



Cambridge
College



Summer 2011

in Boston

National Institute for Teaching Excellence

Academic Programs • Admission • Summer Housing • Highlights

Cambridge College School of Education

1000 Massachusetts Avenue • 80 Prospect Street
Cambridge, MA 02138 • 1-800-877-4723 x1107 or x1124

www.cambridgecollege.edu/nite





Welcome

Thank you for your interest in the National Institute for Teaching Excellence (N.I.T.E.). Since 1990, over 5000 teachers and administrators have gathered for this intensive summer residency in Boston to pursue graduate study in education. By attending, you will join a network of educators whose lives have been transformed by this gathering of diverse scholar-practitioners and colleagues committed to providing excellence in education for all students.

The Cambridge College School of Education offers a unique blend of theory and practice, creating a learning community where students bring their experiences and grow as teachers and leaders. Participants are challenged and inspired, and leave with new or renewed passion for their work. Educators return to their schools with the skills and knowledge to provide new opportunities for the children they serve.

This summer, the program will take place on the campus of Emmanuel College in the heart of Boston, the higher education capital of the world. This lovely campus provides an excellent location to learn with your colleagues, with easy access by foot and public transportation to unlimited educational, cultural and recreational opportunities.

We welcome the opportunity to talk with you about N.I.T.E. I am confident that we can help you discover your next step.

Sincerely,
Kristin Poppo, PhD

Executive Director, National Institute for Teaching Excellence
and the Center for Professional Advancement



2011 Summer Calendar (subject to change)

Feb 15	Residence registration opens for admitted students	
April 1	Summer course registration opens for students cleared by the Bursar and/or the Financial Aid Office.	
April 1 (priority date)	Transfer credit documents due; later receipt may delay your transfer credit evaluation	
May 15 (priority date)	Financial Aid application due (FAFSA 2010-2011) and all supporting documents; later receipt may delay your financial aid award	
May 15 (priority date)	Application deadline; applications received later will be accepted on a space available basis.	
June 1	Residence registration deadline	
June 10	Summer term fees due or payment plan application due with deposit; late fee charged if payment arrangement is not made by this date	
June 25 Saturday	9am-5pm arrive & check in to residence	Students from New York may arrive a week later and take four courses in weeks 2-5.
June 26 Sunday	Morning: Orientation and open offices for registrar, financial aid, bursar, admissions, IT and transfer. Afternoon: Introduction to Professional Seminar (includes writing assessment). Evening: Residence Hall Orientation.	
June 27 Monday	Week 1 begins	
July 4 Monday	Independence Day — no classes, offices closed	
July 5 Tuesday	Week 2 begins	
July 11 Monday	Week 3 begins	
July 18 Monday	Week 4 begins	
July 25	Week 5 begins	
July 30 Saturday	Students depart (end of week 5)	
Aug. 1	Payment plan: first payment due	



National Institute for Teaching Excellence 2011 Opportunities

new teachers • career changers • teachers pursuing new areas of expertise and licensures • moving into leadership

Prospective Teachers — Initial Licensure

*Master of Education (MEd) degrees approved by the
Massachusetts Dept. of Elementary & Secondary Education*

Early Childhood Teacher
Elementary Teacher
English as a Second Language
General Science
Instructional Technology
Mathematics
Special Education/Moderate Disabilities

School Nurses

School Nurse Education MEd
Health Promotion post-master's certificate

Special Education

Autism/Behavior Analyst MEd or post-master's certificate
Autism Specialist MEd
Special Education/
Moderate Disabilities MEd—initial licensure,
additional licensure,
Mass. professional licensure or
professional advancement

Current Teachers — Professional Advancement

*Master of Education (MEd) degrees and certificates
for current, credentialed teachers*

Autism/Behavior Analyst MEd or post-master's certificate
Autism Specialist MEd
Early Childhood Teacher MEd
Elementary Teacher MEd
Elementary Teacher MEd—additional licensure or
Mass. professional licensure
English as a Second Language MEd
General Science MEd
Instructional Technology MEd or certificate
Interdisciplinary Studies MEd
Literacy Education MEd
Mathematics MEd
Special Education/
Moderate Disabilities MEd—initial licensure,
additional licensure,
Mass. professional licensure or
professional advancement

Educational Leadership

School Administration (MEd - licensure or professional advancement)
Certificate of Advanced Graduate Studies (equivalent to Educational
Specialist degree in many states)

Doctor of Education — please ask your admissions counselor for
information or see www.cambridgecollege.edu/edleadership/.



Accreditation

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

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

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

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

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road, Suite 201, Bedford, MA 01730-1433
Website: <http://cihe.neasc.org>
Telephone 781-541-5414. E-Mail: cihe@neasc.org

Authorization & Approval

Massachusetts — All Cambridge College's degree programs are authorized by the Massachusetts Department of Higher Education (<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.

Virginia — Cambridge College is certified by the State Council of Higher Education for Virginia (SCHEV) (<http://www.schev.edu/>) to operate as an institution of higher education and to confer degrees at 1403 Greenbrier Parkway, Suite 300, Chesapeake, VA.

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

California — Cambridge College was approved by the Bureau for Private Post-Secondary Education (www.bppve.ca.gov) to offer certain degree programs. Under the California Private Postsecondary Education Act of 2009, Cambridge College is approved based on its regional accreditation (see above).

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

Georgia — Cambridge College is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990. The College meets the requirements of the Nonpublic Postsecondary Education Commission (<http://www.gnpec.org>) to offer selected programs in the state of Georgia: Master of Education programs in Autism Specialist, Early Education & Child Care, Elementary Education (initial and professional), School Administration, School Guidance, Library Teacher, Mathematics, and Special Education/Moderate Disabilities (initial and professional); CAGS in Educational Leadership in Curriculum and Instruction, School Administration, and Special Education Administration.

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

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

In order to view detailed job placement and completion information on the programs offered by Cambridge College Memphis Regional Center, please visit www.state.tn.us/thec and click on the Authorized Institutions Data button.

Tennessee student grievances — Any grievance not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville, TN 37243-0830, 615-741-5293, <http://www.state.tn.us/thec>.

Puerto Rico — The Puerto Rico Council on Higher Education (www.gobierno.pr/cespr/inicio) has authorized Cambridge College to offer M.Ed. programs in Autism, Elementary Education 4-6; English as a Second Language; Health, Family and Consumer Sciences; Library Teacher; Mathematics Education, School Administration, Special Education, Marriage & Family Counseling; Master of Management with concentrations in General Business and Technology Management.



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About This Publication

This publication introduces Cambridge College's National Institute for Teaching Excellence and its academic programs, and gives some policy highlights. It has been compiled from the best information available at the time of publication. Programs and policies are subject to change within the sole discretion of the College. This publication does not constitute a contract and shall not be construed as a binding document. More complete information is published in the *Cambridge College Academic Catalog*, available on the Cambridge College website. Students are responsible to read, understand, and comply with all Cambridge College policies and procedures.

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National Institute for Teaching Excellence (N.I.T.E.)



Take a “working vacation” in one of America’s most beautiful cities, in the heart of higher education. Meet new colleagues from across the nation. Spend a “summer sabbatical” with the best teachers in the business and experience Boston, Cambridge, the Fenway, and New England, while working towards a higher degree, new teaching license, professional advancement and potential for increased income. You will return to your school with a new network of professional colleagues and friends, renewed and empowered to improve your classroom, school system, and your own life.

School of Education Mission

Our mission is to provide educators in public and private schools and colleges with the knowledge, skills and values necessary to enable their students to excel academically and socially. Its distinct programs offer educators a blend of theory and practice and experienced faculty who model what they teach. Educators are prepared to become agents of change in their schools, and in the local and global communities. The School’s core values include:

- Innovation in Curriculum and Teaching Strategies
- Diversity
- Academic Excellence
- Social Justice
- Honesty and Integrity
- Building Community

Begin in the Summer Term

Earn 12-15 credits in 4-5 weeks — In an intensive summer term in residence, students typically take one course each week and participate in a professional seminar with their faculty advisor and other educators and school professionals in their field. They also get academic support and participate in other academic activities.

Summer Site, Facilities & Equipment — Cambridge College holds the National Institute for Teaching Excellence Summer term at another college in Greater Boston with dormitories and the facilities and services needed for our academic programs. Cambridge College supplies or arranges for any additional audio-visual and computer equipment needed for our classes.

Finish Your Degree

NITE students finish their academic program online and/or at a Cambridge College regional center where their particular program is offered. Please contact the program coordinator for more information.



Cambridge College

Mission and Values

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

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

History

In 1971, a small group of educators created an educational institution 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.

First known as The Institute of Open Education within Newton College of the Sacred Heart, the Institute later became part of the Antioch University Network; finally, in 1981, it became an independent, private non-profit institution with a new name: Cambridge College. The initial degree program was launched at the graduate level: a Master of Education, which 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 Bachelor of Arts (1993), Master of Management (1995), Certificate of Advanced Graduate Studies (2000), Bachelor of Science (2002), and the Doctor of Education (2006).

The National Institute for Teaching Excellence began in 1990, when the College first brought educators from across the United States to an Urban Education Program in Cambridge. Currently, N.I.T.E. students live and learn together in an intensive summer residency program. Within this specialized and diverse environment and with the support of our highly experienced faculty, professional teachers gain knowledge and new applications for learning. Students then return to their school systems renewed and empowered, and continue their academic programs at home.



Cambridge College also serves the educational needs of students outside of its original home location in Cambridge, Massachusetts. The College has regional centers in Springfield and Lawrence, Massachusetts, and in California, Georgia, Puerto Rico, Tennessee and Virginia. The College aspires to be a visionary organization and learning community. Through the dynamic learning processes which are the foundations of our educational model, and our dedication to our mission, we are serving and transforming the lives of working adults in the national landscape.

The Teaching/ Learning Model

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 throughout Cambridge College. Coursework is designed to promote collaborative learning; to 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. Many faculty are experienced professionals and bring both academic and professional perspectives to the classroom allowing our students to study current trends in the field. Faculty members and program coordinators work with students to build the skills needed for academic and career success.

