consequences in the educational environment.

### D. Expectations and Institutional Policy

The College is dedicated to its mission of offering high-quality educational programs to all students. We firmly believe that our students deserve a secure, friendly and respectful environment. The College promotes a positive culture of zero tolerance to violence, harassment, intimidation, bullying or cyberbullying. Accordingly, the entire community has the right to be respected, learn or teach, and feel secure in the College environment.

Violence, intimidation, harassment, bullying or cyberbullying is a violation of a person's rights, dignity, and integrity, and is contrary to the mission and values of the College. Acts of violence, intimidation, harassment, bullying or cyberbullying are strictly prohibited and will not be tolerated. The College takes all complaints seriously and is committed to providing information, education, resources, support, interim supportive measures, and direction to the CC community to prevent and address acts of violence, intimidation, harassment, bullying or cyberbullying committed against any member of the CC community.

The College requires all students to act as responsible citizens and members of a higher education academic community. Each student is responsible to know, observe, abide by, and adhere to all College policies, rules, and regulations, including the College's Student Code of Conduct.

In response to complaints as described in this Protocol and other policies, the College will take all appropriate steps to eliminate the harassment, prevent its recurrence, and address its effects.

This Protocol does not govern instances of sexual misconduct/harassment committed by a student, or the College's process for reviewing and investigating such allegations. Those standards and processes are set forth in the College's Title IX/Sexual Misconduct Policies. Also, this Protocol does not govern instances of discrimination or harassment as set forth in the College's Non-Discrimination and Harassment Policy.

The College reserves the right to amend, supplement, or modify this Protocol at any time consistent with The Government of Puerto Rico, Law No. 85 of 2017 and its implementing regulations as they may be amended from time to time.

### E. Responsibilities of the members of the educational community

The College is responsible for implementing prompt actions to stop bullying and cyberbullying, taking steps to ensure that any bullying or cyberbullying behavior does not reoccur, locating resources to assist involved students, faculty and staff, and protecting the confidentiality of all parties subject to applicable law.

The College shall take steps to ensure that the members of the Puerto Rico Regional Center community receive annual training regarding the Protocol established for compliance with The Government of Puerto Rico, Law No. 85 of 2017. The College shall collect evidence annually, in a systematic manner, of all orientation, training and prevention activities. In addition, it shall monitor compliance with this Protocol, produce a written report of the College's training efforts and maintain records of any reported cases, investigations, and disposition in a manner consistent with the College's record retention practices and applicable law.

The Puerto Rico Regional Center Director is responsible for:

- Providing a written version of this Protocol to students and other members of the College community annually
- Providing annual bullying and cyberbullying training to faculty and staff
- Reviewing and ensuring that this Protocol is published and circulated annually through the College web site, College Catalog, and Student Handbook
- Maintaining and reporting the statistics of harassment and intimidation cases by July 1st of each year to the Council of Education of Puerto Rico (CEPR)

The Student Services Coordinator is responsible for:

- Delivering an orientation to students concerning this Protocol
- The training materials shall include:
  - The definitions of violence, intimidation, harassment, bullying, and cyberbullying
  - The immediate consequences for anyone who is claimed to have engaged in such behaviors, including the suspension of access to the physical and digital facilities of the College until the College has investigated the claim
  - Assurances that incidents of violence, intimidation, bullying, or cyberbullying shall be reported and managed in accordance with the terms of the Protocol

Faculty and staff are responsible for:

- Reporting any bullying or cyberbullying situation immediately to the Regional Center Director and the Professional Counselor
- Attending annual trainings concerning this Protocol

The Professional Counselor is responsible for:

- Serving as the point person for the reporting of any claim of violence, intimidation, harassment, bullying, or cyberbullying and maintaining written documentation of the claimed harassment behavior
- Notifying the parties involved that an investigation will be performed
- Sending the results to the Regional Center Director

- Notifying both parties involved about the outcomes of the investigation and the case resolution
- Developing an action plan for the complainant
- Reporting to the Associate Provost suspected violations of this Protocol for further investigation and disciplinary action

Students are responsible for:

- Complying with all policies applicable to conduct in the classroom as well as College-sponsored activities
- Understanding that upon enrolling in the College, the guidelines, rules, and regulations established by the College apply to their conduct at the College
- Familiarizing themselves with all policies and procedures affecting them

#### F. PREVENTION STRATEGIES

- Provide annual training to faculty and staff, as described
- Provide training to students, as described
- Student training shall include
  - IT policies about the responsible use of technology at the College
  - Coverage of this Protocol and the Student Code of Conduct
  - How to report incidences of violence, harassment, bullying, or cyberbullying

#### G. PROCEDURE FOR DISCLOSURE OF THE PROTOCOL

This Protocol will be published annually through the Puerto Rico Regional Center web page, College Catalog, and Student Handbook.

#### H. PROCEDURE TO DOCUMENT THE CASES, FILE CONFIDENTIALITY AND MAINTENANCE

Case documentation

- A student harassment claim must be made in writing to the Professional Counselor. The complainant shall offer details about the harassment. In cases of cyberbullying, the complainant should provide copies of any email, text messages, photos, or other media documenting the cyberbullying.

File Confidentiality and Maintenance

- Student documentation will be held in a protected digital system and physically preserved in the Regional Center Director's office for an indefinite period of time. Only the Regional Center Director, Professional Counselor, and Associate Provost (or designee) will have access to these files and to the information contained in them.
- The mechanisms to protect and keep confidentiality of the information and the file will be carried out as established in this Protocol and other applicable College policies concerning confidentiality of student information. The bullying or cyberbullying claim files will be available for the Law and Order authorities and the Council of Education of Puerto Rico, upon written request and subject to applicable law.

#### I. CASE COMPLAINT PROCEDURE

- The student must notify the Professional Counselor in writing, through email or letter, that they have been a victim of violence, harassment, intimidation, bullying or cyberbullying.
- The Professional Counselor shall notify the Regional Center Director and the Associate Provost that a complaint has been made.

- The Professional Counselor (or designee) handles alleged violations of this Protocol.
- When a student has been charged with a violation of the Protocol, the student will be notified of the charges in writing.
- Following notification, the Professional Counselor (or designee) will meet with the student charged. If there is more than one accused student in the case, the Professional Counselor (or designee) will decide whether to conduct the meeting(s) separately or jointly.
- The Professional Counselor (or designee) may also conduct meetings and interviews with the complaining student(s) and any witnesses, and may collect and review any documentary materials that he/she believes to be relevant to the alleged violation.
- The complaining student shall be made aware that they have the right to also file their complaint with the Puerto Rico Authorities. Grievances may be filed with the Puerto Rico Council on Higher Education, PO Box 19900, San Juan, Puerto Rico 00910-1900 • 787-641-7100 • Fax: 787-641-2573 • www.ce.pr.gov
- The Professional Counselor (or designee) will make written findings and recommendations to the Associate Provost (or designee).
- The Associate Provost (or designee) will review the findings and recommendations made by the Professional Counselor (or designee), and will make a determination on responsibility and sanctions, if appropriate.
- The student charged may appeal the determination and/or sanction to the Provost within ten (10) days of the decision of the Associate Provost (or designee). The decision of the Provost will be final.

Authorities in charge of assisting the complainant:

- Student Services Coordinator
- Professional Counselor
- Regional Center Director

#### J. COMPLAINT INVESTIGATION STRATEGIES

The College will manage complaints regarding violations of the Protocol in accordance with the following strategies:

1. The Professional Counselor (or designee) will conduct interviews of the accused student, the accusing student and all witnesses in a professional and confidential manner.
2. The accused student may be accompanied by an advisor in interviews with the Professional Counselor (or designee). This advisor may provide support to the student, but may not engage in the questioning or behave in a disruptive manner. The advisor may not be a licensed attorney.
3. The Professional Counselor (or designee) will conduct and complete the investigation within fourteen (14) business days of receipt of the complaint, in the absence of extenuating circumstances such as the temporary unavailability of a party or witness.
4. The Professional Counselor (or designee) may consult with the College's Information Technology (IT) staff and may collect and evaluate evidence from College staff relating to the incidents in question.
5. If the accused student files a claim with any state authority concerning the same incidents, or the accused student comes under investigation by any state authority concerning the same incidents, the College will acknowledge and respect

those procedures. However, any interim measures taken by the College (such as suspension from the use of the College's servers) will remain in place pending those procedures.

## K. INTERVENTION STRATEGIES AND SANCTIONS

### Intervention Strategies

The College will employ prompt intervention strategies to manage the incident(s), including but not limited to the following:

1. Immediate physical separation of the accuser and the accused
2. Immediate denial of any rights of the accused to access the College's server and other electronic resources
3. Referral to professional counseling services for both parties and/or other students

### Interim Sanctions

In certain circumstances, the Associate Provost (or designee) may impose an interim suspension and/or removal of privileges prior to the completion of the investigation. Interim suspension and/or removal of privileges may be imposed to ensure the safety and well-being of members of the College community, including the student accuser. During any interim suspension and/or removal of privileges, the accused student may be denied access to the Regional Center campus (including classes) and/or to the College's server and other electronic resources. Interim suspension and/or removal of privileges does not replace the investigation process, which shall proceed on the normal schedule.

### Possible Sanctions

1. Verbal warning
2. Written warning
3. Probation – a period of observation and review of conduct to ensure compliance with this Protocol and other College policies.
4. Permanent or temporary removal from a program
5. Suspension – temporary removal from the College
6. Expulsion – permanent removal from the College and forfeiture of all rights and degrees not awarded.
7. Revocation of a Degree
8. Other Sanctions - Other sanctions may be imposed instead of, or in addition to, specific sanctions listed in this section. These may include, but are not limited to: (a) recommendations for counseling, (b) establishment of mandatory behavior conditions/contract-signing stating agreed-upon behavior expectations for continued enrollment or re-enrollment, (c) permanent loss of access to College computers and/or network, or (d) a specific project designed to assist the student in better understanding the overall impact of the behavioral infraction.

## L. FOLLOW UP STRATEGIES FOR PROFESSIONAL ASSISTANCE

After the conclusion of the process, the Professional Counselor will determine the need for professional assistance for either or both parties consistent with the results of the investigation. If the intervention of a mental health professional is necessary, the Professional Counselor will refer the student/s to the corresponding resources. The Professional Counselor will also review the events and the process followed to determine if any improvements are necessary.

## M. GUIDELINES FOR REFERRALS TO HEALTH PROFESSIONAL

Students may be referred to the following health care providers:

- Procuraduría de la Mujer - (787) 722-2977.
- Administración de Servicios de Salud Mental y Contra la Adicción (AMSCA) (787) 763-7575.
- Asociación de Servicios Psicológicos (787) 764-7594.
- Private professionals/hospitals.

# Non-Academic and Service Offices: Concerns and Complaints

## Student Complaints Process

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

Here are the steps for handling concerns and complaints:

**STEP 1** — Promptly discuss issue with the office involved and act upon their suggestions towards resolution. Connect with the director of that office or your Cambridge College regional site director if necessary. Resolution of complaints or grievances usually begins with this informal discussion with the person or office immediately concerned.

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

**STEP 2** — Students who want assistance with problem solving are invited to contact the College.

Send an email including all details to rudolph.thomas@cambridgecollege.edu. Cambridge College will make its best effort to resolve issues in a way that is positive for both students and the institution.

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

# Office of Student Affairs (OSA) Policies for Student Community

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

The following policies are to direct the Cambridge College Community in creating and managing these opportunities of growth for Student Organizations/Clubs and Student Advisory Boards. If you should have any questions or concerns feel free to get in contact with the Dean of Student Affairs.

## Policies for Student Organizations/Clubs

### Starting a Student Organization/Club

1. Student Organizations and Clubs are open to all currently registered Cambridge College students.
  2. Students interested in forming a new Student Organization or Club are required to fill out the Petition for Recognition for a New Student Organization/Club. (Petitions are available in the Office of Student Affairs.)
  3. All organizations and clubs must maintain an active status with the OSA.
    - a. Active: Group has an up to date Constitution and is following the responsibilities listed in the Operation of Student Organizations/Clubs.
    - b. Inactive: Group has an out of date constitution and repeatedly fails to follow the responsibilities listed in the Operation of Student Organizations/Clubs.
  4. Student Organizations and Clubs are considered as independent organizations that are registered with the college. Student Organizations and Clubs are required to follow the Student Code of Conduct and the policies and procedures pertaining to student community and established by Cambridge College.
- a. Letter of recommendation from past SAB, faculty, or staff member
  - b. Statement of purpose. (Why are you looking to join SAB/what skills will you bring to the board? (1-2 paragraphs)
4. The SAB will follow the agreed upon and established constitution of the board.
  5. The SAB will have a seat on the College Senate; serving as active members of the senate.

### Operation of Student Organizations/Clubs

1. A Student Organization/Club is considered active when it is in good standing with Student Affairs, which means the group has completed the Petition for Recognition for a New Student Organization/Club and followed the responsibilities listed in the Operation of Student Organizations/Clubs.
2. Student Organization and Club activities and events are open to all currently registered Cambridge College students.
3. To host an event a Student Organization/Club must submit a student activity form to be approved by the Office of Student Affairs. (Forms are available through the Office of Student Affairs.)
4. Student Organizations and Clubs must meet a minimum of twice an academic year. The meeting times and dates are to be posted on campus bulletin boards and registered with the Office of Student Affairs.
5. Minutes are to be taken at each meeting detailing topics of discussion and any matter requiring a vote of the membership. Minutes are to be submitted to the Office of Student Affairs.
6. When amending the constitution, as with the by-laws, previous notice of any proposed changes are required to be given to the membership and should not be changed in the same meeting in which proposed.
7. Student Organizations/Clubs must have a representative sitting on the Student Advisory Board (SAB).
8. All student leaders must maintain Satisfactory Academic Progress by completing 67% of your registered courses. If a student is below the 67% completion rate, he/she will be considered an inactive member and removed from his/her position within the organization.

## Policies for Student Advisory Board (SAB)

1. The SAB will serve as the student governing body for the undergraduate college.
2. The advisor to the SAB will be appointed by the Dean of Student Affairs
3. For membership into the SAB an Undergraduate Cambridge College student must submit the following documents to the OSA

## SARA Online Students Complaint System

Thank you for enrolling at Cambridge College. Cambridge College is a private nonprofit institution, approved to operate in Massachusetts by the Department of Higher Education.

You are encouraged to review the academic catalog, the student handbook, and the College's complaint processes.

### For Massachusetts Residents and Online Students in Non-SARA Member States and Territories

After you have exhausted Cambridge College complaint procedures, if your complaint has not been resolved, you may file a consumer complaint with the Massachusetts Department of Higher Education by using the consumer complaint form. The DHE consumer complaint form should be used by students who are located in:

- Massachusetts
- Non-SARA Member States or Territories (e.g., California, Guam, etc. — check to see if you reside in a SARA member state)

### For Online Students Located in SARA Member States and Territories

After you have exhausted Cambridge College complaint procedures, if your complaint has not been resolved, you may file a complaint with the DHE by using the SARA complaint form. The DHE SARA complaint form should be used by students who are located in SARA member states and territories. This includes all students who are located in SARA member states and territories for the purposes of completing out-of-state learning placements, such as internships, practica, clinical experiences, etc. in SARA member states and territories outside Massachusetts.

Additional information from the DHE's SARA complaint website is below:

The SARA complaint process is as follows:

- Students must first attempt to resolve their complaint using internal administrative procedures offered by the SARA institution.
- After all administrative remedies have been exhausted with the MA-SARA institution, the student may submit a SARA Complaint via the URL below.
- The Department shall send a copy of the complaint to the institution that is the subject of the complaint.
- Within 30 days of the date that the Department sends a copy of the complaint to the institution, the institution must provide a written response to the student and the Department.



# Sexual Misconduct Policy

(for claims not covered by the Cambridge College Title IX Sexual Harassment Policy)

## I. Cambridge College Values, Purpose of Policy, & Statement on Nondiscrimination

### A. Statement of Institutional Values

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

The College has three policies that address sexual misconduct: the Cambridge College Title IX Sexual Harassment Policy, the Cambridge College Sexual Misconduct Policy (i.e., this policy), and the Non-Discrimination and Harassment Policy for Employees. The Cambridge College Title IX Sexual Harassment Policy is a limited policy that only applies to reports and formal complaints of sexual harassment, as defined by Title IX, asserted against a CC student or employee when the other jurisdictional requirements of Title IX are satisfied and the Title IX Coordinator determines that the alleged conduct requires a formal Title IX investigation. The Cambridge College Sexual Misconduct Policy is a broader policy that applies to all reports and complaints of sexual misconduct asserted against a CC student or employee that fall outside the jurisdiction of the Cambridge College Title IX Sexual Harassment Policy. The Non-Discrimination and Harassment Policy for Employees governs the grievance process for all reports and complaints of sexual misconduct asserted against a CC employee that do not involve sexual harassment, as defined by Title IX, and which the Title IX Coordinator determines do not require a formal Title IX investigation.

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

### B. Purpose & Scope of Policy

The purpose of this policy is to provide the CC community with a clear set of behavioral standards, definitions, and descriptions of sexual misconduct. The policy is intended to protect and guide CC community members who have been affected by sexual misconduct, whether as a Complainant, a Respondent, or a third party.

When used in this policy, “Complainant” refers to those persons who have reported to the College that they have been the subject of prohibited conduct. “Respondent” refers to those persons who have been accused of engaging in prohibited conduct. “Third party” refers to any other person with information concerning a report of prohibited conduct, including any witness to the incident or any individual who makes a report to the College concerning someone else. “Employee” refers generally to all staff and faculty members, unless otherwise

specified. A “report” refers to any incident or concern regarding prohibited conduct that is reported to the College. A “complaint” is an allegation of sexual misconduct filed against a member of the CC community that initiates the disciplinary process outlined in this policy.

In addition to defining prohibited conduct relating to sex or gender that violates the standards of our community, this policy will also:

- Identify resources for all CC community members who are impacted by prohibited conduct;
- Identify Laretta Siggers, Vice President of Human Resources and Talent Development (the “VP of Human Resources”), as the CC official responsible for addressing complaints and reports of sexual misconduct allegedly committed by a CC employee and Tracy McLaughlin, Associate Provost for Student Learning Outcomes Assessment (the “Associate Provost”), as the CC official responsible for addressing complaints and reports of sexual misconduct allegedly committed by a CC student;
- Provide information about where a CC community member can obtain confidential support and access resources without triggering a report to the College’s Title IX Coordinator;
- Provide information about how a CC community member can report an incident of sexual misconduct to the College, to outside law enforcement, or to neither; and,
- Provide information about how a report of prohibited conduct concerning a CC community member will be investigated, evaluated, and resolved by the College.

This policy applies to all CC community members, including students, faculty, and staff. Vendors, visitors, and others who conduct business with the College or on College property are also expected to comply with this policy. All CC community members are responsible for their actions and behavior, both on campus and off campus. Members of the CC community have a responsibility to adhere to both College policies and all laws (local, state, and federal) of wherever they reside or travel. Therefore, this policy applies both to on-campus and off-campus conduct, including, but not limited to, off-campus conduct that has an actual or potential adverse impact on any member of the CC community or the College.

Any individual may make a report alleging a violation of this policy, whether or not he/she/they is affiliated with the College. The College will provide resource options and respond promptly and equitably to all reports of prohibited conduct involving a College community member. The College will engage in a review of the alleged prohibited conduct during which it is committed to maintaining fairness for all parties and balancing the needs and interests of individuals with the safety of the community.

Violations of this policy may result in disciplinary action. Depending on the nature of the violation, disciplinary consequences for violations of this policy may include denial of privileges, written warnings, disciplinary probation, suspension, and expulsion for students, and may include warnings (verbal or written), demotions, suspensions, and termination for employees. In addition, the College community should be aware that the conduct described in this policy may also violate federal or state laws and regulations.

The College reserves the right to amend or modify this policy at any time.

### C. Coordination with CC’s Title IX Sexual Harassment Policy

The College’s Title IX Sexual Harassment Policy is a limited policy that only applies to reports and formal complaints of sexual harassment,

as defined by Title IX, asserted against a CC student or employee when the other jurisdictional requirements of Title IX are satisfied and the Title IX Coordinator determines that the alleged conduct requires a formal Title IX investigation. This Policy is a broader policy and applies to all reports or complaints of sexual misconduct asserted against a CC student or employee that the Title IX Coordinator determines to fall outside the scope of the Title IX Sexual Harassment Policy.

#### D. Coordination with CC's Nondiscrimination Policies

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

## II. Notice of Nondiscrimination

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

The College does not discriminate on the basis of sex in its educational, extracurricular or other programs, or in the context of employment. Sexual misconduct, including sexual harassment as defined in this policy, is a form of sex discrimination that unjustly deprives a person of equal treatment. It is prohibited by Title IX of the Educational Amendments of 1971, a federal law that provides that:

No person in the United States shall, on the basis of sex, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Discrimination, including sexual harassment, is also prohibited under Title VII of the Civil Rights Act of 1964, Massachusetts General Laws Chapter 6, sec 168E and Chapter 151B, and other applicable statutes.

This policy prohibits sexual misconduct committed by any CC community member, regardless of gender related status. This policy also prohibits gender-based harassment and violence that may not involve conduct of a sexual nature, including, but not limited to, certain reports of domestic violence, dating violence, or stalking.

For assistance related to civil rights, students may visit the Department of Education, Office for Civil Rights website at <http://wdcrocolp01.ed.gov/CFAPPS/OCR/contactus.cfm>, which provides information regarding the address and phone number of the OCR office that serves their area, or they may call 1-800-421-3481.

## III. Statement on Privacy, Confidential Resources, & Other Resources

### A. Privacy & Confidentiality

The College is committed to respecting the privacy of all individuals involved in a report or complaint of prohibited conduct. In any review of a report or complaint of prohibited conduct, every effort will be made to protect the privacy and interests of the individuals involved in a manner that is consistent with the need for a thorough review of the allegation(s). Such a review is essential to protecting the safety of the Complainant, the Respondent, and the broader campus community, and to maintaining an environment free from sex or gender-related discrimination.

At all times, the College will respect and safeguard the privacy of those involved in a report or complaint of misconduct, and information relating to such a report or complaint will be shared only with individuals who "need to know" in order to assist in the College's investigation and/or resolution of the report or complaint. In some cases, the Complainant may wish to keep his/her/their identity or other aspects of an incident confidential or may request that the College not pursue an investigation. In such cases, the College must balance these requests against the College's responsibility to provide a safe and non-discriminatory environment for all CC community members. This responsibility may require that the College disclose certain aspects of the report or complaint to the alleged perpetrator, law enforcement officials, or others with a need to know such information. The College will seek to respect the request of the Complainant and, where it cannot do so, it will consult with the Complainant and keep her/him/them informed about the chosen course of action.

When considering a request for confidentiality, the College will determine the degree of confidentiality that can be afforded, taking into account a range of factors, including, but not limited to, the following:

- Whether the Respondent is alleged to have committed sexual misconduct in the past;
- The risk that the Respondent will commit additional acts of sexual misconduct;
- Whether the misconduct was perpetrated with a weapon;
- Whether the Complainant is a minor;
- Whether the College possesses other means of obtaining relevant evidence; and,
- Whether the report suggests a pattern of sexual misconduct at a particular location or within a particular group.

If the College concludes that a report of sexual misconduct represents an immediate threat to the CC campus community, the College may issue a timely notice of the conduct to the CC community to protect the health or safety of the broader campus community. This notice will not contain any biographical or other identifying information of the Complainant.

All investigative and sanction proceedings, and all related notices or statements issued by the College, will comply with the requirements of the Family Educational Rights and Privacy Act (FERPA), the Clery Act, Title IX, Massachusetts law, other applicable law, and College policy. No information shall be released from such proceedings by the College, except as required or permitted by law or College policy.

## B. Confidential Resources

The College encourages victims of sexual misconduct to talk with a trained counselor about the incident. If a member of the CC community wishes to obtain confidential assistance through on-campus or off-campus resources without making report to the College, he/she/they may use the following Confidential Resources:

### On-Campus Resources

Employee Assistance Program (EAP)  
1-800-386-7055  
[www.ibhworklife.com](http://www.ibhworklife.com)

### Off-Campus Resources

Boston Area Rape Crisis Center  
99 Bishop Allen Drive  
(BARCC):  
Cambridge, MA 02139  
(800) 841-8371 (24 hour hotline)  
[www.barcc.org](http://www.barcc.org)

BARCC provides counseling, legal advice, and advocacy to help victims consider their options; medical advocates to accompany them to the hospital; and legal advocacy. All services are free and available to victims of sexual misconduct and their friends/family.

The Network/La Red:  
PO Box 6011  
Boston, MA 02114  
(617) 742-4911  
<http://tnlr.org/en/>

Provides free advocacy, support, and safety planning for LGBTQ victims of domestic and dating violence.

REACH Beyond Domestic Violence:  
PO Box 540024  
Waltham, MA 02454  
(800) 899-4000 (free hotline)  
(781) 891-0724 (office)  
[www.reachma.org](http://www.reachma.org)

Provides free safety planning, advocacy, 24-hour hotline staffed by domestic violence crisis counselors, and shelter and support services to victims of domestic and dating violence.

Fenway Health Center:  
1340 Boylston Street  
Boston, MA 02215  
(617) 267-9001 (help line)  
(617) 267-0900  
[www.fenwayhealth.org](http://www.fenwayhealth.org)

Provides comprehensive health services for the LGBTQ community and beyond. Also provides support via the above help line.

Victims Right Law Center:  
115 Broad Street  
Boston, MA 02110  
(617) 399-6720  
[www.victimrights.org](http://www.victimrights.org)

Provides free lawyers to represent victims on court-ordered no contact orders, school-based complaints, immigration, and other legal matters related to sexual assault and violence. Assistance is available in both English and Spanish.

The organizations identified above are available to offer support services and are able, if requested, to maintain the confidentiality of the victim's identity. If confidentiality is a concern, the victim should clarify the extent to which information should be kept confidential before disclosing information about the incident.

All College employees are expected to notify the VP of Human Resources if they receive information that any employee member of the CC community or visitor to CC has engaged in conduct prohibited by this policy. All College employees are expected to notify the Associate Provost if they receive information that any student member of the CC community has engaged in conduct prohibited by this policy. In both instances, employees must otherwise keep such information as private as possible.

## C. Other Campus Resources

In addition to the Confidential Resources listed above, all CC community members have access to a variety of resources provided by the College that can provide crisis intervention services, counseling, and academic support. All of the staff listed below are trained to support individuals affected by sexual misconduct and to coordinate with the Title IX Coordinator consistent with the College's commitment to a safe and healthy educational environment. While not bound by confidentiality, these resources will nevertheless maintain the privacy of an individual's information within the limited circle of those involved in the investigation and resolution process.

Campus Safety:  
John Spinard  
500 Rutherford Avenue  
Boston, MA 02129  
617-873-0169  
[John.spinard@cambridgecollege.edu](mailto:John.spinard@cambridgecollege.edu)

Associate Provost for Student Learning Outcomes Assessment:  
Tracy McLaughlin  
500 Rutherford Avenue  
Boston, MA 02129  
617-873-0150  
[Tracy.McLaughlin@cambridgecollege.edu](mailto:Tracy.McLaughlin@cambridgecollege.edu)

Vice President of Human Resources and Talent Development:  
Lauretta Siggers  
500 Rutherford Avenue  
Boston, MA 02129  
617-873-0170  
[Lauretta.siggers@cambridgecollege.edu](mailto:Lauretta.siggers@cambridgecollege.edu)

Section 504 Coordinator:  
Vera Dimoplou  
500 Rutherford Avenue  
Boston, MA 02129  
617-873-0614  
[Vera.Dimoplou@cambridgecollege.edu](mailto:Vera.Dimoplou@cambridgecollege.edu)

Confidential Resource Provider  
Vera Dimoplou  
500 Rutherford Avenue  
Boston, MA 02129  
617-873-0614  
Vera.Dimoplou@cambridgecollege.edu

#### D. Administrative Resources

Various administrative agencies can provide resources and legal assistance for victims of sexual misconduct. Some agencies in the local Boston-area community include:

Massachusetts Commission Against Discrimination (MCAD)  
John McCormack Building  
One Ashburton Place  
Sixth floor, Room 601  
Boston, MA 02108  
(617) 994-6000

The MCAD prohibits sexual discrimination, including sexual harassment and gender related status harassment, in the workplace. The statute of limitations for filing a complaint is 300 days from the last date of discrimination.

Equal Employment Opportunity Commission (EEOC)  
JFK Federal Building  
475 Government Center  
Boston, MA 02203  
(800) 669-4000

The EEOC prohibits discrimination, including sexual harassment, in the workplace. The statute of limitations for filing a complaint is 300 days from the last date of discrimination.

U.S. Department of Education, Office for Civil Rights (OCR)  
5 Post Office Square, 8th floor  
Boston, MA 02109  
(617) 289-0111

While OCR complaints should generally be filed within 180 days of the last date of the alleged discrimination, OCR may extend this filing deadline in a variety of circumstances.

#### IV. Prohibited Conduct & Definitions

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

CC policy also prohibits retaliation relating to the reporting of any sexual misconduct or gender-based harassment.

The College has three policies that address sexual misconduct: the Cambridge College Title IX Sexual Harassment Policy, the Cambridge College Sexual Misconduct Policy (i.e., this policy), and the Non-Discrimination and Harassment Policy for Employees. The Cambridge College Title IX Sexual Harassment Policy is a limited policy that only applies to reports and formal complaints of sexual harassment, as defined by Title IX, asserted against a CC student or employee when the other jurisdictional requirements of Title IX are satisfied and the Title IX Coordinator determines that the alleged conduct requires a formal Title IX investigation. The Cambridge College Sexual Misconduct Policy is a broader policy that applies to all reports and complaints of sexual misconduct asserted against a CC student or employee that fall outside the jurisdiction of the Cambridge College Title IX Sexual Harassment Policy. The Non-Discrimination and Harassment Policy for Employees governs the grievance process for all reports and complaints of sexual misconduct asserted against a CC employee that do not involve sexual harassment, as defined by Title IX, and which the Title IX Coordinator determines do not require a formal Title IX investigation.

#### A. Definition of Sexual Harassment

**Sexual harassment** is a form of unlawful sex discrimination and consists of three basic types:

**Unwelcome Advances:** Any unwelcome and objectively inappropriate requests or advances upon another person to engage in sexual actions.

