

## OFFERING IN MAINE BY OUT-OF-STATE INSTITUTION

### A. Operating Authorization and Accreditation

1. The institution has legal authorization to operate and grant degrees in its home state either through a state charter or other statutory provision and has been in operation its home state for at least 3 years prior to the date of application for approval to make offerings in Maine.

**Cambridge College** has legal authorization to operate and grant degrees pursuant to a state charter from the Commonwealth of Massachusetts, Office of the Secretary of State. The College was incorporated under the General Laws of Massachusetts on May 24, 1974 under the name of "Institute of Open Education, Inc." The College was originally located at Newton College of the Sacred Heart and operated as a part of the Antioch University Network. Cambridge College became an independent institution in 1981.

(See Cambridge College Articles of Organization and Charter Amendments, attached as Appendix 1)

(See Massachusetts Certificate of Legal Existence, attached as Appendix 2).

All Cambridge College's degree programs are authorized by the Massachusetts Board of Higher Education. Cambridge College programs preparing students for educator licensure are approved by the Massachusetts Department of Education, and are subject to its regulations and standards. The Massachusetts Board of Higher Education authorization letters are included within the Articles of Organization and Charter Amendments.

In addition to the Cambridge, Massachusetts main campus, authorized Massachusetts instruction sites are located in Springfield, Lawrence, and Newton (Newton-Wellesley Hospital).

#### **Authority to Operate outside Massachusetts:**

Cambridge College is approved by the Bureau for Private Post-Secondary and Vocational Education to offer the following programs in the State of **California**: M.Ed. in Education, School Administration, School

Guidance Counselor, Teachers of Students with Moderate Disabilities, CAGS in Educational Leadership, and Master of Management.

Cambridge College is authorized to operate in the State of **Georgia** by the Nonpublic Postsecondary Education Commission for purposes of offering the following selected programs: M.Ed. in School Administration; School Guidance; School Library, and Special Education; CAGS in Educational Leadership in Curriculum and Instruction, School Administration, Special Education Administration; and Master of Management.

The **Puerto Rico** Council on Higher Education has authorized Cambridge College to offer graduate courses of the National Institute for Teaching Excellence leading to a Master of Education degree.

Cambridge College is authorized by the **Tennessee** Higher Education Commission to offer the following programs: M.Ed. in Education and the CAGS in Educational Leadership with concentrations in Curriculum and Instruction, School Administration, and Special Education. (Authorization must be renewed each year, based on evaluation of educational quality, business practices, health and safety, and fiscal responsibility.)

Cambridge College is certified by the State Council of Higher Education for **Virginia** (SCHEV) to operate as an institution of higher education and to confer degrees at the regional center at 1403 Greenbriar Parkway, Suite 300, in Chesapeake Virginia. The following programs are approved: bachelor's degree in Multidisciplinary Studies, Psychology, Human Services, and Management Studies; Master of Education programs in Education, Mathematics (5-8), Mathematics Education, School Guidance Counselor, Teachers of Students with Moderate Disabilities, School Administration, and CAGS programs in Curriculum and Instruction, School Administration, and Master of Management/E-Commerce.

(See Authorization letters and certificates from Regional Center states granting Cambridge College approval to operate, attached as Appendix 3).

2. **The institution is accredited by a regional accrediting agency or federally approved specialized accrediting agency designed for the type of programs offered.**

Cambridge College is accredited by the New England Association of Schools and Colleges through its Commission on Institutions of Higher Education. (See May 30, 2006 NEASC letter, Appendix 4).

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.

3. **Programs to be offered in Maine are included within the overall accreditation of the institution or have separate accreditation designed for the type of programs offered.**

Programs to be offered in Maine are included within the overall accreditation of Cambridge College by NEASC. 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.

## **B. Organization and Governance**

1. The institution has a current written document detailing the administrative responsibilities of the governing board, the chief operating officer(s), the faculty, and the students (if students participate in institutional governance).

Governance at Cambridge College has evolved over the years in response to growth, the changing nature of organizational demands, the addition and operation of new academic programs, and the strategic plan and business model of the College that emphasizes expansion into new geographic areas. Throughout, the governance structure has been designed to foster appropriate participation at all levels of all stakeholders in the development and overall success of the College in achieving its mission and maximizing human and physical resources.

The College is fortunate to have a number of structures at different levels that contribute to overall shared governance of the College in both administrative and academic areas. While the structure is hierarchical and centralized - with the Board of Trustees, the Chancellor, the President, the Executive Team and the Senior Administrative team as the primary leaders - the College also has a College Senate, with a number of specialized sub-committees that provide advice on major decisions in the College.

At the middle levels of administration are the Academic and Administrative Councils. The College is also divided into three "Schools," each headed by a Dean, Associate Dean or Director. Each school houses a number of academic programs administered by academic program coordinators. The College has structured Undergraduate Programs so that they are programmatically linked to the appropriate graduate school.