Cambridge College is a learning community in which adult learners experience educational practices that honor and empower them. Our programs develop and enhance skills, competencies, attitudes, values and habits of mind, which enable our students to competently meet personal needs and professional challenges. Many of our students report that the dynamic learning process at Cambridge College has transformed their professional and personal lives.

Reducing the Traditional Barriers for Working Adults

Cambridge College addresses the traditional barriers to education and postsecondary degrees that working adults and those without resources often experience. For example, entrance tests are not required for admission to the College, and undergraduate credits may be awarded for documented academic learning drawn from experience. The College course schedule is designed for working adults, offering classes in the evenings and on weekends, as well as short course intensives. And notably, Cambridge College's tuition costs are low when compared to our competitors.

Program Goals and Outcomes

Students will:

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



College Profile

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

Diverse — Students bring to class a wealth of difference in age, educational background, professional attainment, race, ethnicity, and language.

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

Why We Are Distinctive

Cambridge College Teaching and Learning Model — Dedicated to the specific needs of adult learners, our education philosophy incorporates a socially constructed model of shared learning. Our programs integrate real-world experience with academic theory. We engage in process, practice, and collaborative learning and ground our model in content, building knowledge and skills through measurable outcomes. The Cambridge College teaching and learning model is based on our extensive experience serving adult students.

Serving the Military — For two years in a row, Cambridge College has been honored and is among the top 15 percent of colleges, universities and trade schools nationwide to embrace America's veterans as students. The College was included in *G.I. Jobs Magazine's* 2011 List of Military Friendly Schools. (August 2010).

Enrollment — Cambridge College has the 9th largest enrollment among four-year private non-profit colleges in Massachusetts and the 16th in New England based on the latest IPEDS Peer Analysis System.

Student Diversity

Serving Minorities — Named one of the top 100 colleges and universities in the United States that conferred the most master's degrees in the academic year 2008–2009 for African Americans and Hispanic-heritage groups:

Master's Degrees	Education	Psychology	All Disciplines
to African Americans	5th	26th	15th
to Minorities	6th	22nd	34th
to Hispanics	18th	14th	47th
to Native Americans	46th	n/a	n/a
to Asian Americans	n/a	44th	n/a

Sources: *Diverse Issues in Higher Education* (Aug. 2010) and the *Hispanic Outlook in Higher Education* (May 2010) magazines.

Faculty Profile

More than 750 active full- and part-time professors; many are active professionals working in their field.

Full-time faculty

- 26 full-time faculty members college-wide
- 69% with a terminal degree (e.g. Ed.D.)
- 50% female, 50% male
- 38% minority

Part-time faculty

- more than 700 active part-time faculty college-wide
- 39% with a terminal degree (e.g. Ed.D.)
- 59% with a master's degree
- 59% female, 41% male
- 34% minority



Academic Schedule Convenient evening and weekend classes accommodate students' work schedules.

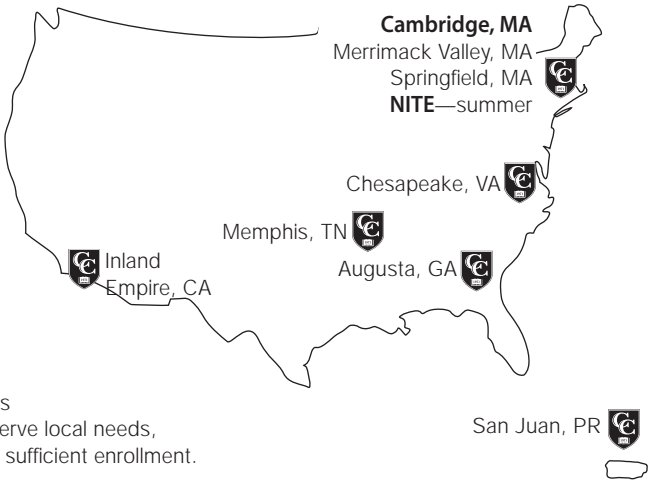
Three terms/year — Fall and spring terms are 15 weeks for undergraduate programs, and 14 weeks for graduate programs. The summer term is nine weeks for undergraduate programs and seven weeks for most graduate programs (see *Academic Calendar*.) The National Institute of Teaching Excellence has a five-week summer term.

Campus Life Cambridge College, main campus and regional centers, is located in urban settings. Each location has a student lounge and vending machines but no cafeteria.

Cambridge, MA Main Campus Cambridge College's four schools are located in three buildings in the heart of Cambridge, MA. Our students enjoy many convenient eating places, bookstores, museums and cultural events within a few blocks of campus.

- School of Undergraduate Studies
- School of Education
- School of Psychology & Counseling
- School of Management

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



Demographics **Fast Facts**



Total enrollment more than 8,000 students
 (5,097 full-time equivalent)

Degree and certificate seeking students undergraduate more than 1,500;
 graduate more than 5,300

Other students more than 1,000 (not seeking degree or certificate)

Student status 42% full-time, 58% part-time

Average age 38 (undergraduate 36, graduate 39)

Gender 76% female, 24% male

Diversity 43% minority

Financial aid 68% of all degree and certificate seeking students receive student aid

Average class size 9 (undergraduate 11; graduate 8)

Alumni more than 27,500

(Academic year 2008-2009)

Enrollment/Student Diversity

International 1%

Black/African American 29%

Native American <1%

Asian/Pacific Islander 2%

Hispanic/Latino 12%

White 28%

Unknown 28%

Enrollment by Location

Cambridge, Massachusetts
 main campus 4,074

Augusta, Georgia 767

Chesapeake, Virginia 704

Inland Empire, California 200

Memphis, Tennessee 247

Merrimack Valley, Massachusetts 544

San Juan, Puerto Rico 467

Springfield, Massachusetts 541

Instructional sites 464

Total 8,008



Getting Started

at the National Institute for Teaching Excellence

WELCOME to Cambridge College. We are a college whose educational environment and programs are designed specifically for working adults. Our dedicated faculty, flexible scheduling, and educational centers are focused on students who are working; not only working to advance their education, but working in their lives to balance employment, financial circumstances, and family commitments with their decision to go to college. The Cambridge College community is comprised of people who understand the complications of adult life, from the faculty and deans, to the staff and administrators. As important as the context of flexible education opportunities and support for working adults is, we see that working adults also need the challenge to change and grow. We are here because we have a strong belief: that you want to continue developing and gaining new perspectives, even amidst the demands of life. We welcome you to become part of a special cohort of students who come from different backgrounds, but arrive with a common need to learn, to share knowledge with others, to stretch out from the comfort zones, and to be accepted as adults working and learning.

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 see the Cambridge College Academic Catalog at www.cambridgecollege.edu/ for more information, including program requirements and policies, tuition and fees, and refund policies.

Educators, Choose Your Program Carefully

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

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

Admission

Equal Opportunity

We welcome a diverse student body and support a diverse academic environment regardless of race, color, national origin, citizenship, religion, marital status, gender, sexual identity, sexual orientation, genetic information, veteran's status, pregnancy, disability, age, or any other legally protected status.

Application for Admission

Applications are available online (www.cambridgecollege.edu/admissions/application_main.cfm) and in paper form through enrollment counselors. **Admission requirements are described fully in the application.**

Your admission file must be COMPLETE before:

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

You will not be allowed to register for courses at Cambridge College until your file is complete.

PRIORITY DATES

Term	Transfer credit documents due	Application deadline	FAFSA* due	Classes start
Summer 2011	Apr 1	May 15	May 15	June 27

* FAFSA, Free Application for Federal Student Aid

Applications received after the deadline will be accepted on a space available basis.

Submitting required documents after priority dates may result in delayed transfer credit and financial aid awards.

Acceptance Letter and Student PIN

When you receive your acceptance letter/packet, please return your confirmation, informing the College that you will attend, and we will reserve your place in the summer program. When we receive your confirmation, **your student Personal Identification Number (PIN)** will be sent to you. It is your password to the MyCC web portal, web registration, and your personal accounts. If you forget your PIN, please call the Registrar's Office at 617-873-0101.

Academic Records and Privacy

All application materials become part of Cambridge College records and will not be returned. Materials received in the application process may not be removed or duplicated for personal use or forwarded to any third party.

FERPA

Access to the information supplied on your application form, supporting materials, and student education records, is strictly limited under the Family Educational Rights and Privacy Act of 1974. In compliance with the Act (FERPA), 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.

Please Note

Licensure students — Applicants pursuing educator certification are responsible to get current information from their state licensing authorities and meet state requirements. Cambridge College is authorized to offer educator certificate programs in MA, GA, TN, PR, and VA.

International transcripts — Students with international transcripts are required to submit an official English translation of all records of academic course work.

Applying for a second Cambridge College degree — All new documents are required. Please contact the Registrar's Office to release an official transcript of your prior degree.

Returning after five years — After five years' absence from the College, returning students must submit a new application to the College in order to be readmitted.



Cambridge College Admission Requirements

Education: MEd & CAGS

Application Form Complete all items carefully and *sign*.

\$30 Application Fee Check or money order payable to Cambridge College (non-refundable).

Official Transcripts Documenting Your Education **Degree** earned at a regionally accredited college or university:

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

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

Two References See form provided in application booklet.

Current Résumé Documenting Your Experience

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

Transfer Credit Evaluation If you want prior graduate course work evaluated for transfer credit, please complete the form (provided in application booklet) and send it to the Transfer Credit Office. Photocopies of course descriptions or syllabi must also clearly show the college's name; write your name and date of birth on each copy.

Phone Interview Please be ready to demonstrate your competencies and knowledge appropriate to the subject area at the level of licensure sought; strong oral and written communication skills including organization and clarity of thought, ability to communicate ideas, and correct use of English; and enthusiasm, sincerity, and serious intent to become a licensed educator.
(candidates for licensure programs)

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

Personal Statement/Essay Write a two page typed, double-spaced essay (500 words) describing your professional experience, your goals and objectives for graduate study and for educator licensure. How do you expect your graduate studies to apply to your school and enhance your future career?