**Intimidating, Hostile, or Demeaning Environment:** Any unwelcome action or verbal expression, or a series of actions or expressions, that have either the intent, or are reasonably perceived as having the effect, of creating an intimidating, hostile, or demeaning educational or employment environment for a CC student or employee, either by being sexual in nature or by focusing on a person's gender, sexual orientation, gender identity, or gender expression. An intimidating, hostile, or demeaning environment is defined as one that is so severe, pervasive, and objectively offensive that it interferes with a person's ability to learn, work (if employed by CC), or have access and opportunity to participate in any and all aspects of campus life.

A single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to provide a hostile environment, particularly if the harassment is physical.

**Quid Pro Quo Harassment:** Any action in which submission to conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual's education, grades, recommendations, or extra-curricular or employment opportunities.

In any type of sexual harassment noted above, the effect will be evaluated based on the standard of a reasonable person in the position of the Complainant.

#### B. Forms of Prohibited Sexual Harassment

In some cases, sexual harassment is obvious and may involve an overt action, a threat, or a reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment can take many forms:

- It can occur between persons of equal power status (e.g., student to student, staff to staff, faculty member to faculty member, visitor/contracted employee to staff) or between persons of unequal power status (e.g., supervisor to subordinate, faculty member to student, student leader to first-year student). Although sexual harassment often occurs in the context of an exploitation of power by the individual with the greater power, a person who appears to have less power in a relationship can also commit sexual harassment (e.g., student harassing faculty member).
- It can be committed by an individual or may be a result of the collective actions of an organization or group.
- It can be committed against an individual, an organization, or a group.
- It can be committed by an acquaintance, a stranger, or someone with whom the Complainant has a personal, intimate, or sexual relationship.
- It can occur by or against an individual of any sex, gender identity, gender expression, or sexual orientation.
- It does NOT have to include intent to harm, be directed at a specific target, or involve repeated incidents.
- Examples of behavior that might be considered sexual harassment include, but are not limited to:
- Unwanted sexual innuendo, propositions, sexual attention or suggestive comments and gestures; unwanted indecent exposure towards another person; humor and jokes about sex or gender-specific traits; sexual slurs or derogatory language directed at another person's sexuality, gender, gender identity, sexual orientation or gender expression; insults and threats based on sex, gender, gender identity, sexual orientation or gender expression; and other oral, written or electronic communications of a sexual nature that an individual communicates is unwanted and unwelcome;
- Unwelcome leering or whistling at another in a sexually suggestive manner;
- The creation, display, or distribution of sexually explicit drawings, pictures, or written materials; sexually charged name-calling; sexual rumors or ratings of sexual activity/performance; or the circulation, display, or creation of e-mails or websites of a sexual nature;
- Non-academic display or circulation of written materials or pictures degrading to an individual or gender group;
- Unwelcome and objectively inappropriate physical contact or suggestive body language, such as touching, patting, pinching, hugging, or kissing, or brushing against an individual's body;
- Undue and unwanted sexual attention, such as repeated flirting, objectively inappropriate or repetitive compliments about clothing or physical attributes, sexual activities, or sexual prowess; objectively inappropriate inquiries into one's sexual activities; or making sexually oriented gestures;
- Physical coercion or pressure of an individual to engage in sexual activity or punishment for a refusal to respond or comply with sexual advances;
- Change of academic or employment responsibilities (increase in difficulty or decrease of responsibility) based on sex, gender identity, sexual orientation, or gender expression;
- Use of a position of power or authority to: (1) threaten or punish, either directly or by implication, for refusing to tolerate harassment, for refusing to submit to sexual activity, or for

reporting harassment; or (2) promise rewards in return for sexual favors;

- Sexual assault;
- Abusive, disruptive, or harassing behavior, whether verbal or physical, which endangers another's mental or physical health, including but not limited to threats, acts of violence, or assault based on gender related status and/or in the context of intimate partner violence;
- Demeaning verbal or other expressive behavior of a sexual or gendered nature in instructional settings; and
- Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping; harassment for exhibiting what is perceived as a stereotypical characteristic for one's sex, or for failing to conform to stereotypical notions of masculinity and femininity, regardless of actual or perceived gender related status of the harasser or her/his/their target.

### C. Additional Forms of Prohibited Sexual Misconduct

Sexual misconduct may vary in its severity and includes a range of behaviors. The following descriptions represent forms of sexual misconduct that violate CC's community standards and another person's rights, dignity, and integrity.

**Sexual Violence:** Engaging in physical sexual acts with someone who has not given her/his/their consent or who is incapable of giving consent. This includes rape, sexual assault, battery, and sexual coercion. Sexual violence may involve individuals who are known to one another or have an intimate and/or sexual relationship (relationship violence) or may involve individuals not known to one another. Examples include, but are not limited to:

- Having or attempting to have sexual intercourse with another individual without consent. Sexual intercourse includes vaginal or anal penetration, however slight, with a body part or object, or oral copulation by mouth-to-genital contact;
- Having or attempting to have sexual contact of any kind with another individual without consent. Sexual contact includes kissing, touching the intimate parts of another, causing the other to touch one's intimate parts, or disrobing of another without permission. Intimate parts may include the breasts, genitals, buttocks, mouth or any other part of the body that is touched in a sexual manner; and,
- Knowingly exposing another individual to a sexually transmitted disease or virus without his or her knowledge;

**Sexual Exploitation:** An act or acts committed through non-consensual abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit, or any other non-legitimate purpose. The act(s) of sexual exploitation are prohibited even if the behavior does not constitute another sexual misconduct offense. Sexual exploitation may involve individuals who are known to one another, have an intimate or sexual relationship, or may involve individuals not known to one another. Examples include, but are not limited to:

- Observing another individual's nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved;
- Non-consensual streaming of images, photography, video, or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties involved;
- Photographing or taping someone (via audio, video, or otherwise) involved in sexual activity, sexual intercourse/penetration, or in a state of undress, without their knowledge

or consent. Even if a person consented to the sexual activity or intercourse/penetration, photographing or taping someone without their knowledge goes beyond the boundaries of that consent. The dissemination of photographs or video/audio of someone involved in sexual activity, intercourse/penetration, or in a state of undress, without their knowledge or consent constitutes a separate and additional act of sexual exploitation;

- Voyeurism, which is the act of observing someone involved in sexual contact/activity or in a state of undress, without their knowledge or consent;
- Prostituting another individual; and
- Inducing incapacitation for the purpose of making another person vulnerable to non-consensual activity.

**Stalking & Intimidation:** A course of conduct involving more than one instance of unwanted attention, harassment, physical or verbal contact, or any other course of conduct directed at an individual that could be reasonably regarded as likely to alarm that individual or place him/her in fear of harm or injury, including physical, emotional, or psychological harm. This includes cyber-stalking, a particular form of stalking in which electronic media such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or make unwelcome contact with another person. Stalking and cyber-stalking may involve individuals who are known to one another or have an intimate or sexual relationship or may involve individuals not known to one another. Prohibited sexual intimidation involves threats to commit unwanted physical contact against someone based on his/her/their sex or gender related status.

Examples of stalking and intimidation include, but are not limited to:

- Unwelcome following or surveillance of another person;
- Unwelcome appearances at a person's home, work, or place of study;
- Making/sending frequent and unwelcome phone calls, emails, or text messages to another person;
- Leaving unwelcome written messages or objects for a person;
- Making verbal or written threats to harm another based on their sex or gender-related status; and
- Vandalizing a person's property.

**Relationship Violence:** Relationship violence is any intentionally violent or controlling behavior by a person who is currently or was previously in a relationship with the victim. Relationship violence can also involve domestic violence committed by a person with whom the Complainant shares a child and/or residence. Relationship violence includes actual or threatened physical injury, sexual assault, psychological abuse, economic control, and/or progressive social isolation. Relationship violence can occur in all types of relationships. Relationship violence can include, but is not limited to:

- physical abuse or violence;
- psychological/emotional abuse, such as demeaning or humiliating language and conduct;
- controlling/possessive behavior, including social and economic control (such as limiting access to funds or interfering with employment);
- making him/her/them feel like: he/she/they is walking on eggshells; he/she/they must call his/her/their friends in secret; he/she/they must dress in a certain way; and
- any sexual exploitation, as defined above, that arises in the context of a relationship.

**Aiding or Facilitating Sexual Misconduct:** Aiding or facilitating sexual misconduct means promoting or encouraging the commission of any behavior prohibited under this policy. Members of the CC community are prohibited both from personally engaging in sexual misconduct, as well as from engaging in conduct that assists or encourages another person to engage in such misconduct.

**Retaliation:** Retaliating or attempting to retaliate or seek retribution against a Complainant, Respondent, or any other individual or group of individuals involved in the investigation and/or resolution of an allegation of sexual misconduct. Retaliation can be committed by any individual or group of individuals, not just a Respondent or Complainant. Retaliation may include abuse or violence, other forms of harassment, and/or making defamatory statements about another person.

#### **D. Consent, Coercion, & Incapacitation**

Consent to sexual activity must be clear, knowing, and voluntary. Consent must exist from the beginning to the end of each instance of sexual activity and for each form of sexual contact. Consent to one form of sexual contact does not constitute consent to any other forms of sexual contact. Further, consent to engage in a particular sexual act at any given time is not indefinite or ongoing consent to engage in that same act, or any other sexual act, on other occasions. Mutually understandable consent must be obtained by the initiator, or the person who wants to engage in the specific sexual activity, at every stage of sexual interaction.

Consent requires an affirmative, outward demonstration indicating that an individual has freely chosen to engage in sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage freely in sexual activity. Consent is mutually understandable when a reasonable person would consider the words and/or actions of the parties to have expressed a mutually understandable agreement between them to do the same thing, in the same way, at the same time, with one another. Relying on non-verbal communication can lead to misunderstandings. When in doubt, ask before acting.

A lack of consent may be indicated in a variety of ways. First, a verbal "no," even if it sounds indecisive or insincere, must be accepted as a lack of consent. If consent is requested verbally, the absence of any explicit affirmative verbal response constitutes lack of consent. In addition, if at any time a person's words, actions, or demeanor suggest hesitancy, confusion, or uncertainty about engaging in sexual activity, the parties should stop and obtain mutual verbal consent before continuing sexual activity.

Consent may NOT be inferred from silence, passivity, lack of resistance, or lack of an active response alone. A person who does not physically resist or verbally refuse sexual activity is not necessarily giving consent. In the absence of an outward demonstration, consent does not exist. If at any time it is reasonably apparent that either party is hesitant, confused, or uncertain, both parties should stop and obtain mutual verbal consent before continuing sexual activity. In the absence of mutually understandable words or actions, it is the responsibility of the initiator to make sure that he/she/they have consent from his/her/their partner(s).

A current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent. Even in the context of a relationship, there must be mutually understandable communication that clearly indicates willingness to engage in sexual activity each time such activity occurs.

Consent may be withdrawn by either party at any time. Withdrawal of consent must also be outwardly demonstrated by words or actions that clearly indicate a desire to end sexual activity. Once withdrawal of consent has been expressed, sexual activity must cease.

In Massachusetts, consent can never be given by a minor under the age of 16. In California, consent cannot be given by a minor under the age of 18 unless the minor is married to the alleged perpetrator. In Puerto Rico, consent can never be given by a minor under the age of 16.

Consent cannot be obtained from the use or threat of physical force, intimidation, or coercion, or any other factor that would eliminate an individual's ability to exercise his or her own free will to choose whether or not to have sexual contact. Coercion includes the use of pressure and/or oppressive behavior, including express or implied threats of harm, and severe and/or pervasive emotional intimidation that places an individual in fear of immediate or future harm or physical injury or causes a person to engage in unwelcome sexual activity. A person's words or conduct amount to coercion if they wrongfully impair the other's freedom of will and ability to choose whether or not to engage in sexual activity. If sexual acts were preceded by threats or coercion, there is no consent.

Individuals of any age are considered incapacitated and unable to consent to sexual activity if they are not able to make rational, reasonable judgments. Incapacitation is the inability, temporarily or permanently, to give consent because the individual is mentally and/or physically helpless. Individuals may be incapacitated and unable to consent to sexual activity due to drug or alcohol consumption, either voluntarily or involuntarily, or if the individual is unconscious, asleep, or otherwise unaware that the sexual activity is occurring.

Individuals are incapacitated if they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication.

Some indicators of incapacitation may include, but are not limited to:

- lack of control over physical movements or equilibrium;
- lack of awareness of circumstances or surroundings;
- an inability to communicate coherently or other signs of confusion or disorientation; and
- vomiting and/or lack of consciousness.

An individual may experience a blackout state in which he/she/they appear to be giving consent, but do not actually have conscious awareness or the ability to consent. It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person's level of intoxication. The relevant standard that will be applied is whether the Respondent knew, or a sober reasonable person in the same position should have known, that the other party was incapacitated and therefore could not consent to the sexual activity.

Alcohol or drugs impair a person's decision-making capacity, awareness of the consequences, and ability to make informed judgments. However, being intoxicated or impaired by drugs or alcohol is never an excuse to engage in sexual misconduct and does not excuse one from the responsibility to obtain consent. As stated above, even if Respondents are intoxicated they will be found responsible for sexual misconduct if they engage in sexual activity with another person who did not consent to the sexual activity.

## V. Reporting

All Cambridge College employees, including full-time and part-time faculty, staff, administrators, and student employees, are required to share with the VP of Human Resources or the Associate Provost any report of sexual misconduct they receive or of which they become aware.

When the College receives a report or complaint of sexual misconduct, it is obligated to take immediate steps to investigate the incident and, where possible, to prevent and remediate any violations of this policy. The College will promptly and thoroughly investigate and respond to all reports and complaints of sexual misconduct. The College will respond to all reports and complaints in an integrated, consistent manner that treats each individual with dignity and respect. The College will approach each report and complaint with an earnest intent to understand the perspective and experiences of each individual involved in order to ensure fair and impartial evaluation and resolution.

The College recognizes that the decision whether or not to report sexual misconduct is personal, and that there are many barriers to reporting, both individual and societal. Not every individual will be prepared to make a report or complaint to the College or to law enforcement, and individuals are not expected or required to pursue a specific course of action. The College recognizes that choosing to make a report and deciding how to proceed after making the report, can be a process that unfolds over time. Therefore, an individual does not have to decide whether or not to request disciplinary action at the time the report or complaint is made.

The College will respect an individual's autonomy in making these important decisions and will provide support that will assist each individual in making these determinations. The College will also honor a victim's decision as to whether or not to report the incident to law enforcement. A criminal complaint will not terminate the College's internal investigation or its response to sexual misconduct in its programs or activities.

### A. Emergency/Immediate Reporting Options

In the event that an individual is the victim of sexual assault or sexual violence, the physical safety and emotional well-being of the person is of primary importance. A victim may have been physically injured in a number of ways, may have been exposed to a sexually transmitted disease, and/or may be at risk of impregnation. The College strongly encourages any person who has been the victim of sexual assault/violence to seek immediate medical attention from the nearest hospital emergency room.

Additionally, if an assault has occurred very recently, there may be physical evidence present that can be collected. Although the collection of physical evidence does not require a victim to pursue criminal or civil charges, preserving evidence allows a victim to make the decision to do so in the future. If a victim is assaulted, he/she/they should not shower, change clothing, or brush his/her/their teeth. The decision to seek medical attention and gather any evidence will remain confidential. Local medical resources include the following:

Beth Israel Deaconess Medical Center:  
Rape Crisis Intervention Program  
330 Brookline Avenue  
Boston, MA 02215  
(617) 667-4645 (Request a Sexual Assault Nurse Examiner (S.A.N.E.))

Brigham and Women's Hospital:  
75 Francis Street  
Boston, MA 02115  
(617) 732-5636 (Request a Sexual Assault Nurse Examiner  
(S.A.N.E))

Individuals are strongly encouraged to call 911 if they are feeling unsafe and wish to reach local law enforcement or emergency medical care (including an ambulance) anywhere within the United States. Local law enforcement can also be reached at:

Boston Police Department  
20 Vine Street, Boston, MA 02129  
Phone: (617) 343-4888

Springfield Police Department  
130 Pearl St, Springfield, MA 01105  
Phone: (413) 787-6310

Lawrence Police Department  
90 Lowell St, Lawrence, MA 01840  
Phone: (978) 794-5900

Cuartel General de la Policía de Puerto Rico  
601 Ave Franklin Delano Roosevelt,  
San Juan, 00936, Puerto Rico  
Phone: +1 787-793-1234

Rancho Cucamonga Police Department  
10510 Civic Center Dr, Rancho Cucamonga, CA 91730  
Phone: (909) 477-2800

In addition, Campus Security can be reached at (617) 873-0115 (Boston location).

### **B. Campus Reporting Options**

To enable the College to respond to all reports in a prompt and equitable manner, the College encourages all individuals to directly report any incident of sexual misconduct to the VP of Human Resources or the Associate Provost. Individuals may also choose to use the College's anonymous reporting mechanism by calling (617) 873-0633 (external) or extension 1633 (internal).

The College recognizes that a student or employee may choose to report sexual misconduct to any trusted employee of the College. For example, a student may choose to confide in a faculty member or an admissions counselor, each of which must report the incident to the College. Likewise, an employee may choose to confide in a supervisor. Under this policy, any full-time or part-time faculty member, staff member, or other employee who receives a report of sexual misconduct allegedly committed by a CC employee or visitor to CC must share the report with the VP of Human Resources. The VP of Human Resources is specifically charged with overseeing the investigation and response to allegations of sexual misconduct allegedly committed by a CC employee or visitor. Under this policy, any full-time or part-time faculty member, staff member, or other employee who receives a report of sexual misconduct allegedly committed by a CC student must share the report with the Associate Provost. The Associate Provost is specifically charged with overseeing the investigation and response to allegations of sexual misconduct allegedly committed by a CC student.

### **C. Timeframe for Reporting**

Individuals are encouraged to report sexual misconduct as soon as possible to maximize the College's and/or law enforcement's ability to respond promptly and equitably. The College does not limit the timeframe for reporting an incident, and upon receipt of any report or complaint, regardless of when the incident occurred, the College will conduct an assessment to determine if an investigation and/or any safety measures are necessary to maintain the safety of the community. However, CC will not be able to impose disciplinary sanctions against an individual who is no longer affiliated with the College.

### **D. Coordination with Law Enforcement**

The College encourages Complainants to pursue criminal action for incidents of sexual misconduct when the incident constitutes a crime under the law of the jurisdiction where the incident occurred. If an individual chooses to report an incident of sexual misconduct to Campus Security, then the College will notify the law enforcement agency with jurisdiction over the alleged crime. To the extent permitted by law, the College will also assist a Complainant in making a criminal report and will cooperate with law enforcement agencies if a Complainant decides to pursue the criminal process.

The College's definitions of sexual misconduct and its process and standard of proof for finding a Respondent responsible for sexual misconduct differ from those used in criminal prosecutions. Thus, a Complainant may reasonably seek resolution through the College's complaint process, may pursue criminal action, may choose one but not the other, or may choose to report an incident to both or neither. Law enforcement's determination regarding whether or not to prosecute a Respondent is not determinative of whether the College will conduct an investigation or conclude that a member of the community has committed sexual misconduct in violation of this policy. However, any criminal disposition related to a complaint of sexual misconduct will be taken into consideration in the College's investigation of the complaint of sexual misconduct. Proceedings under this policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus. However, the College will, to the extent possible and consistent with its obligations to address promptly reports and complaints of sexual misconduct, cooperate and coordinate with local law enforcement officers and the prosecutor's office. For example, the College will comply with law enforcement agency requests for cooperation and such cooperation may require the College to temporarily suspend the fact-finding portion of its investigation while the law enforcement agency gathers evidence. In such cases, the College will promptly resume its investigation as soon as notified by the law enforcement agency that it has completed its evidence gathering process.

### **E. Amnesty**

The College encourages reporting and seeks to remove any barriers to reporting by making the procedures for reporting transparent and straightforward. The College recognizes that an individual who has been drinking or using drugs at the time of the incident may be reluctant to make a report for fear of being subject to discipline under the College's Drug and Alcohol Policy. An individual who reports sexual misconduct will not be subject to disciplinary action by the College for his/her/their own violation of these policies.

### **F. Bystander Intervention**

Cambridge College strongly encourages all community members to take reasonable and prudent actions to prevent or stop sexual misconduct, including relationship violence, stalking and sexual



assault. Taking action may include directly or indirectly confronting the situation (if it is safe to do so), taking steps to interrupt the situation, or seeking assistance from a person in authority. CC community members who choose to exercise this positive moral obligation in good faith will be supported by the College and protected from retaliation.

### G. Statement Against Retaliation

It is a violation of this policy to retaliate in any way against an individual or a group because the individual or group made a report concerning sexual misconduct, was the subject of such a report, or otherwise participated in the College's investigation of such a report.

The College recognizes that retaliation can take many forms, may be committed by an individual or a group against an individual or a group, and that a Respondent can also be the subject of retaliation by the Complainant or a third party. The College will take immediate and responsive action to any report of retaliation and may pursue disciplinary action as appropriate. The VP of Human Resources will review all reports of retaliation allegedly committed by CC employees and visitors and will determine whether to impose immediate corrective action. The Associate Provost will review all reports of retaliation allegedly committed by CC students and determine whether to impose immediate corrective action or whether to refer the report for investigation pursuant to the processes identified in this policy. In making this determination, the VP of Human Resources and/or the Associate Provost may consult with others. An individual who in good faith reports sexual misconduct, is the subject of such a report, or otherwise participates in the College's investigation of such a report may not be subject to retaliation even if the report is later not proven.

### VI. Interim Measures

Upon receipt of a report of sexual misconduct, the College will provide interim support and reasonable protective measures to prevent further acts of misconduct, and to provide a safe educational and work environment. The College will determine the necessity and scope of any interim measures. Even when a Complainant or Respondent does not specifically request that protective action be taken, the College may choose to impose interim measures at its discretion to ensure the safety of any individual, the broader CC community, or the integrity of the review process.

Students seeking such assistance should speak with the Associate Provost, who will coordinate such requests on behalf of the student. Employees seeking such assistance should speak with the VP of Human Resources, who will coordinate such requests on behalf of the employee. The College will maintain contact with the parties to ensure that all concerns are being addressed.

All individuals are encouraged to report concerns about the failure of another individual to abide by any restrictions imposed by an interim measure. The College will take immediate and responsive action to enforce measures previously ordered or implemented by the College.

The College may impose any remedy that can be tailored to the involved parties to achieve the goals of this policy, even if not specifically listed here. The range of interim measures may include:

**No Contact Order:** A Complainant or Respondent may request, or the College may impose, communication and contact restrictions to prevent further, potentially harmful interaction. These communication and contact restrictions generally preclude in-person, telephonic,

electronic, or third-party communications. In some cases, an individual may also wish to consider an Abuse Prevention Order or a Harassment Prevention Order from the local courts. This is a civil proceeding independent of the College. If a court order is issued, the College will, to the extent possible, assist the protected person in benefiting from the restrictions imposed by the court and will also facilitate on-campus compliance with the order. The College may also limit an individual or organization's access to certain College facilities or activities as part of the no contact order.

**Academic or Employment Modifications:** Any party involved in an investigation pursuant to this policy may request an academic or employment accommodation after a report or complaint of sexual misconduct. An individual who requests assistance in changing his/her/their academic or employment situation after an incident of sexual misconduct will receive appropriate and reasonably available accommodations. These may include:

- Academic accommodations, including a change in class schedule, taking an incomplete, dropping a course without penalty, attending a class via alternative means, providing an academic tutor, or extending deadlines for assignments;
- Change in work assignment or schedule; and/or
- Providing an escort to ensure safe movement between classes and activities.

**Emotional Support:** The College will assist in providing a referral to off-campus agencies as detailed in this policy. Counseling and emotional support is available to any member of the campus community.

**Interim Separation:** Where the report of sexual misconduct poses an ongoing risk of harm to the safety or well-being of an individual or members of the campus community, the College may place an individual on interim suspension or impose leave for an employee. Pending resolution of the complaint, the individual may be denied access to campus. When interim suspension or leave is imposed, the College will make reasonable efforts to complete the investigation and resolution within an expedited timeframe.

### VII. Sexual Misconduct Complaint Process

#### A. The VP of Human Resources and the Associate Provost

The College has appointed the VP of Human Resources to oversee the College's centralized review, investigation, and resolution process for reports and complaints of sexual misconduct allegedly committed by a CC employee or visitor. The College has appointed the Associate Provost to oversee the College's centralized review, investigation, and resolution process for reports and complaints of sexual misconduct allegedly committed by a CC student. Both are knowledgeable and trained in state and federal laws that apply to matters of sexual misconduct, as well as College policy and procedure.

The duties and responsibilities of the VP of Human Resources and the Associate Provost include training, education, and climate checks, as well as the oversight of procedures that promptly and equitably eliminate sexual misconduct, prevent its recurrence and address its effects on individuals and the College community.

The VP of Human Resources and the Associate Provost will:

- Oversee the investigation and resolution of all reports of sexual misconduct;

- Meet with any individual, whether a Complainant, a Respondent, or a third party, to discuss interim measures, resources, and procedural options on and off campus;
- Ensure prompt and equitable resolutions that comply with all requirements and timeframes specified in the complaint procedures;
- Participate in assessment of periodic climate checks, tracking, and monitoring of sexual misconduct allegations on campus; and,
- Participate in campus training, education, and prevention efforts.

The VP of Human Resources and the Associate Provost are tasked with ensuring consistent application of this policy to all individuals and enabling the College to respond promptly and equitably to eliminate sexual misconduct, prevent its recurrence, and address its effects. The VP of Human Resources and the Associate Provost have the discretion to determine the appropriate response to reports or complaints of sexual misconduct, subject to applicable law. Other matters that do not involve complaints of sexual misconduct against a student may be referred to other departments within the College for further investigation and resolution.

### B. Timeframe for Resolution

The investigation and resolution of all reports of sexual misconduct will generally be completed within 60 to 90 days. Extenuating circumstances, including, but not limited to, the complexity and severity of a report may require the process to extend beyond 60 to 90 days. In general, a Complainant and Respondent can expect to receive periodic updates from the VP of Human Resources or the Associate Provost as to the status of the investigation and resolution.

In the event that the investigation and resolution exceed this timeframe, the College will notify all parties of the need for additional time and reasonable efforts will be made to complete the process in a timely manner.

### C. Grievance Procedures

The following are the College's procedures for responding to and resolving reports of sexual misconduct asserted against a CC student. The College will resolve reports of sexual misconduct asserted against a CC employee in accordance with the process described in the Non-Discrimination and Harassment Policy for Employees.

#### 1. Complaint

Any individual may initiate an investigation by the College against a student member of the CC community for violation of this policy by making a complaint of sexual misconduct to the Associate Provost. The complaint should include the following information:

- The name of the accused student (i.e., the Respondent), or if her/his/their name is unknown, information sufficient to allow the College to identify the Respondent, such as her/his/their photograph;
- A statement explaining the nature and circumstances of the report including a list of possible witnesses; and,
- The names, addresses, and telephone numbers of those making the report.

The report or complaint must be signed by the individual making it.

**Timeframe for Submitting a Report or Complaint:** The College does not limit the timeframe for submitting a complaint. However, individuals are encouraged to submit the complaint as soon as possible in order to maximize the College's ability to investigate and come to an appropriate resolution. The College will not be able to pursue disciplinary action against a Respondent who is no longer affiliated with the College.

**Withdrawal of Report:** If a Complainant withdraws her/his/their complaint, the Associate Provosts will assess whether sufficient evidence of sexual misconduct exists to support completing an investigation. Among the factors that the Associate Provost will consider in making this determination is whether prior reports by the Complainant or others have been made against the Respondent. The College's decision to proceed in investigating a student member of the community when the Complainant has withdrawn the complaint shall be made by the Associate Provost in his/her/their sole discretion, but the Complainant's wishes will be taken into consideration. If the Associate Provost determines that no action will be taken against the Respondent because the Complainant has withdrawn her/his/their report, a file concerning the withdrawn report will be maintained by the Associate Provost, so that the matter can be re-opened if, among other things, the Complainant later decides to reinstate the report, or if independent evidence of sexual misconduct by the Respondent comes to the College's attention, which the Associate Provost determines warrants re-opening the investigation.

#### 2. Incomplete and Unofficial Reports

Any individual may also report that a student member of the CC community engaged in behavior prohibited by this policy by bringing the report to the attention of the Associate Provost or any College employee.

When the Associate Provost receives a report that a CC student has engaged in prohibited conduct but the report does not meet the requirements of a complaint, the Associate Provost will determine what steps should be taken to gather additional information. Thereafter, the Associate Provost will direct the gathering of the additional information.

Once all available additional information has been obtained, it will be evaluated by the Associate Provost, who will decide whether an investigation, in accordance with this policy, is warranted. In making this decision, the Associate Provost will consider the wishes of the person(s) reported to have been harmed by the Respondent (the "reported survivor"), as well as the risk that declining to investigate might jeopardize the safety of the reported survivor or any member(s) of the CC community. If the Associate Provost decides that an investigation is warranted as a result of an incomplete or informal report, the Respondent will be notified that the College has elected to proceed with the investigation of the report on its own initiative and the investigation will proceed without a Complainant. If the College initiates an investigation against a Respondent as a result of an incomplete or informal report, the reported survivor(s) may choose whether to participate in the investigation, for example by serving as a witness.

#### 3. Advisors

The Complainant and Respondent may each choose and be accompanied to any meeting or interview related to these procedures by a non-lawyer advisor. Each party's advisor may provide support

related to any meeting or interview but may not participate actively in such meetings or interviews. During meetings and interviews, an advisor may quietly confer or pass notes with the party in a non-disruptive manner. The advisor may not intervene in a meeting or interview or address the Investigator. The parties must each bear the expense of his/her/their advisor, if any. Consistent with the College's obligation to promptly resolve sexual misconduct complaints, the College reserves the right to proceed with any meeting or interview, regardless of the availability of the party's selected advisor.

#### 4. Declining to Participate

A Complainant and/or Respondent may decline to participate in the investigative or complaint resolution process. The College may continue the process without the Complainant's and/or Respondent's participation. In most cases, a refusal to participate in the investigative process will preclude a Complainant or Respondent from appealing any determination. This determination will be made in the discretion of the College.