The corporate articles of organization and amendments, grant the Board of Trustees all the authority, responsibility, rights, privileges, powers and duties customarily and traditionally exercised by governing boards of institutions of higher learning. This grant of authority is incorporated within the Cambridge College by-laws.

In addition, membership of the governing board, manner of appointment, terms of office and the duties and responsibilities of board members, are outlined in the Board of Trustees by-laws. (See Cambridge College By- Laws, attached as Appendix 5).

### **Regional Center Administration**

Each Cambridge College regional site has its own Center Director. The Center Director is responsible for overseeing and managing all administrative aspects of the regional center, including financial administration, student service and advocacy, faculty development, and student recruitment. As the regional center grows, Cambridge College will hire additional on-site administrators, including Assistant Directors and Coordinators.

Center Directors participate in institutional governance through numerous channels. All Center Directors are members of Cambridge College's Senior Team, which is charged with the day-to-day governance and business operations of the College and has the ultimate responsibility for all management practices and controls. Center Directors join the College's Senior Team meetings either in person or via a teleconferencing system to discuss pertinent issues and concerns with their colleagues at other centers. The Senior Team works to ensure effective and efficient operations within the College by assisting in the development and implementation of College programs, policies, and services. Additionally, the Vice President for Finance, Administration, and Student Services meets with the Center Directors individually and collectively in order to determine the needs of individual centers. Further and importantly, the College convenes in-person retreats for all of its Center Directors three times a year and such retreats include presentations to and meetings with the College's Executive Team. (See Cambridge College Site Directors Agendas and Minutes, Appendix 3.A.)

All Center Directors report directly to the Office for Sites Administration. This Office, which is staffed by a full-time Vice President and Assistant Vice President, is responsible for overseeing the day-to-day operation of the College's regional centers. The Vice

President for Sites Administration is responsible for managing and coordinating the College's regional centers in order to ensure quality and consistency across academic programs and services. The Vice President for Sites Administration regularly meets with Center Directors individually and collectively, and regularly visits all regional centers. The Vice President for Sites Administration is a member of the College's Executive Team and reports directly to the President.

2. **Organizational charts showing the lines of authority and the relationships among component units and personnel have been developed with attention given to both on-campus and off-campus operations.**

The **Cambridge College Organizational Charts** on Governance, effective September 26, 2006, outline the internal structures that support decision-making and governance at Cambridge College (See Cambridge College Organizational Charts, Attached as Appendix 6).

### **Responsibilities of administrative officers**

#### ***The Board of Trustees***

The general responsibilities of the Board of Trustees are to oversee, support and act to further the College in its mission and purposes. The Board of Trustees has established an Executive Committee, which has the authority to act for the Board, except when full membership votes are required by law. The Executive Committee entrusts the President to be responsible for the operation of the College. The President and Senior Administrators meet at least twice annually with the full Board of Trustees to report on the operation of the College.

The Board of Trustees is responsible for the management and control of the College's business and property, and has the fiduciary responsibility for the academic integrity and financial stability of the institution. The Board has the authority to exercise any and all powers needed to meet these obligations. The Board of Trustees responsibilities include participation on standing and ad hoc committees whose purpose is to monitor and address issues and policies of the College. All committee members are active participants who help

to shape policy in collaboration with Senior Administrators and faculty. Those committees include: the Executive Committee, the Development Committee, the External Relations Committee, the Faculty Advisory Committee, the Finance Committee, the Sites Committee, and the Academic Affairs Committee. Within the Academic Affairs Committee, the Trustees are involved in appointments at the level of the President.

**President**

The President is the chief executive officer of the College, and is responsible to the Board of Trustees for the execution and implementation of the policies set by the Trustees. The President is responsible for the day-to-day supervision of the affairs of the College, including, without limitation:

- The development and implementation of the College's educational programs in accordance with the policies adopted by the Board of Trustees;
- Reviewing periodically with the Board of Trustees all statements of goals and objectives of the College;
- The hiring, retention, compensation and development of the faculty and staff, appropriate to the aspirations of the College, as set forth in the Long Range Plan, the Personnel Policy, the Catalog, the Student Handbook, and other statement of goals and objectives approved by the Board of Trustees;
- The coordination of all legal and other requirements which must be met to permit the College to operate as an authorized and accredited post-secondary educational institution in the Commonwealth of Massachusetts, and wherever else the College is authorized to provide instruction;
- The administration of the business of the College in accordance with the budgets approved by the Trustees.
- Assisting the Treasurer, annually, in the development and submission to the Trustees of annual and long-range budgets.
- Causing an annual financial audit to be performed and submitted to the Trustees by an independent outside auditing firm;
- Overseeing the recruitment, admission, instruction, and retention of students in accordance with the policies of the Board of Trustees;

- Recommending to the Board of Trustees those students who have completed the College's various courses of study and to whom degrees should be awarded;
- Overseeing the establishment of student evaluation procedures and maintaining student records in accordance with all legal and other requirements;
- Overseeing the establishment of financial aid programs as set forth under the policies of the Board of Trustees;
- Overseeing the operation of the buildings, facilities and equipment of the College in a safe and efficient manner, as authorized under the policies of the Board of Trustees; and
- Overseeing the maintenance of the good will of the College in the minds of its students, parents, alumni/ae, faculty, staff, Trustee, donors, and other members of its extended community through programs designed to involve them in the life of the College.