Keep an electronic copy to share with your seminar leader (academic advisor). It will be the first entry in your portfolio of learning. This portfolio may be used for program assessment.

Math Initial Licensure (5-8, 8-12) Math placement test (on-site).

Health Insurance Required by law for MA only (Cambridge, Springfield, Lawrence). See form provided in application booklet.

Immunizations Required by law for MA only (Cambridge, Springfield, Lawrence).

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

See form provided in application booklet for policy and instructions.



U.S. Permanent Resident Card If you are a permanent resident, a copy of both sides of your permanent residency card is required.

International Students International student form (see application booklet) and all required documents listed.

Orientation

Orientation is required: Sunday June 26, 2011.

Orientation assists new students to make a smooth academic and personal transition into Cambridge College. During orientation, program and academic coordinators provide face-to-face meetings and course advising; explain program paths; and deliver information on degree completion, licensure/certification requirements, and course registration. Administrative offices are open for payment, student disability support, course changes, and financial aid advice; *Orientation* and *Student Handbooks* are available and the *Student Consumer Information Guide* is distributed.

Identification Cards Cambridge College student ID card photos are taken at Orientation. To get your ID card (or to replace a lost card), students at the Cambridge campus should visit the Student Records Office to have their photo taken and receive their ID card. Students at regional centers should visit their main office. The card also serves as identification for entrance into libraries and application for a borrower's card as well as for many student discounts at libraries, museums, etc.

E-mail at Cambridge College Cambridge College, from time to time, uses electronic mail (e-mail) to deliver official communications from faculty and staff. The College provides each student who is registered at the College with an official e-mail account hosted by Google (student.name@go.cambridgecollege.edu). Students will be held responsible for reading e-mail sent to this official address.

With Google e-mail, students have the option of forwarding their College e-mail to another service. Cambridge College understands that this is a student-managed preference and as long as students recognize their responsibility to read official communications from the College, the College will continue to allow each student to determine where their e-mail is received.

Navigating Cambridge College



Cambridge College is dedicated to providing an excellent educational opportunity for working adult students. Working adults often need help in navigating their college experience and Cambridge College delivers the expertise and understanding adult students appreciate. Online and published materials include contact information. We can answer questions, provide payment information, help to plan your program, assist in skill development, and guide you in your desire to gain a higher education degree.

- Enrollment counselors
- Financial aid counselors
- Front office and registrar staff
- Student accounts staff
- Student Records Office staff
- Course faculty and program advisors
- Program coordinators
- Deans, administrators and regional center directors
- Student affairs and disability services staff
- IT help desk technicians
- Online library project manager
- Writing and math tutors
- Tuition price calculator (available on the website)

Academic Catalog and Other Publications

The *Academic Catalog* serves as an important asset in learning about the College and becoming familiar with the academic policies and resources that are the foundation of the College. The College publishes separate brochures to help inform students and the public: the Code of Student Conduct can be found in the *Student Handbook*; non-academic policies and compliance statements can be found in the catalog and in the *Student Consumer Information Guide*. All published information and contact numbers are also found online. By taking advantage of our resources your participation in the Cambridge College community will be a deeper and richer experience.

The N.I.T.E. website provides many resources for students, and more are available on on the main Cambridge College website.

N.I.T.E. Tuition & Payment—Highlights

Student Accounts Office • 617-868-1000 x1326 • bursars@cambridgecollege.edu • www.cambridgecollege.edu/admissions/financial.cfm
Rates as of January 2011, subject to change without notice.

Admission

Application fee - MEd, CAGS (non-refundable) \$30

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

Net price calculator available at www.cambridgecollege.edu/admissions/financial.cfm

MEd (per credit) \$500
CAGS (EC prefixes, per credit) \$605
EdD (ED prefixes, per credit) \$1,150

Other Charges

Please see Cambridge College Academic Catalog or <http://www.cambridgecollege.edu/admissions/financial.cfm>

Student Injury and Sickness Insurance Plan — Required by Massachusetts law for students attending for more than 3 weeks. See website for more information. \$60

N.I.T.E. commuter student fee \$140/week
Applies to non-resident students enrolled in N.I.T.E. who commute to the N.I.T.E. host site; this also applies to local Massachusetts students who choose to enroll in a class held at the N.I.T.E. host site. The fee covers the cost of facilities and services provided by the host site.

Parking for non-resident students is available only at off-site commercial lots.

Summer Room & Board

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

Air conditioned rooms are limited. Please apply early.

	5 weeks	Per week
Double occupancy, per person	\$3,120	\$624
Single	\$3,800	\$760

Free parking on-site for resident students.

Lost room key (rooms at N.I.T.E. host site) \$225
Room damage & loss as charged by N.I.T.E. host site



Payment

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

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

All checks should be made payable to Cambridge College, and may be mailed or delivered to Student Accounts. The College also accepts Visa and MasterCard. Students may pay online; see the MyCC web portal.

Payment Plan All prior charges must be paid before a payment plan may be made for a subsequent term. Contact the Student Accounts Office or go directly to Sallie Mae for a "TuitionPay" plan.

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



Employer Tuition Assistance Programs

Bring a signed and itemized purchase order to the Student Accounts Office before registering for the upcoming term, authorizing Cambridge College to bill a company directly for the courses listed (include course numbers). U.S. Veterans must bring a signed VA form 28-1905 or 22-1999. Other documentation may be required from certain area employers. Contact the Student Accounts Office for information. Students are responsible for providing all documentation required by their employers.

If a student drops a class and is eligible for a refund, the refund is issued to the employer on behalf of the student. Students are liable for the cost of any courses taken but not listed on the purchase order.

If an employer reimburses employees after courses are completed, students must pay for the classes when registering. The Student Accounts Office provides itemized statements for students to verify charges and payments.

Students are not cleared for graduation until all tuition assistance payments have been made in full. After the graduation clearance date, students are liable for any remaining balance.

Non-payment

Failure to fulfill tuition obligations in a timely manner may result in disenrollment. Transcripts, diplomas, and certificates are held by the College until debts are clear. Student debts 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 routinely reports account information to a credit bureau.

Tuition for Dropped Courses

You must pay the full tuition for all courses for which you have registered, unless the course is correctly dropped online before the add/drop deadline.

- If you correctly drop the course, you may get tuition credit as outlined below.
- If you do not attend class and do not correctly drop the course, your account will be billed for the full tuition.
- If you begin attending class and later cease attending classes without formally withdrawing or taking a leave of absence, your account will be billed for the full tuition.

Tuition Credit for Dropped Courses

Date Add/Drop Form is Received Tuition Credit

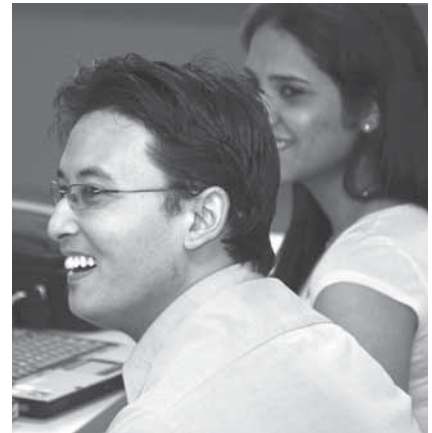
Courses that meet every week and start in the first week:

Before the add/drop deadline	100%
Before third class or when no more than six hours of class time have elapsed, whichever comes first.	75%
After third class.	0%

All other courses:

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

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



Refunds and Repayment

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

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

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

College Refund Policy

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

Date of Withdrawal from Intensive Courses	Refund
Before course starts	100%
After course starts	0%

Repayment of Federal Funds

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

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

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

Your disbursement or repayment owed:

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

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

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

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.



Financial Aid — Highlights

Financial Aid Office • 617-873-0440 • financialaidweb@cambridgecollege.edu • www.cambridgecollege.edu/financialaid

Financial aid is available for our students who qualify, to assist in financing educational expenses at Cambridge College. Visit www.cambridgecollege.edu/financialaid/ to begin the financial aid process. The financial aid staff is available to assist students by phone, by appointment and by e-mail. **For more complete information, please see financial aid website and academic catalog** (on the web at www.cambridgecollege.edu/academics/catalogs.cfm/).

Eligibility for Financial Aid

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

Eligibility Requirements

- Students must be U.S. citizens or permanent residents; international students are not eligible.
- Graduate students must have a bachelor's degree from an accredited institution.
- Students must enroll in a degree or approved certificate program (see list in Financial Aid Office).
- Students must be enrolled **at least half-time**. The minimum qualifying credits for graduate students is **four** credits.
- Male students ages 18-25 must be registered for Selective Service.

Not Eligible

- Students who are in default on a student loan or owe a balance on federal funds are ineligible.
- Credits that fall below the qualifying minimum are ineligible.
- Individual courses outside of the degree program are ineligible.
- Some students may need to provide certain documents for an eligibility verification process. If requested documents are not provided, it will negatively impact eligibility status.



Loans and Grants

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

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. Current rates for 2010/2011 are:
 Graduate Subsidized and Unsubsidized Loan 6.8%

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

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

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
	Graduate
Full time	8 or more
At least half time	4 or more



Student Enrollment Data

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

Other Educational Expenses Eligible for Financial Aid

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

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

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

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

Room and board (N.I.T.E. and Augusta, GA 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.

Prior Student Loans

Students enrolling in eligible degree programs may be eligible for in-school deferment of prior student loans.

Scholarships

Cambridge College Scholarships

Cambridge College has a variety of scholarships available to our students. Information is available on the financial aid web page: www.cambridgecollege.edu/financialaid/financialaid_scholarships.cfm.

To be considered for a scholarship, you must complete:

- FAFSA (see www.cambridgecollege.edu/financialaid).
- Cambridge College scholarship application (form available on website; submit to Financial Aid Office).

Applications are reviewed by the Cambridge College Scholarship Committee once each term. The scholarship grantor establishes certain criteria that the successful recipient of the scholarship must meet. Not all student applicants will meet those criteria.

Resources on the Internet

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

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



Other Financial Resources

Alternative Loans Students may use alternative loans to pay for college expenses. Please visit www.cambridgecollege.edu/financialaid/ for more information.