#### 5. Investigation and Findings Process

After receiving a report or complaint of sexual misconduct, the Associate Provost will conduct a preliminary assessment to determine whether there is sufficient evidence to support the initiation of a formal investigation. The Associate Provost will also consider whether the matter could be resolved under the informal resolution process set forth in section VIII of this policy. If the Associate Provost concludes that a report or complaint of sexual misconduct warrants an investigation, the following steps will generally be taken:

1. The Associate Provost will determine whether to serve as the investigator or to appoint another individual (a College employee or an external investigator) to serve as the investigator (the "Investigator"). The Investigator is tasked with investigating the report and making (i) findings of fact and (ii) recommended findings as to whether the Respondent violated any provision of this policy. In making these findings, the Investigator shall employ the "preponderance of the evidence" standard of proof.
2. Prior to any investigative meetings, the Associate Provost will meet with the Complainant and Respondent individually and:
  - a. Provide each with written notification of the allegations of sexual misconduct under investigation, which shall include, to the extent then known, a reference to any specific provisions of this policy allegedly violated;
  - b. Inform each that an Investigator has been appointed who will be investigating the allegations, or that he/she/they will be serving as the Investigator;
  - c. Advise each that any behavior that can be construed as retaliation against the Complainant, Respondent, and/or witnesses will be subject to immediate disciplinary action, up to, and including, suspension or dismissal from the College;
  - d. Provide each with a copy of this policy and advise each to read it carefully;
  - e. Advise each that they may have a non-lawyer advisor present whenever they meet with the Investigator;
  - f. Advise each that they will be permitted to submit a list of witnesses to the Investigator;
  - g. Advise each that they will be permitted to submit relevant documentary evidence to the Investigator (e.g., texts, e-mails, photographs);

- h. Advise each of Confidential Resources, including advocates, health care providers, and counseling services in the local community;
- i. Advise each of the importance of preserving evidence (e.g., texts, e-mails, notes, photographs, etc.);
- j. Advise each of their option to request that the College take steps to prevent unnecessary or unwelcome contact or communication with another member of the CC community;
- k. Advise the Complainant of her/his/their option to pursue a criminal report or complaint action against the Respondent working with local police in addition to pursuing remedies and/or sanctions through CC processes, or to seek a court order of protection/restraining order; and,
- l. Advise the Complainant that CC Campus Security is available to assist him/her/them in contacting and communicating with local police or in seeking court orders of protection/restraining orders.

3. Thereafter, the Investigator shall interview the Complainant (if possible). The Investigator shall ask the Complainant for, among other information, names, addresses, and other contact information (e.g., phone numbers and/or e-mail addresses) of witnesses. As a part of this process, the Investigator shall also assess whether interim measures not already implemented are appropriate and, if so, work with the Associate Provost to ensure that they are in place.

4. The Investigator shall then interview the Respondent (if possible). The Investigator shall ask the Respondent for, among other information, names, addresses, and other contact information (e.g., phone numbers and/or e-mail addresses) of witnesses. As a part of this process, the Investigator shall also assess whether interim measures not already implemented are appropriate and, if so, work with the Associate Provost to ensure that they are in place.

If at any point the Respondent admits to violating this policy, the Investigator will inform the Associate Provost, who will terminate the resolution process. Where appropriate, the Associate Provost will send the matter through the Sanctions Process detailed below. If the Complainant and Respondent each accept the issued sanction(s), the matter will be closed. If either party is unsatisfied with the sanction(s), he/she/they may request to proceed through the formal resolution process in full by submitting a written request to the Associate Provost within five (5) business days of the receipt of the sanctions decision. The College maintains the ultimate discretion as to whether or not such a request should be granted.

5. The Investigator shall review CC records to assess whether any prior allegations have been made against the Respondent that relate to the subject of the complaint. The Respondent will be provided with a copy of any of his/her/their own records that relate to the subject of the complaint.

6. The Investigator shall make reasonable attempts to interview any relevant witnesses identified by the Complainant or Respondent or identified by witnesses or any other source.

7. The Investigator shall review any documentary evidence submitted by the Complainant, Respondent, or other witnesses.

8. The Investigator shall gather and assess any other relevant evidence available to the College (e.g., additional witnesses not identified by the parties, security camera footage, etc.).

9. After reviewing any witness statements, documentary evidence, and other relevant evidence as noted above, the Investigator may, in his/her/their discretion, conduct follow-up interviews with the Complainant and the Respondent.

10. Following the foregoing investigation, the Investigator shall create a written report that summarizes his/her/their investigation, sets out the documentary evidence submitted by the parties/witnesses, and describes his/her/their determination(s) concerning the relevance of the documentary evidence. Relevant information reviewed by the Investigator shall be described in the written report and appended (and redacted, if necessary), as appropriate.

11. If the Investigator is not the Associate Provost, the Investigator shall submit his/her/their draft written report (with a summary of evidence and attachments) to the Associate Provost for review at the conclusion of the investigation, but before any findings are reached by the Investigator. The Associate Provost may suggest additional clarification or the gathering of additional evidence, as appropriate.

12. The Investigator shall permit both the Complainant and Respondent and their respective advisors, if applicable, the opportunity to review a copy of the draft written report (still without findings, but as revised consistent with any suggestions from the Associate Provost) under the supervision of a College employee in the Human Resources Office office or in the Investigator's office. Upon reviewing the draft report, the Complainant and the Respondent may provide any clarifications or comments they may wish to offer.

13. Neither the Complainant nor the Respondent will be permitted to copy or remove the draft written report from the Human Resources Office or the Investigator's office. Relevant and clarifying comments provided by either party will be incorporated into the draft report by the Investigator in his/her/their discretion in consultation with the Associate Provost, and the Investigator will note any significant deviations from previous statements. If the Complainant and/or Respondent identify additional relevant evidence, that evidence shall be gathered by the Investigator and included in the written report. Depending on the nature of the new evidence, it may be shared with the Complainant or the Respondent for comment.

14. The Investigator shall revise the draft report to summarize all relevant evidence obtained during the investigation, and shall draft written recommendations, using a preponderance of the evidence standard, as to whether the Respondent should be found to have violated any provision(s) of this policy.

15. In reaching his/her/their recommended conclusions, the Investigator may not consider any statements or other evidence about the Complainant's prior sexual conduct with anyone other than the Respondent. Further, the Investigator may not presume that a prior consensual dating or sexual relationship between the parties necessarily constitutes consent or precludes a finding of sexual misconduct.

16. The Investigator's recommended conclusion(s) should be explained clearly and address each element necessary to establish whether the Respondent violated this policy so that the reader may understand how the Investigator reached his/her/their recommended conclusion in light of the available evidence and the standard of proof.

17. If the Investigator is not the Associate Provost, he/she/they shall submit the revised draft investigation report, including recommended conclusions, to the Associate Provost. The Associate Provost may offer feedback, which should be incorporated into the final draft, if

applicable. The Investigator shall revise the draft report to reflect the Associate Provost's feedback, and the Investigator shall resubmit his/her/their revised final draft to the Associate Provost.

18. The revised final draft shall include, along with the information contained in the draft reports:

- a. A summary of the allegations;
- b. A determination of whether the allegations were substantiated, with an identification of all supporting evidence and credibility determinations;
- c. A determination of whether this policy was violated, along with all supporting evidence, conclusions, and references to pertinent policy provisions.

19. The Associate Provost shall determine whether or not the Respondent violated this policy, based on the preponderance of the evidence standard, and shall update and finalize the report to reflect this decision.

20. The Associate Provost shall send a letter to the Complainant and the Respondent informing them of the investigation findings concerning whether the Respondent violated any provision of this policy (the "Determination Letter"). Generally, the Determination Letter will be issued within three (3) business days of finalizing the Investigator's report. The Associate Provost shall send this communication to the Complainant and the Respondent via certified mail, return receipt requested, and also by electronic mail (read receipt requested).

- a. If the Respondent is found not to have violated any provision of this policy, the Determination Letter to both parties will inform them of the Complainant's right to appeal that decision, in accordance with the Appeals Process below.
- b. If the Respondent is found to have violated any provision of this policy, the Determination Letter will notify both parties of those findings and provide them with information relating to the action(s) to be taken by the College described below.
- c. Regardless of the findings, the Associate Provost shall present both parties with an opportunity to review the final investigative report, with their advisor present, in the presence of the Associate Provost.

## VIII. Informal Resolution Process

A. The informal resolution process is a voluntary, remedies-based process designed to provide members of the CC community with an option to resolve certain disputes with other members of the community in a forum that is separate and distinct from the College's formal grievance processes under the Title IX Sexual Harassment Policy or the Sexual Misconduct Policy.

The purpose of the informal resolution process is to eliminate the conduct which has been reported by the Complainant (and prevent its recurrence), and place both individuals in a position to pursue their academic, working, and non-academic interests in a safe, respectful, and productive educational and working environment. Under this process, there will be no disciplinary action taken against a Respondent, and the resolution will not appear on the Respondent's disciplinary record.

### B. The following are features of the informal resolution process:

Participation in the informal resolution process is completely voluntary. All parties must consent in writing to participation in the informal resolution process.

No party will be required to participate in the informal resolution process and the College will not require, encourage, or discourage the parties from participating in the informal resolution process.

**C. The College may offer the informal resolution process only under the following circumstances:**

1. A complaint has been filed by the Complainant;
2. The Associate Provost has determined, through an initial assessment, that the alleged conduct, if substantiated, would constitute sexual misconduct under this policy, and he/she/they has determined that the informal resolution process is appropriate for this matter.
3. All parties will be provided with a written notice disclosing the allegations, the requirements of the informal resolution process, and any outcomes resulting from participating in the informal resolution process.
4. At any time prior to signing an informal resolution agreement, any party has the right to withdraw from the informal resolution process and resume the formal grievance process outlined above in this policy.
5. Under the informal resolution process, there will be no disciplinary action taken against a Respondent, and the resolution will not appear on the Respondent's disciplinary record. If a complaint is filed against the Respondent in a subsequent matter under the Title IX Sexual Harassment policy or the Sexual Misconduct policy, the Respondent's participation in a prior informal resolution process will not be considered relevant and will not be taken into account in the resolution of the subsequent complaint.
6. Parties may be accompanied by a non-lawyer member of the College community who will serve as a support person to any meeting related to the informal resolution process. However, the College support person may not actively participate in meetings and may not serve as a proxy or representative for the party.
7. Any individual who serves as a College support person is expected to be available for meetings as scheduled by the College. The College (including any official acting on behalf of the College) has the right at all times to determine what constitutes appropriate behavior on the part of a College support person and to take appropriate steps to ensure compliance with this policy.
8. Any agreements reached as part of the informal resolution process must be approved by the Associate Provost in order to ensure consistency with the College's obligations under federal and state law. If the Associate Provost determines at any time prior to the signing of the informal resolution agreement that the informal resolution process is no longer appropriate, the Associate Provost may terminate the process.
9. Upon signing the informal resolution agreement, the parties are bound by its terms and cannot opt for a formal grievance process based on the conduct alleged in the formal complaint.
10. Failure to comply with the signed agreement may result in disciplinary action for either party.
11. If the parties' circumstances change significantly, they may request a supplemental agreement. The Associate Provost will determine whether it is appropriate to proceed.

**D. Initiation of the Informal Resolution Process**

1. If the Complainant files a complaint and requests to engage in the informal resolution process, the Associate Provost will consider whether the informal resolution process is appropriate in the particular matter. In making this determination, the Associate Provost will consider the following factors:
  2. The disciplinary record (or past conduct) of the Respondent relating to sexual misconduct, physical violence, failure to comply with a No Contact Order, and/or other relevant conduct;
  3. The nature of the alleged conduct, whether allegations involve multiple victims and/or a pattern of conduct, or other evidence-informed factors indicative of increased risk to campus safety;
  4. Whether the circumstances warrant the Associate Provost filing a complaint (e.g., if there is sufficient evidence to proceed with an investigation/adjudication even without participation by the Complainant); and/or
  5. Whether proceeding with the informal resolution process is in accordance with the principles and objectives of the College's Title IX Sexual Harassment Policy and this Policy, as determined by the Associate Provost.
  6. If the Associate Provost determines that a case is not appropriate for the informal resolution process, he/she/they will inform the Complainant that the informal resolution process is unavailable.
  7. If the formal grievance process has already begun, either party may seek to initiate the informal resolution process up until the Investigator's report has been finalized. If both parties agree to participate in the informal resolution process and the Associate Provost approves of the informal resolution process, the formal grievance process will be adjourned while the informal resolution process is pending. If an agreement is not reached, the formal grievance process will be resumed.
  8. Upon initiation of the informal resolution process, the Associate Provost will refer the matter to a trained informal resolution facilitator ("Facilitator"). The Facilitator will consult (separately) with each party in an effort to reach a resolution that best meets the interests and needs of the parties. Unless they mutually choose to do so as part of an agreement, the parties will not meet together in person as part of the process.

**E. Potential Outcomes of the Informal Resolution Process**

1. Depending on the nature and circumstances of the particular situation, parties may agree to outcomes such as:
  - a. Long-term extension of a mutual No Contact Order or No Communication Order;
  - b. Imposition of a No Contact Order that places the burden on the Respondent to limit the Respondent's physical and/or electronic proximity to the Complainant;
  - c. Restrictions on the Respondent from participation in particular organizations or events;
  - d. Provision to the Respondent of an "impact statement" written by the Complainant (describing the impact(s) that the Respondent's conduct had on the Complainant);
  - e. Conversation between the parties facilitated by a trained individual appointed by the Associate Provost; and/or
  - f. Other measures deemed appropriate by the Associate Provost.

## F. Failure to Comply with the Informal Resolution Agreement

Failure to comply with the signed agreement may result in disciplinary action for either party, consistent with the applicable disciplinary procedures.

## G. Records Relating to the Informal Resolution Process

1. The records relating to the informal resolution process will be maintained in accordance with section XII.B. below.

2. Prior to participating in the informal resolution process, the parties will be notified in writing that any information gathered in the informal resolution process may be used in the Title IX Sexual Harassment or Sexual Misconduct formal grievance processes if the informal resolution process ends prior to a written agreement being signed by the parties. However, the College will not draw any adverse inference based on a Respondent's participation in the informal resolution process, nor will such participation be considered an admission by the Respondent.

3. Even if the parties enter into a written informal resolution agreement, if information related to the violation of other College policies (i.e., policies other than the Title IX Sexual Harassment Policy or the Sexual Misconduct Policy) comes to light through the informal resolution process, such information may be used in other College disciplinary processes.

## H. Retaliation

The protections against Retaliation apply to individuals participating in the informal resolution process. Disciplinary consequences may result for those found responsible for Retaliation.

## I. Time Frame for the Informal Resolution Process

The time frame for completion of the informal resolution process may vary, but the College will seek to complete the informal resolution process within thirty (30) business days of completion of the initial assessment. Should the time period extend beyond this time frame, the parties will be notified.

## IX. Sanctions Process

If an investigation concludes that there has been a violation of this policy, or if the Respondent admits to violating this policy, the College will appoint a Sanctions Administrator to determine appropriate sanctions.

The name of the Sanctions Administrator, and his/her/their contact information, shall be communicated to the parties in the Determination Letter. The Sanctions Administrator may not be the Associate Provost or the Investigator.

Upon review of the final report and findings, the Sanctions Administrator may impose any sanction designed to eliminate the misconduct, prevent its recurrence, and remedy its effects, while supporting CC's educational mission and obligations under local, state, and federal law. Sanctions may also serve to promote safety or deter students from similar future behavior. Any sanctions must be issued, and communicated to the parties, within five (5) business days of the issuance of the Determination Letter (the "Sanctions Letter").

The following, individually or in combination, are potential sanctions for violations of this policy. Where appropriate, the statement of the sanction includes the duration, any conditions to be observed during that period, and the conditions for termination of the sanction:

Major Sanctions:

- Expulsion from the College or a program of the College.
- Suspension from the College or a program of the College for a specific period of time.
- Deferred suspension from the College or a program of the College.
- Denial of graduation, diploma, or degree.
- Deferral of graduation, diploma, or degree for a specific period of time.
- Revocation or withdrawal of diploma or degree previously credited, awarded, or conferred.
- Other Available Sanctions:
- Disciplinary probation. Disciplinary probation may involve counseling with faculty or administrative staff; restriction of student privileges; or prohibitions against participation in CC activities or events.
- Disciplinary reprimand or warning.

## X. Appeals Process

The Complainant may request an appeal within ten (10) business days of the Determination Letter. The Respondent may request an appeal within ten (10) business days of the Sanctions Letter. Appeals must be in writing (the "Notice of Appeal") and submitted to the Associate Provost. The Notice of Appeal shall consist of a written statement explaining the grounds for the appeal, and the bases therefore. The appeal may be based only on one or more of the following grounds: material procedural error; new material evidence or information; and/or a sanction that is disproportionate to the offense, or otherwise unjust or unfair.

The Associate Provost shall notify the non-appealing party of the appeal and shall provide him/her/them with a copy of the Notice of Appeal. The non-appealing party may submit a written response to the Associate Provost within ten (10) business days of receiving the Notice of Appeal.

The College shall appoint an Appeals Officer to decide the appeal. The identity of the Appeals Officer shall be communicated to the parties as soon as practicable after his/her/their appointment. The Appeals Officer shall review the final investigative report, the Notice of Appeal, and the response of the non-appealing party. Within fourteen (14) business days after the deadline for the non-appealing party's response, the Appeals Officer shall provide his/her/their conclusions to the parties. These conclusions may include, but are not limited to:

- Reopening of the investigation;
- Affirming the original findings and sanctions;
- Reversing of the original findings and sanctions;
- Modifying the original findings;
- Modifying the imposed sanctions and remedies.

The appeal is based on the record and is limited to the enumerated bases for appeal. The appeal is not a de novo review. Appeal decisions are final.

## XI. Conflicts of Interest

In the event that the Complainant or Respondent believes that the Investigator, Sanctions Administrator, and/or Appeals Officer has a conflict of interest in performing the functions required of him/her/ them under this policy, the Complainant or Respondent may seek to

disqualify that person from the resolution process. The Complainant or Respondent may seek to disqualify the Investigator, Sanctions Administrator, and/or Appeals Officer by submitting a written objection to the Associate Provost within two (2) business days of receiving notice of the subject individual's appointment to his/her/their position. The written objection shall state the party's reasons for believing that the subject individual is incapable of fairly judging the matter.

The Associate Provost will decide whether an objection is justified, and that decision is final. When necessary, the Associate Provost will select a replacement for any removed individual. The parties will have an opportunity to object to any individual selected as a replacement.

## **XII. Confidentiality, Recordkeeping, and Education & Training**

### **A. Confidentiality & FERPA**

All documents created in connection with the above resolution process, including but not limited to any written complaint, the investigative draft reports, the final report, the Determination Letter, the Sanctions Letter, the Notice of Appeal, any response thereto, and/or the appeals decision will be kept confidential by the College. They will be shared only with individuals with a "need-to-know" such information. To the extent any of these documents constitute "education records" under FERPA, they will be treated accordingly. All parties to the College's complaint resolution process are expected to maintain the confidentiality of any documents they receive in connection with the process. A party who improperly disseminates any such documents, or otherwise discloses the contents of those documents to third-parties, will be subject to disciplinary action.

### **B. Recordkeeping**

The College will maintain all documents related to each report or complaint of sexual misconduct, including all documents related to all formal and informal resolution processes conducted pursuant to this Policy, for seven (7) years.

### **C. Education & Prevention**

The College embraces an interdepartmental, multimodal, and situational approach to educate the CC community about this policy and to prevent sexual misconduct. To that end, the Office of Student Affairs works collaboratively to provide the community with educational opportunities as follows:

Orientation/Welcome Week: Students received a student handbook and new student orientation which includes the policies of the College. The Office of Student Affairs outlines the importance of bystander awareness, student faculty, and reporting procedures.

### **D. Training**

The College trains faculty, staff and Campus Safety, on the following topics:

- Responding to reports and complaints;
- Bystander intervention;
- Record-keeping and documentation;
- Assessing and reporting complaints of sexual misconduct;
- The availability of Confidential Resources;
- The availability of other campus resources for support, advocacy, and medical assistance

Cambridge college reserves the right to amend or modify this policy at any time.

# **Student Code of Conduct**

## **Introduction**

Cambridge College (the "College") requires all students to act as responsible citizens and members of a higher education academic community. Each student is responsible to know, observe, abide by, and adhere to the College's Student Code of Conduct, policies, rules, and regulations. Students must comply with all policies applicable to conduct in the classroom as well as College-sponsored activities. The College has made this Code of Conduct, as well as its other policies and procedures, available to its students. Upon enrolling in the College, students are automatically placed under the guidelines, rules and regulations established by the College. Students are responsible for familiarizing themselves with all policies and procedures affecting them.

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

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

The types of prohibited conduct set forth in this Code are not intended to be all-inclusive or to limit the types of inappropriate conduct that may subject a student to sanctions or disciplinary action. Other rules and regulations of the College and the College's schools and departments may also apply. In addition, certain school-, department-, or degree-specific rules, policies, or regulations (including any such rules and policies relating to licensing) may supplement or supersede this Code. These additional rules and policies may be communicated to students in publications and posted notices including, but not limited to, the Student Handbook, Academic Catalog, enrollment contracts, MyCC web portal, and school-specific publications.

This Code does not govern instances of sexual misconduct/harassment committed by a student, or the College's process for reviewing and investigating such allegations. Those standards and processes are set forth in the Title IX/Sexual Misconduct Policy. Also, this Code does not govern instances of discrimination or harassment as set forth in the College's Non-Discrimination and Harassment Policy.

The College reserves the right to amend, supplement, or modify this Code at any time.

## **Classroom/Field Experience Conduct**

Students have the right to learn without interference from others. Faculty members have the authority to protect this right by creating and maintaining an environment that is conducive to learning. The college is an institution of learning and teaching and strives to maintain a climate of respect, sensitivity, and courtesy.

Classroom/field experience misconduct is any behavior which disrupts or interferes with the learning experience or violates the expectations of any instructor or field experience supervisor. Students are required and expected to conduct themselves in a mature and considerate manner. Interruptions and disruptions of the classroom atmosphere inhibit and prevent learning and teaching. Students are expected to conduct and express themselves in a way that is respectful to all individuals. This includes respecting the rights of others to comment and participate fully in class as well as following specific guidelines provided by the College, instructors, or field placement supervisors.

## Examples of Classroom/Field Experience Misconduct

Classroom/field experience misconduct includes, but is not limited to, the following:

1. Engaging in behavior that disrupts or interferes with the learning experience, including talking in class while the faculty member or other students are speaking, using offensive language or personal attack, creating distractions or disturbances, sleeping, and reading unrelated materials.
2. Using cell phones or other electronic devices that disrupt the learning process. The use of personal laptop computers, phones, etc. may be acceptable in some classes; however, they must be used only for note-taking or activities in direct support of the course objectives. Faculty members have the right to ask students to shut down any electronic devices.
3. Entering the classroom late or leaving the classroom prior to the end of class, unless exceptional circumstances arise.

## Consequences of Classroom/Field Experience Misconduct

Any student who commits an act of classroom/field experience misconduct will be subject to classroom and College sanctions as determined by this Code and/or any policies established by the College's individual schools or departments. Unlike other violations of this Code, an instance of classroom/field experience misconduct can be resolved directly by the applicable professor or instructor. If a professor or instructor determines that a student has engaged in classroom/field misconduct, he/she may impose sanctions, including, but not limited to, the following:

- Giving a warning — an oral explanation of the violation and the possible consequences if misconduct continues;
- Dismissal from the remaining class/field experience time during which the infraction occurs;
- Dismissal from the remaining class/field experience time during which the infraction occurs, with required meeting with a designated College employee (e.g., faculty member, department chair, Dean of Student Affairs, etc.) prior to returning to class;
- Assignment of a reduced or failing grade on an assignment, paper, project or exam;
- Reduction in the final grade for the course;
- Assignment of a failing grade for the course;
- Required meeting with the faculty member and/or a College official if necessary; and
- Referral to the Office of Student Affairs.

If a student is removed from class for a second offense, or if the first offense is egregious and/or involves threatening or violent behavior, the student could be placed on temporary suspension from that class pending investigation by the Dean of Student Affairs.

Any student who receives a sanction for classroom/field experience misconduct may pursue the student appeal process set forth in Student Conduct Process and Procedures. Withdrawal from a course does not exempt a student from any pending allegations of classroom misconduct.

## Academic Honesty

The College believes that each student can learn, notwithstanding his or her age, life history, current circumstances, or past academic experience. The College is a learning community in which adult students experience educational practices that honor and empower them. The College works with students to design the education and training needed for their academic and career success through programs which develop and enhance skills, competencies, attitudes, and values. The College's students are expected to meet high academic standards.

In order for students to take advantage of the educational opportunities at the College, they must engage with and generate their own original papers, exams and other assignments. Students may not reproduce the work of others and characterize it as their own. Not only is such a practice dishonest, but it does not lead to the development of new skills and habits of mind.

Academic dishonesty is any form of academic conduct that is deceptive, dishonest, or fraudulent. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and fabrications.

## Cheating

Cheating includes, but is not limited to, the following:

- Using resources not authorized by the faculty member (textbooks, notes, websites, the work of other students) to complete examinations or other assignments;
- Giving or receiving content information relating to assignments/quizzes/tests/examinations to/from others unless authorized by the instructor;
- Using unauthorized electronic equipment;
- Submitting academic work previously submitted in another course without authorization; and
- Altering or otherwise tampering with grades.

## Plagiarism

Plagiarism is intentional or unintentional use of the intellectual creations of another source, person or organization without proper attribution. Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part) in one's own words, and for information that is not common knowledge. Plagiarism usually takes two main forms:

- Stealing or passing off as one's own the ideas or words, images, or other creative works of another; and
- Using or relying upon another's work without crediting the source, even if only minimal information is available to identify it for citation.

## Fabrication

Fabrication is defined as intentionally falsifying or inventing any information or citation on any academic exercise, without authorization. Therefore:

- "Invented" information may not be used in any laboratory experiment or academic exercise.
- One should acknowledge the actual source from which cited information is obtained.
- Students must not change or resubmit previous academic work without prior permission of the instructor.



## Other Examples of Academic Dishonesty

Other examples of academic dishonesty include, but are not limited to:

- Copying during a test or allowing another student to copy during a test;
- Giving homework, term papers, or other academic work to another student to plagiarize;
- Submitting any work that is not one's own;
- Falsifying information to a faculty member or College official;
- Altering a graded work after it has been returned, then submitting the work for re-grading without the instructor's knowledge/approval;
- Stealing or improperly obtaining tests or other assessment items;
- Forging signatures on College documents;
- Giving false or misleading information to a faculty member in an effort to receive a postponement or an extension on a test or other assignment;
- Accessing computerized College records or systems without authorization;
- Unauthorized recording, reproduction, retransmission, or redistribution of course materials (e.g., lectures, handouts, podcasts, exams, student projects, group work, online material, etc.); and
- Providing material or information to another person with knowledge that such aid could be used in any of the violations stated above.

## Process for Instances of Academic Dishonesty and Potential Consequences

The College's process for resolving instances of academic dishonesty are set forth below.

1. If a student's work in a course is deemed by the professor to constitute academic dishonesty (e.g., the work includes plagiarized material), the following steps will be taken:
  - a. The professor will approach the student in a private setting and discuss the matter with the student directly.
  - b. The seriousness of the incident will be discussed with the student, and the potential consequences will be reviewed.
  - c. If applicable, the student may be given a copy of an overview of plagiarism such as the one developed by the School of Undergraduate Studies.
  - d. The subject work will be returned to the student without a grade. A copy will be kept by the professor.
2. If it is clear to the professor that the student was simply unaware of what constitutes academic dishonesty, or that the academic dishonesty was otherwise unintentional, then the opportunity to re-write or re-do the assignment will be offered. The professor will then assign a grade to the new assignment. If the academic dishonesty resulted from plagiarism, then the opportunity to re-write or re-do the assignment will be subject to the following additional conditions:
  - a. The student must take a plagiarism tutorial. One example of such a tutorial is at: <https://www.indiana.edu/~istd/test.html>.
  - b. The student must provide a printout of the tutorial results as a condition for resubmitting the assignment. Note that a certificate will only be available to the student if he or she completes the entire assignment correctly.

3. If it is determined by the professor that the student's intent was to knowingly commit academic dishonesty, then the student will be informed that he or she will be receiving a grade of "F" or "NC" for the assignment/course (at the discretion of the professor) or will be recommended to the Dean of the College for dismissal from the College or program. If the matter is referred to the Dean, the Dean shall make a determination on the recommendation and, if applicable, may impose a sanction, including those sanctions listed on page X of this Code. If the student disagrees with the decision of the professor or the Dean, he/she should follow the Student Academic Grievance Procedure starting with Formal Process.

## General Conduct

All students are expected to respect and value the rights of others and conduct themselves as responsible citizens. Choosing to join the College community obligates each student to abide by a code of respectful behavior. The following personal actions, whether on- or off-campus, are prohibited. The following list contains specific conduct that is prohibited by the College under this Code. The list is not intended to be exhaustive, and the College reserves the right to impose sanctions on students for personal actions which may not be expressly identified. The College's other rules and policies set forth additional prohibited conduct.

1. Attempts to Defraud  
Includes any activity intended to misrepresent any official document or identification used by or issued by the College.
2. Bullying  
Bullying is systematic intentional behavior that threatens, intimidates, or is intended to threaten or intimidate others. Bullying may take many forms, including but not limited to, repeated unwanted physical, verbal, or written acts, which are hostile or offensive; that target at an individual or group and create an intimidating and/or threatening environment or a risk of psychological and/or physical harm. Bullying may manifest as cyber stalking or cyber bullying as well as behaviors such as ignoring or dismissing individuals or groups.
  - a. Hostile behaviors include, but are not limited to, inappropriate behaviors that are harmful or damaging to an individual and/or property. Behaviors that are intimidating, threatening, disruptive, humiliating, sarcastic or vicious may also constitute hostile behavior. Offensive behaviors may include, but are not limited to, inappropriate behaviors such as abusive language, derogatory remarks, or insults.
  - b. Other offensive behaviors may include the use of condescending, humiliating, or vulgar language, swearing, shouting or use of unsuitable language, use of obscene gestures or mocking.
3. Copyright Infringement  
Students must respect copyright laws that protect publishers, software owners, artists, and writers. The use of College resources to infringe upon copyright laws (print, digital, and Internet) is prohibited. This applies to all forms of electronic media including, but not limited to, software, electronic encyclopedias, image files, video files and sound files.

#### 4. Demonstrations

The College encourages civilized discourse. However, the College will not tolerate any mass assemblies or demonstrations that disrupt the classroom experience, work environment, or movement of others. The College also forbids all acts of violence, threatening conduct, and physical interference with the facilities or functions of the College campus. If protestors (or anti-protestors) resort to the use of violence or physical interference, College officials may, without delay, invoke the use of legitimate authority to remove all violators.

#### 5. Disruptive Behavior

Includes the disruption of College activities and College business in classes, programs, meetings, and other student activities. Disruption may include: disorderly conduct, lewd or indecent behavior, breach of peace, or aiding, abetting or procuring another person to breach the peace on College premises or at functions sponsored by or participated in by the College.

#### 6. Ethical and Acceptable Use of Technology

The use of technology resources is subject to all federal, state and local laws, and to the College's applicable policies and guidelines.

#### 7. Gangs

Involvement in gang-related activities includes, but is not limited to, the display of gang symbols, gang paraphernalia, colors, signs, or graffiti. A gang is defined as a group of individuals with identifiable leadership that conspires and acts in concert, mainly for criminal purposes. Behavior on or about College premises or at College-sponsored events that creates conflict or an atmosphere of intimidation, or creates a clear and present danger to life or property, or disrupts orderly operation, is prohibited.

#### 8. Hazing

Hazing means any act that endangers the mental or physical health or safety of an individual (including, without limitation, an act intended to cause degradation, cruelty, or humiliation), or that destroys or removes public or private property, for the purpose of initiation in, admission to, affiliation with, or as a condition for continued membership in, a group or organization. Hazing is prohibited by the College.

In response to allegations of hazing, it is not a defense that:

- a. The victim gave consent to the conduct;
- b. The conduct was not part of an official organizational event or sanctioned or approved by the organization; or
- c. The conduct was not required as a condition of membership in the organization.

#### 4. Illegal or Unauthorized Possession/Use of Alcohol and Drugs

This includes the unauthorized use, possession, manufacturing or distribution of illegal drugs (under federal or state law), controlled substances, narcotics, or alcoholic beverages or being under the unauthorized influence of the same on campus. Prohibited conduct includes the use of a prescription drug if the prescription was not issued to the student, and sniffing toxic vapors.

#### 5. Illegal or Unauthorized Possession/Use of Weapons

The College prohibits the possession, use, control or distribution of any weapons, including but not limited to, firearms, pellet guns, air pistols/rifles, explosives, dangerous chemicals, knives, stilettos, dirks, brass knuckles, licensed weapons, or other objects or instruments possessed for use as a weapon.

#### 6. Indecent or Obscene Behavior

Such behavior includes, but is not limited to, indecent exposure, urinating or defecating in public, voyeurism, etc.

#### 7. Misrepresentation

Includes representing or acting on behalf of the College or another individual when not authorized to do so.

#### 8. Misuse or Unauthorized Possession or Use of Public or Private Property

Includes, but is not limited to:

- a. Theft or the taking or unauthorized use or possession of public or private property or unauthorized use or acquisition of services;
- b. Destroying, damaging or littering of any property;
- c. Conduct that defaces, destroys, damages, or litters any property of the College or any property of an individual or group.

#### 9. Obstruction/Abuse of Student Conduct Process

Includes, but is not limited to:

- a. Failure to comply with any aspect of any student disciplinary process;
- b. Falsification, distortion, or misrepresentation of information in connection with any student disciplinary process;
- c. Disruption or interference with the orderly process of a discipline hearing;
- d. Attempting to discourage an individual's proper participation in or use of any student grievance or appeals process;
- e. Attempting to influence the impartiality of any student disciplinary process or grievance process, or any College individual involved in the process;
- f. Verbal or physical harassment and/or intimidation of any individual who participates in any student disciplinary process or grievance process.
- g. Influencing or attempting to influence another person to commit an abuse of any student disciplinary process or grievance process.
- h. Retaliating against any other College community member because of their participation in any student disciplinary process or grievance process.

#### 10. Refusal to Identify and/or Comply

Students must comply with all lawful directives of College officials and agents, including security personnel. Conduct that violates this Code includes, but is not limited to: failing to follow such lawful directives of a College official; violating the terms of a disciplinary sanction imposed by this policy; and disobedience or insubordination toward College officials or designees acting in the performance of their duties. Students are required to produce identification for a College official when asked, specifically their student ID card.

#### 11. Rioting

Rioting is defined as engaging in, or inciting others to engage in, harmful or destructive behavior in the context of an assembly of persons disturbing the peace. Rioting includes, but is not limited to, such conduct as using or threatening violence to others, damaging or destroying property, impeding or impairing fire or other emergency services, or refusing the direction of authorized personnel.

## 12. Safety Violations

Conduct which endangers the health or safety of any person(s), including, but not limited to:

- a. Intentionally or recklessly starting a fire or causing an explosion;
- b. Misusing fire safety equipment, fire escapes or elevators;
- c. Intentionally or recklessly endangering the welfare of any individual;
- d. Intentionally or recklessly obstructing fire, police, or emergency services;
- e. Using, possessing, or storing dangerous chemicals, fireworks, or explosives;
- f. Using or storing a weapon on college property;
- g. Utilizing any instrument in a manner that endangers or tends to endanger any person;
- h. Obstructing the free flow of pedestrian or vehicular traffic;
- i. Failing to comply with the reasonable and lawful directions of CC officials; and
- j. Falsely alerting others about an emergency.

## 13. Stalking

A course of conduct involving more than one instance of unwanted attention, physical or verbal contact, or any other course of conduct directed at an individual that could be reasonably regarded as likely to alarm that individual or place him/her in fear of harm or injury, including physical, emotional, or psychological harm.

## 14. Threatening Behavior Includes, but is not limited to:

- a. Any written or oral communication, conduct or gesture that causes a reasonable apprehension of physical harm to a person or property.
- b. Interference by force, threat, harassment or duress with personal safety, academic efforts, employment and/or participation in College-sponsored activities.

Note: A student can be responsible for threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.

## 15. Threatening or Causing Physical or Other Harm to any Person

Includes any conduct that threatens or causes physical injury or endangers another person's or one's own health or safety including, but not limited to: physical violence, assault, or the threat to use physical violence; use or possession of fireworks, gunpowder, dangerous chemicals, or explosive materials; and blocking or preventing the use of or access to fire exit doors and building hallways, etc.

## 16. Unauthorized Access and Use of Facilities and Services

Includes, but is not limited to:

- a. Unauthorized access or entry (as determined by a College official) to College buildings, structures or facilities, information systems, or obtaining or providing to another person the means of such unauthorized access.
- b. Unauthorized possession, duplication or use of keys or access cards for any College property.
- c. Continued occupation of any College facility after being requested to leave by a College employee, official or designee acting in the performance of their duties.

## 17. Violations of College Rules, Procedures, and Policies

Students are responsible for making themselves aware of and complying with College policies and guidelines, which can be found on MyCC.

## 18. Violation of Local, State or Federal Laws

Includes engaging in conduct that violates any municipal or county ordinance, federal or state law, including, but not limited to, laws governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, arson, copyright, etc. The conduct process may be instituted without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution.

## 19. Complicity in Violating the Student Code of Conduct

The College does not condone any complicit behavior that assists or results in a violation of this Code. Such behavior includes attempting, aiding, abetting, conspiring to commit, hiring someone to commit, or being an accessory to any act prohibited by this Code. If a student has knowledge of another student, individual, or group committing or attempting to commit a violation of this Code, he or she is required to remove him or herself from the situation and report it to the College.

## Student Conduct Process and Procedures

Any member of the Cambridge College community (e.g., students, faculty or staff) may file a report against a student for violations of the Student Code of Conduct. A report may be filed with the Office of the Dean of Student Affairs. As noted above, however, this Student Conduct Process and Procedure may not govern all reports of student misconduct (e.g., violations of the College's Title IX/Sexual Misconduct Policy. In addition, certain school-, department-, or degree-specific rules, policies, or regulations (including any such rules and policies relating to licensing) may supplement or supersede this Student Conduct Process.

The Dean of Student Affairs (or designee) handles alleged violations of the Student Code of Conduct. When a student has been charged with a violation of the Code, the student will be notified of the charges in writing. Following notification, the Dean of Student Affairs (or designee) will meet with the student charged. The student may have an advisor present during the meeting. If there is more than one accused student in the case, it is within the discretion of the Dean of Student Affairs (or designee) to conduct the meeting(s) either separately or jointly. The Dean of Student Affairs (or designee) may also conduct meetings and interviews with the complaining student(s) and any witnesses, and may collect and review any documentary materials that he/she believes to be relevant to the alleged violation.

A student charged with a violation of the Student Code of Conduct may obtain an advisor to assist the student during the Student Conduct Process. The student advisor may be an individual of the student's choice but must be a member of the Cambridge College faculty, staff, or student body. The student must provide at least 24 hours prior notice of his/her/their advisor before any meeting or conference during which the student wishes the advisor to attend. If the Dean of Student Affairs or designee does not give prior approval of the advisor, the advisor may be dismissed at the time of the hearing. If a student and/or group or organization is found responsible for a violation of the Student Code of Conduct, the Dean of Student Affairs (or designee) shall determine the sanction(s) to be imposed. The student and/or group or organization (and a complainant who believes s/he was the victim of another student's conduct) will receive the determination and sanction(s) imposed, if any, in writing.

## Sanctions

The following sanctions/consequences may be imposed by the College for a violation of the Student Code of Conduct (unless stated otherwise in the Code).

- a. Verbal warning
- b. Written warning
- c. Probation - A period of observation and review of conduct during which the student or organization must demonstrate compliance with College standards. Terms of this probationary period will be determined at the time probation is imposed.
- d. Permanent or temporary removal from a course.
- e. Permanent or temporary removal from a program.
- f. Restitution - Restitution is monetary compensation required of students who have taken, misused, damaged, or destroyed College property or the property of another. Amounts charged to students may include cost to repair, replace, recover, clean, or otherwise account for the property affected.
- g. Suspension - the student or organization has temporary loss of student status for a specified length of time.
- h. Expulsion from the College
  - a. Expulsion is the most serious disciplinary action and means the permanent removal of the student from the College. Expulsion includes forfeiture of all rights and degrees not actually awarded at the time of the expulsion, notification of expulsion to the student and/or permanent notation of the action on the student's record. A "W" grade will be recorded on the permanent record for each course on the student's schedule at the time of expulsion. The student may no longer participate for any purpose in any College activity or be on College property owned, operated, leased, or maintained for any purpose except when engaged in official business approved in writing by the Dean of Student Affairs (or designee). The College takes this sanction very seriously. If the Dean of Student Affairs (or designee) believes that expulsion is warranted, s/he will make a recommendation to the Provost who will constitute a committee to evaluate the recommendation. The committee may also consult with the College President on an "as needed" basis. The committee will make the decision as to expulsion.
- i. Other Sanction-Other sanctions may be imposed instead of, or in addition to, specific sanctions listed in this section. These may include, but are not limited to: recommendations for counseling, establishment of mandatory behavior conditions/contract-signing stating agreed-upon behavior expectations for continued enrollment or re-enrollment; loss of access to College computers and/or network; a specific project designed to assist the student in better understanding the overall impact of his or her behavioral infraction; a contract of terms for restitution of damages/stolen property before enrollment is continued and/or records are released; suspension without pay from an on-campus job; and suspension from participation in extracurricular activities, interscholastic or leadership positions, or community service.
- j. Revocation of Admission and/or Degree — Admission to or a degree awarded from the College may be revoked for fraud, misrepresentation, or other violation of College standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.
- k. Withholding Degree — The College may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Code of Conduct, including the completion of all sanctions imposed, if any.

More than one of the sanctions listed above may be imposed for any single violation. Sanctions of suspension, expulsion or revocation or withholding of a degree will become a permanent part of a student's record. The following sanctions may be imposed upon groups or organizations:

- a. Those sanctions listed above.
- b. Loss of selected rights and privileges for a specified period of time.
- c. Loss of Recognition — College student organizations may lose recognition and will be deprived of the use of College resources, the use of the College's name, and the right to participate in College or campus-sponsored activities. This loss of recognition may be for a specific period of time or for an indefinite period of time until all stated conditions are met.

## Interim Suspension

In certain circumstances, the Dean of Student Affairs (or designee) may impose an interim suspension prior to the completion of the conduct process. An Interim suspension may be imposed to ensure the safety and well-being of members of the College community or the preservation of College property or if the student poses an ongoing threat of disruption of, or interference with, the normal operations of the college. During the interim suspension, the student may be denied access to the College campus (including classes) or to a particular building or part of the College property. S/he may also be permitted to access certain College property only at select times and on select days. The terms of any suspension shall be determined by the Dean of Student Affairs (or designee), in consultation with the Provost. Interim suspension does not replace the regular process, which shall proceed on the normal schedule.

## Requesting a hearing

If a student disagrees with the decision reached by the Dean of Student Affairs (or designee) or with any or all of the sanctions imposed, s/he may request a hearing before a hearing committee. If appealing a decision that resulted in a warning only, the case is only eligible for a review of written documentation by the Provost (or designee). The hearing committee process will not apply.

Process for Requesting a Hearing: The request for the hearing must be made in writing within five (5) business days following the Dean of Student Affairs' (or designee's) written notification of the conduct decision to the student.

## Hearing Committee Make-up

The hearing committee will consist of three (3) people selected from a pool of hearing members appointed by the Dean of Student Affairs (or designee). The appealing student, and any other student-party to the underlying student conduct process, shall be given written notice of the time, date and place of the hearing, the reason for the assigned decision and sanction, a list of potential witnesses (unless by doing so would compromise their safety), and the list of hearing committee members. If any student who participates in the hearing committee process believes that one or more members of the hearing committee has a conflict of interest, that student shall notify the Dean of Student Affairs (or designee) immediately and, in any event, at least forty-eight (48) hours prior to the hearing.

## Timing

The hearing must begin within twenty (20) business days of receipt of the student's request and proceed as promptly as possible. (Upon mutual agreement between the student and the College, the timeline may extend past the twenty business days.) The appealing student, and any other student-party to the underlying student conduct process, may attend the hearing, present evidence and witnesses, and hear witnesses. Questions to witnesses may be directed through the hearing committee chair.

## Rules and Regulations

1. For the hearing, students are entitled to be accompanied by one advisor.
2. The student's advisor shall have no role at the Hearing other than to advise the student. The advisor shall not be permitted to ask or answer questions or to make oral arguments or otherwise disrupt or delay the hearing.
3. Pre-Hearing Conference: The College will convene a pre-hearing conference for the appealing student, and for any other student-party to the underlying student conduct process. Each student will receive notification of this meeting by a letter explaining the nature of the appeal. The purpose of this meeting is for the Dean of Student Affairs or designee to familiarize the students with the hearing process and to allow the students to prepare for the hearing.
4. The chair of the hearing committee will establish what will govern the hearing by following the guidelines below:
  - a. Witness lists and all documents to be presented in the hearing will be exchanged between the Dean of Student Affairs (or designee) and the appealing student prior to the hearing. This process will be coordinated by the Dean of Student Affairs (or designee) and copies of the information will be provided to the hearing committee at the beginning of the hearing.
  - b. All individuals present will be introduced.
  - c. The Dean of Student Affairs (or designee) will elect a representative to present the complaint and decision of the Dean of Student Affairs, citing, where applicable, the specific policy(ies), rule(s), or regulation(s) at issue.
  - d. The appealing student will be given an opportunity to respond briefly.
  - e. The Dean of Student Affairs (or designee) will elect a representative to briefly present relevant information. Witnesses and documents may be presented. The appealing student may request that the hearing committee ask certain questions of the witness(es).
  - f. The appealing student will be given an opportunity to respond briefly. Witnesses and documents may be presented. The hearing committee may pose questions to the witness(es). The hearing committee retains the discretion to determine which materials to consider, which witnesses contain relevant information, and which questions are appropriate to ask the witnesses.
  - g. In its discretion, the hearing committee may elect to allow any other student-party to the underlying student conduct process (i.e. the non-appealing student(s)) the opportunity to present relevant information and/or to pose relevant questions, through the Committee to the witness(es).
  - h. The appealing student will be given an opportunity to ask questions.

- i. The Dean of Student Affairs and appealing student will be allowed to present summation statements.
  - j. All participants are expected to act in a courteous fashion and to respect the protocols established by the chair of the hearing committee. Interruptions, name-calling, threats, or other rude or inappropriate behavior will result in sanctions or disciplinary actions being imposed on the offending party.
  - k. The hearing committee may proceed with its hearing and make its determinations and recommendations without the presence of the student if the committee determines that the student was properly notified of the hearing and fails to attend without good cause.
5. Questions from the student(s) to witnesses or to other students will be directed through the Hearing Committee Chairperson.
  6. Unless the law requires, the hearings are not open to the public.

## Hearing Decision

Following the hearing, the hearing committee will deliberate and determine whether to affirm, modify, or reject the decision(s) of the Dean of Students (or designee). The decision of the hearing committee will be based solely upon matters introduced into evidence during the hearing. In the case of an appeal concerning a sanction, the hearing committee may maintain or lessen the sanction's impact, but cannot assign a more significant sanction. A vote of two committee members will be considered a majority decision and will be presented in writing, no later than twenty (20) business days after the conclusion of the hearing, to all the student-parties to the hearing committee process.

## Final Appeal

Any student-party to the hearing committee process may appeal the hearing committee's decision in writing to the Provost within five (5) business days of the committee's decision. This final level of appeal is a review of written documentation only. If it is not filed within this time, the student will waive his or her final appeal opportunity.

1. Appeal Procedures: All appeals must be submitted in writing directly to the Provost. All appeals must include the name, address, and telephone number of the appealing student; and must clearly explain, in detail, the basis for the appeal. The basis for the appeal must address one or more of the followings in detail:
  - a. Whether appropriate procedures were followed;
  - b. Whether the sanctions imposed are appropriate, reasonable or just;
  - c. Whether the decision was supported or unsupported by evidence; and/or
  - d. Whether all relevant information was available at the time of the hearing.
2. If the appealing student fails to follow through with the above-outlined process, the appeal opportunity will be forfeited.
3. Provost Decision: After reviewing the hearing committee's written decision, along with the written appeal from the student, the Provost shall have ten (10) business days to render a written decision. The decision shall be final, binding, and mailed, by first-class mail, to all the student-parties to the hearing committee process.

## Record Keeping

All sanctions or disciplinary actions are recorded and maintained by the Dean of Students.

## External Resources

### State Education Commissions

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

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

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

Massachusetts — Massachusetts Board of Higher Education, One Ashburton Place, Room 1401, Boston, MA 02108 • 617-994-6950  
• <https://www.mass.edu/forstufam/complaints/complaints.asp>

Puerto Rico — Puerto Rico Department of State - Office of Registration and Licensing of Educational Institutions, PO Box 9023271, San Juan, Puerto Rico 00902-3271 • 787-722-2121 • [www.estado.pr.gov](http://www.estado.pr.gov)

### Other External Resources

Standards for Accreditation — The NECHE (formerly known as NEASC) complaint procedures are solely for the purpose of addressing significant non-compliance with the Standards for Accreditation, not for individual dispute resolution.

Contact: New England Commission of Higher Education, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514 • 781.425.7785 • email: [info@neche.org](mailto:info@neche.org)

Equal Opportunity, Harrassment, Sexual Harrassment — Please contact:

The United States Equal Employment Opportunity Commission (EEOC)

John F. Kennedy Federal Building, 475 Government Center  
Boston, MA 02203 • 617-565-3200

EEOC offices nationwide are listed online at [www.eeoc.gov](http://www.eeoc.gov)

Massachusetts Commission Against Discrimination (MCAD) • [www.mass.gov/mcad](http://www.mass.gov/mcad)

One Ashburton Place, Sixth Floor, Room 601, Boston, MA 02108 • 617-994-6000  
436 Dwight Street, Second Floor, Room 220, Springfield, MA 01103 • 413-739-2145

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

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

# Suicide Prevention Policy and Intervention Protocol

## I. Rationale

Suicide is one of the most alarming and complex problems faced by our society. It is often preventable, especially in situations where appropriate training allows individuals to intervene with a person at risk. Cambridge College recognizes the need to ensure that members of its community are aware of the resources available to appropriately respond when concerned about the suicide risk of a student exhibiting suicidal behaviors or thoughts, understand that seeking help is encouraged and that help is available. The policy and protocol that follows is intended to establish a culture of seeking and obtaining help for suicidal students among members of the College community.

## II. Policy

### A. DEFINITIONS

**Suicide:** Death from a self-inflicted injury by which the student intended to kill themselves.

**Suicidal Behavior:** Any potentially injurious behavior which is self-inflicted and by which a student intends, or gives the appearance of intending, to kill themselves.

**Suicidal Ideation:** Any self-reported thoughts or feelings about engaging in suicidal behavior.

**Suicide Plan:** A proposed method of self-inflicted injury through which the potential and intentional outcome is death.

**Active Suicidal Ideation with Specific Plan and Intent to Act:** Thoughts of killing oneself with details of plan fully or partially worked out and student has some intent to carry it out.

**Active Suicidal Ideation with Some Intent to Act, without Specific Plan:** Active suicidal thoughts of killing oneself and student reports having some intent to act on such thoughts, as opposed to "I have the thoughts, but I definitely will not do anything about them."

**Actual Knowledge:** The direct and clear awareness of a fact or circumstance, as opposed to inferred or implied knowledge. What a person "must have known" as opposed to "should have known."

**B. Cambridge College is committed to promoting the health and safety of its community. The purpose of this policy is to protect the health and well-being of all students by raising awareness of, having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide in our student population. The College recognizes:**

- (1) that suicide is a problem in the locations we serve, and it is our obligation to confront it.
- (2) the effect of the social stigma associated with mental health conditions, which all too often prevents a person from seeking help when they are at risk of suicide.

- (3) that the social stigma also affects families and makes it difficult for them to return to a normal and productive life.
- (4) that suicide imposes emotional loss and economic burdens on the states and locations in which we deliver academic programs and serve.
- (5) that suicide is a complex multi-factorial (biological, psychological and social) problem.
- (6) that suicide is preventable and that we must develop more effective prevention programs.
- (7) that prevention efforts must be constantly examined and refreshed in light of new facts and deeper understanding.
- (8) the importance of developing a suicide prevention plan that is culturally responsive to the College's environment

### III. Suicide Prevention Guidelines

The purpose for Suicide Prevention Guidelines is to ensure that members of the CC community are provided with educational opportunities that raise awareness for suicide prevention and to provide guidance to faculty, staff, students, and other members of the College community to help prevent suicide.

#### A. CRISIS INTERVENTION INFORMATION

The College will make suicide prevention information and mental health program resources, including but not limited to: guidelines for referral, assistance and immediate assistance; 24-hour assistance resources; and campus, local and national resources, available each semester. This information will be distributed through various means, which may include web pages, campus news sources, and literature distribution.

All incoming students will be provided with information on mental health services and support networks that address mental health topics, including depression, anxiety, stress and suicide prevention during orientation.

#### B. EDUCATION

Students and employees will receive educational material and training opportunities that focus on identifying suicide warning signs, protocols for helping someone in a mental health crisis, campus support networks, and local support resources. The College will:

- develop an educational campaign focused on suicide prevention
- provide student and employee training that will help participants identify someone in crisis, engage with them appropriately, and find assistance
- develop professional development programs on how to promote relationships and feelings of connectedness
- create programs that further a sense of connection on campus
- offer workshops that focus on coping skills.

#### C. OUTREACH

The College will maintain suicide prevention education outreach and engagement efforts, through the following outreach initiative:

- distribute appropriate information supported and/or developed by credible sources, such as the Jed Foundation and the Suicide Prevention Resource Center, that are comprehensive and focus on educational components, helping components, national hotlines, local hotlines, suicide warning signs, and local resource information
- create a dedicated web page for Suicide Prevention efforts on campus

- utilize national and local initiatives to support on campus efforts
- establish and maintain partnerships with local community resources
- distribute printed material, such as brochures

## IV. Suicide Prevention And Crisis Response Protocol

### A. PURPOSE

Cambridge College is committed to the safety and health of all members of the College community. The purpose of the Suicide Prevention Protocol is to provide members of the College community tools to respond to students who may be considering suicide.

ALL SUICIDAL BEHAVIOR OR THREATS SHOULD BE TAKEN SERIOUSLY. IN CASE OF AN EMERGENCY, PLEASE DIAL 911 IMMEDIATELY. IN CASE OF AN ON-CAMPUS EMERGENCY, ALSO NOTIFY CAMPUS SECURITY AS FOLLOWS:

Boston Campus ..... 617-873-0111 (Ext. 1111 within Cambridge College)  
 Lawrence Campus .....617-873-0474  
 Springfield Campus .....413-733-6061  
 Southern California Campus ..... 909-652-6911 (Chaffey College Police Dept.)  
 Puerto Rico Campus .....787-641-0099 (Front Desk Security)

### B. SUICIDE WARNING SIGNS

According to the American Foundation for Suicide Prevention\*, while there is no single cause for suicide, people at risk tend to exhibit one or more warning signs. Suicide most often occurs when stressors and health issues converge to create an experience of hopelessness and despair.

#### Risk factors

Risk factors are characteristics or conditions that increase the chance that a person may try to take their life.

- Mental health conditions
  - Depression
  - Substance use problems
  - Bipolar disorder
  - Schizophrenia
  - Personality traits of aggression, mood changes and poor relationships
  - Conduct disorder
  - Anxiety disorders
- Serious physical health conditions including pain
- Traumatic brain injury
- Access to lethal means including firearms and drugs
- Prolonged stress, such as harassment, bullying, relationship problems or unemployment
- Stressful life events, like rejection, divorce, financial crisis, other life transitions or loss
- Exposure to another person's suicide, or to graphic or sensationalized accounts of suicide
- Previous suicide attempts
- Family history of suicide
- Childhood abuse, neglect or trauma

### Protective Factors

- Access to mental health care, and being proactive about mental health
- Feeling connected to family and community support
- Problem-solving and coping skills
- Limited access to lethal means
- Cultural and religious beliefs that encourage connecting and help-seeking, discourage suicidal behavior, or create a strong sense of purpose or self-esteem

### Warning signs

Something to look out for when concerned that a person may be suicidal is a change in behavior or the presence of entirely new behaviors. This is of greatest concern if the new or changed behavior is related to a painful event, loss, or change. Most people who take their lives exhibit one or more warning signs, either through what they say or what they do.

### Talk

If a person talks about:

- Killing or hurting themselves
- Feeling hopeless
- Having no reason to live
- Being a burden to others
- Feeling trapped
- Unbearable pain

### Behavior

Behaviors that may signal risk, especially if related to a painful event, loss or change:

- Increased use of alcohol or drugs
- Looking for a way to end their lives, such as searching online for methods
- Prior suicide attempt
- Withdrawing from activities
- Isolating from family and friends
- Sleeping too much or too little
- Visiting or calling people to say goodbye
- Giving away prized possessions
- Aggression
- Fatigue

### Mood

People who are considering suicide often display one or more of the following moods:

- Depression
- Anxiety
- Loss of interest
- Irritability
- Humiliation/Shame
- Agitation/Anger
- Relief/Sudden Improvement

\*<https://afsp.org/risk-factors-protective-factors-and-warning-signs#risk-factors>

### C. Suicide Prevention Procedures for Puerto Rico Campus

**A student should be immediately referred for assistance according to the procedures outlined below.**

#### Student Active Suicidal Behavior

1. Any member of the College community who has actual knowledge that a student has just engaged in, is in the process of engaging in, or is about to engage in suicidal behavior on campus, shall immediately contact emergency personnel by calling 911.
2. Take the student seriously and, if possible, stay with them. Keep talking to them and call the emergency ASSMCA hotline at 1-800-981-0023 with them while you wait for emergency personnel to arrive. Keep yourself and others safe if the person is demonstrating signs of intense aggression or threatening behavior.
3. Notify Campus Security for the Puerto Rico Campus at 787-641-0099 (Front Desk Security).
4. Contact the Professional Counselor or designee at 787-296-1101 extension 5 as soon as practical to report the incident.
5. For off-campus emergencies, call 911 immediately, then the emergency ASSMCA hotline at 1-800-981-0023 or an emergency mental health center.
6. The Professional Counselor or designee shall immediately notify the student's emergency contact of record. (Contact information for emergency contacts can be found in Jenzabar under 'Work with Students' - 'Emergency Contacts'.)
7. The Professional Counselor or designee will follow up to provide resources, such as academic accommodations, phone numbers for crisis hotlines and emergency services providers, and additional resources.
8. Once the student is under the care of emergency personnel, College staff will not interfere with the professional judgment of emergency personnel, even if the student is uncooperative or refuses medical assistance.
9. A student who has engaged in active suicidal behavior shall be required to be assessed by a licensed mental health professional to determine the level of continued suicide risk posed and whether they are capable of continuing their education per the College's Readiness to Return Policy. Any documentation will be reviewed by the Professional Counselor or designee.

#### Stated Plans or Intentions to Attempt Suicide (Threats of Suicide)

1. Any member of the College community who has actual knowledge that a student has stated plans or intentions to attempt suicide shall take the threat very seriously and contact the Professional Counselor or designee immediately at 787-296-1101 extension 5.
2. Talk to the student, if possible, and encourage them to call the emergency ASSMCA hotline at 1-800-981-0023.
3. The Professional Counselor or designee will meet with the student to assess the situation and assist them with obtaining appropriate care and support as necessary.
4. Based on the information received, the Professional Counselor or designee shall determine whether the protocol should be activated.
5. If the protocol is activated, the Professional Counselor or designee shall attempt to contact the student's emergency contact of record.



- The Professional Counselor or designee may help identify support resources and strategies and/or develop a follow-up action plan for the student.
- The Professional Counselor or designee may require that a student who has stated plans or intentions to attempt suicide be assessed by a licensed mental health professional to determine the level of suicide risk posed and whether they are capable of continuing their education per the College's Readiness to Return Policy. Any documentation will be reviewed by the Professional Counselor or designee.