Veterans 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.

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 details, please contact the Financial Aid Office.

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

Transfer of Credit

Transfer Credit Office • 617-873-0143 • transfercredit@cambridgecollege.edu • www.cambridgecollege.edu/admissions/transfer.cfm

For graduate and CAGS. • Ed.D. candidates should contact the doctoral program for information.

Transfer credit requests are evaluated on the basis of official transcripts only. Students must submit a completed admissions packet, including official transcripts and course descriptions/syllabi, if applicable, by the following priority dates. For these students, notification of transfer credit awards will be sent by the beginning of the first term.

Review of Transfer Credits

Priority Dates

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

Submitting required documents after the priority dates will result in a delay in notification of transfer credit award.

Evaluation is typically a two-step process:

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

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

How to Get Timely Evaluation

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

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

In Your First Term

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

Re-Evaluation of Transfer Credit

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

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

Transfer to Another College

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

Master's and CAGS Transfer Credit

Degree Program	Credit Limit	Time Limit
MEd licensure programs, CAGS (except as listed below)	12	10 years
Instructional technology, law, and finance courses for licensure	12	3 years
MEd programs without licensure (except as noted on program chart)	12	no limit

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

Please Note:

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

NOT Acceptable for Master's or CAGS Credit

- Professional development and continuing education.
- A course that duplicates a course already completed at Cambridge College. Therefore: do not take any specific required course that you expect to be covered by a corresponding transfer course, until your transfer credit evaluation is complete.
- Cambridge College School Collaborative courses are not eligible for transfer into any licensure or CAGS program.
- Course work taken at other institutions after enrollment in a degree program or during an absence from the College.
- Field experiences, practica, internships.
- Independent learning, research, and applied action projects (final projects cannot be replaced by transfer credit).
- 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. (Program coordinators reasonably attempt to keep informed.)

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

Educator Licensure Programs — All transfer of credit into educator licensure programs is defined by the Mass. Dept. of Elementary 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 Mass. ESE. These records will be required when you apply for licensure.



Academic Support Services

Academic Support **Writing** — A major goal of Cambridge College is to produce graduates who think critically and communicate clearly. Writing is a complex process that takes a lot of time and practice. ELL support is provided for students for whom English is a second language. All students are encouraged to improve their communication and literacy skills to get the most from their course work and write their final projects.

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

Disability Support Any student who feels s/he may be eligible for accommodations that provide equal access to educational programs at Cambridge College should contact the Dean of Student Affairs at 617-873-0470 or susan.antonelli@cambridgecollege.edu. New students must contact us at least three weeks prior to the beginning of the term, since many services must be arranged far in advance. For more information, please visit www.cambridgecollege.edu/students/disabilities.cfm.

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

Text Books & Course Materials Reading materials are at the discretion of faculty. Students are encouraged to purchase their textbooks online. Instructors may provide books or copied materials and charge students for the cost.

Career Services Cambridge College Career Services helps all undergraduate and graduate students make informed career decisions, conduct a thorough job search, and explore volunteer, professional and educational opportunities that are consistent with their interests, abilities and values. Career Services serves all students enrolled in degree programs. Services available include individual career counseling, choosing or changing a career, applying to graduate school, resume and cover letter reviews and mock interviews.

Job listings which are sent to Career Services are posted on the MyCC web portal and job boards around campus and updated daily. Career Services also sponsors programming initiatives, including career development workshops and annual career fairs, in which all students are invited to participate to begin making connections with employers and alumni. We provide career development resources, not a job placement service.

Visit the Career Services page on MyCC for online career resources including resume, interviewing, and networking guides. Sample resumes can also be found.

To make an appointment for a resume or cover letter review, or to discuss other career development questions, contact the office via e-mail at susan.antonelli@cambridgecollege.edu with your availability.



Computer Requirements

IT Help Desk • 617-873-0159 • <http://helpdesk.cambridgecollege.edu>

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



Students are responsible to provide their own laptop computer.

Computer Requirements

All students must be able to gain access to a computer that meets the minimum requirements shown below in order to make full use of the tools and services that Cambridge College offers. These tools include MyCC (our College portal), the on-line library, e-mail, the e-helpdesk and other software applications related to the classroom experience.

Hardware and Software Minimum

<i>Microsoft Windows</i>	<i>or</i>	<i>Macintosh OS</i>
<ul style="list-style-type: none"> • Windows XP (or higher). • Microsoft Internet Explorer 7.0 or higher OR Mozilla FireFox 1.3-1.7 or higher. 		<ul style="list-style-type: none"> • Mac OS 10. • Apple Safari 1.2 or higher OR Mozilla FireFox 1.3-1.7 or higher.
<ul style="list-style-type: none"> • 1 GB RAM (2 GB or greater highly recommended). • 56k modem (broadband DSL or cable-modem highly recommended). • Wireless capability (most laptops have a wireless card). • Sound card and speakers. • Current anti-virus, spyware and malware software protection required (Norton, McAfee and AVG are common brands) • Software — Microsoft Office required (Office 2007, with latest Microsoft updates). 		

When you arrive at N.I.T.E., the IT help desk will review your computer to ensure that it meets these requirements. For protection of your own data and security of the College network, access to the network may be restricted if your computer does not meet requirements. The College will provide only limited technical support on Cambridge College applications and wireless access; therefore students are required to provide evidence of ownership and have administrator rights to install software if needed.

In-class computer use is required for EdD and N.I.T.E.

Ways to Gain Access to a Computer

- Cambridge College computer lab.
- Local public libraries.
- Purchase.

Purchasing a Computer

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

Summer Housing



This summer, Cambridge College's National Institute for Teaching Excellence will be held at Emmanuel College in Boston. This beautiful campus is located in the heart of Boston among multiple institutions of higher education, beautiful parks, and the Fenway. The central location provides access to all that Boston has to offer.

More housing information will be posted on the web at www.cambridgecollege.edu/nite. Directions to register online for residence will be provided in your acceptance packet.

General Information & Policies

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

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

- On-site Accommodations** Cambridge College contracts with area colleges, hotels and/or conference centers to provide basic accommodations for N.I.T.E. students. Summer residence at the host site is required.
- Room assignments** Rooms are assigned on a first-come-first-served basis. Priority is given to students with medical conditions requiring such features as wheel-chair access, or single occupancy. A written letter from your physician is required at least a month before check-in day. Single rooms may be scarce; priority must be given to students with medical needs. Different rates are charged for the different kinds of rooms available.
- Room Changes and Refunds** If, after having arranged for room and board on-site, a change of plans becomes necessary, the College must receive your written request no later than one calendar month before check-in day. No changes or refunds will be made after you arrive.

No Spouses, Children, or Significant others For the duration of the NITE program, students are not allowed to host overnight guests including spouses, children or significant others. Married couples may share a room only if both are enrolled in the NITE program.

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

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

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

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

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

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

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

- N.I.T.E. summer accommodations arranged by Cambridge College — The reasonable cost of basic accommodations may be included in the student's Stafford loan.
- Arranged by students — Students who stay elsewhere must pay all their expenses. They may submit receipts to be considered for reimbursement with a federal Stafford loan.

A printed receipt or lease agreement is required from the hotel or other rental agency, showing the amount paid, date, and student's name, before a loan may be written.

Please remember that all students are required to stay on-site unless they get written permission to arrange their own accommodations. Only medical and family reasons will be considered. For more information contact Susan Antonelli at 617-873-0470 or susan.antonelli@cambridgecollege.edu/.

Dining Facilities & Meal Plan

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

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

Health & Medical Concerns

Cambridge College students are responsible for their personal health and medical care. During the N.I.T.E. summer term a registered nurse is on duty to provide limited health care services. Hours (weekdays only) are posted.

Cambridge College does not provide any other medical or health care services.

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



Prescription Medications and Medical Supplies

Bring in your carry-on bag at least five weeks' supply. (Do not ship or put in checked luggage.)

Transportation to Medical and Health Services

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

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.

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.

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.

Immunizations

Proof of immunizations is required by law of all full-time students at the College's Massachusetts locations. See application booklet for information and form.

Student Code of Conduct

All members of the Cambridge College community are expected to comply with Cambridge College policies and procedures and the Student Code of Conduct, as well as the policies and procedures of our summer host site; and with all local, state, and federal laws. See www.cambridgecollege.edu/students/services.cfm/.

All Cambridge College students are bound by a Student Code of Conduct, which is published in the Student Handbook. Student Handbooks are available in the Dean of Student Affairs Office, on the website, and in each regional center's student services office. All Cambridge College students are responsible for becoming familiar with the Code of Conduct.

Recreational & Athletic Facilities

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

These facilities may not be available to commuting N.I.T.E. students and local Cambridge College students.

Parking

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

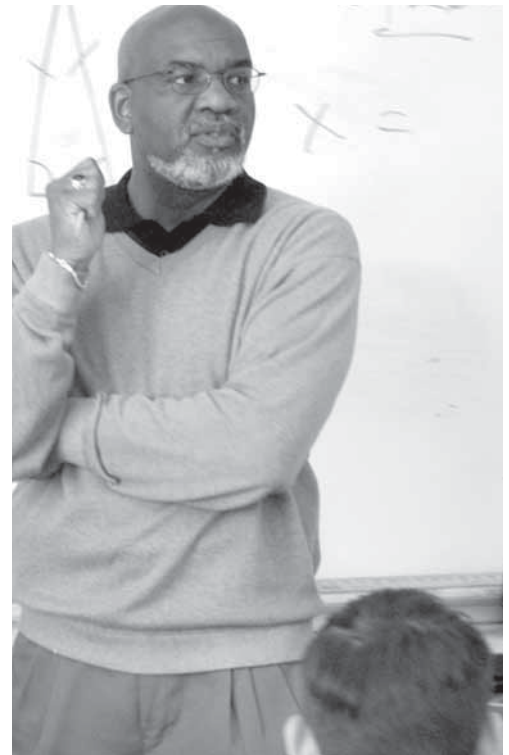
No motor homes or campers are allowed at the host site or its parking areas.