### Suicide Prevention Crisis Hotlines

If you or someone you know is thinking about suicide, please call one of the 24-hour crisis hotline numbers below right away:

- Emergencias: 911
- Línea PAS de ASSMCA: 1-800-981-0023 <https://lineapas.assmca.pr.gov>
- La Línea PAS está disponible las 24 horas del día, los 365 días del año. La Línea PAS te ofrece: sesión de desahogo, consejería en crisis y apoyo emocional, cernimiento preliminar a nivel psicosocial, coordinación de evaluación psiquiátrica y psicológica, tele-enlaces y referidos.
- Suicide Prevention Lifeline – Red Nacional (TALK): 1-800-273-8255
- Centro de Control de Envenenamiento (Poison Help): 1-800-222-1222

### National resources

- IMAlive Suicide Prevention Hotline 800-784-2433
- National Suicide Prevention Lifeline at 1-800-273-TALK (8255)
- Press # 1 if you are a Veteran
- American Foundation for Suicide Prevention (AFSP) [www.afsp.org](http://www.afsp.org)
- Jed Foundation [www.jedfoundation.org](http://www.jedfoundation.org)
- Samaritans Statewide Hotline. Call or Text: 1-877-870-HOPE (4673)
- The Trevor Helpline. 866-4-U-TREVOR (488-7386)
- Specifically for Lesbian, Gay, Bisexual and Transgender youth and young adults
- [National Organization for People of Color Against Suicide \(NOPCAS\)](http://www.nopcas.org)
- [Suicide Prevention Resource Center](http://www.sprc.org)
- [American Association of Suicidology](http://www.suicidologia.org)
- [National Action Alliance for Suicide Prevention](http://www.nationalactionalliance.org)
- [Partnership for Workplace Mental Health](http://www.workplacementalhealth.org)
- [Stop A Suicide](http://www.stopasuicide.org)

### Links of interests:

- Organización Mundial de la Salud. Sección de Prevención del suicidio: [http://www.who.int/mental\\_health/prevention/suicide/suicideprevent/es/](http://www.who.int/mental_health/prevention/suicide/suicideprevent/es/)
- Project ATTEMPTERS. Devoted to Those Who Attempted Suicide: <http://projectattempters.com/>
- Programa ConVida: <http://convidauprrp.wordpress.com/>
- Asociación Internacional para la Prevención del Suicidio: <http://iasp.info/es/index.php>
- American Association of Suicidology: <http://www.suicidologia.org/home>
- Instituto Hispanoamericano de Suicidología: <http://www.suicidologia.com.mx/radio.html>

- Asociación Mexicana de Suicidología: <http://www.suicidologia.org.mx/>
- National Suicide Prevention Lifeline: <http://www.suicidepreventionlifeline.org/>
- SAMHSA: Suicide prevention: <http://www.samhsa.gov/prevention/suicide.aspx>
- Suicide Prevention Resource Center: [http://www.sprc.org/about\\_sprc](http://www.sprc.org/about_sprc)
- Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention/suicide/index.html>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3809451/>

<https://www.sprc.org/resources-programs/risk-protective-factors-racial-ethnic-populations-us>

## Title IX Sexual Harassment Policy

### I. Cambridge College Values and Purpose of Policy

#### A. Statement of Institutional Values

Cambridge College ("CC" or "the College") is committed to establishing and maintaining an educational and employment environment that is free from sexual harassment, as defined below. This policy governs investigations and determinations of claims of sexual harassment that would, if proven, constitute a violation of Title IX and the Massachusetts Act Relative to Sexual Violence on Campus. Claims of sexual misconduct other than Title IX sexual harassment will be considered under the Cambridge College Sexual Misconduct Policy. Claims of sex discrimination that would not violate Title IX, if proven, will be considered under the College's Non-Discrimination Policy.

Sexual harassment is a violation of a person's rights, dignity, and integrity, and is contrary to the mission and values of the College. Acts of sexual harassment are strictly prohibited and will not be tolerated.

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

The College is committed to establishing and maintaining an environment free of all forms of sexual harassment. Sexual harassment, as defined in this policy, is a form of sex discrimination that unjustly deprives a person of equal treatment. It is prohibited by Title IX of the Educational Amendments of 1971, a federal law that provides that:

No person in the United States shall, on the basis of sex, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Sexual harassment is also prohibited under Title VII of the Civil Rights Act of 1964, Massachusetts General Laws Chapter 6, section 168E and 151B, and other applicable statutes. This policy prohibits sexual harassment committed by any CC community member, regardless of gender related status.

The College is committed to ensuring that any response to a Formal Complaint of sexual harassment will treat the Complainant(s) and the Respondent(s) equitably by providing remedies to the Complainant(s) and by following a grievance process compliant with the applicable federal regulations set forth in 34 C.F.R. §106.45 and Massachusetts regulations promulgated under MGLc 6, sec 168E, as applicable. As such, the College is committed to the following principles in its investigations of Formal Complaints:

- A Respondent is presumed to be not responsible until/unless a determination has been made;
- The burden of proof and burden of gathering evidence sufficient to reach a determination rest on the College, not the Complainant and/or the Respondent;
- All relevant evidence will be evaluated objectively;
- Credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness;
- The Complainant and the Respondent will have equal opportunities to present witnesses (fact and expert) and to present other inculpatory and exculpatory evidence;
- The Complainant and the Respondent are not restricted from discussing the allegations under investigation; and
- The Complainant and the Respondent will have equal opportunities to inspect and review any evidence.

### **B. Purpose & Scope of Policy**

The purpose of this policy is to provide the CC community with a clear set of behavioral standards, definitions, and descriptions of sexual harassment. The policy is intended to protect and guide CC community members who have been affected by sexual harassment, whether as a Complainant, a Respondent, or a third party.

When used in this policy, "Complainant" refers to those persons who have made a Formal Report to the College that they are alleged to have been the victim of conduct that could constitute sexual harassment. "Respondent" refers to those persons who have been identified in a Formal Report to be the perpetrator of conduct that could constitute sexual harassment. "Third party" refers to any other person with information concerning a Formal Complaint of prohibited conduct, including any witness to the incident or any individual who makes a report to the College concerning someone else. "Employee" refers generally to all staff and faculty members, unless otherwise specified. A "Formal Complaint" is a document filed and signed by a Complainant or by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the College investigate the allegation. At the time of the Formal Complaint, the Complainant must be participating in or attempting to participate in the education program or activity of the College. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or Deputy Title IX Coordinator for Students or to any official who has authority to institute corrective measures on behalf of the College.

In addition to defining prohibited conduct relating to sexual harassment that violates the standards of our community, this policy will also:

- Identify resources for all CC community members who are impacted by conduct prohibited by this policy;
- Identify the College's Title IX Coordinator and Deputy Title IX Coordinator for Students, and their roles;
- Identify the roles of the Title IX Investigator(s) and Title IX Decision-maker(s).
- Provide information about where a CC community member can obtain confidential support and access resources without making a Formal Report to the College's Title IX Coordinator or the Deputy Title IX Coordinator for Students;
- Provide information about how a Complainant can report an incident of sexual harassment to the College, to outside law enforcement, or to neither; and,
- Provide information about how a Formal Complaint of sexual harassment concerning a CC community member will be investigated, evaluated, and resolved by the College.

This policy applies to the behavior of all CC community members, including students, faculty, and staff, that occurs within the educational programs and activities sponsored by the College. All CC community members are responsible for their actions and behavior.

Any individual affiliated with the College may make a report of sexual harassment to the Title IX Coordinator or the Deputy Title IX Coordinator for Students. Only a Complainant who is affiliated with the College may make a Formal Complaint alleging a violation of this policy. The College will provide resource options and respond promptly and equitably to all Formal Complaints of sexual harassment involving a CC community member. The College will engage in a Title IX investigation during which it is committed to maintaining fairness for all parties and balancing the needs and interests of individuals with the safety of the community.

Violations of this policy may result in disciplinary action. Depending on the nature of the violation, disciplinary consequences for violations of this policy may include denial of privileges, written warnings, disciplinary probation, suspension, and expulsion for students, and may include warnings (verbal or written), demotions, suspensions, and termination for employees. In addition, the College community should be aware that the conduct described in this policy may also violate federal or state laws and regulations.

Cambridge College reserves the right to amend or modify this policy at any time.

## **II. Statement on Privacy, Confidential Resources, & Other Resources**

### **A. Privacy & Confidentiality**

The College is committed to respecting the privacy of all individuals involved in a Formal Complaint of sexual harassment. In any Title IX review of a Formal Complaint, every effort will be made to protect the privacy and interests of the individuals involved in a manner that is consistent with the need for a thorough review of the allegations of the Formal Complaint. Such a review is essential to protecting the safety of the Complainant, the Respondent, and the broader campus community, and to maintaining an environment free from sexual harassment.

At all times, the College will respect and safeguard the privacy of those involved in a Formal Complaint of sexual harassment, and information relating to such a Formal Complaint will be shared only with individuals who “need to know” in order to assist in the College’s Title IX investigation and/or resolution of the Formal Complaint. In some cases, the Complainant may wish to keep his/her/their identity or other aspects of an incident confidential or may request that the College not pursue a Title IX investigation. In such cases, the College must balance these requests against the College’s responsibility to provide a safe environment free from sexual harassment for all CC community members. This responsibility may require that the College disclose certain aspects of the Formal Complaint to the alleged perpetrator, law enforcement officials, or others with a need to know such information. The College will seek to respect the request of the Complainant and, where it cannot do so, it will consult with the Complainant and keep her/him/them informed about the chosen course of action.

When considering a request for confidentiality, the College’s Title IX Coordinator will determine the degree of confidentiality that can be afforded, taking into account a range of factors, including, but not limited to, the following:

- Whether the Respondent is alleged to have committed sexual harassment in the past;
- The risk that the Respondent will commit additional acts of sexual harassment;
- Whether the sexual harassment was perpetrated with a weapon;
- Whether the Complainant is a minor;
- Whether the College possesses other means of obtaining relevant evidence; and,
- Whether the Formal Complaint suggests a pattern of sexual harassment at a particular location or within a particular group.

If the College, having conducted a safety and risk analysis, concludes that a Formal Complaint of sexual harassment represents an immediate threat to the CC campus community, the College may issue a timely notice of the conduct to the CC community to protect the health or safety of the broader campus community. This notice will not contain any biographical or other identifying information of the Complainant.

All Title IX investigative and sanction proceedings, and all related notices or statements issued by the College, will comply with the requirements of the Family Educational Rights and Privacy Act (FERPA), the Clery Act, Title IX, MGLc 6, sec 168E, other applicable law, and College policy. No information shall be released from such proceedings by the College, except as required or permitted by law or College policy.

## **B. Confidential Resources**

Cambridge College encourages victims of sexual misconduct to talk with a trained counselor about the incident. If a member of the College community wishes to obtain confidential assistance through on-campus or off-campus resources without making a Formal Complaint with the College, he/she/they may use the following Confidential Resources:

### ***On-Campus Resources***

Employee Assistance Program (EAP)  
1-800-386-7055  
[www.ibhworklife.com](http://www.ibhworklife.com)

### ***Off-Campus Resources***

Boston Area Rape Crisis Center  
99 Bishop Allen Drive  
(BARCC):  
Cambridge, MA 02139  
(800) 841-8371 (24 hour hotline)  
[www.barcc.org](http://www.barcc.org)

BARCC provides counseling, legal advice, and advocacy to help victims consider their options; medical advocates to accompany them to the hospital; and legal advocacy. All services are free and available to victims of sexual misconduct and their friends/family.

The Network/La Red:  
PO Box 6011  
Boston, MA 02114  
(617) 742-4911  
<http://tnlr.org/en/>

Provides free advocacy, support, and safety planning for LGBTQ victims of domestic and dating violence.

REACH Beyond Domestic Violence:  
PO Box 540024  
Waltham, MA 02454  
(800) 899-4000 (free hotline)  
(781) 891-0724 (office)  
[www.reachma.org](http://www.reachma.org)

Provides free safety planning, advocacy, 24-hour hotline staffed by domestic violence crisis counselors, and shelter and support services to victims of domestic and dating violence.

Fenway Health Center:  
1340 Boylston Street  
Boston, MA 02215  
(617) 267-9001 (help line)  
(617) 267-0900  
[www.fenwayhealth.org](http://www.fenwayhealth.org)

Provides comprehensive health services for the LGBTQ community and beyond. Also provides support via the above help line.

Victims Right Law Center:  
115 Broad Street  
Boston, MA 02110  
(617) 399-6720  
[www.victimrights.org](http://www.victimrights.org)

Provides free lawyers to represent victims on court-ordered no contact orders, school-based complaints, immigration, and other legal matters related to sexual assault and violence. Assistance is available in both English and Spanish.

The organizations identified above are available to offer support services and are able, if requested, to maintain the confidentiality of the victim’s identity. If confidentiality is a concern, the victim should clarify the extent to which information should be kept confidential before disclosing information about the incident.

### C. Other Campus Resources

In addition to the Confidential Resources listed above, all CC community members have access to a variety of resources provided by the College that can provide crisis intervention services, counseling, and academic support. All of the staff listed below are trained to support individuals affected by sexual harassment and to coordinate with the Title IX Coordinator or the Deputy Title IX Coordinator for Students consistent with the College's commitment to a safe and healthy educational environment. While not bound by confidentiality, these resources will nevertheless maintain the privacy of an individual's information within the limited circle of those involved in the Title IX resolution process.

#### Campus Safety:

John Spinard  
500 Rutherford Avenue  
Boston, MA 02129  
617-873-0169  
John.spinard@cambridgecollege.edu

#### Associate Provost for Student Learning Outcomes Assessment:

Tracy McLaughlin  
500 Rutherford Avenue  
Boston, MA 02129  
617-873-0150  
Tracy.McLaughlin@cambridgecollege.edu

#### Vice President of Human Resources and Talent Development:

Lauretta Siggers  
500 Rutherford Avenue  
Boston, MA 02129  
617-873-0170  
Lauretta.siggers@cambridgecollege.edu

#### Section 504 Coordinator:

Vera Dimoplou  
500 Rutherford Avenue  
Boston, MA 02129  
617-873-0614  
Vera.Dimoplou@cambridgecollege.edu

#### Confidential Resource Provider

Vera Dimoplou  
500 Rutherford Avenue  
Boston, MA 02129  
617-873-0614  
Vera.Dimoplou@cambridgecollege.edu

### D. Administrative Resources

Various administrative agencies can provide resources and legal assistance for victims of sexual harassment. Some agencies in the local Boston-area community include:

Massachusetts Commission Against Discrimination (MCAD)  
John McCormack Building  
One Ashburton Place  
Sixth floor, Room 601  
Boston, MA 02108  
(617) 994-6000

The MCAD prohibits sexual discrimination, including sexual harassment and gender related status harassment, in the workplace. The statute of limitations for filing a complaint is 300 days from the last date of discrimination.

#### Equal Employment Opportunity Commission (EEOC)

JFK Federal Building  
475 Government Center  
Boston, MA 02203  
(800) 669-4000

The EEOC prohibits discrimination, including sexual harassment, in the workplace. The statute of limitations for filing a complaint is 300 days from the last date of discrimination.

#### U.S. Department of Education, Office for Civil Rights (OCR)

5 Post Office Square, 8th floor  
Boston, MA 02109  
(617) 289-0111

For assistance related to civil rights, students may visit the Department of Education, Office for Civil Rights website at <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>, which provides information regarding the address and phone number of the OCR office that serves their area, or they may call 1-800-421-3481. While OCR complaints should generally be filed within 180 days of the last date of the alleged discrimination, OCR may extend this filing deadline in a variety of circumstances.

## III. Prohibited Conduct & Definitions

The College prohibits all forms of sexual harassment, as defined below. The College also prohibits retaliation relating to any Formal Complaint of sexual harassment.

### A. Definition of Sexual Harassment

Under Title IX, sexual harassment is a form of unlawful sex discrimination and consists of three basic types:

- 1. *Quid Pro Quo Harassment*:** Any action by a College employee in which submission to conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual's education, grades, recommendations, or extra-curricular or employment opportunities.
- 2. *Unwelcome Conduct*:** Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity.
- 3. *Sexual Assault, Dating Violence, or Stalking*:** "Sexual assault" as defined in 20 U.S.C. §1092(f)(6)(A)(v), namely, "an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. "Dating violence" as defined in 34 U.S.C. § 12291(a)(1), namely, "violence committed by a person – (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) the length of the relationship; (ii) the type of relationship; and (iii) the frequency of interaction between the persons involved in the relationship." "Stalking" as defined in 34 U.S.C. § 12291(a)(30), namely, "engaging in a course of conduct directed at a specific person that would cause a reasonable person to- (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress."

In any type of sexual harassment noted above, the effect will be evaluated based on the standard of a reasonable person in the position of the Complainant.

### B. Forms of Prohibited Sexual Harassment

In some cases, sexual harassment is obvious and may involve an overt action, a threat, or a reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment can take many forms, including but not limited to:

- It can occur between persons of equal power status (e.g., student to student, staff to staff, faculty member to faculty member, visitor/contracted employee to staff) or between persons of unequal power status (e.g., supervisor to subordinate, faculty member to student, student leader to first-year student). Although sexual harassment often occurs in the context of an exploitation of power by the individual with the greater power, a person who appears to have less power in a relationship can also commit sexual harassment (e.g., student harassing faculty member).
- It can be committed by an individual or may be a result of the collective actions of an organization or group.
- It can be committed against an individual, an organization, or a group.
- It can be committed by an acquaintance, a stranger, or someone with whom the Complainant has a personal, intimate, or sexual relationship.
- It can occur by or against an individual of any sex, gender identity, gender expression, or sexual orientation.
- It does NOT have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Examples of behavior that might be considered sexual harassment include, but are not limited to:

- Unwanted sexual innuendo, propositions, sexual attention or suggestive comments and gestures; unwanted indecent exposure towards another person; humor and jokes about sex or gender-specific traits; sexual slurs or derogatory language directed at another person's sexuality, gender, gender identity, sexual orientation or gender expression; insults and threats based on sex, gender, gender identity, sexual orientation or gender expression; and other oral, written or electronic communications of a sexual nature that an individual communicates is unwanted and unwelcome;
- Unwelcome leering or whistling at another in a sexually suggestive manner;
- The creation, display, or distribution of sexually explicit drawings, pictures, or written materials; sexually charged name-calling; sexual rumors or ratings of sexual activity/performance; or the circulation, display, or creation of e-mails or websites of a sexual nature;
- Non-academic display or circulation of written materials or pictures degrading to an individual or gender group;
- Unwelcome and objectively inappropriate physical contact or suggestive body language, such as touching, patting, pinching, hugging, or kissing, or brushing against an individual's body;
- Undue and unwanted sexual attention, such as repeated flirting, objectively inappropriate or repetitive compliments about clothing or physical attributes, sexual activities, or sexual prowess; objectively inappropriate inquiries into one's sexual activities; or making sexually oriented gestures;

- Physical coercion or pressure of an individual to engage in sexual activity or punishment for a refusal to respond or comply with sexual advances;
- Change of academic or employment responsibilities (increase in difficulty or decrease of responsibility) based on sex, gender identity, sexual orientation, or gender expression;
- Use of a position of power or authority to: (1) threaten or punish, either directly or by implication, for refusing to tolerate harassment, for refusing to submit to sexual activity, or for reporting harassment; or (2) promise rewards in return for sexual favors;
- Sexual assault;
- Sexual Violence: Engaging in physical sexual acts with someone who has not given her/his/their consent or who is incapable of giving consent. This includes rape, sexual assault, battery, and sexual coercion. Sexual violence may involve individuals who are known to one another or have an intimate and/or sexual relationship (relationship violence), or may involve individuals not known to one another. Examples include, but are not limited to:
  - Having or attempting to have sexual intercourse with another individual without consent. Sexual intercourse includes vaginal or anal penetration, however slight, with a body part or object, or oral copulation by mouth-to-genital contact;
  - Having or attempting to have sexual contact of any kind with another individual without consent. Sexual contact includes kissing, touching the intimate parts of another, causing the other to touch one's intimate parts, or disrobing of another without permission. Intimate parts may include the breasts, genitals, buttocks, mouth or any other part of the body that is touched in a sexual manner; or,
  - Knowingly exposing another individual to a sexually transmitted disease or virus without his or her knowledge.
- Sexual exploitation: An act or acts committed through non-consensual abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit, or any other non-legitimate purpose. The act(s) of sexual exploitation are prohibited even if the behavior does not constitute another sexual misconduct offense. Sexual exploitation may involve individuals who are known to one another, have an intimate or sexual relationship, or may involve individuals not known to one another. Examples include, but are not limited to:
  - Observing another individual's nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved;
  - Non-consensual streaming of images, photography, video, or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties involved;
  - Photographing or taping someone (via audio, video, or otherwise) involved in sexual activity, sexual intercourse/penetration, or in a state of undress, without their knowledge or consent. Even if a person consented to the sexual activity or intercourse/penetration, photographing or taping someone without their knowledge goes beyond the boundaries of that consent. The dissemination of photographs or video/audio of someone involved in sexual activity, intercourse/penetration, or in a state of undress, without their knowledge or consent constitutes a separate and additional act of sexual exploitation;

- Voyeurism, which is the act of observing someone involved in sexual contact/activity or in a state of undress, without their knowledge or consent;
  - Prostituting another individual; or
  - Inducing incapacitation for the purpose of making another person vulnerable to non-consensual activity.
- Stalking and intimidation: A course of conduct involving more than one instance of unwanted attention, harassment, physical or verbal contact, or any other course of conduct directed at an individual that could be reasonably regarded as likely to alarm that individual or place him/her/them in fear of harm or injury, including physical, emotional, or psychological harm. This includes cyber-stalking, a particular form of stalking in which electronic media such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or make unwelcome contact with another person. Stalking and cyber-stalking may involve individuals who are known to one another or have an intimate or sexual relationship, or may involve individuals not known to one another. Prohibited sexual intimidation involves threats to commit unwanted physical contact against someone based on his/her/their sex or gender related status. Examples of stalking and intimidation include, but are not limited to:
    - Unwelcome following or surveillance of another person;
    - Unwelcome appearances at a person's home, work, or place of study;
    - Making/sending frequent and unwelcome phone calls, emails, or text messages to another person;
    - Leaving unwelcome written messages or objects for a person;
    - Making verbal or written threats to harm another based on their sex or gender-related status; or
    - Vandalizing a person's property.
  - Relationship violence: Relationship violence is any intentionally violent or controlling behavior by a person who is currently or was previously in a relationship with the victim. Relationship violence can also involve domestic violence committed by a person with whom the Complainant shares a child and/or residence. Relationship violence includes actual or threatened physical injury, sexual assault, psychological abuse, economic control, and/or progressive social isolation. Relationship violence can occur in all types of relationships. Relationship violence can include, but is not limited to:
    - physical abuse or violence;
    - psychological/emotional abuse, such as demeaning or humiliating language and conduct;
    - controlling/possessive behavior, including social and economic control (such as limiting access to funds or interfering with employment);
    - making him/her/they feel like: he/she/they is walking on eggshells; he/she/they must call his/her/their friends in secret; he/she/they must dress in a certain way; or
    - any sexual exploitation, as defined above, that arises in the context of a relationship.
  - Abusive, disruptive, or harassing behavior, whether verbal or physical, which endangers another's mental or physical health, including but not limited to threats, acts of violence, or assault based on gender related status and/or in the context of intimate partner violence;

- Demeaning verbal or other expressive behavior of a sexual or gendered nature in instructional settings; and
- Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping; harassment for exhibiting what is perceived as a stereotypical characteristic for one's sex, or for failing to conform to stereotypical notions of masculinity and femininity, regardless of actual or perceived gender related status of the harasser or her/his/their target.

### **C. Additional Conduct Related to Sexual Harassment Prohibited by this Policy**

**Aiding or Facilitating Sexual Harassment:** Aiding or facilitating sexual harassment means promoting or encouraging the commission of any behavior prohibited under this policy. Members of the CC community are prohibited both from personally engaging in sexual harassment, as well as from engaging in conduct that assists or encourages another person to engage in sexual harassment.

**Retaliation:** Retaliating or attempting to retaliate or seek retribution against a Complainant, Respondent, or any other individual or group of individuals involved in the investigation and/or resolution of a Formal Complaint of sexual harassment is prohibited. Retaliation can be committed by any individual or group of individuals, not just a Respondent or Complainant. Retaliation may include abuse or violence, other forms of harassment, and/or making defamatory statements about another person.

### **D. Consent, Coercion, & Incapacitation**

Consent to sexual activity must be clear, knowing, and voluntary. Consent must exist from the beginning to the end of each instance of sexual activity and for each form of sexual contact. Consent to one form of sexual contact does not constitute consent to any other forms of sexual contact. Further, consent to engage in a particular sexual act at any given time is not indefinite or ongoing consent to engage in that same act, or any other sexual act, on other occasions. Mutually understandable consent must be obtained by the initiator, or the person who wants to engage in the specific sexual activity, at every stage of sexual interaction.

Consent requires an affirmative, outward demonstration indicating that an individual has freely chosen to engage in sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage freely in sexual activity. Consent is mutually understandable when a reasonable person would consider the words and/or actions of the parties to have expressed a mutually understandable agreement between them to do the same thing, in the same way, at the same time, with one another. Relying on non-verbal communication can lead to misunderstandings. When in doubt, ask before acting.

A lack of consent may be indicated in a variety of ways. First, a verbal "no," even if it sounds indecisive or insincere, must be accepted as a lack of consent. If consent is requested verbally, the absence of any explicit affirmative verbal response constitutes lack of consent. In addition, if at any time a person's words, actions, or demeanor suggest hesitancy, confusion, or uncertainty about engaging in sexual activity, the parties should stop and obtain mutual verbal consent before continuing sexual activity.

Consent may NOT be inferred from silence, passivity, lack of resistance, or lack of an active response alone. A person who does not physically resist or verbally refuse sexual activity is not necessarily giving consent. In the absence of an outward demonstration, consent does not exist. If at any time it is reasonably apparent that either

party is hesitant, confused, or uncertain, both parties should stop and obtain mutual verbal consent before continuing sexual activity. In the absence of mutually understandable words or actions, it is the responsibility of the initiator to make sure that he/she/they have consent from his/her/their partner(s).

A current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent. Even in the context of a relationship, there must be mutually understandable communication that clearly indicates willingness to engage in sexual activity each time such activity occurs.

Consent may be withdrawn by either party at any time. Withdrawal of consent must also be outwardly demonstrated by words or actions that clearly indicate a desire to end sexual activity. Once withdrawal of consent has been expressed, sexual activity must cease.

In Massachusetts, consent can never be given by a minor under the age of 16. In California, consent cannot be given by a minor under the age of 18 unless the minor is married to the alleged perpetrator. In Puerto Rico, consent can never be given by a minor under the age of 16.

Consent cannot be obtained from the use or threat of physical force, intimidation, or coercion, or any other factor that would eliminate an individual's ability to exercise his or her own free will to choose whether or not to have sexual contact. Coercion includes the use of pressure and/or oppressive behavior, including express or implied threats of harm, and severe and/or pervasive emotional intimidation that places an individual in fear of immediate or future harm or physical injury or causes a person to engage in unwelcome sexual activity. A person's words or conduct amount to coercion if they wrongfully impair the other's freedom of will and ability to choose whether or not to engage in sexual activity. If sexual acts were preceded by threats or coercion, there is no consent.

Individuals of any age are considered incapacitated and unable to consent to sexual activity if they are not able to make rational, reasonable judgments. Incapacitation is the inability, temporarily or permanently, to give consent because the individual is mentally and/or physically helpless. Individuals may be incapacitated and unable to consent to sexual activity due to drug or alcohol consumption, either voluntarily or involuntarily, or if the individual is unconscious, asleep, or otherwise unaware that the sexual activity is occurring. Individuals are incapacitated if they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication.

Some indicators of incapacitation may include, but are not limited to:

- lack of control over physical movements or equilibrium;
- lack of awareness of circumstances or surroundings;
- an inability to communicate coherently or other signs of confusion or disorientation; and
- vomiting and/or lack of consciousness.

An individual may experience a blackout state in which he/she/they appear to be giving consent, but do not actually have conscious awareness or the ability to consent. It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person's level of intoxication. The relevant standard that will be applied is whether the Respondent knew, or a sober reasonable person in the same position should have known, that the other party was incapacitated and therefore could not consent to the sexual activity.

Alcohol or drugs impair a person's decision-making capacity, awareness of the consequences, and ability to make informed judgments. However, being intoxicated or impaired by drugs or alcohol is never an excuse to engage in sexual misconduct and does not excuse one from the responsibility to obtain consent. As stated above, even if Respondents are intoxicated they will be found responsible for sexual misconduct if they engage in sexual activity with another person who did not consent to the sexual activity.

## IV. Reporting

When the College receives a Formal Complaint of sexual harassment, it is obligated to take immediate steps to investigate the incident and, where possible, to prevent and remediate any violations of this policy. When the College receives a report of sexual harassment, the Title IX Coordinator will determine whether to instigate a formal Title IX investigation. The College will promptly and thoroughly investigate and respond to all Formal Complaints of sexual harassment. The College will respond to all Formal Complaints in an integrated, consistent manner that treats each individual with dignity and respect. The College will approach each formal Complaint with an earnest intent to understand the perspective and experiences of each individual involved in order to ensure fair and impartial evaluation and resolution.

The College recognizes that the decision whether or not to make a Formal Complaint of sexual harassment is personal, and that there are many barriers to doing so, both individual and societal. Not every individual will be prepared to make a Formal Complaint to the College or to law enforcement, and individuals are not expected or required to pursue a specific course of action. The College recognizes that choosing to make a Formal Report, and deciding how to proceed after making the Formal Complaint, can be a process that unfolds over time. Therefore, an individual does not have to decide whether or not to request disciplinary action at the time the Formal Complaint is made.

The College will respect an individual's autonomy in making these important decisions and will provide support that will assist each individual in making these determinations. The College will also honor a victim's decision as to whether or not to report the incident to law enforcement. A criminal complaint will not terminate the College's internal investigation or its response to a Formal Complaint of sexual harassment in its programs or activities.

### A. Emergency/Immediate Reporting Options

In the event that an individual is the victim of sexual assault or sexual violence, the physical safety and emotional well-being of the person is of primary importance. A victim may have been physically injured in a number of ways, may have been exposed to a sexually transmitted disease, and/or may be at risk of impregnation. The College strongly encourages any person who has been the victim of sexual assault/violence to seek immediate medical attention from the nearest hospital emergency room.

Additionally, if an assault has occurred very recently, there may be physical evidence present that can be collected. Although the collection of physical evidence does not require a victim to pursue criminal or civil charges, preserving evidence allows a victim to make the decision to do so in the future. If a victim is assaulted, he/she/they should not shower, change clothing, or brush his/her/their teeth. The decision to seek medical attention and gather any evidence will remain confidential. Local medical resources include the following:

Beth Israel Deaconess Medical Center:  
Rape Crisis Intervention Program  
330 Brookline Avenue  
Boston, MA 02215  
(617) 667-4645 (Request a Sexual Assault Nurse Examiner (S.A.N.E.))

Brigham and Women's Hospital:  
75 Francis Street  
Boston, MA 02115  
(617) 732-5636 (Request a Sexual Assault Nurse Examiner (S.A.N.E.))

Individuals are strongly encouraged to call 911 if they are feeling unsafe and wish to reach local law enforcement or emergency medical care (including an ambulance) anywhere within the United States. Local law enforcement can also be reached at:

Boston Police Department  
20 Vine Street, Boston, MA 02129  
Phone: (617) 343-4888

Springfield Police Department  
130 Pearl St, Springfield, MA 01105  
Phone: (413) 787-6310

Lawrence Police Department  
90 Lowell St, Lawrence, MA 01840  
Phone: (978) 794-5900

Cuartel General de la Policía de Puerto Rico  
601 Ave Franklin Delano Roosevelt,  
San Juan, 00936, Puerto Rico  
Phone: +1 787-793-1234

Rancho Cucamonga Police Department  
10510 Civic Center Dr, Rancho Cucamonga, CA 91730  
Phone: (909) 477-2800

In addition, Campus Security can be reached at (617) 873-0115 (Boston location)

### **B. Campus Reporting Options**

To enable the College to respond to all Formal Complaints in a prompt and equitable manner, all individuals should make any Formal Complaint of sexual harassment directly to the Title IX Coordinator or to the Deputy Title IX Coordinator for Students. Only the Title IX Coordinator, the Deputy Title IX Coordinator for Students, and College officials who have the authority to institute corrective measures on the College's behalf are responsible for responding to Formal Complaints and reports of sexual harassment.

The College recognizes that a student or employee may choose to report sexual harassment to any trusted employee of the College. For example, a student may choose to confide in a faculty member or an admissions counselor. Likewise, an employee may choose to confide in a supervisor. However, any faculty member, staff member, or other employee who receives a report of sexual harassment is not responsible for responding; he/she/they must immediately share the

report with the Title IX Coordinator or the Deputy Title IX Coordinator for Students. The Title IX Coordinator and the Deputy Title IX Coordinator for Students are specifically charged with overseeing the investigation of and response to allegations of sexual harassment.

Individuals may also choose to use the College's anonymous reporting mechanism by calling the Confidential Reporting Line at (617) 873-0633 (external), extension 1633 (internal).

### **C. Timeframe for Reporting**

Individuals are encouraged to make a Formal Complaint of sexual harassment as soon as possible to maximize the College's and/or law enforcement's ability to respond promptly and equitably. The College does not limit the timeframe for making a Formal Complaint, and upon receipt of any Formal Complaint, regardless of when the incident occurred, the College will conduct a Title IX assessment to determine if an investigation and/or any safety measures are necessary to maintain the safety of the community.

### **D. Coordination with Law Enforcement**

The College encourages Complainants to pursue criminal action for incidents of sexual harassment when the incident constitutes a crime under the law of the jurisdiction where the incident occurred. If an individual chooses to report an incident of sexual harassment to Campus Security, then the College will notify the law enforcement agency with jurisdiction over the alleged crime. To the extent permitted by law, the College will also assist a Complainant in making a criminal report and will cooperate with law enforcement agencies if a Complainant decides to pursue the criminal process.

The College's definitions of sexual harassment and its process and standard of proof for finding a Respondent responsible for sexual harassment differ from those used in criminal prosecutions. Thus, a Complainant may reasonably seek resolution through the College's Title IX Formal Complaint process, may pursue criminal action, may choose one but not the other, or may choose to make a Formal Complaint to both or neither. Law enforcement's determination regarding whether or not to prosecute a Respondent is not determinative of whether the College will conduct a Title IX investigation or conclude that a member of the CC community has committed sexual harassment in violation of this policy. However, any criminal disposition related to the Title IX complaint will be taken into consideration in a Title IX investigation. Proceedings under this policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus. However, the College will, to the extent possible and consistent with its obligations to address promptly Formal Complaints under Title IX, cooperate and coordinate with local law enforcement officers and the prosecutor's office. For example, the College will comply with law enforcement agency requests for cooperation and such cooperation may require the College to temporarily suspend the fact-finding portion of a Title IX investigation while the law enforcement agency gathers evidence. In such cases, the College will promptly resume its Title IX investigation as soon as notified by the law enforcement agency that it has completed its evidence gathering process.

### **E. Amnesty**

The College encourages reporting and seeks to remove any barriers to reporting by making the procedures for reporting transparent and straightforward. The College recognizes that an individual who has been drinking or using drugs at the time of the incident may be reluctant to make a report for fear of being subject to discipline



under the College's Drug and Alcohol Policy. A Complainant who makes a Formal Complaint of sexual harassment will not be subject to disciplinary action by the College for his/her/their own violation of these policies.

#### **F. Bystander Intervention**

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

#### **G. Statement Against Retaliation**

It is a violation of this policy to retaliate in any way against an individual or a group because the individual or group made a Formal Complaint of sexual harassment, was the subject of such a Formal Complaint, or otherwise participated in the College's investigation of such a Formal Complaint.

The College recognizes that retaliation can take many forms, may be committed by an individual or a group against an individual or a group, and that a Respondent can also be the subject of retaliation by the Complainant or a third party. The College will take immediate and responsive action to any report of retaliation and may pursue disciplinary action as appropriate. The Title IX Coordinator will review all reports of retaliation and determine whether to impose immediate corrective action or whether to refer the report for investigation pursuant to the processes identified in this policy. In making this determination, the Title IX Coordinator may consult with others, including the Deputy Title IX Coordinator for Students. An individual who in good faith makes a Formal Complaint of sexual harassment, is the subject of such a Formal Complaint, or otherwise participates in the College's investigation of such a Formal Complaint may not be subject to retaliation even if the Formal Complaint is later not proven.

#### **V. Interim Supportive Measures**

Upon receipt of a Formal Complaint of sexual harassment, the College will provide interim supportive measures and reasonable protective measures to a Complainant and a Respondent to prevent further acts of harassment, and to provide a safe educational and work environment. The College will determine the necessity and scope of any interim supportive measures. Interim supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, to the Complainant or the Respondent before or after the filing of a formal complaint. Such measures are designed to restore or preserve equal access to the College's education programs or activities without unreasonably burdening the other party. Even when a Complainant or Respondent does not specifically request that interim protective action be taken, the College, after conducting an individualized safety and risk analysis and determining an immediate threat to physical health or safety, may choose to impose interim supportive measures at its discretion to ensure the safety of any individual, the broader College community, or the integrity of the review process.

Students seeking such assistance should speak with the Title IX Coordinator or the Deputy Title IX Coordinator for Students, who will coordinate such requests on behalf of the student. The College will maintain contact with the parties to ensure that all concerns are being addressed.

All individuals are encouraged to report concerns about the failure of another individual to abide by any restrictions imposed by an interim supportive measure. The College will take immediate and responsive action to enforce measures previously ordered or implemented by the College.

The College may impose any remedy that can be tailored to the involved parties to achieve the goals of this policy, even if not specifically listed here. The range of interim supportive measures may include, but are not limited to:

**No Contact Order:** A Complainant or Respondent may request, or the College may impose, communication and contact restrictions to prevent further, potentially harmful interaction. These communication and contact restrictions generally preclude in-person, telephonic, electronic, mail, or third-party communications. In some cases, an individual may also wish to consider an Abuse Prevention Order or a Harassment Prevention Order from the local courts. This is a civil proceeding independent of the College. If a court order is issued, the College will, to the extent possible, assist the protected person in benefiting from the restrictions imposed by the court and will also facilitate on-campus compliance with the order. The College may also limit an individual or organization's access to certain College facilities or activities as part of the no contact order.

**Academic or Employment Modifications:** Any party involved in a Title IX investigation may request an academic or employment accommodation after a Formal Complaint of sexual harassment. An individual who requests assistance in changing his or her academic or employment situation after a Formal Report of sexual harassment will receive appropriate and reasonably available accommodations. These may include, but are not limited to:

- Academic accommodations, including a change in class schedule, taking an incomplete, dropping a course without penalty, attending a class via Zoom or other alternative means, providing an academic tutor, or extending deadlines for assignments;
- Change in work assignment or schedule; and/or
- Providing an escort to ensure safe movement between classes and activities.

**Emotional Support:** The College will assist in providing a referral to off-campus agencies as detailed in this policy. Counseling and emotional support is available to any member of the campus community.

**Interim Separation:** Where the Formal Complaint of sexual harassment poses an ongoing risk of harm to the safety or well-being of an individual or members of the CC community, the College, having conducted an individualized safety and risk analysis and determined an immediate threat to physical health or safety, may place an individual on interim suspension or impose leave for an employee. In this case, the College will provide such a removed Respondent with notice and an opportunity to challenge the decision immediately following the removal. If the interim removal remains in place, pending resolution of the Formal Complaint, the individual may be denied access to campus. When interim suspension or leave is imposed, the College will make reasonable efforts to complete the Title IX investigation and resolution within an expedited timeframe.

#### **VI. Title IX Complaint Process**

##### **A. Title IX Coordinator and Deputy Title IX Coordinator for Students**

The College has appointed Lauretta Siggers, Vice President of Human Resources and Talent Development, as the Title IX Coordinator, and Tracy McLaughlin, Associate Provost for Student Learning

Outcomes Assessment, as the Deputy Title IX Coordinator for Students. In their roles as Title IX Coordinators, Ms. Siggers and Ms. McLaughlin oversee the College's centralized review, investigation, and resolution process for Formal Complaints of sexual harassment. They also coordinate the College's compliance with Title IX. Both are knowledgeable and trained in state and federal laws that apply to matters of sexual harassment, as well as College policy and procedure.

The duties and responsibilities of the Title IX Coordinator and the Deputy Title IX Coordinator for Students include training, education, and climate checks, as well as the oversight of procedures that promptly and equitably eliminate sexual harassment, prevent its recurrence, and address its effects on individuals and the CC community. The Title IX Coordinator and the Deputy Title IX Coordinator for Students will:

- Oversee the investigation and resolution of all Formal Complaints of sexual harassment and all reports of sexual harassment;
- Meet with any individual, whether a Complainant, a Respondent, or a third party, to discuss interim supportive measures, resources, and procedural options on and off campus;
- Ensure prompt and equitable resolutions that comply with all requirements and timeframes specified in the complaint procedures;
- Participate in assessment of periodic climate checks, tracking, and monitoring of sexual harassment allegations on campus; and,
- Participate in campus training, education, and prevention efforts.

The Title IX Coordinator and the Deputy Title IX Coordinator for Students are tasked with ensuring consistent application of this policy to all individuals and enabling the College to respond promptly and equitably to eliminate sexual harassment, prevent its recurrence, and address its effects. The Title IX Coordinator has the discretion to determine the appropriate procedural response to Formal Complaints of sexual harassment but not to determine the issue of responsibility.

Other matters that do not involve Formal Complaints of sexual harassment against a student may be referred to other departments within the College and/or handled under other policies, such as the Cambridge College Sexual Misconduct Policy, the Cambridge College Non-Discrimination Policy, or the Student Code of Conduct, for further investigation and resolution.

The Title IX Coordinator's and the Deputy Title XI Coordinator for Students' contact information is:

Title IX Coordinator:  
Lauretta Siggers  
500 Rutherford Avenue  
Boston, MA 02129  
617-873-0170  
Lauretta.siggers@cambridgecollege.edu

Deputy Title IX Coordinator for Students:  
Tracy McLaughlin  
500 Rutherford Avenue  
Boston, MA 02129  
617-873-0150  
Tracy.McLaughlin@cambridgecollege.edu

The above contact information is distributed to all students, employees, applicants for admission or employment, and parents/guardians through the College's website. The above contact information is also included in all of the College's handbooks and catalogs.

### **B. Timeframe for Resolution**

The investigation and resolution of all Formal Complaints of sexual harassment will be reasonably prompt, with a goal of completion within 60 to 90 days. Extenuating circumstances, including, but not limited to, the complexity and severity of a Formal Complaint may require the process to be delayed or extended beyond 60 to 90 days; in such a situation, the College will provide the Complainant and the Respondent written notice of the delay or extension and the reasons for the delay or extension. If there is a cause for a delay or extension, the College will use best efforts to complete the process in as timely a manner as possible. In general, a Complainant and Respondent can expect to receive periodic updates from the Title IX Coordinator and/or the Deputy Title IX Coordinator for Students as to the status of the investigation and resolution.

### **C. Title IX Grievance Procedures and Title IX Review**

The following are the College's procedures for responding to and resolving Formal Complaints of sexual harassment asserted against a student or a College employee. The College will apply the same standard of evidence – i.e., preponderance of the evidence – in Formal Complaints of sexual harassment against a student Respondent and in Formal Complaints of sexual harassment against a College employee Respondent.

#### **1. Formal Complaint**

A Complainant may make an oral or written report of a violation of this policy (i.e., sexual harassment) by a member of the CC community in person, by telephone, or by email using the contact information of the Title IX Coordinator. Such a report should include as much information as possible including:

- The name of the accused individual (i.e., the Respondent), or if her/his/their name is unknown, information sufficient to allow the College to identify the Respondent, such as her/his/their photograph;
- A statement explaining the nature and circumstances of the Formal Complaint including a list of possible witnesses; and,
- The names, addresses, and telephone numbers of those making the Formal Complaint.

The Formal Complaint must be signed by the individual initiating the report (i.e., the Complainant). The Title IX Coordinator may sign a Formal Complaint; doing so does not make the Title IX Coordinator the Complainant for the purposes of the investigation. A Formal Complaint will result in a Title IX investigation to determine whether the Respondent violated any provisions of this policy.

**Timeframe for Submitting a Formal Complaint:** The College does not limit the timeframe for submitting a Formal Complaint but, at the time of the Formal Complaint, the Complainant must be participating in or attempting to participate in the education programs or activities of the College within the United States. Moreover, Complainants are encouraged to submit the Formal Complaint as soon as possible in order to maximize the College's ability to investigate and come to an appropriate resolution.

**Withdrawal of Formal Complaint:** If a Complainant notifies the Title IX Coordinator and/or the Deputy Title IX Coordinator for Students in writing that the Complainant would like to withdraw the Formal Complaint, the Title IX Coordinator will assess whether sufficient evidence of sexual harassment exists to support completing an investigation. Among the factors that the Title IX Coordinator will consider in making this determination is whether prior Formal Complaints by the Complainant or others have been made against the Respondent. The College's decision to proceed in investigating a member of the CC community when the Complainant has withdrawn the Formal Complaint shall be made by the Title IX Coordinator in his/her/their sole discretion, but will take the Complainant's wishes into consideration. If the Title IX Coordinator determines that dismissal is appropriate, the College will promptly send written notice of the dismissal of the Formal Complaint and the reason(s) therefore simultaneously to the Complainant and the Respondent. A file concerning the withdrawn Formal Complaint will be maintained by the Title IX Coordinator, so that the matter can be re-opened if, among other things, the Complainant later decides to reinitiate the Formal Complaint, or if independent evidence of sexual harassment by the Respondent comes to the College's attention, which the Title IX Coordinator determines warrants re-opening the investigation. If the investigation is re-opened, either because the Complainant decides to reinitiate the Formal Complaint or the College determines that there are grounds to do so, the College will promptly send written notice of the re-opening of the investigation and the grounds therefore simultaneously to the Complainant and the Respondent.

**Dismissal of Formal Complaint:** The College will investigate the allegations in a Formal Complaint but, if the conduct would not constitute sexual harassment as defined above even if proved, or if the conduct did not occur in the College's education programs or activities, or did not occur against a person in the United States, the College must dismiss the Formal Complaint with regard to Title IX. The College will promptly send written notice of the dismissal of the Formal Complaint and the reasons therefore simultaneously to the Complainant and the Respondent. Dismissal in the Title IX context does not preclude the College from taking action under another policy (e.g., the Cambridge College Sexual Misconduct Policy) in response to the allegations in the Formal Complaint.

The College may dismiss a Formal Complaint if the Respondent is no longer enrolled or employed by the College. The College also may dismiss a Formal Complaint if specific circumstances prevent the College from gathering evidence sufficient to reach a determination. In either case, the College will promptly send written notice of the dismissal of the Formal Complaint and the reasons therefore simultaneously to the Complainant and the Respondent.

## 2. Incomplete and Unofficial Reports

When the Title IX Coordinator or the Deputy Title IX Coordinator for Students receives a report that a member of the CC community has engaged in prohibited conduct, but the report does not meet the requirements of a Formal Complaint, the Title IX Coordinator will determine what steps should be taken to gather additional information. Thereafter, the Title IX Coordinator will direct the gathering of the additional information.

Once all available additional information has been obtained, the Title IX Coordinator will decide whether a Title IX investigation, in accordance with this policy, is warranted.

## 3. Advisors

The Complainant and Respondent may each choose and be accompanied to any meeting or interview related to these procedures by an advisor of his/her/their own choice, who may be, but is not required to be, an attorney. Each party's advisor may provide support related to any meeting or interview but may not participate actively in such meetings or interviews. During meetings and interviews, an advisor may quietly confer or pass notes with the party in a non-disruptive manner. The advisor may not intervene in a meeting or interview or address the Title IX Investigator. The parties must each bear the expense of his/her/their advisor, if any, with the exception that if there is a hearing and a party does not have an advisor, the College will select an advisor of its choice (at the College's expense) to conduct any examination of a party or witness. Consistent with the College's obligation to resolve Formal Complaints of sexual harassment promptly, the College will take reasonable steps to accommodate the schedules of the parties' selected advisors but requests that the parties' selected advisors to be as flexible as possible with regard to scheduling.

## 4. Declining to Participate

A Complainant and/or Respondent may decline to participate in the investigative or Formal Complaint resolution process. The College may continue the process without the Complainant's and/or Respondent's participation.

## 5. Investigation and Findings Process

After receiving a Formal Complaint of sexual harassment, the Title IX Coordinator will conduct a preliminary assessment to determine whether there is sufficient evidence to support the initiation of a formal investigation. If the Title IX Coordinator concludes that a Formal Complaint of sexual harassment warrants a Title IX Investigation, the following steps will generally be taken:

- a. The Title IX Coordinator will appoint a Title IX Investigator. The Title IX Investigator is tasked with investigating the Formal Complaint and creating an investigative report that fairly summarizes the relevant evidence.
- b. The College will appoint a Title IX Decision-maker, who cannot be the Title IX Coordinator, the Deputy Title IX Coordinator for Students, or the Title IX Investigator. The Title IX Decision-maker is tasked with reviewing the final investigative report of the Title IX Investigator, conducting any hearing, if necessary, and issuing a written determination regarding the responsibility of the Respondent.
- c. Prior to any meetings between any party and the Title IX Investigator, the Title IX Coordinator or the Deputy Title IX Coordinator for Students will promptly provide written notice to the parties (the "Initial Notice"), allowing sufficient time to prepare responses before any initial interview, that:
  - i. Provides a copy of this policy, which sets forth the grievance process, with advice that each read it carefully;
  - ii. Provides notice of the allegations potentially constituting sexual harassment as defined in this policy;
  - iii. Provides sufficient details known at the time (i.e., the identities of the parties involved, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known);
  - iv. Includes a statement that the Respondent is presumed

not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;

- v. Informs the Complainant and the Respondent that a Title IX Investigator has been appointed who will be investigating the allegations;
- vi. Identifies the Title IX Investigator by name to each;
- vii. Informs the Complainant and the Respondent that a Title IX Decision-maker has been appointed who will conduct any hearing, if necessary, and will issue a written determination regarding the Respondent's responsibility;
- viii. Identifies the Title IX Decision-maker by name to each;
- ix. Advises each of Confidential Resources, including advocates, health care providers, and counseling services in the local community;
- x. Advises each of the option to request that the College take steps to prevent unnecessary or unwelcome contact or communication with another member of the CC community;
- xi. Informs the Complainant and the Respondent that the burden of proof and burden of gathering evidence sufficient to reach a determination rest on the College, not the Complainant or the Respondent;
- xii. Advises the Complainant and the Respondent that each may have an advisor of his/her/their own choice, who may be, but is not required to be, an attorney and that the advisor may be present at all meetings, interviews, and hearings;
- xiii. Advises the Complainant and the Respondent that each may inspect and review the evidence and that both will have an equal opportunity to do so;
- xiv. Advises the Complainant and the Respondent of the importance of preserving evidence (e.g., text, e-mails, notes, photographs, etc.);
- xv. Advises the Complainant and the Respondent that each may present witnesses, both fact and expert, and each may present other inculpatory and exculpatory documentary evidence (e.g., texts, e-mails, notes, photographs, etc.) and that both will have an equal opportunity to do so;
- xvi. Provides notice of any provision of the College's code of conduct or other policy that prohibits knowingly making false statements or knowingly submitting false information during the grievance process;
- xvii. Advises the Complainant and the Respondent that any behavior that can be construed as retaliation against the Complainant, Respondent, and/or witnesses will be subject to immediate disciplinary action, up to, and including, suspension or dismissal from the College;
- xviii. Advises the Complainant of his/her/their option to pursue a criminal report or complaint action against the Respondent working with local police in addition to pursuing remedies and/or sanctions through the College's processes, or to seek a court order of protection/restraining order; and
- xix. Advises the Complainant that CC Campus Security is available to assist him/her/them in contacting and communicating with local police or in seeking court orders of protection/restraining orders.

If, in the course of the investigation, the College decides to investigate additional allegations about the Complainant and/or the Respondent, the Title IX Coordinator or the Deputy Title IX Coordinator for Students must promptly update the Initial Notice to the Complainant and the Respondent.

d. The Title IX Investigator will provide written notice to the Complainant and to the Respondent of the date, time, location, participants, and purpose of all investigative interviews, hearings, or other meetings, with sufficient time for the party to prepare to participate.

e. The Title IX Investigator shall interview the Complainant (if possible). The Title IX investigator shall ask the Complainant for, among other information, names, addresses, and other contact information (e.g., phone numbers and/or e-mail addresses) of witnesses. As a part of this process, the Title IX Investigator shall also assess whether interim supportive measures not already implemented for the Complainant are appropriate and, if so, work with the Title IX Coordinator or the Deputy Title IX Coordinator for Students to ensure that they are in place.

f. The Title IX Investigator shall then interview the Respondent (if possible). The Title IX Investigator shall ask the Respondent for, among other information, names, addresses, and other contact information (e.g., phone numbers and/or e-mail addresses) of witnesses. As a part of this process, the Title IX Investigator shall also assess whether interim supportive measures not already implemented for the Respondent are appropriate and, if so, work with the Title IX Coordinator or the Deputy Title IX Coordinator for Students to ensure that they are in place.

If at any point the Respondent admits to violating this policy, the Title IX Investigator will inform the Title IX Coordinator or the Deputy Title IX Coordinator for Students, who will terminate the resolution process. Where appropriate, the Title IX Coordinator will send the matter through the Sanctions Process detailed below. If the Complainant and Respondent each accept the issued sanction(s), the matter will be closed. If either party is unsatisfied with the sanction(s), he/she/they may request to proceed through the formal resolution process in full by submitting a written request to the Title IX Coordinator or the Deputy Title IX Coordinator for Students within five (5) business days of the receipt of the sanctions decision. The Title IX Coordinator maintains the ultimate discretion whether or not such a request should be granted.

g. The Title IX Investigator shall review CC records to assess whether any prior Formal Complaints have been made against the Respondent that relate to the subject of the Formal Complaint. The Respondent will be provided with a copy of any of his/her/their own records that relate to the subject of the Formal Complaint.

h. The Title IX Investigator shall make reasonable attempts to interview any relevant witnesses identified by the Complainant or Respondent, or identified by witnesses or any other source.

i. The Title IX Investigator shall review any documentary evidence submitted by the Complainant, Respondent, or other witnesses.

j. The Title IX Investigator shall gather and assess any other relevant evidence available to the College (e.g., additional witnesses not identified by the parties, security camera footage, etc.).

k. After reviewing any witness statements, documentary evidence, and other relevant evidence as noted above, the Title IX Investigator may, in his/her/their discretion, conduct follow-up interviews with the Complainant and the Respondent. The Title IX Investigator will provide the Complainant and the Respondent equal opportunities to present witnesses (fact and expert) and other inculpatory and exculpatory documentary evidence.

l. Following the foregoing investigation, the Title IX Investigator shall create a draft written report that summarizes his/her/their investigation, sets out the documentary evidence submitted by the parties/witnesses, and describes his/her/their determination(s) concerning the relevance of the documentary evidence (the "Title IX Investigator's Draft Report"). Relevant evidence reviewed by the Title IX Investigator shall be described in the Title IX Investigator's Draft Report and appended (and redacted, if necessary) in electronic or hard copy. The College will provide the parties and their advisors, if any, a copy of the Title IX Investigator's Draft Report, including the relevant evidence in electronic or hard copy. The parties will have at least ten (10) days to submit a written response, which the Title IX Investigator will consider prior to completion of the investigative report.

m. At the conclusion of the investigation, but prior to the finalization of the investigative report, the Title IX Investigator shall submit the Title IX Investigator's Draft Report (with a summary of evidence and the evidence attached in electronic or hard copy) to the Title IX Coordinator or the Deputy Title IX Coordinator for Students for review. The Title IX Coordinator or the Deputy Title IX Coordinator for Students may suggest additional clarification or the gathering of additional evidence, as appropriate. Relevant and clarifying comments provided by either party will be incorporated into the draft report by the Title IX Investigator in his/her/their discretion in consultation with the Title IX Coordinator, and the Title IX Investigator will note any significant deviations from previous statements. If the Complainant and/or Respondent identify additional relevant evidence, that evidence shall be gathered by the Title IX Investigator and included in the written report. Depending on the nature of the new evidence, it may be shared with the Complainant or the Respondent for comment. The Title IX Investigator shall revise the Title IX Investigator's Draft Report to summarize all relevant evidence obtained during the investigation.

n. The Title IX Coordinator or the Deputy Title IX Coordinator for Students may offer feedback, which should be incorporated into the final draft, if applicable. The Title IX Investigator shall revise the Title IX Investigator's Draft Report to reflect the Title IX Coordinator's or the Deputy Title IX Coordinator for Students' feedback, and the Title IX Investigator shall resubmit his/her/their revised final investigative report (the "Title IX Investigator's Report") to the Title IX Coordinator or the Deputy Title IX Coordinator for Students. The Title IX Investigator's Report shall include, along with the information contained in the draft reports:

1. A summary of the allegations in the Formal Complaint;
2. A summary of the documentary evidence submitted by the parties/witnesses;
3. A description of his/her/their determination(s) concerning the relevance of the documentary evidence, attaching all relevant evidence in electronic or hard copy.

o. At least ten (10) days prior to any hearing, the College will send to each party, and each party's advisor, if any, the Title IX Investigator's Report in electronic or hard copy for their review and written response.

p. When the Title IX Investigator's Report is transmitted to the parties and their advisors, if any, the College shall simultaneously inform the Complainant and the Respondent and their advisors, if any, that the Title IX Decision-maker will be conducting a live hearing in the matter at which:

1. The Title IX Decision-maker must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those that challenge credibility;
2. Cross-examination must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally;
3. If a party does not have an advisor, the College must select one and provide him/her/them to conduct cross-examination;
4. If requested by either party, the College must provide for the live hearing to occur with the parties in separate rooms with technology enabling the Title IX Decision-maker and the parties, simultaneously, to see and hear the party or the witness answering questions;
5. Only relevant questions may be asked of a party or other witness. The Title IX Decision-maker must determine whether cross-examination questions are relevant and must explain his/her/their decision to exclude a question as not relevant; and
6. Questions and evidence regarding the Complainant's sexual predisposition or prior sexual behavior are not relevant unless (i) offered to prove that someone other than the Respondent committed the alleged conduct or (ii) if they concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

q. The College will create an audiovisual recording and/or a transcript of any live hearing and make it available to the parties for inspection and review.

r. Following the conclusion of any live hearing, the Title IX Decision-maker, applying the preponderance of the evidence standard, will issue a written determination regarding the Respondent's responsibility (the "Title IX Decision-maker's Determination"). The Title IX Decision-maker's Determination must include:

1. An identification of the allegations in the Formal Complaint;
2. A description of all procedural steps taken;
3. Findings of fact supporting the determination regarding the Respondent's responsibility;
4. Conclusions regarding the application of this Policy to the facts;
5. A statement of, and rationale for, the result as to each allegation, any disciplinary sanctions the College will impose on the Respondent, and whether any remedies to restore the Complainant will be provided by the College; and
6. The College's procedures and permissible bases for the Complainant or the Respondent to appeal the Title IX Decision-maker's Determination.

s. The Title IX Coordinator or the Deputy Title IX Coordinator for Students will issue a letter to the Complainant and the Respondent transmitting the Title IX Decision-maker's Determination (the "Determination Letter"). Generally, the Determination Letter will be issued within three (3) business days of finalizing the Title IX Decision-maker's Determination. The Title IX Coordinator or the Deputy Title IX Coordinator for Students will send the Determination Letter,

attaching a copy of the Title IX Decision-maker's Determination, to the Complainant and the Respondent simultaneously via certified mail, return receipt requested, and also by electronic mail (read receipt requested).

1. If the Respondent is found not to have violated any provision of this policy, the Determination Letter will inform the Complainant and the Respondent of the Complainant's right to appeal that decision, in accordance with the Appeals Process below.
2. If the Respondent is found to have violated any provision of this policy, the Determination Letter will inform the Complainant and the Respondent of the Respondent's right to appeal that decision, in accordance with the Appeals Process below.

## VII. Informal Resolution Process

**A. The informal resolution process is a voluntary, remedies-based process designed to provide members of the CC community with an option to resolve certain disputes with other members of the community in a forum that is separate and distinct from the College's formal grievance processes under the Title IX Sexual Harassment Policy or the Sexual Misconduct Policy.**

Subject to approval by the Title IX Coordinator, the informal resolution process is available in matters involving a student Complainant and a student Respondent or an employee Complainant and an employee Respondent, but is not available in matters involving a student and an employee.

The purpose of the informal resolution process is to eliminate the conduct which has been reported by the Complainant (and prevent its recurrence), and place both individuals in a position to pursue their academic, working, and non-academic interests in a safe, respectful, and productive educational and working environment. Under this process, there will be no disciplinary action taken against a Respondent, and the resolution will not appear on the Respondent's disciplinary record.

### **B. The following are features of the informal resolution process:**

Participation in the informal resolution process is completely voluntary. All parties must consent in writing to participation in the informal resolution process.