Getting Around the Local Area

You are responsible for your own transportation when residing or going off-site.

School of Education

& National Institute for Teaching Excellence (N.I.T.E.)



Introduction

Cambridge College offers a variety of master of education programs that lead to educator licensure (certification) and professional advancement for teachers and school administrators. These programs can help educators renew their passion for working in schools and advance their careers.

Mission This mission statement is the first of its kind for the School of Education and serves as the blueprint for how the School prepares its students to become difference makers.

Our mission is to provide educators in public and private schools and colleges with the knowledge, skills and values necessary to enable their students to excel academically and socially. Its distinct programs offer educators a blend of theory and practice and experienced faculty who model what they teach. Educators are prepared to become agents of change in their schools, and in the local and global communities. The School's core values include:

- Innovation in Curriculum and Teaching Strategies
- Diversity
- Academic Excellence
- Social Justice
- Honesty and Integrity
- Building Community

Learning Community and Faculty

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

Effective Learning and Teaching

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

Choose Your Program Carefully

Students are responsible for being thoroughly informed about their respective states' licensure requirements, to verify acceptability of their academic program for the license sought, and to understand Cambridge College academic programs and policies, and how differences between non-licensure and licensure programs may affect plans for educator certification.

Advising and Professional Seminar

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

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

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

The seminar leader is the supervisor of the final project (independent learning/research project, action research project, or doctoral dissertation) with responsibility for approval. The program coordinator is available to provide additional advising and information regarding licensure.

Writing Support

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

Transfer Credit

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

Licensure Programs and Policies

Educator Licensure Programs Approved

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

Massachusetts has reciprocal agreements with many other states through the NAS-DTEC Compact. However, some states may not accept out-of-state teacher preparation programs.

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

Regulations and Programs May Change

To help our students meet evolving professional standards, our programs are subject to change and our program coordinators are available to counsel students.

Path to Licensure in Massachusetts

Students who wish to pursue licensure are responsible for following the procedures and requirements of the Massachusetts Department of Elementary and Secondary Education. Students must: complete an approved Cambridge College licensure program: all academic requirements, practicum; pass all applicable Massachusetts Tests for Educator Licensure (MTELEs) and complete the practicum in a school that uses the Massachusetts Curriculum Frameworks; submit official undergraduate and graduate transcripts to the Mass. Dept. of Elementary and Secondary Education, and meet any other state requirements.

Path to Licensure in Other States

Students pursuing licensure are responsible for meeting their respective states' licensure requirements, and following its procedures. Please follow the path to licensure it recommends, including:

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



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



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

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

Prerequisites — Before registering for practicum, you must:

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

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

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

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

Class Contact Hours

In accordance with Massachusetts requirements, all 3-credit licensure courses require a minimum of 35 contact hours in class. Cambridge College programs are currently being amended to meet new U.S. Dept. of Education requirements regarding credit hours. Programs and scheduling of courses are therefore subject to change.

Professional Advancement Options

Some programs offer both initial licensure and non-licensure, professional advancement options.

Academic requirements — Students who choose a professional advancement option must complete all program components except the practicum, practicum seminar, and teacher tests. Non-licensure students must complete all course contact hours and pre-practicum hours embedded in the courses.

Please note: *Students who complete a non-licensure option cannot be endorsed for licensure in Massachusetts.*

Career Advancement Programs and Policies

For Licensed/Certified Teachers and Other Education Professionals

Renewal, Advancement and Special Topics

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

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

Non-Licensure Students Taking Licensure Courses

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

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



Collaborations

The Evergreen Center and Beacon Services

The Cambridge College School of Education is partnering with the Evergreen Center and Beacon Services in Milford, MA to expand the special education opportunities for teachers working with students diagnosed with autism or other autism spectrum disorders. Through this collaboration, the College will offer a master's degree, an approved course sequence, and practicum fieldwork supporting our students' efforts towards earning board certification of behavior analysis (BCBA).

The Evergreen Center is a residential treatment center and school serving students diagnosed with autism and related developmental disabilities. At the Evergreen Center the standard for successful instruction is social competence. The agency believes that the achievement of social competence is a reliable predictor of successful adjustment to a lifestyle centered in community participation. Evidence-based applied behavior analytic procedures are employed to achieve academic outcomes recommended by the National Center on Educational Outcomes and the adaptive behaviors that enhance independent living skills. All staff receive specialized training in behavioral and educational procedures designed to develop self-help, academic and vocational skills that may be applied in fully integrated community settings. Presentation of effective treatment techniques developed by Evergreen Staff members have been reported at professional conferences throughout the country.

Behavioral Education, Assessment, and Consultation (BEACON Services) is a private practice of behavioral educators founded on the principles of applied behavioral analysis (ABA). BEACON is committed to using only empirically validated approaches for the treatment of autism and related disorders. The agency provides intensive home and school-based education, behavioral consultation, behavioral assessment and trainings services for early interventionists, parents and public schools. BEACON works with public schools to develop partnership programs supporting their efforts to provide high quality ABA services to children and families. BEACON is committed to the dissemination of applied research completed in educational settings through presentations at regional, national and international conferences.

For more information, contact the Evergreen Center and Beacon Services, 345 Fortune Blvd., Milford, MA 01757
 ● 508-478-5597 ● services@evergreenctr.org





Autism/Behavior Analyst

Autism is becoming more prevalent in our schools, 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 children with autism in both general education and special education classrooms. By completing the Behavior Analyst program, students can get a credential which is in high demand in the field of special education.

Master of Education — BCBA certification*

39 credits • 6 terms • 45 credits with fieldwork

BCBA course sequence approved by the Behavior Analyst Certification Board. • Program does not satisfy requirements for teaching licensure in Massachusetts.

Post-master's Certificate— BCBA certification*

15 credits • 21 credits with fieldwork

BCBA course sequence approved by the Behavior Analyst Certification Board. Credits may be accepted into the degree program. • Program does not satisfy requirements for teaching licensure in Massachusetts.

SUMMER I 15 credits

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

Electives—choose two

ESP630	Social & Psychological Perspectives for Students with Severe Disabilities-ASD (SC)	3
ESP635	Teaching & Curriculum Development for Students with Severe Disabilities-ASD (SC)	3
ESP621	Assessment & Appraisal Process-ASD (SC)	3
ESP695	Special Education Laws & Regulations-ASD (SC)	3

FALL 1- FALL 2 24 or 30 credits

ESP692S	Professional Seminar II (4 credits) (HY)	Fall 1
ESP693S	Professional Seminar III (2 credits) (DL)	Spring 1
ESP800	Independent Learning Project (3 credits) (NS)	Spring 1

Behavior Analyst Certificate (15 or 21 credits, see at right)

Behavior Analyst Certificate

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

BCBA Course Sequence 15 credits

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

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

Fieldwork Practicum (optional) 6 credits

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

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

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

Learning format code is given at the end of each course title:

SC — seated in classroom
HY — hybrid, in classroom (over 50%) and distance learning
DL — distance learning (online)
NS — independent study

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

Program subject to change.

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

***Licensure:** Massachusetts does not grant licensure in this area. Please contact your state education department before enrolling, to verify acceptability of your program choice. If considering additional licensure in this area, please contact program coordinator as well.

Cambridge College centers where students may opt to continue this program: Chesapeake, VA; Inland Empire, CA; Cambridge or Springfield, MA.

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



Autism Specialist

Autism is becoming more prevalent in our schools, 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 children with autism in both general education and special education classrooms. This master's degree provides the opportunity for current teachers to gain skills in this important area.

Master of Education — Professional Advancement*

36 credits • 3 terms • Program does not satisfy requirements for teaching licensure in Massachusetts.

SUMMER..... 15 credits

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

FALL..... 11 credits

ESP692S	Professional Seminar II (HY)	4
ESP800	Independent Learning Project (NS)	3
ESP689	Theories of Typical & Atypical Human Development (DL)	3
ESP610	Autism: History, Prevalence, Diagnosis & Characteristics (DL)	3

SPRING..... 8 credits

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

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

Learning format code is given at the end of each course title:
SC — seated in classroom
HY — hybrid, in classroom (over 50%) and distance learning
DL — distance learning (online)
NS — independent study

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

***Licensure:** Massachusetts does not grant licensure in this area. Please contact your state education department before enrolling, to verify acceptability of your program choice. If considering additional licensure in this area, please contact program coordinator as well.

Cambridge College centers where students may opt to continue this program: Augusta, GA; Chesapeake, VA; Inland Empire, CA; Cambridge or Springfield, MA; Puerto Rico.

Program subject to change.

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



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

Early childhood teachers create the first learning environments for young children, which helps set the course for future academic success. This program prepares teachers to create classrooms that are activity-based, child centered and developmentally appropriate. The program provides a variety of instructional strategies to meet the needs of diverse student populations. This program satisfies National Association for the Education of Young Children (NAEYC) standards for early child care professionals.

Master of Education — Initial Licensure*

42 credits, 5 terms • NITE • Program approved by the Mass. Dept. of Elementary & Secondary Education for initial teaching licensure in Massachusetts.

Master of Education — Professional Advancement*

37 credits • 4 terms • Program does not satisfy requirements for teaching licensure in Massachusetts. All program components required except Practicum, Practicum Seminar, and teacher tests. All pre-practicum hours embedded in courses must be completed.

SUMMER 1 15 credits

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

FALL 1 10 credits

ECE692	Professional Seminar II in Early Childhood (HY)	4
ELE510	Developmental Psychology (DL)	3
ESP512	Inclusion & Behavior Management (DL)	3

Practicum prerequisites

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

SPRING 1 8 credits

ECE693	Professional Seminar III in Early Childhood (DL)	2
MAT623	Numerical & Geometric Structures (DL)	3
ECE800	Independent Learning Project (NS)	3

SUMMER 2 4 credits

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

FALL 2 *licensure students only* 5 credits

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

ECE790	Practicum — 400 hours (SC)	3
ECE791	Practicum Seminar (DL)	2

- Exit Performance Portfolio required for credit.