No party will be required to participate in the informal resolution process and the College will not require, encourage, or discourage the parties from participating in the informal resolution process.

### **C. The College may offer the informal resolution process only under the following circumstances:**

1. A Formal Complaint has been filed by the Complainant;
2. The Title IX Coordinator has determined, through an initial assessment, that the alleged conduct, if substantiated, would constitute Title IX Sexual Harassment or sexual misconduct under the Sexual Misconduct Policy, and the Title IX Coordinator has determined that the informal resolution process is appropriate for this matter.
3. All parties will be provided with a written notice disclosing the allegations, the requirements of the informal resolution process, and any outcomes resulting from participating in the informal resolution process.

4. At any time prior to signing an informal resolution agreement, any party has the right to withdraw from the informal resolution process and resume the formal grievance process.

5. Under the informal resolution process, there will be no disciplinary action taken against a Respondent, and the resolution will not appear on the Respondent's disciplinary record. If a formal complaint is filed against the Respondent in a subsequent matter under the Title IX Sexual Harassment policy or the Sexual Misconduct Policy, the Respondent's participation in a prior informal resolution process will not be considered relevant and will not be taken into account in the resolution of the subsequent complaint.

6. Parties may be accompanied by a member of the College community who will serve as a support person to any meeting related to the informal resolution process. However, the College support person may not actively participate in meetings and may not serve as a proxy for the party.

7. Any individual who serves as a College support person is expected to be available for meetings as scheduled by the College. The College (including any official acting on behalf of the College) has the right at all times to determine what constitutes appropriate behavior on the part of a College support person and to take appropriate steps to ensure compliance with this policy.

8. Any agreements reached as part of the informal resolution process must be approved by the Title IX Coordinator in order to ensure consistency with the College's obligations under federal law. If the Title IX Coordinator determines at any time prior to the signing of the informal resolution agreement that the informal resolution process is no longer appropriate, the Title IX Coordinator may terminate the process.

9. Upon signing the informal resolution agreement, the parties are bound by its terms and cannot opt for a formal grievance process based on the conduct alleged in the formal complaint.

10. Failure to comply with the signed agreement may result in disciplinary action for either party.

11. If the parties' circumstances change significantly, they may request a supplemental agreement. The Title IX Coordinator will determine whether it is appropriate to proceed.

### **D. Initiation of the Informal Resolution Process**

1. If the Complainant files a Formal Complaint and requests to engage in the informal resolution process, the Title IX Coordinator will consider whether the informal resolution process is appropriate in the particular matter. In making this determination, the Title IX Coordinator will consider the following factors:
  2. The disciplinary record (or past conduct) of the Respondent relating to sexual misconduct, physical violence, failure to comply with a No Contact Order, and/or other relevant conduct;
  3. The nature of the alleged conduct, whether allegations involve multiple victims and/or a pattern of conduct, or other evidence-informed factors indicative of increased risk to campus safety;
  4. Whether the circumstances warrant the Title IX Coordinator filing a formal complaint (e.g., if there is sufficient evidence to proceed with an investigation/adjudication even absent participation by the Complainant); and/or

5. Whether proceeding with the informal resolution process is in accordance with the principles and objectives of the College's Title IX Sexual Harassment Policy/Sexual Misconduct Policy, as determined by the Title IX Coordinator.

6. If the Title IX Coordinator determines that a case is not appropriate for the informal resolution process, the Title IX Coordinator will inform the Complainant that the informal resolution process is unavailable.

7. If the formal grievance process has already begun, either party may seek to initiate the informal resolution process up until five (5) business days prior to the hearing. If both parties agree to participate in the informal resolution process and the Title IX Coordinator approves of the informal resolution process, the formal grievance process will be adjourned while the informal resolution process is pending. If an agreement is not reached, the formal grievance process will be resumed.

8. Upon initiation of the informal resolution process, the Title IX Coordinator will refer the matter to a trained informal resolution facilitator ("Facilitator"). The Facilitator will consult (separately) with each party in an effort to reach a resolution that best meets the interests and needs of the parties. Unless they mutually choose to do so as part of an agreement, the parties will not meet together in person as part of the process.

#### **E. Potential Outcomes of the Informal Resolution Process**

1. Depending on the nature and circumstances of the particular situation, parties may agree to outcomes such as:

- a. Long-term extension of a mutual No Contact Order or No Communication Order;
- b. Imposition of a No Contact Order that places the burden on the Respondent to limit the Respondent's physical and/or electronic proximity to the Complainant;
- c. Restrictions on the Respondent from participation in particular organizations or events;
- d. Provision to the Respondent of an "impact statement" written by the Complainant (describing the impact(s) that the Respondent's conduct had on the Complainant);
- e. Conversation between the parties facilitated by a trained individual appointed by the Title IX Coordinator;
- f. Other measures deemed appropriate by the Title IX Coordinator.

#### **F. Failure to Comply with the Informal Resolution Agreement**

Failure to comply with the signed agreement may result in disciplinary action for either party, consistent with the applicable disciplinary procedures.

#### **G. Records Relating to the Informal Resolution Process**

1. The records relating to the informal resolution process will be maintained in accordance with section X.B. below.

2. Prior to participating in the informal resolution process, the parties will be notified in writing that any information gathered in the informal resolution process may be used in the Title IX Sexual Harassment or Sexual Misconduct formal grievance processes if the informal resolution process ends prior to a written agreement being signed by the parties. However, the College will not draw any adverse inference based on a Respondent's participation in the informal resolution process, nor will such participation be considered an admission by the Respondent.

3. Even if the parties enter into a written informal resolution agreement, if information related to the violation of other College policies (i.e., policies other than the Title IX Sexual Harassment Policy or the Sexual Misconduct Policy) comes to light through the informal resolution process, such information may be used in other College disciplinary processes.

#### **H. Retaliation**

The protections against Retaliation apply to individuals participating in the informal resolution process. Disciplinary consequences may result for those found responsible for Retaliation.

#### **I. Time Frame for the Informal Resolution Process**

The time frame for completion of the informal resolution process may vary, but the College will seek to complete the informal resolution process within thirty (30) business days of completion of the initial assessment. Should the time period extend beyond this time frame, the parties will be notified.

### **VIII. Sanctions Process**

If the Title IX Decision-maker concludes that there has been a violation of this policy, or if the Respondent admits to violating this policy, the College will appoint a Sanctions Administrator to determine appropriate sanctions. The name of the Sanctions Administrator, and his/her/their contact information, shall be communicated to the parties in the Determination Letter. The Sanctions Administrator may not be the Title IX Coordinator, the Deputy Title IX Coordinator for Students, the Title IX Investigator, or the Title IX Decision-maker.

Upon review of the Title IX Decision-maker's Determination, the Sanctions Administrator may impose any sanction designed to eliminate the sexual harassment, prevent its recurrence, and remedy its effects, while supporting the College's educational mission and Title IX obligations. Sanctions may also serve to promote safety or deter students from similar future behavior. Any sanctions must be issued, and communicated to the parties, within five (5) business days of the issuance of the Determination Letter (the "Sanctions Letter").

The following, individually or in combination, are potential sanctions for violations of this policy. Where appropriate, the statement of the sanction includes the duration, any conditions to be observed during that period, and the conditions for termination of the sanction:

#### **Major Sanctions:**

- Expulsion from the College or a program of the College.
- Suspension from the College or a program of the College for a specific period of time.
- Deferred suspension from the College or a program of the College.
- Denial of graduation, diploma, or degree.
- Deferral of graduation, diploma, or degree for a specific period of time.
- Revocation or withdrawal of diploma or degree previously credited, awarded, or conferred.
- Other Available Sanctions:
- Disciplinary probation. Disciplinary probation may involve counseling with faculty or administrative staff; restriction of student privileges; and/or prohibitions against participation in CC activities or events.
- Disciplinary reprimand or warning.

## VIII. Appeals Process

The Complainant may request an appeal within ten (10) business days of a dismissal of a Formal Complaint or of the Determination Letter. The Respondent may request an appeal within ten (10) business days of the Sanctions Letter. Appeals must be in writing and submitted to the Title IX Coordinator or the Deputy Title IX Coordinator for Students (the "Notice of Appeal"). The Notice of Appeal shall consist of a written statement explaining the grounds for the appeal, and the bases therefore. The appeal may be based only on one or more of the following grounds: (1) a procedural irregularity that affected the outcome of the matter; (2) new evidence that was not reasonably available at the time the dismissal or determination was made that could affect the outcome of the matter; and (3) a conflict of interest or a bias on the part of the Title IX Coordinator, the Deputy Title IX Coordinator for Students, the Title IX Investigator, the Title IX Decision-maker, or the Sanctions Administrator.

The Title IX Coordinator or the Deputy Title IX Coordinator for Students shall notify the non-appealing party of the appeal and shall provide him/her/them with a copy of the Notice of Appeal. The non-appealing party may submit a written response to the Title IX Coordinator or the Deputy Title IX Coordinator for Students within ten (10) business days of receiving the Notice of Appeal.

The College shall appoint an Appeals Officer to decide the appeal. The identity of the Appeals Officer shall be communicated to the parties as soon as practicable after his/her/their appointment. The Appeals Officer shall review the Title IX Decision-maker's Determination, the Notice of Appeal, and the response of the non-appealing party, if any. Within fourteen (14) business days after the deadline for the non-appealing party's response, the Appeals Officer will provide his/her/their written decision describing the result of the appeal and the rationale for the result simultaneously to the parties (the "Appeals Officer's Decision"). These conclusions may include, but are not limited to:

- Reopening of the investigation;
- Affirming the original findings and sanctions;
- Reversing of the original findings and sanctions;
- Modifying the original findings;
- Modifying the imposed sanctions and remedies.

The appeal is based on the record and is limited to the enumerated bases for appeal. The appeal is not a de novo review. Appeal decisions are final.

## IX. Conflicts of Interest

In the event that the Complainant or Respondent believes that the Title IX Investigator, the Title IX Decision-maker, the Sanctions Administrator, and/or the Appeals Officer has a conflict of interest or bias in performing the functions required of him/her/them under this policy, the Complainant or Respondent may seek to disqualify that person from the resolution process. The Complainant or Respondent may seek to disqualify the Title IX Investigator, the Title IX Decision-maker, the Sanctions Administrator, and/or the Appeals Officer by submitting a written objection to the Title IX Coordinator or the Deputy Title IX Coordinator for Students within two (2) business days of receiving notice of the subject individual's appointment to his/her/their position. The written objection shall state the party's reasons for believing that the subject individual is incapable of fairly judging the matter.

The Title IX Coordinator will decide whether an objection is justified, and that decision is final. When necessary, the College will select a replacement for any removed individual. The parties will have an opportunity to object to any individual selected as a replacement.

## X. Confidentiality, Record-Keeping, Education & Training

### A. Confidentiality & FERPA

All documents created in connection with the above resolution process, including but not limited to any written complaint, the investigative draft reports, the Title IX Investigator's Report, the Title IX Decision-maker's Determination, the Determination Letter, the Sanctions Letter, the Notice of Appeal, any response thereto, and/or the appeals decision will be kept confidential by the College. They will be shared only with individuals with a "need-to-know" such information. To the extent any of these documents constitute "education records" under FERPA, they will be treated accordingly. All parties to CC's Title IX grievance process are expected to maintain the confidentiality of any documents they receive in connection with the process; this shall in no way limit the parties from discussing the allegations under investigation. A party who improperly disseminates any such documents, or otherwise discloses the contents of those documents to third parties, will be subject to disciplinary action.

### B. Recordkeeping

The College will maintain the following for a period of seven (7) years:

Each sexual harassment investigation, including:

1. The Formal Complaint, including any withdrawals of a Formal Complaint;
2. Any notices of dismissal issued by the College;
3. Any notices to a Respondent that the College is proceeding without a Complainant;
4. The Initial Notice to the parties;
5. All written communications with the parties regarding interviews, hearings, and all other meetings;
6. The Title IX Investigator's Draft Report, including any responses thereto from the parties;
7. The Title IX Investigator's Report, including any responses thereto from the parties;
8. Any communications from the Title IX Decision-maker to the parties scheduling the live hearing;
9. All audio-visual or other recordings of the live hearing;
10. The Title IX Decision-maker's Determination;
11. The Determination Letter;
12. The Sanctions Letter;
13. Any Notice of Appeal, including any responses thereto;
14. The Appeals Officer's Decision; and
15. All materials used to train the Title IX Coordinator, the Deputy Title IX Coordinator for Students, the Title IX Investigator, the Title IX Decision-maker, the Sanctions Administrator, and the Appeals Officer.

### C. Education & Prevention

The College embraces an interdepartmental, multimodal, and situational approach to educate the CC community about this policy and to prevent sexual harassment. To that end, the Office of Student Affairs works collaboratively to provide the community with educational opportunities as follows:

Orientation/Welcome Week: Students receive the Student Handbook and the Student Code of Conduct, which include the policies of the College.

Publication of this Policy: The College will publish this policy on its website, in all handbooks, and in all catalogs.



## D. Training

The Title IX Coordinator, the Deputy Title IX Coordinator for Students, the Title IX Investigator(s), the Title IX Decision-maker(s), the Sanctions Administrator(s), and the Appeals Officer(s) will receive training that includes but is not limited to the following:

1. The definition of sexual harassment;
2. The scope of the College's education programs and activities;
3. How to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes), and
4. How to serve impartially.

The Title IX Investigator(s) will receive additional training on issues of relevance so that he/she/they can create an investigative report that fairly summarizes the relevant evidence.

The Title IX Decision-maker(s) will receive additional training on relevance of questions and evidence and how to use any technology to be used at a live hearing.

All training materials referenced above will be made publicly available on the College's website.

The College trains faculty, staff, and Campus Safety on the following topics:

- Responding to reports and complaints;
- Bystander intervention;
- Record-keeping and documentation;
- Assessing and reporting complaints of sexual harassment and sexual misconduct;
- The availability of Confidential Resources;
- The availability of other campus resources for support, advocacy, and medical assistance

Cambridge college reserves the right to amend or modify this policy at any time.

## Role of Admissions Counselors and Recruitment Policy

Cambridge College is accredited by the New England Commission of Higher Education. The College and all its degree programs are authorized by the Massachusetts Board of Higher Education. The College is authorized to operate and offer selected degree programs in their states by the California Bureau for Private Post-Secondary and Vocational Education, the Council on Higher Education of Puerto Rico, and is also recognized by the Puerto Rico Department of Education.

Cambridge College is committed to an educational and work environment in which all individuals are treated with respect and dignity. Each individual has the right to study and work in a professional atmosphere that promotes equal opportunities and prohibits unlawful discriminatory practices, including harassment. Therefore, CC expects that all relationships among persons in the educational setting and the workplace will be business-like and free of bias, prejudice and harassment.

It is the policy of CC to ensure equal opportunity without discrimination or harassment on the basis of race, color, religion or religious creed, sex (including pregnancy), sexual orientation, gender identity/expression, ancestry, age, disability or handicap, marital status, military or veteran status, citizenship, national or ethnic origin, genetics, or any other characteristic protected by applicable federal, state or local law. CC prohibits any such discrimination or harassment.

Cambridge College strives to make its programs accessible to all individuals, in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 (amended in 2008). Its purpose is to create and maintain an environment that provides reasonable accommodations and supports to students with disabilities so they may participate in and benefit from as fully as possible the programs and services offered at Cambridge College. Such disabilities include physical or mental impairment that substantially limit major life functions. All faculty, staff, and students of Cambridge College are expected to adhere to this philosophy of equal access to educational opportunity and to assume broad responsibility for its implementation. Disclosure of a disability is not required, but if disclosed, it is the responsibility of the individual to seek available assistance through the Office of Disability Services.

Cambridge College admissions counselors serve as the first point of contact for prospective students and applicants to the college. They counsel students about Cambridge College and how to complete the application process. Admissions counselors are not academic advisors nor do they participate in any functions related to student registration or assessment, i.e. writing, placement, etc. Admissions counselors will refer applicants/students to appropriate parties for advising, registration, etc. As the College meets its enrollment goals, the College will keep the educational interests of all prospective students and the College at the forefront of admissions and recruitment practices. As such, the College will provide accurate information to assist all prospective students in making informed application and enrollment decisions. This includes information about College admissions, costs and other information that will allow students to determine whether a campus is a "good fit" for them. All admission counselors, will abide by local, state and federal laws (e.g., confidentiality and incentive compensation) applicable to the outreach, recruitment and admission process College practices related to undergraduate outreach, recruitment and admissions will adhere to the guidelines explained in detail below. (1) Ban inducements, including any gratuity, favor, discount, entertainment, hospitality, loan, transportation, lodging, meals, or other item having a monetary value of more than a de minimis [defined as "an insignificant amount"] to any individual or entity, or its agents including third party lead generators or marketing firms other than salaries paid to employees or fees paid to contractors in conformity with all applicable laws for the purpose of securing enrollments of potential students including service members or obtaining access to all federal funds. (2) Refrain from providing any commission, bonus, or other incentive payment based directly or indirectly on securing enrollments or federal financial aid (including Department of Defense Tuition Assistance funds) to any persons or entities engaged in any student recruiting, admission activities, or making decisions regarding the award of student financial assistance; (3) Refrain from high-pressure recruitment tactics such as making multiple unsolicited contacts including contacts by phone, email, or in-person, and engaging in same-day recruitment and registration for the purpose of securing enrollments.

# Non-Discrimination and Harassment Policy for Students

## I. Statement of Equal Opportunity

It is the policy of Cambridge College ("CC" or "the College") to ensure equal opportunity without discrimination or harassment on the basis of race, color, religion or religious creed, sex (including pregnancy and pregnancy-related conditions), sexual orientation, gender identity/ expression, ancestry, age, physical or mental disability or handicap, marital status, military or veteran status, citizenship, national or ethnic origin, genetics, or any other characteristic protected by applicable federal, state, or local law. The College prohibits any such discrimination or harassment.

The College is committed to establishing and maintaining an academic and employment environment that is free from discrimination and harassment and in which all individuals are treated with respect and dignity. Each individual has the right to attend classes, study, and work in a professional atmosphere that promotes equal opportunities and prohibits discriminatory practices, including harassment. Discrimination, as defined below, is a violation of a person's rights, dignity, and integrity, and is contrary to the mission and values of the College. Discrimination is strictly prohibited and will not be tolerated.

## II. Purpose & Scope of Policy

### A. Purpose and Definitions

The purpose of this policy is to provide CC students with a clear set of behavioral standards, definitions, and descriptions of discrimination and harassment. The policy is intended to protect and guide CC community members who have been affected by discrimination and harassment, whether as a Complainant or a Respondent (as defined below), or as a third party.

The College takes all allegations of discrimination and harassment seriously and is committed to providing information, education, resources, support, interim measures, and direction to the College community to prevent and address discrimination and harassment. In response to any report that a CC student has discriminated against or harassed a member of the CC community, the College will take all appropriate steps to eliminate the misconduct, prevent its recurrence, and address its effects. To achieve equitable results, the College will carefully review and/or investigate all reports and complaints of discrimination with a view to understanding the perspective and experiences of each individual involved and providing for fair and impartial evaluation and resolution.

When used in this policy, "Complainant" refers to those persons who have reported to the College that they have been the subject of prohibited conduct. "Respondent" refers to the student or students who have been accused of engaging in prohibited conduct. "Third party" refers to any other person with information concerning a report of prohibited conduct, including any witness to the incident or any individual who makes a report to the College concerning someone else. A "report" refers to any incident or concern regarding prohibited conduct that is reported to the College. A "complaint" is an allegation of discrimination filed against a CC student that initiates the investigation and disciplinary process outlined in this policy.

### B. Scope

This policy applies to all CC students. All CC students are responsible for their actions and behavior, both on campus and off campus. CC students have a responsibility to adhere to both College policies and

all laws (local, state, and federal) of wherever they reside or travel. Therefore, this policy applies both to on-campus and off-campus conduct, including, but not limited to, clinical internships, field trips, or other off-campus College-related functions.

All College community members are expected to notify the Associate Provost if they receive information that any CC student has engaged in conduct prohibited by this policy. In addition, any individual may make a report alleging a violation of this policy, whether or not he/ she/they is affiliated with the College. The College will provide resource options and respond promptly and equitably to all reports of prohibited conduct asserted against a CC student. The College will engage in a review of the alleged prohibited conduct during which it is committed to maintaining fairness for all parties and balancing the needs and interests of individuals with the safety of the community.

Associate Provost for Student Learning Outcomes Assessment:

Tracy McLaughlin  
500 Rutherford Avenue  
Boston, MA 02129  
617-873-0150

Tracy.McLaughlin@cambridgecollege.edu

Violations of this policy may result in disciplinary action. Depending on the nature of the violation, disciplinary consequences for violations of this policy may include warnings (verbal or written), removal from a course, changes to enrollment status, suspension or dismissal. In addition, CC students should be aware that the conduct described in this policy may also violate federal or state laws and regulations.

### C. Coordination with the College's Title IX Sexual Harassment Policy, the College's Sexual Misconduct Policy, and the College's Non-Discrimination and Harassment Policy for Employees

#### 1. Sexual Harassment and Sexual Misconduct

Sexual harassment is a form of discrimination on the basis of sex. Reports or complaints of sexual harassment allegedly committed by a CC student will not be addressed under this Policy; such reports or complaints, if the jurisdictional requirements of Title IX are satisfied and the Title IX Coordinator determines that the alleged conduct requires a formal Title IX investigation, will be addressed under the College's Title IX Sexual Harassment Policy. Such reports or complaints that do not meet the jurisdictional requirements of Title IX or which the Title IX Coordinator determines do not require a formal Title IX investigation will be addressed under the College's Sexual Misconduct Policy and this policy.

#### 2. Other Protected Characteristics

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

### 3. Claims Against CC Employees

Allegations of discrimination, harassment or retaliation allegedly committed by a CC employee will be handled under the Non-Discrimination and Harassment Policy for Employees. The term “employee” refers generally to all faculty members (full-time and part-time) and staff, including administrators and workers who are represented by unions.

## III. Prohibited Conduct

### A. Definitions

**Discrimination:** Discrimination is defined as conduct directed at a specific individual or group of identifiable individuals that subjects the individual or group to treatment that adversely affects their academic and/or student experience because of their race, color, religion or religious creed, sex (including pregnancy and pregnancy-related conditions), sexual orientation, gender identity/expression, ancestry, age, physical or mental disability or handicap, marital status, military or veteran status, citizenship, national or ethnic origin, genetics, or any other characteristic protected by law. Aiding or facilitating discrimination means promoting or encouraging the commission of any behavior prohibited under this policy.

**Harassment:** Harassment as a form of discrimination is defined as verbal or physical conduct that is directed at an individual or group because of race, color, religion or religious creed, sex (including pregnancy and pregnancy-related conditions), sexual orientation, gender identity/expression, ancestry, age, physical or mental disability or handicap, marital status, military or veteran status, citizenship, national or ethnic origin, genetics, or any other characteristic protected by law when such conduct is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of interfering with an individual’s or group’s academic and/or student experience or of creating a hostile educational environment. This conduct can include technology-based communications such as texting or social media sites. Aiding or facilitating harassment means promoting or encouraging the commission of any behavior prohibited under this policy.

**Retaliation:** Retaliation is defined as seeking retribution or attempting to seek retribution against a Complainant, Respondent, or any other individual or group of individuals involved in an investigation and/or resolution of an allegation of discrimination. Retaliation can be committed by any individual or group of individuals, not just a Respondent or Complainant. Retaliation may include abuse or violence, other forms of harassment, and/or making defamatory statements about another person. An individual who in good faith reports discrimination or harassment, is the subject of such a report, or otherwise participates in the College’s investigation of such a report may not be subject to retaliation even if the report is later not proven.

### B. Prohibition Against Discrimination, Harassment, and Retaliation

The College prohibits all forms of discrimination, harassment, and retaliation. CC students are prohibited both from personally engaging in discrimination, as well as from engaging in conduct that assists or encourages another person to engage in such misconduct. A CC student who discriminates against or harasses a member of the CC community or assists or encourages another person to engage in such misconduct will be subject to appropriate disciplinary action. The College also prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such a report.

## IV. Reporting

All Cambridge College students are expected to share with the Associate Provost any report of discrimination they receive or of which they become aware that involves a CC student. Reports of discrimination involving a CC faculty or staff member should be directed to the Vice President of Human Resources and Talent Management, in accordance with the Non-Discrimination and Harassment Policy for Employees.

Any individual may report any incident of discrimination, harassment, or retaliation allegedly committed by a CC student directly to the Associate Provost. Individuals are encouraged to report discrimination as soon as possible to maximize the College’s ability to respond promptly and equitably.

The College does not limit the timeframe for reporting an incident. Upon receipt of any report or complaint, regardless of when the incident occurred, the College will conduct an assessment to determine if an investigation and/or any safety measures are necessary to maintain the safety of the community. However, CC will not be able to impose disciplinary sanctions against a CC student who is no longer affiliated with the College.

All reports of discrimination, harassment, and/or retaliation asserted against a CC student must be made in good faith. False and/or malicious complaints of discrimination, harassment, and/or retaliation (as opposed to complaints which, even if erroneous, are made in good faith) may also be the subject of appropriate disciplinary action.

A person who wishes to make an anonymous report of discrimination, harassment, or retaliation may do so by calling **617-873-0633**. Please note that anonymous reporting may limit the ability for the College to investigate fully and follow-through.

The College recognizes that a student may choose to report discrimination or harassment to a trusted employee of the College. For example, a student may choose to share concerns with a faculty member. Students should be aware that under College policy, a faculty member, staff member, or other employee who receives a report of discrimination or harassment allegedly committed by a CC student must share the report with the Associate Provost and cannot promise confidentiality to the reporting student.

## V. Interim Measures

Upon receipt of a report of discrimination, harassment, or retaliation allegedly committed by a CC student, the College will provide interim support and reasonable protective measures to prevent acts of misconduct and to provide an academic environment free from discrimination, harassment, and retaliation.

The College will determine the necessity and scope of any interim measures. The College may impose any remedy that can be tailored to the involved parties to achieve the goals of this policy. Even when the reporting student or employee does not specifically request that protective action be taken, the College may choose to impose interim measures at its discretion. Students or employees seeking such assistance should speak with the Associate Provost, who will coordinate such requests on behalf of the student or employee. The College will maintain contact with the parties to ensure that all concerns are being addressed.

All individuals are encouraged to report concerns about the failure of a CC student to abide by any restrictions imposed by an interim measure. The College will take immediate and responsive action to enforce measures previously ordered or implemented by the College.

## VI. Discrimination or Harassment – Formal Complaint Process

### A. The Associate Provost

The College has appointed the Associate Provost to oversee the College's centralized review, investigation, and resolution process for reports and complaints of discrimination or harassment allegedly committed by a CC student. The Associate Provost is tasked with ensuring consistent application of this policy to all individuals and enabling the College to respond promptly and equitably to eliminate discrimination, harassment, and retaliation, prevent their recurrence, and address their effects.

### B. Grievance Procedures

The following are the College's procedures for responding to and resolving reports or complaints of discrimination or harassment asserted against a CC student.

#### 1. Complaint

Any individual may initiate the investigation process by the College against a CC student for violation of this policy by making a complaint of discrimination or harassment to the Associate Provost. The complaint should include the name of the accused (the Respondent), a statement explaining the nature and circumstances of the report, a list of possible witnesses, and contact information for the person making the report. The complaint must be signed or otherwise authenticated by the individual making it (the Complainant).

If the Associate Provost receives a report that a CC student has engaged in prohibited conduct but the report does not meet the requirements of a complaint as described above, the Associate Provost will determine what steps should be taken to gather additional information and direct the gathering of the additional information. Once all available additional information has been obtained, it will be evaluated by the Associate Provost, who will decide whether an investigation, in accordance with this policy, is warranted.

If the Associate Provost decides that an investigation is not warranted, he or she will memorialize in a written memorandum the report of discrimination and his or her evaluation and reasoning concerning the decision not to initiate an investigation. This memorandum will be maintained in a confidential Student Affairs file.

#### 2. Investigation and Findings Process

After receiving a report or complaint of discrimination, harassment or retaliation, the Associate Provost will conduct a preliminary assessment to determine whether there is sufficient evidence to support the initiation of a formal investigation. The Associate Provost will also consider whether the matter could be resolved under the informal resolution process set forth in section VII of this policy. If the Associate Provost concludes that a report or complaint of discrimination or harassment warrants an investigation, the following steps will generally be taken:

- a. Investigator(s). As part of the investigation process, the College will appoint an appropriate internal or external investigator (or, in some matters, two investigators), and will notify the Complainant and the Respondent of this appointment.
- b. Interviews and documents. At the discretion of the investigator(s), the investigation may include individual interviews with the parties involved and, where necessary, with individuals

who may have observed the alleged conduct or may have other relevant knowledge. In the discretion of the Associate Provost, the Complainant and the Respondent will each be entitled to bring a non-lawyer advisor to meetings. The advisor may provide support related to any meeting or interview but may not participate actively in such meetings or interviews. During such meetings or interviews, an advisor may quietly confer or pass notes with the party in a non-disruptive manner. The advisor may not answer questions or otherwise act as an advocate, representative, or proxy. The investigator(s) may also review College files, documents, communications, and other information provided by the parties and/or witnesses. The investigator(s) will retain sole discretion as to which information and documents are relevant to the investigation.

- c. Confidentiality. Out of respect for all involved, the fact and progress of the investigation will be kept confidential. Only the Complainant, the Respondent, appropriate supervisor(s), the Associate Provost, the Vice President of Human Resources and Talent Development, the College's legal counsel, and other leadership officials with an appropriate need to know will be informed. Witnesses who participate in the investigative process will be advised to maintain the confidentiality of their participation, related information, and the investigation.

All investigative and sanction proceedings, and all related notices or statements issued by the College, will comply with the requirements of the Family Educational Rights and Privacy Act (FERPA), the Clery Act, Title IX, other applicable law, and College policy. No information shall be released from such proceedings by the College except as required or permitted by law or College policy.