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

Learning format code is given at the end of each course title:
SC — seated in classroom
HY — hybrid, in classroom (over 50%) and distance learning
DL — distance learning (online)
NS — independent study

***Licensure:** Before enrolling, please contact your state education department to verify acceptability of your program choice. If considering additional licensure in this area, please contact program coordinator as well.

Cambridge College centers where students may opt to continue this program: Chesapeake, VA; Cambridge, Merrimack Valley, or Springfield, MA.

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

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



Elementary Teacher (1-6)

Elementary teachers have the unique opportunity to foster a love of learning in children and act as a positive influence for their educational growth. This program embraces an activity-oriented, child-centered, developmental approach to education which allows future teachers to develop the skills, knowledge and philosophical perspectives necessary to succeed in diverse settings. Emphasis is on helping future teachers develop the critical thinking skills needed to create and implement an integrated curriculum in a positive environment.

Master of Education — Initial Licensure*

43 credits • 5 terms • Program approved by the Mass. Dept. of Elementary & Secondary Education for initial teaching licensure in Massachusetts.

SUMMER 1 15 credits

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

FALL 1 10 credits

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

Practicum prerequisites

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

SPRING 19 credits

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

SUMMER 24 credits

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

Master of Education — Professional Advancement*

38 credits • 3 terms • Program does not satisfy requirements for teaching licensure in Massachusetts. All program components required except Practicum, Practicum Seminar, and teacher tests. All pre-practicum hours embedded in courses must be completed.

FALL 2 *licensure students only*5 credits

ELE790	Practicum — 400 hours (SC)	3
Home state practicum site under an educator with the appropriate license, with Cambridge College supervision. (May be done in Spring.)		
ELE791	Practicum Seminar (DL)	2
• Exit Performance Portfolio required for credit.		

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

Learning format code is given at the end of each course title:
 SC — seated in classroom
 HY — hybrid, in classroom (over 50%) and distance learning
 DL — distance learning (online)
 NS — independent study

***Licensure:** Before enrolling, please contact your state education department to verify acceptability of your program choice. If considering additional licensure in this area, please contact program coordinator as well.

Cambridge College centers where students may opt to continue this program: Augusta; Memphis; Chesapeake; Puerto Rico (4-6, non-licensure); Cambridge, Merrimack Valley, or Springfield, MA.

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

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



Elementary Teacher (1-6)

This program provides elementary teachers the opportunity to complete their master's degree and Massachusetts professional licensure while gaining more advanced knowledge and skills. Courses are specifically designed for experienced elementary school teachers seeking to enhance their effectiveness in the classroom.

Master of Education — Professional Licensure*

34 credits • 4 terms • Program approved by the Mass. Dept. of Elementary & Secondary Education for professional licensure in Massachusetts.

SUMMER 1 15 credits

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

FALL 17 credits

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

SPRING 18 credits

ELE693P	Professional Seminar III in Elem Educ-Professional (DL)	2
ELE800	Independent Learning Project (NS)	... 3
<i>Spring courses—choose one</i>		
EED628	Effective Schools (DL)	... 3
EED704	Seminar in Educational Issues (DL)	... 3
EED710	Alternative Assessment Strategies Across Curric (DL)	... 3
EIT711	Advanced Technologies in Education (DL)	... 3

SUMMER 24 credits

ESP592	Adapting Materials & Instruction for Special Needs Students in Regular Classroom (SC)	... 1
MAT708	Diagnosis & Remediation of Learning Problems in Math (SC)	... 3

Admission requirements:

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

Learning format code is given at the end of each course title:

- SC — seated in classroom
- HY — hybrid, in classroom (over 50%) and distance learning
- DL — distance learning (online)
- NS — independent study

***Licensure:** Before enrolling, please contact your state education department to verify acceptability of your program choice. If considering additional licensure in this area, please contact program coordinator as well.

Cambridge College centers where students may opt to continue this program: Augusta, GA; Cambridge or Springfield, MA.

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

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





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

In school districts across the nation, English language learners are challenged to gain proficiency quickly in both written and oral communication. This program emphasizes the philosophy, history and politics of education in regard to English language learning. Participants will learn about teaching strategies and learning activities that are appropriate for various disciplines across the K-12 curriculum and with students of diverse English language proficiency.

Master of Education — Initial Licensure*

39 credits • 4 terms

Program approved by the Mass. Dept. of Elementary & Secondary Education for initial teaching licensure in Massachusetts.

Master of Education — Professional Advancement*

34 credits • 3 terms • Program does not satisfy requirements for teaching licensure in Massachusetts. All program components required except Practicum, Practicum Seminar, and teacher tests. All pre-practicum hours embedded in courses must be completed.

SUMMER 1 15 credits

ESL610	Linguistics & Language Variations (SC)	3
ESL620	Teaching Reading & Writing to ESL Students (SC)	3
ESL625	Technology for Linguistically Diverse Classrooms (SC)	3
ESL635	Sheltered English Instruction & Assessment (SC)	3
ESL650	Teaching Content to ESL Learners (SC)	3

FALL 1 8 credits

ESL691N	Professional Seminar I in Teaching English Learners - Initial Level (HY)	2
Includes clinical journal, assessments, professional growth plan.		
ESL630	Equitable Assessment of ESL Learners (DL)	3
ESL640	Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling (DL)	3

SPRING 1 11 credits

ESL692N	Professional Seminar in Teaching English Learners - Initial Level (DL)	2
ESL605	Teaching ESL Learners in Diverse Settings (DL)	3
ESL631	Second-Language Acquisition & Culture (DL)	3
ESL800	Independent Learning Project (NS)	3

Practicum Prerequisites

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

FALL 2 *licensure students only* 5 credits

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

ESL790 Practicum — 300 hours (SC) 3

ESL790A Practicum (PreK-6) or ESL790B Practicum (5-12)

Home state site under an ESL teacher with the appropriate license, under Cambridge College supervision.

ESL791 Practicum Seminar (DL) 2

- Exit Performance Portfolio required for credit.

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

Learning format code is given at the end of each course title:
 SC — seated in classroom
 HY — hybrid, in classroom (over 50%) and distance learning
 DL — distance learning (online)
 NS — independent study

***Licensure:** Before enrolling, please contact your state education department to verify acceptability of your program choice. If considering additional licensure in this area, please contact program coordinator as well.

Cambridge College centers where students may opt to continue this program: Chesapeake; Cambridge, Merrimack Valley, MA; Puerto Rico.

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

Program coordinator: Betsy Tregar, Ed.D.
 betsy.tregar@go.cambridgecollege.edu





General Science

(1-6 or 5-8)

Science educators remain in high demand nationally and engage students in content which is increasingly important in today's world. This program emphasizes hands-on, inquiry-based science education in the earth, life, physical and engineering sciences. Both new and current teachers benefit from the experiential approach presented in the summer term and reinforced through subsequent online classes. This program is firmly rooted in the Massachusetts Science Education model, which is internationally recognized.

Master of Education — Initial Licensure*

35 credits • 5 terms

Program approved by the Mass. Dept. of Elementary & Secondary Education for initial teaching licensure in Massachusetts.

Master of Education — Professional Advancement*

32 credits • 4 terms • Program does not satisfy requirements for teaching

licensure in Massachusetts. • All program components required except Practicum, Practicum Seminar, and teacher tests. All pre-practicum hours embedded in courses must be completed. Two additional credits of science content electives required. MAT623 may be replaced with science content electives.

12 transfer credits may be accepted: six credits must be science content or methods and the remaining six credits may be general education or science.

SUMMER 1 15 credits

ESE691 Professional Seminar I (SC) 0

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

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

SCI680 Attaining Science Literacy (SC) •

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

Methods & Materials for Teaching:

SCI682 Life Science (SC) •

SCI684 Earth Science (SC) •

SCI686 Physical Science (SC) •

Science content electives: 3 credits. •

(SCI688 in summer (SC), or DL science electives in fall and spring)

Option: Take these courses in the first and/or second summer.

FALL 1 5 credits

ESE692 Professional Seminar II (HY) 4

Science content elective (DL: selected courses offered) 1

SPRING 1 5 credits

ESE800 Independent Learning Project (NS) 3

Science content electives (DL: selected courses offered) 2

SUMMER 2 5 credits

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

MAT623 Numerical & Geometric Structures (3 credits) . •

Science content electives: 2 credits. •

Science content electives: 5 credits. •

(DL or SC: selected courses offered; SCI688 in class)

Practicum Prerequisites

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

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

FALL 2 *licensure students only* 5 credits

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

SCI790 Practicum – 300 hrs (SC) 3

SCI790A Practicum 1-6 • SCI790B Practicum 5-8

SCI791 Practicum Seminar (DL) 2

• Exit Performance Portfolio required for credit.

Science content electives

Licensure: choose courses at your licensure level.

Non-licensure: choose any graduate science content electives offered.

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

SCI591 Intro to Online Science Learning •

SCI601 Aquatic Ecology •

SCI603 Electricity & Magnetism •

SCI605 Water Quality •

SCI607 Structure of the Earth •

SCI609 Transfer of Energy •

SCI611 Ocean Science •

SCI613 Earth in the Solar System •

SCI615 Forces & Motion •

SCI617 Earth's History •

SCI619 Teaching Project-Based Science. •

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

SCI688 Middle School Chemistry (SC) •

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

Learning format code is given at the end of each course title:

SC — seated in classroom

HY — hybrid, in classroom (over 50%) and distance learning

DL — distance learning (online)

NS — independent study

***Licensure:** Before enrolling, please contact your state education department to verify acceptability of your program choice.

If considering additional licensure in this area, please contact program coordinator as well.

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





Instructional Technology all levels

The role of instructional technology in schools across the country has never been more important. This program develops skills for individuals interested in working as content developers or as learning-management specialists. Areas of study include research methodology, pedagogy of learning, legal and ethical uses of information technology, and hands-on training in the use of technology.

Master of Education — Initial Licensure
38 credits • 4 terms • Program approved by the Mass. Dept. of Elementary & Secondary Education for initial teaching licensure in Massachusetts.

Master of Education — Professional Advancement
33 credits • 3 terms • Program does not satisfy requirements for teaching licensure in Massachusetts. • All program components required except Practicum, Practicum Seminar, and teacher tests. All pre-practicum hours embedded in courses must be completed.

Certificate
 Three summer courses; credits may be accepted into the degree program.

SUMMER 1 **15 credits**

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

Educational Technology certificate option: take three core courses in the first three weeks: EIT600, EIT710 and EIT712.

FALL 1 **10 credits**

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

SPRING 1 **8 credits**

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

Practicum Prerequisites

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

FALL 2 *licensure students only*.....**5 credits**

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

EIT790	Practicum — 300 hours (SC)	3
EIT791	Practicum Seminar (DL)	2

- Exit Performance Portfolio required for credit

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

Learning format code is given at the end of each course title:
 SC — seated in classroom
 HY — hybrid, in classroom (over 50%) and distance learning
 DL — distance learning (online)
 NS — independent study

***Licensure:** Before enrolling, please contact your state education department to verify acceptability of your program choice. If considering additional licensure or certificate in this area, please contact program coordinator as well.

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

Program coordinator: Hormoz Goodarzy, MPA • 617-873-0269
 Hormoz.Goodarzy@cambridgecollege.edu





Interdisciplinary Studies

Experienced teachers often develop areas of interest which they would like to pursue in order to enhance their effectiveness in the classroom. This program is for current teachers seeking a master's degree who are already licensed in the public schools or do not need a license. With flexible course requirements, this program allows students to design their own program and take classes in a variety of disciplines, including education, psychology and counseling, and management.

Master of Education — Professional Advancement

32 credits • 3 terms • Program does not satisfy requirements for teaching licensure in Massachusetts.

SUMMER..... 15 credits
 EUE691 Professional Seminar (SC).....0

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

FALL..... 8 credits
 EUE692 Professional Seminar II (HY)2
 EUE800 Independent Learning Project (NS)3
 One course (DL)choose 3

SPRING..... 9 credits
 Three courses (DL)choose 9

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

Learning format code is given at the end of each course title:
 SC — seated in classroom
 HY — hybrid, in classroom (over 50%) and distance learning
 DL — distance learning (online)
 NS — independent study

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

Cambridge College centers where students may opt to continue this program: Chesapeake, VA; Inland Empire, CA; Cambridge, Merrimack Valley, or Springfield, MA.

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

Program coordinator: Diane Harper, MA • 617-873-0259
 Diane.Harper@cambridgecollege.edu



Literacy Education

Literacy is the prime mover for students' success across the educational curriculum. The Literacy Education program is designed for current teachers who seek to improve their ability to develop children's reading, writing and oral skills. The pedagogy presented focuses on how children's reading comprehension can be effectively enhanced, and how their written and oral expression can be improved for greater academic performance.

Master of Education — Professional Advancement

32 credits • 3 terms • Program does not satisfy requirements for teaching licensure in Massachusetts.

SUMMER..... 15 credits

EUL691 Professional Seminar I (SC).....0

Literacy specialist options — choose one

Early Literacy Grades 1-5

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

Middle & Secondary Literacy Grades 6-12

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

FALL..... 8 credits

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

SPRING..... 9 credits

One literacy elective (DL).....3
 Two literacy or education electives (DL).....6

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

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

Learning format code is given at the end of each course title:

SC — seated in classroom

HY — hybrid, in classroom (over 50%) and distance learning

DL — distance learning (online)

NS — independent study

Program subject to change.

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





Mathematics

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

Competency in mathematics is critical to all children. This program prepares educators to effectively teach mathematics content in a way that allows their students to learn the concepts, language and procedures of mathematics. Teachers of mathematics remain in high demand nationally and individuals coming from careers in business, engineering and finance are often very successful.

Master of Education — Initial Licensure*

38 credits • 4 terms • Program approved by the Mass. Dept. of Elementary & Secondary Education for initial teaching licensure in Massachusetts.

Master of Education — Professional Advancement*

33 credits • 3 terms • Program does not satisfy requirements for licensure in Massachusetts. • All program components required except Practicum, Practicum Seminar, and teacher tests. All pre-practicum hours embedded in courses must be completed.

SUMMER 1 15 credits

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

3-credit courses for your licensure level (SC) 1-6 5-8 8-12

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

FALL 1 10 credits

EME692N Professional Seminar II in Math-Initial Level (HY) 4

3-credit courses for your licensure level (DL) 1-6 5-8 8-12

MAT621	Data Analysis	•		
MAT615	History of Math	•	•	•
MAT611	Calculus I		•	•

SPRING 1 8 credits

EME693N Professional Seminar III in Math - Initial Level (DL) 2

EME800 Independent Learning Project (NS) 3

3-credit course for your licensure level (DL) 1-6 5-8 8-12

MAT618	Math Essentials	•		
MAT613	Discrete Math		•	
MAT631	Calculus II			•

Practicum prerequisites

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

FALL 2 *licensure students only* 5 credits

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

MAT790 Practicum in Math— 150 hours (SC) 3

MAT790A Practicum 1-6

MAT790B Practicum 5-8

MAT790C Practicum 8-12

MAT791 Practicum Seminar in Math Teaching (DL) 2

- Exit Performance Portfolio required for credit.

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

Applicants for Math 5-8 and 8-12 must take a Cambridge College math placement test. Selected lower level math courses may be required before initial licensure courses.

Learning format code is given at the end of each course title:

SC — seated in classroom

HY — hybrid, in classroom (over 50%) and distance learning

DL — distance learning (online)

NS — independent study

***Licensure:** Before enrolling, please contact your state education department to verify acceptability of your program choice.

If considering additional licensure in this area, please contact program coordinator as well.

Cambridge College centers where students may opt to continue this program: Memphis, TN; Cambridge, MA; Puerto Rico (non-licensure).

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

Program coordinator: Nick Rubino, PhD

617-873-0188 • Nicholas.Rubino@cambridgecollege.edu



School Nurse Education

School nurses practice in the school environment where they are often isolated from other health care practitioners and are challenged to meet the needs of an exceedingly diverse population. This program uses the best of face-to-face and online education to provide a context for school nurses to network together to study and explore current professional issues. Students also focus on evidence-based practice, school nursing research, professional and political advocacy and effective school community service.

Master of Education — Professional Advancement

32 credits • 3 terms • 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.

SUMMER 1 15 credits

- ESN691 Professional Seminar I: Professional Issues & Educational Research (SC) 0
- ESN660 Principles, Process, Practc of School Health Mgt (SC) .. 3
- ESN710 Dealing With Grief & Loss: Role of Educators & School Nurses (SC) 3
- ESN725 Legal Responsibilities & Ethical Issues for School Nurses (SC) 3
- ESN750 Evaluation of School Health Programs (SC) 3
- ESN780 School Nurse Leadership in School & Community (SC) .. 3

FALL 1 8 credits

- ESN692 Professional Seminar II: Implementation & Presentation of Research (HY) 2
- ESN800 Independent Learning Project (NS) 3
- Open elective 3

SPRING 1 9 credits

- Two electives in education or nursing (DL) 6
- Open elective (DL) 3



Advanced School Nursing Practice

Health Promotion

A vast majority of school nurses divide their time in the school health office between providing skilled nursing care to students, faculty and staff, and designing and initiating a variety of health promotion and health education activities. This certificate program provides knowledge and skills to assist school nurses in developing programs which help reduce risk behaviors, promote wellness activities, and provide general knowledge and skills on living a healthy lifestyle. The curriculum is designed to provide school nurses with the skills and tools to benefit the entire school community they serve.

Post-master's Certificate — Professional Advancement

15 credits • 2 terms

SUMMER 1 July 10-30.....9 credits

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

FALL 1 6 credits

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

Admission requirements:

- School Nurse Education—Bachelor's degree. Health Promotion certificate—Master's degree.
- Registered nursing license (RN).
- Other general requirements (see Admission).

Learning format code is given at the end of each course title:

- SC — seated in classroom
- HY — hybrid, in classroom (over 50%) and distance learning
- DL — distance learning (online)
- NS — independent study

Cambridge College centers where students may opt to continue this program: Inland Empire, CA; Cambridge, MA.

Program subject to change.

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



School Administration

This cohort-based, theory-framed adult learning program is for those seeking an initial license in school administration based on Educational Leadership Constituent Council (ELCC) standards. The program is for both teachers and others interested in the theories and practice of educational administration; it provides students with a solid grasp of issues, theories and techniques of education administration and the foundations for transforming theory into practice. The knowledge provided in this curriculum makes a strong foundation for school administrators and serves as a basis for future graduate study.

Master of Education — Initial licensure*

37 credits • 4 terms

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

SUMMER 1 15 credits

EUA691N Professional Seminar I - Initial Level (SC) 0
Includes clinical journal, assessments, professional growth plan.

EAD662 Contemporary Issues & Topics in Educational Admin (SC). 3

EAD684 Selection, Development, & Supervision
of Educational Personnel (SC) 3

EAD712 Curriculum Development, Assessment &
Improvement for the School Administrator (SC) 3

EAD782 Reconceptualization of Schools (SC) 3

EAD720 Advanced Systems Theory — for Supt/Asst Supt (SC) *or*
One Elective — for Princ/Asst Princ or Superv/Dir (SC) —
graduate course in education, counseling psychology, or manage-
ment that supports competency development for the license sought,
or a course approved for transfer by program coordinator 3

FALL 1 7 credits

EUA692N Professional Seminar II - Initial Level (HY) 4

EAD688 Legal Aspects of School Administration (DL) 3

Practicum prerequisites

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

SPRING 1 10 credits

EUA693N Professional Seminar III - Initial Level (DL) 2

EAD690 Finance & Business Admin for School Administrator (DL) . . 3

Practicum — 300 hours in role & level of license sought (SC) 5

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

EAD790A Supt/Asst Supt (all levels)

EAD790B Princ/Asst Princ (PreK-6)

EAD790C Princ/Asst Princ (5-8)

EAD790D Princ/Asst Princ (9-12)

EAD790E Superv/Dir (at level of prerequisite license)

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

Master of Education — Professional Advancement*

32 credits • 4 terms • Program does not satisfy requirements for licensure in Massachusetts.