- d. Report. At the conclusion of the investigative process, the investigator(s) will prepare a final report with factual findings and recommendations for discipline, if appropriate, and issue it to the Associate Provost and the Dean of the School in which the Respondent is enrolled (the "School Dean"). This report will be marked "CONFIDENTIAL." The Associate Provost will provide a copy of the report to the Respondent and will direct the Respondent to maintain its confidentiality. The factual findings, but not the recommendations for discipline, will be shared with the Complainant and the Associate Provost will direct the Complainant to maintain the confidentiality of such factual findings.
- e. Forms of discipline. Misconduct constituting discrimination, harassment, or retaliation will be subject to discipline. Recommendations may include, but not be limited to, training, referral to counseling, warning (verbal or written), removal from a course, change in enrollment status, suspension, or expulsion.
- f. School Dean's determination. Recommendations from the investigative report will be considered by the School Dean in consultation with the Associate Provost and followed through within their discretion. After considering the investigative report, the School Dean will decide whether to accept the recommendations contained in the report, to reject the recommendations, or to take an alternative approach.
- g. Appeal process. If a Complainant does not agree with any of the factual findings made by the investigator(s), the Complainant may appeal to the Provost and Vice President for Academic Affairs (the "Provost"). The Complainant must make his/her/their appeal in writing, setting out the specific reasons for the appeal, within ten (10) business days of receiving the factual findings made by the investigator(s). The Provost will review the

investigative report and the factual findings of the investigator(s) and will respond in writing within ten (10) business days of receiving the appeal. The Provost may accept the factual findings of the investigator(s), reject them, or take an alternative approach.

If a Respondent does not agree with any of the factual findings made by the investigator(s) or the decision of the School Dean, the Respondent may appeal to the Provost. The Respondent must make his/her/their appeal in writing, setting out the specific reasons for the appeal, within ten (10) business days of receiving the decision of the School Dean. The Provost will review the investigative report and the School Dean's decision and will respond in writing within ten (10) business days of receiving the appeal. The Provost may accept the decision of the School Dean, reject it, or take an alternative approach.

If there are no appeals, the factual findings made by the investigator(s) and the decision of the School Dean will be final. If any appeal is taken, the decision(s) of the Provost will be final.

## VII. Discrimination or Harassment - Informal Resolution Process

The informal resolution process is a completely voluntary, remedies-based process designed to provide members of the CC community with an option to resolve certain disputes with other members of the community in a forum that is separate and distinct from the College's formal grievance processes under this policy. No party will be required to participate in the informal resolution process and the College will not require, encourage, or discourage the parties from participating in the informal resolution process.

The purpose of the informal resolution process is to eliminate the conduct which has been reported by the Complainant and place both individuals in a position to pursue their study or work in a safe, respectful, and productive environment. Under this process, there will be no disciplinary action taken against a Respondent and the resolution will not appear in the Respondent's student records.

An individual who asserts a claim of discrimination or harassment may elect to pursue this informal resolution procedure. The informal resolution procedure is only available if the Associate Provost has determined, through an initial assessment, that the alleged conduct, if substantiated, would constitute misconduct under this policy, and he/she/they has determined that the informal resolution process is appropriate for this matter.

The Associate Provost or his/her/their designee will oversee and conduct the informal resolution process. The Associate Provost or designee will meet with the Complainant and the Respondent, individually, to understand the issues. The presence of advisors is not permitted in the informal resolution process. The Associate Provost or designee will determine whether a joint meeting with the Complainant and the Respondent is appropriate and/or would be helpful. If the parties are able to resolve their dispute, they and the Associate Provost or designee will sign an informal resolution agreement. At any time prior to signing an informal resolution agreement, any party has the right to withdraw from the informal resolution process and resume the formal grievance process outlined above in this policy. If the Associate Provost determines at any time prior to the signing of the informal resolution agreement that the informal resolution process is no longer appropriate, the Associate Provost may terminate the process.

Any agreements reached as part of the informal resolution process must be approved by the Associate Provost in order to ensure consistency with the College's legal obligations. Upon signing the informal resolution agreement, the parties are bound by its terms and cannot opt for a formal grievance process based on the conduct alleged in the formal complaint. Failure to comply with the signed agreement may result in disciplinary action for either party.

The protections against retaliation apply to individuals participating in the informal resolution process. Disciplinary consequences may result for those found responsible for retaliation.

## VIII. Administrative Resources

Various administrative agencies can provide resources and legal assistance for victims of discrimination. Agencies in the local Boston-area community include:

Massachusetts Commission Against Discrimination (MCAD)  
John McCormack Building  
One Ashburton Place  
Sixth floor, Room 601  
Boston, MA 02108  
(617) 994-6000

The MCAD prohibits sexual discrimination, including sexual harassment and gender related status harassment, in the workplace. The statute of limitations for filing a complaint is 300 days from the last date of discrimination.

Equal Employment Opportunity Commission (EEOC)  
JFK Federal Building  
475 Government Center  
Boston, MA 02203  
(800) 669-4000

The EEOC prohibits discrimination, including sexual harassment, in the workplace. The statute of limitations for filing a complaint is 300 days from the last date of discrimination.

U.S. Department of Education, Office for Civil Rights (OCR)  
5 Post Office Square, 8th floor  
Boston, MA 02109  
(617) 289-0111

While OCR complaints should generally be filed within 180 days of the last date of the alleged discrimination, OCR may extend this filing deadline in a variety of circumstances.

Cambridge college reserves the right to amend or modify this policy at any time.

# Policies for Students with Disabilities

## Confidentiality of Disability Documentation and Status Policy

The Office of Disability Support Services (ODS) is committed to ensuring that all information and communication pertaining to a student's disability is maintained as confidential as required or permitted by law. The following guidelines about the treatment of such information have been adopted by ODS. These guidelines incorporate relevant state and federal regulations.

1. This information is protected by the Family Educational Rights and Privacy Act (FERPA). All records received and kept by the ODS are considered educational records. All documentation is kept in secure files, with access limited to the Coordinator of Academic and Disability Support.
2. No one will have immediate access to student Disability Support Services files except authorized staff. Any information regarding a disability is considered confidential and will be shared only with others within Cambridge College who have a legitimate educational interest.
3. Sensitive information in student disability files will not be released except in accordance with federal and state laws.
4. A student's file may be released pursuant to a court order or subpoena.
5. The student's disability file is separate from the student's educational record. If a student wishes to have information about his/her disability shared with others outside the institution, the student must provide written authorization to ODS to release the information.
6. The student should understand that there may be occasions when ODS will share information regarding a student's disability if circumstances necessitate the sharing of information and ODS has determined that there is an appropriate, legitimate, educational need to know.
7. A student has the right to review his/her own ODS file with reasonable notification.

Upon agreement of disabilities with ODS, students who take classes at a Cambridge College regional center will be asked if they would like their accommodations disclosed to regional center directors or to student service coordinators. Based on the student's response, staff at regional centers will be notified appropriately.

## Disability Declaration and Documentation

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

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

## Appropriate Documentation

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

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

Any expenses incurred in the obtaining of professional verification are the individual's responsibility. The following documentation criteria will be used:

1. The documentation must state the diagnosis
2. The documentation must state the functional limitations of the diagnosis as they pertain to academics
3. The documentation must state recommendations for academic accommodations

All documentation must:

- Be signed by the treating clinician and be written on official letterhead
- Be recent except in cases of neuropsychological testing done as an adult
- Be complete (all pages included) except in cases of neuropsychological testing where students might prefer to omit personal background or history

**Treating Clinician:** Treating clinician is defined as a qualified, licensed health care professional, currently or recently associated with a student. Family members who are health care providers or work colleagues associated with students may not act as treating clinicians for the purposes of providing disability documentation.

## Disability Grievance Policy and Procedure

Cambridge College is committed to providing a learning and working environment that is free from discrimination. Cambridge College does not discriminate on the basis of disability. As such, the College has

adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These laws prohibit discrimination on the basis of disability in the programs, activities, and employment opportunities available at the College. These laws also prohibit retaliation against an individual who alleges discrimination.

Students, faculty, staff, applicants, guests, contractors, and other third parties of the college who are qualified individuals with disabilities as defined by law may request reasonable accommodations which afford them equal opportunity to access, use, and participate in the programs, activities, facilities, and employment available at Cambridge College. Accommodations are provided unless they would present an undue burden, make a fundamental alteration to the nature of the academic program or activity at issue, or an exception is otherwise permitted under law. In some cases, the College may provide an equally effective alternative to the requested accommodation.

If a requested accommodation is not provided, the College will attempt to propose alternatives if appropriate. The College will work with the person requesting the accommodation to determine if there are acceptable alternatives. If a dispute concerning an accommodation is not resolved by the College's interactive process, the individual may file a complaint using the process outlined below.

Individuals who wish to request an accommodation or who have questions about the process should contact:

Vera Dimoplon  
Assistant Dean of Student Affairs,  
Section 504 Disability Coordinator  
Cambridge College  
500 Rutherford Avenue  
Boston, MA 02129  
(617) 873-0614 (Phone)  
vera.dimoplon@cambridgecollege.edu

The College's Equal Access to Education Policy and Disability Declaration and Documentation Policy give more information for students and applicants and the ADA and Reasonable Accommodations Policy gives more information for employees.

Any person who believes he/she has been discriminated against or has been the victim of retaliation on the basis of disability by any party at Cambridge College may file a grievance. Discrimination or retaliation complaints grieved under this policy may be directed against fellow students, employees, contractors or other third parties. The College will investigate the grievance and if there is a finding that discrimination occurred, the College will take steps to prevent recurrence of discrimination and address any resulting discriminatory effects on the complaining party if appropriate.

## Filing a Grievance

Grievances must be addressed in writing directly to the Section 504 Disability Coordinator. The written grievance should contain as much information as possible but at a minimum should contain:

- The name and contact information for the person filing the grievance
- A description of the problem or action alleged to be discriminatory or retaliatory
- Where applicable, the names and titles of any persons who were involved in the act of discrimination or who witnessed the discrimination
- The proposed remedy sought if appropriate

Any employee or student who is aware of someone wishing to pursue a grievance under this policy, should direct the individual to the Section 504 Disability Coordinator.

If the complainant has an issue directly with the Section 504 Disability Coordinator, he/she may file a grievance with a Regional Center Director, the Director of Human Resources, the Associate Provost, or the Academic Dean for his/her program. Contact information for all parties can be found in the College catalog as well as the College's public web site. In all cases, the Section 504 Disability Coordinator will be made aware that a grievance has been filed so that she/he can direct the process to the appropriate designee, monitor the progress of the grievance procedure, and assure compliance with all applicable laws.

## The Designee for Investigating the Grievance

The Section 504 Disability Coordinator will identify the appropriate person ("the designee") to investigate the grievance. When grievances are filed regarding academic matters such as academic adjustments, the designee will be the academic dean for the program involved because he/she has the most relevant knowledge of the academic requirements and applicable technical standards for the program of study. When grievances are filed regarding nonacademic matters such as facilities, operations, events, outside contractors, or parking, the designee will be the Associate Provost. When grievances relate to employment, the designee shall be the Director of Human Resources.

## Procedure

The designee will determine if the investigation of the grievance will follow an informal process or a formal process.

For informal processes, the designee will speak directly with the complainant to gather all relevant information and will also seek information from any other parties mentioned in the written grievance. The complainant must agree to proceed with the informal process.

For formal processes, the designee will meet with all involved parties. This includes but is not limited to administrators, advisors, faculty members, witnesses, health care providers, the complainant, and legal advisors. In circumstances where legal advisors are present for the complainant, the legal advisor may consult with the complainant but may not lead or participate in the meeting.

During the meeting, the designee will hear all relevant information from involved parties. The complainant will have the opportunity to voice his/her grievance and to present any evidence or witnesses to support his/her case. The designee will be committed to impartial investigation of grievances and will include the opportunity for all parties to present witnesses and evidence.

## Timing

Academic grievances related to the implementation or denials of accommodations are to be filed as soon as possible but no later than the end of the subsequent term in which the alleged discrimination occurred. Non-academic grievances and employment grievances should be filed as soon as possible but no later than 180 days after the alleged discrimination occurred.

When proceeding formally, the meeting will be scheduled within ten working days of the filed grievance and no later than 30 calendar days from the filing unless extenuating circumstances arise. For both formal and informal procedures, the designee will provide his/her response to the complainant within ten working days, unless extenuating circumstances arise.

## Resolution

During deliberation, the designee is encouraged to communicate with the College's General Counsel for guidance regarding the legal standards and basis of the decision under the circumstance of the complaint.

Once the designee has made a determination, he/she will respond to the grievance in writing, giving reasoning for his/her determination and outlining any additional actions that will need to take place. If the designee determines that disability discrimination occurred, the College will take steps to correct any discriminatory effects on the complainant and others, if appropriate. The Section 504 Disability Coordinator will be made aware of the response for tracking purposes and to answer any questions or concerns that the complainant has. Other appropriate parties involved in the grievance who have an administrative need to know (e.g. faculty member involved, program chair, facilities director, supervisor, regional center director, Human Resources, etc.) will also be informed of the determination as appropriate.

Previously determined accommodations that are being grieved will remain in place until a determination has been made. The designee may decide to approve an alternative temporary accommodation while the grievance procedure is followed but will be clear with the complainant that the alternative accommodation is temporary in nature.

## Outside Agency

Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, such as the filing of a 504/ADA complaint with the responsible federal department or agency, although it is strongly suggested that this grievance procedure be used first.

If a student or employee is dissatisfied with the grievance process at any time, he/she may use the following groups for assistance:

Massachusetts  
Massachusetts Office on Disability  
One Ashburton Place, Room 1305, Boston, MA 02108  
Voice/TTY 617-727-7440 or 800-322-2020 Fax 617-727-0965

Office for Civil Rights  
U.S. Department of Education  
5 Post Office Square, 8th Floor Boston, MA 02190  
Voice phone (617) 280-0111 FAX (617) 617-289-0150

## Other States

Please ask your Cambridge College regional center director to put you in touch with state advocacy agencies.

## Equal Access to Education Policy

Cambridge College strives to make its programs accessible to all individuals, in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 (amended in 2008). Its purpose is to create and maintain an environment that provides reasonable accommodations and supports to students with disabilities so they may participate in and benefit from as fully as possible the programs and services offered at Cambridge College. Such disabilities include physical or mental impairment that substantially limit major life functions. All faculty, staff,

and students of Cambridge College are expected to adhere to this philosophy of equal access to educational opportunity and to assume broad responsibility for its implementation. Disclosure of a disability is not required, but if disclosed, it is the responsibility of the individual to seek available assistance through the Office of Disability Services.

The Office of Disability Services is the designated office at Cambridge College that maintains disability-related documents, certifies eligibility for services, and determines and communicates reasonable accommodations for students with disabilities. As an institution, implementation of accommodations is a shared responsibility and faculty, students, and the Office of Disability Services are all held responsible.

## Students Requesting Disability Accommodations

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

Students who think they may qualify for special accommodations must obtain documentation from a qualified physician or clinician that presents a specific diagnosis of your disability, explains its limiting effects, and makes recommendations for accommodation. Eligibility for accommodations and the accommodations themselves are determined on an individual basis by the Office of Academic and Disability Support Services in order to ensure compliance with the Americans with Disabilities Act. This Office also ensures that all students are aware of their rights, are knowledgeable of the available services and that faculty are aware of their responsibilities should they have a student with a disability in their classroom.

It is important to provide documentation of your disability as soon as possible as many of the services provided are outside of the College and must be arranged far in advance. Please contact the Office of Academic and Disability Support Services to arrange for an intake meeting and to discuss your needs. The Office can be contacted at [disabilitysupport@cambridgecollege.edu](mailto:disabilitysupport@cambridgecollege.edu) or by phone at 617-873-0614.

### Accommodations

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

Accommodations may consist of the following (this list is not exclusive): sign language interpreters, note takers, assistive technology, tutorial services, priority registration, course modification, parking accommodations and classroom modifications. At your initial intake meeting, we will discuss what accommodations are right for you for the courses you are taking. Students should meet with or contact the Director of Academic and Disability Support Services every term to help set up letters sent to faculty. Accommodations do not automatically transfer from term to term and may be course-specific. It is the responsibility of the student to initiate the accommodation process from term to term.



# Policies for International Students

## Conditional Acceptance of F1 International Students

Conditional acceptance to a Cambridge College degree program is offered to students who have not demonstrated the minimum level of English language proficiency required for full acceptance.

### Eligibility for Conditional Acceptance

Students are eligible for Conditional Acceptance only if:

1. They have met ALL other admissions requirements;
2. They have been accepted to one of Cambridge College's accredited partner English language schools and have submitted to Cambridge College an official acceptance letter from the partner English language school;
3. They have paid a conditional acceptance fee, which is non-refundable but is credited towards their tuition once they fully matriculate.

### Eligibility for Full Acceptance

Students are eligible to be fully accepted once they have provided to Cambridge College ONE of the following:

1. Formal documentation of successful completion of a pre-determined level at one of Cambridge College's accredited partner English language schools;
- OR
2. An official TOEFL, IELTS, STEP Eiken, or Michigan Test score equal to or exceeding the minimum required score for the program to which the student has been accepted.

A student who has submitted the required documentation for full acceptance is eligible to matriculate in the next available term of study.

### Restrictions

#### *Ability to enroll in Cambridge College courses*

Students who are conditionally accepted are prohibited from enrolling in any Cambridge College courses. Only once the student has been fully accepted is s/he eligible to register for, enroll in, and attend Cambridge College courses.

#### *Duration of validity*

The conditional acceptance is valid for up to three academic terms from initial issue. If a student requires additional time to meet the English language proficiency requirements set by the program to which s/he is conditionally accepted, s/he must request, in writing, an extension, and pay a second conditional acceptance fee, which will be credited towards tuition.

#### *Change in program requirements*

Conditionally accepted students must meet admissions and program requirements in effect at the time of matriculation. Students will be notified by the College if program changes occur after they have been conditionally accepted but prior to their matriculation.

## International Student Policies for F1 Non-immigrant Students

### Policies for Employees selected to serve as Primary Designated School Official (PDSO) or Designated School Official (DSO) at Cambridge College:

Prior to addition to Form I-17, employee must:

1. Complete, with a senior P/DSO present, the SEVP training for Designated School Officials.
2. Submit the following documents:
  - a. Proof of U.S. Citizenship: one of the following
    - i. Birth certificate
    - ii. Passport
    - iii. Permanent Resident Card
  - b. Marriage license if name on Proof of U.S. Citizenship differs from the employee's legal name
  - c. Form I-9, demonstrating employment at Cambridge College

After addition to Form I-17, Cambridge College recommends that the employee:

1. Participate in/demonstrate previous participation in and completion of one of the following within the first year as DSO:
  - a. NAFSA F1 for Beginners (hosted at the NAFSA Regional Conference)
  - b. IETS F1 Essentials Levels 1 and 2 (hosted by International Education Training Services)

Only individuals specified on Cambridge College's Form I-17A as PDSO or DSO may sign Form I-20 on page 1 (School Certification) or page 3 (travel authorization). No employee of Cambridge College who has not been designated PDSO or DSO may sign the I-20 for any reason.

### Policies for students seeking admission to Cambridge College as F1 non-immigrant students:

#### *Required Documentation*

In order to receive Form I-20 for maintenance of F1 non-immigrant student status at Cambridge College, applicants must be fully admitted into a full-time degree program at Cambridge College. Documents required for admission to Cambridge College include but are not limited to:

1. Submission of a passport or other government-issued form of identification which shows:
  - a. Spelling of the student's name
  - b. Date of birth
  - c. Country of birth
  - d. Country of citizenship
2. Demonstration of adequate ability to fund their studies for at least the first year of study. Documents may be submitted as originals, photocopies, electronic scans, or facsimile. All documents submitted as proof of financial capability must be:

- a. In English or accompanied by a notarized translation
  - b. Equal to or greater than the minimum amount calculated by the International Student Office and published by Admissions
  - c. No older than 6 months from the date of acceptance, no older than 3 months preferred
  - d. Accompanied by a completed Declaration of Funds, signed by the student or sponsor and signed by the bank from which funds are demonstrated
3. Proof of English language proficiency, as defined by the requirements set forth by Admissions

#### **Transfer Students**

Students who are transferring to Cambridge College in F1 status from another institution in the United States where they have previously maintained their F1 status must also request transfer of their SEVIS record from the previous institution to Cambridge College before Form I-20 can be issued from Cambridge College.

#### **Obtaining/Regaining F1 Status**

Students who are in the United States in another status and wish to obtain F1 status or who have lost F1 status and wish to regain it must provide the above-described documentation before they will be assisted with the Change of Status request process. Cambridge College cannot guarantee the success of any Change of Status or Reinstatement application submitted by the student to the Federal Government.

### **Policies for students maintaining F1 status through full-time enrollment in a degree program at Cambridge College:**

#### **Full Time Registration Requirement**

In order to maintain F1 status at Cambridge College after admission to a full-time program and issuance of Form I-20, international students must:

1. Attend International Student Orientation or attend a make-up International Student Orientation session before the end of their first term of study with Cambridge College.
2. Register for a full course of study in all required terms, save for the final term of study, unless otherwise authorized by a P/DSO to drop below full course of study.
  - a. "Full course of study" for undergraduate study is defined in 8 C.F.R. § Sec. 214.2(f)(6)(i)(B) as "at least twelve semester or quarter hours of instruction per academic term."
  - b. "Full course of study" for post-graduate study is defined in 8 C.F.R. § Sec. 214.2(f)(6)(i)(A) as "certified by a DSO as a full course of study." The International Student Office at Cambridge College has certified 8 semester hours of instruction per academic term as full-time for graduate students.
3. Attend all courses which contribute to full-time registration. Failing a class for failing to meet specific class requirements for attendance is considered an unauthorized drop below full course of study.
4. Register for no more than 3 credits' online courses, except where the online course registration exceeds the required minimum full-time registration.
5. Register for and attend courses taught only on the campus where the student has been authorized to attend.

#### **Authorization to Drop below Full-Time Registration**

In order to obtain authorization to drop below the full-time registration requirement in a required term of study, students must first:

1. Request authorization for a drop below full course of study within the term in which s/he will drop below full course of study, as outlined in 8 C.F.R. § Sec. 214.2(f)(6)(iii). Acceptable reasons for drop below full course of study at any time during the student's studies are:
  - a. Improper course level placement.
  - b. Illness or medical condition
  - c. Student in final term of study.

Acceptable reasons for drop below full course of study during the student's first term of study only are:

- a. Unfamiliarity with US teaching methods.
- b. Initial difficulties with the English language.
- c. Initial difficulties with reading requirements.

#### **Updated Record-keeping Requirement**

While maintaining F1 student status at Cambridge College, F1 students must:

1. Submit a signed Certificate of Understanding: F1 Student Rights and Responsibilities and a complete International Student Information Sheet before the end of their first term of study with Cambridge College.
2. Maintain current, updated records with the International Student Office at all times. This includes:
  - a. Current major field of study
  - b. Current address
  - c. Student's name
  - d. Sources of funding
  - e. Photocopy of most updated passport
  - f. Photocopy of most updated visa
3. Notify a P/DSO in a timely manner prior to the end-date listed on the student's Form I-20 in Section 5 if an extension of program is needed.
4. Notify a P/DSO if s/he wishes to withdraw from classes prior to completing his/her program of study. This will result in termination of student's F1 status for "Authorized Early Withdrawal."
5. Depart the United States within 15 days of termination of F1 status.
6. Notify the P/DSO if s/he changes status.

#### **Restriction of Work Eligibility**

Pursuant to 8 C.F.R. § Sec. 214.2(f)(9), students maintaining F1 status may only engage in on-campus employment or authorized off-campus employment. For authorization of off-campus employment, students must:

1. Request authorization for off-campus employment prior to engaging in off-campus employment of any kind. Authorized employment includes:
  - a. Curricular Practical Training
  - b. Optional Practical Training
  - c. Hardship Employment
2. Not engage in unauthorized employment in the United States, as this is grounds for termination of the student's F1 status.

## **Policies for students maintaining F1 non-immigrant student status at Cambridge College through Optional Practical Training:**

### *Authorization of Off-Campus Employment through Optional Practical training (OPT)*

In order to maintain F1 status at Cambridge College while engaged in approved Optional Practical Training (OPT) after completion of a degree at Cambridge College, international students must:

1. Apply for OPT no more than 90 days prior to or 60 days after the student's final date of registration, having met the 1-year academic enrollment requirement, pursuant to 8 C.F.R. § 214.2(f)(10).
2. Pursuant to 8 C.F.R. § 214.2(f)(10)(ii)(A), engage in employment which is:
  - a. Directly related to the student's most current major field of study
  - b. No less than 20 hours per week for students engaged in full-time OPT
  - c. No more than 20 hours per week for students engaged in part-time OPT
3. Report to the ISO and document any gaps in employment after the start-date of OPT.
  - a. Students are permitted 90 days total unemployment within the specific period of OPT granted. Exceeding 90 days of unemployment puts the student out of status.
  - b. The ISO holds no responsibility for terminating student status when a student exceeds his/her 90 days of unemployment while on OPT
4. Depart the United States, change to another status, or begin a new F1 program of study within the 60 days following the end-date of OPT in order to avoid becoming an illegal overstay.

### *Updated Record-keeping Requirement*

Once authorized for Optional Practical Training, students must:

1. Provide a photocopy of the Employment Authorization Document (EAD) in a timely manner after receipt
2. Keep all personal information updated with the ISO. This includes, but is not limited to:
  - a. Current residential address
  - b. Current telephone number
  - c. Current email address
3. Keep all employment information updated with the ISO.
  - a. Employment information should be provided in the form of an employment letter. This letter should contain the following information:
    - i. Company name
    - ii. Company address
    - iii. Student's name
    - iv. Employment start-date
    - v. Employment end-date (if specified in the student's contract)
    - vi. Position title
    - vii. Number of hours per week associated with the position
    - viii. Brief description of job duties
    - ix. Signature of supervisor, company owner, etc.

## **Policies for record-keeping within the institution:**

Upon approval of the certificate to host F1 non-immigrant students, Cambridge College agrees:

1. Upon acceptance of any non-immigrant alien student, to furnish that student a Certificate of Eligibility (Form I-20 A/B)
2. To keep records containing the following specific information and

documents relating to each non-immigrant F1 student to whom the school issues a Form I-20, while the student is attending the school and until the school notifies the Service, in accordance with regulations at 8 C.F.R. 214.3, that the student is no longer pursuing full course of study.

3. The school must keep a record of having complied with the reporting requirements for at least one year.
4. If a student who is out of status is restored to status, the school the student is attending is responsible for maintaining these records following receipt of notification from the Service that the student has been restored to status.
5. The school must keep and make available to the Service upon request the following information and documents for each non-immigrant F1 student:
  - a. The admission number from the student's Form I-20 copy
  - b. Country of citizenship
  - c. Address and telephone number in the United States
  - d. Status, i.e. full-time or part-time
  - e. Course load
  - f. Date of commencement of studies
  - g. Degree program and field of study
  - h. Expected date of completion
  - i. Non-immigrant classification
  - j. Termination date and reason, if known
  - k. The documents which show the scholastic ability and financial status on which the student's admission to the school was based
  - l. Information specified by the Service as necessary to identify the student and to determine the student's immigration status.

## **Policies for advertisement, catalog, brochures, literature, or other material produced by/for Cambridge College:**

1. Any statement which may appear concerning approval for admittance by non-immigrant students must be limited to the following: "This school is authorized under Federal law to enroll non-immigrant students."

## **International Students and Immunizations**

To comply with state law, all new students at Cambridge College locations in Massachusetts are required to be immunized according to the Massachusetts College Immunization Law. Full-time students, full-time international students and part-time students in health sciences programs are required to submit proof of immunization.

International students at Cambridge College are required to be full-time students in fall and spring terms. They must be in compliance with all Cambridge College immunization requirements when they arrive on campus. International students who fail to present the required information by the end of the first term, in which they are enrolled at Cambridge College, are out of compliance.

If international students remain out of compliance, they will not receive official transcripts from the Registrar's Office and will be blocked from registering for the next term. U.S. federal regulations require international students maintain a full-time course of study each academic term. If international students are not registered for the next term, they are in violation of their F-visa status that may result in the termination of their I-20 "Certificate of Eligibility."

# Policies for Military Students

## Academic Progress

See *Military Servicemembers & Veterans: Academic Progress* on page 56.

## Approved Courses and Transfer Credits for Military Students

Cambridge College participates in the Department of Defense Voluntary Education Partnership program so that eligible active duty service members are able to obtain Tuition Assistance from their military branch as administered by the Department of Defense. The Registrar, Regional Center Directors and the Student Financial Services Office serve as the first point of contact for veterans' educational benefits assistance and DoD tuition assistance.

Cambridge College certifies enrollment for veterans' educational benefits for students in degree seeking programs. All students eligible to receive veterans' benefits or DoD tuition assistance while attending the College are urged to complete arrangements with the appropriate agency in advance of enrollment.

Cambridge College is required to certify only those courses that meet minimum graduation requirements. Courses not directly related to a student's degree program or courses beyond those required for a specific degree program are not certified. Undergraduates should meet with an advisor to develop a course enrollment plan. Graduate students should have their program chair approve their study list as meeting graduation requirements on a semester basis.

To comply with federal regulations concerning credit for previous training (38 CFR 21.4253), Cambridge College is required to evaluate all previous education and training completed elsewhere to determine what credit, if any, should be granted to students eligible to receive Veterans Affairs educational benefits or DoD tuition assistance. Cambridge College is required to complete an evaluation; credit is granted when appropriate. Credit is evaluated toward the degree program registered with Veterans Affairs or DoD as determined by the Office of the University Registrar in conjunction with the relevant academic department(s) or program(s). All relevant policies regarding transfer credit apply. In addition, this evaluation occurs each time a student's degree program is changed. Subject to current federal and College guidelines, students eligible for receipt of VA educational benefits or DoD tuition assistance have their prior education and training evaluated up to the credit limits outlined in the College's Transfer Policy.

## Delayed Disbursement of VA Funding

See *Delayed Disbursement of VA Funding* on page 55

## Military Tuition Assistance (TA) Refund Policy

See *Military Tuition Assistance (TA) Refund Policy* on page 25

## Transfer Credit Evaluation

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

Prior learning assessment to earn college credit and shorten your program—Veterans enrolled in undergraduate programs are especially encouraged to consider documenting their learning derived from experience in the form of standardized college-level exams and portfolios that demonstrate learning equivalent to specific college courses. For more information, ask to speak with a faculty advisor or the academic coordinator of the Cambridge College center you plan to attend, or view our Transfer Credit Policy.

Please review our policy on Approved Courses and Transfer Credit for Military Students to ensure enrollment certification. Service members are advised to speak with a counselor within their Military Service prior to enrollment.

## Readmission of Military Servicemembers

See *Readmission after Interruption Due to Military Service* on page 56



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500 Rutherford Avenue  
Boston, MA 02129

Admissions: 1-800-829-4723

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