All program components required except Practicum, Practicum Seminar, and teacher tests. All pre-practicum hours embedded in courses must be completed.

SUMMER 2 5 credits

EUA694N Professional Seminar IV - Initial Level (DL) 2

EAD800 Independent Learning Project (NS) 3

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

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

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

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

Learning format code is given at the end of each course title:

SC — seated in classroom

HY — hybrid, in classroom (over 50%) and distance learning

DL — distance learning (online)

NS — independent study

***Licensure:** Before enrolling, please contact your state education department to verify acceptability of your program choice. If considering additional licensure in this area, please contact program coordinator as well.

Cambridge College centers where students may opt to continue this program: Augusta, GA; Memphis, TN; Chesapeake, VA; Cambridge or Merrimack Valley, MA; Puerto Rico.

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

Program contact: Steven Maio, EdD
617-873-0432 • Steven.Maio@cambridgecollege.edu



Teacher of Students with Moderate Disabilities

(PreK-8 or 5-12)

Special education teachers remain in high demand across the country. This program provides the knowledge about special education and the skills and expertise necessary for success. Specifically, the Teachers of Students with Moderate Disabilities program has been responsive to the tremendous changes in public schools over the past decade and helps prepare teachers to be successful leaders and advocates in their schools.

Master of Education — Initial Licensure*

45 credits • 5 terms • Program approved by the Mass. Dept. of Elementary & Secondary Education for initial teaching licensure in Massachusetts.

Master of Education — Professional Advancement*

40 credits • 4 terms • Program does not satisfy requirements for licensure in Massachusetts.

All program components required except Practicum, Practicum Seminar, and teacher tests. All pre-practicum hours embedded in courses must be completed.

SUMMER 1 15 credits

EUS691N	Professional Seminar I in Special Education-Initial (SC) . . . 0
Includes clinical journal, assessments, professional growth plan.	
ELE500	Teaching Phonemics Awareness & Phonics (SC) 0
ESP607	Psycho-Educ Assmt for Teaching Exceptional Children (SC) . . 3
ESP615	Assistive Technol: Modifying Curric for Diverse Learners (SC) . 3
ESP662	Princ of Lang Dev Bridging Differences & Disorders (SC) . . 3
MAT609	Euclidean Geometry (SC) 3
MAT623	Numerical & Geometric Structures (SC) 3

FALL 1 9 credits

ESP592	Adapting Materials & Instruction for Special Needs Students in Regular Classrooms (DL) 1
ESP594	Collaboration & Consultation Techniques (DL) 2
ESP689	Theories of Typical & Atypical Human Development (DL) . . 3
ESP695	Special Education Laws & Regulations (DL) 3

SPRING 1 10 credits

MAT618	Math Essentials (DL) 3
EUS692N	Professional Seminar II in Special Education-Initial (HY) . . 4
ESP800	Independent Learning Project (NS) 3

SUMMER 2 6 credits

ESP512	Inclusion & Classroom Behavior Management (DL) 3
ESP680	Pedagogy in Reading & English Language Arts (DL) . . . 3

Practicum prerequisites

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

FALL 2 *licensure students only* 5 credits

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

ESP790 Practicum (SC) 3

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

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

ESP791 Practicum Seminar in Moderate Special Needs (DL) . . . 2

- Exit Performance Portfolio required for credit.

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

Learning format code is given at the end of each course title:

- SC — seated in classroom
- HY — hybrid, in classroom (over 50%) and distance learning
- DL — distance learning (online)
- NS — independent study

***Licensure:** Before enrolling, please contact your state education department to verify acceptability of your program choice. If considering additional licensure in this area, please contact program coordinator as well.

Cambridge College centers where students may opt to continue this program: Augusta, GA; Memphis, TN; Chesapeake, VA; Cambridge, Merrimack Valley, or Springfield, MA; Puerto Rico (non-licensure).

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

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



Teacher of Students with Moderate Disabilities

(PreK-8 or 5-12)

This program provides special education teachers the opportunity to complete their master's degree and Massachusetts professional licensure while gaining more advanced knowledge and skills. Courses are specifically designed for special education teachers seeking to enhance their effectiveness in the classroom.

Master of Education — Professional Licensure*

34 credits • 3 terms • Program approved by the Mass. Dept. of Elementary & Secondary Education for professional licensure in Massachusetts.

SUMMER 1 15 credits

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

FALL 16 credits

EED710	Alternate Assessment Strategies Across Curriculum (DL)	3
EIT712	Using Educational Technol to Improve Teaching & Learning in Math, Sci, & English Lang Arts (DL)	3

SPRING 1 13 credits

EUS692P	Professional Seminar II in Special Education-Professional (HY)	4
ESP800	Independent Learning Project (NS)	3

Spring courses—choose two

EED628	Effective Schools (DL)	3
EED704	Seminar in Current Educational Issues (DL)	3
EIT703	Impact of Technology on Education (DL)	3

Admission requirements:

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

Learning format code is given at the end of each course title:

SC — seated in classroom
HY — hybrid, in classroom (over 50%) and distance learning
DL — distance learning (online)
NS — independent study

***Licensure:** Before enrolling, please contact your state education department to verify acceptability of your program choice. If considering additional licensure in this area, please contact program coordinator as well.

Cambridge College centers where students may opt to continue this program: Cambridge or Springfield, MA

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

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





Certificate of Advanced Graduate Studies

Educational Leadership

Advanced study in K-12 educational leadership focuses on administration. Courses are cohort-based with an adult learning model and a social justice framework, and will soon be linked to the Educational Leadership Constituents Council (ELCC) standards. For individuals interested in pursuing a site or central office administrator license, it is important to note that the coursework is presently structured in accordance with Massachusetts common standards for administrators. Students from other states must make sure that the coursework taken toward meeting Massachusetts standards also meet licensing requirements in their state.

Certificate of Advanced Graduate Studies — Initial licensure*

36 credits, 39 credits for Superintendent/Ass't. Superintendent

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

Research7 credits

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

Leadership Core 12 credits

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

CAGS Courses 12 credits

School Administration

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

Special Education Administration

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

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

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

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

***Licensure:** Before enrolling, please contact your state education department to verify acceptability of your program choice. If considering additional licensure in this area, please contact program coordinator as well.

Cambridge College centers where students may opt to continue this program: Augusta, GA; Memphis, TN; Chesapeake, VA; Cambridge or Merrimack Valley, MA.

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

Certificate of Advanced Graduate Studies — Professional Advancement*

36 credits • 4 terms • Program does not satisfy requirements for licensure in Massachusetts.

Practicum/Seminar I-II5 credits

Term I @ 3 credits • Term II @ 2 credits

Prerequisites:

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

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

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

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

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

- Exit Performance Portfolio required for credit.

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

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

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

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

Special Education Administration:

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

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





Doctor of Education

Educational Leadership

Cambridge College's EdD program prepares K-12 educational leaders of the future. It is a three-year cohort program structured around standards set forth by the Educational Leadership Constituent Council (ELCC). Based on a philosophy of social justice and an adult learning approach to instruction, the courses synthesize relevant theories and apply them to practical situations, enabling leaders to create their own "theory of action" that helps shape how they will pursue positive change in education. Faculty and students work collaboratively to find research-based solutions to the concrete and complex challenges facing K-12 school systems.

Doctor of Education — Professional Advancement*

70-72 credits • 3 years • Program does not satisfy requirements for administrative licensure in Massachusetts.

SUMMER 1 *on-site learning*

Begin advanced coursework in educational leadership and research with your diverse cohort of emerging K-12 educational leaders from across the country.

Cambridge College students have access to Gutman Library at the Harvard Graduate School of Education.

FALL 1 to completion of program

- Course work continues.
- Collaboration with your cohort and faculty.
- Second summer residency on-site.
- Personalized and intensive guidance from your dissertation advisor throughout the process of research and writing your dissertation.

Website: www.cambridgecollege.edu/edleadership/.

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

Administrative licensure: Students pursuing licensure are encouraged to take our MEd or CAGS. EdD students, if they wish to pursue licensure, will need to take additional courses that will not count towards the EdD degree.

This doctoral program is being restructured to meet standards set forth by the Educational Leadership Constituent Council (ELCC)

Admission is a selective process based on an application packet that must be fully completed before a review can be made. Decisions are made only once per year and after 2012, the program will admit a new cohort only every other year.

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

- Administrator licensure/credential is typically expected, but not invariably required.
- Five years of progressively responsible professional experience.
- Comprehensive evaluation of your application.

May We Help You?

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

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bursars@cambridgecollege.edu

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

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

International Student Services

Anna Shanley • 617-873-0142
anna.shanley@cambridgecollege.edu

IT Help Desk • 617-873-0159

Mon-Thurs 10am-10pm EST • Fri 10am-9pm
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Technical assistance and information about:

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

For hardware and software issues, please contact the manufacturer.

Library Services

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

Once you are registered
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N.I.T.E. Admissions

Ada Robinson • 800-877-4723 x1107
Ada.Robinson@cambridgecollege.edu

Jessyca Feliciano • 800-877-4723 x1124
Jessyca.Feliciano@cambridgecollege.edu

Admissions Records

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N.I.T.E. Director • 617-873-0232

Kristin Poppo, PhD
Kristin.Poppo@cambridgecollege.edu

N.I.T.E. Housing • 617-873-0470

Susan.Antonelli@cambridgecollege.edu

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

Student Affairs

Susan Antonelli, EdM, Dean • 617-873-0470
Susan.Antonelli@cambridgecollege.edu

Academic & Disability Support

Susan Antonelli, EdM • 617-873-0470
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On the Web

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www.cambridgecollege.edu

Main Cambridge College website

- College information, resources, offices.
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Programs

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Kathy Blackwood, MEd, Staff Assistant
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Gloria Stanton, CAGS • 617-873-0226
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Educational Leadership—Certificate of Advanced Graduate Studies • Doctor of Education

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Licensure/Certification Office

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Literacy Education

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