The President assumes a public role as the principal representative of the College in professional, national, and community organizations to enhance the public appreciation of the College. The President assists the Trustees to formulate plans for the future development of the College, including, without limitation:

- Presenting the Trustees appropriate data reflecting developments relevant to the College's programs;
- Advising the Trustees as to the operations of comparable institutions; and
- Proposing for the Trustees' review appropriate theoretical and ethical statements relating to the College's mission.

The President is responsible for the operation of a professionally staffed development office, and for assisting the Trustees to obtain funds to support the operation of the College's programs and to obtain funds for long-range capital improvements designated by any capital campaign developed and authorized by the Board of Trustees.

### ***Executive Vice President and Vice President for Academic Affairs***

The Executive Vice President and Vice President for Academic Affairs serve as the institution's chief administrative and academic executives, charged with taking the institution to its next level of excellence.

#### ***Executive Vice President:***

- Provides institutional leadership to realize the mission, vision, and develops and maintains strategic focus of the College.
- Ensures appropriate institutional and academic responsiveness to changes in demographics, economic development and workforce requirements;
  - Monitors the external environment, implementing strategic and operational plans, new curriculum development and communication, and reports to the President, the Board of Trustees and the College constituencies.
- Takes lead role (with the President) in the cultivation and solicitation of major donors and serves as the principal ambassador of the College in a manner that develops and strengthens relationships with other educational institutions, business enterprises, professional associations, and government agencies for the benefit of the College.
- Prepares, obtains approval of, and implements an annual operating budget that promotes the achievement of near-and long-term goals of the College, while maintaining fiscal stability and viability.
- Manages all resources of the College, and attracts and retains the human resources of the institution in a manner that promotes and rewards excellent teamwork, enhances a sense of community, and promotes morale; this aspect includes expanding faculty/staff development opportunities for full-time and part-time faculty and staff.
- Maintains an organizational structure and reward system that motivates consistent progress toward strategic goals.

- The Executive Vice President assists the President and the Board of Trustees in attracting, recruiting and orienting new Board of Trustee members whose characteristics and circumstances enhance the government of the College and achievement of its mission.

***Vice President for Academic Affairs***

The Vice President for Academic Affairs is the Chief Academic Officer of the College. It is a full time, senior leadership position and the individual is responsible for oversight and coordination of decisions related to all academic programs and faculty at the College.

Responsibilities Include, but are not limited to:

- Academic Programs: Policy, planning and oversight of Program development; Delivery of instruction; Program evaluation.
- Faculty: Oversees faculty appointments; Faculty evaluation; Faculty development.
- Student Learning: Policy, planning and oversight of the documentation and assessment of student learning and achievement.
- Represents the College at appropriate academic bodies, both internal and external to the College.
- Budget: Develops resource needs and budget for academic programs; responsible for budget allocations.
- Compliance: Leads the College in compliance with the academic requirements of NEASC, Board of Higher Education and Department of Education regulations.

***Vice President for College Affairs***

The Vice President for College Affairs reports directly to the President. The Vice President for College Affairs serves as the President's liaison to the Board of Trustees, the Chancellor's Office, the Executive Team, and the Senior Team of the College.

This full time senior leadership position will be responsible for the leadership, management, oversight, and coordination of the President's Office, the Office of Policy, Research and Communications, International Programs, and the Doctor of Education Degree Program.

### ***Vice President for Site Administration***

The Vice President for Site Administration is a member of the Executive Team and Senior Team and reports to the President of Cambridge College. Under indirect supervision, this individual provides administrative, project, and executive support to the Office of the Executive Vice President and Vice President of Academic Affairs. The Vice President for Site Administration oversees the day-to-day activities of the Office, serves as the liaison with internal and external constituencies, and provides specialist services in the areas of budget and fiscal management, public and community relations, faculty affairs, general business administration, and/or student affairs. The present Instructional Sites are Virginia, Georgia, Puerto Rico, California, Springfield, and Lawrence.

### ***The Vice President for Finance, Administration, and Student Services***

The Vice President for Finance, Administration, and Student Services (VPFASS) is responsible for all the financial and business activity of the College. The VPFASS reports directly to the President of the College. The VPFASS also participates in and reports to the Financial Committee of the Trustees and to the two sub-committees of the Finance committee, the Audit Committee and the Investment Committee. Several department Managers help the VPFASS carry out the financial and business responsibilities:

- The Controller is responsible for all accounting activities, payroll, student accounts, accounts payable, cash management, budgeting, and budget reporting and business insurance.
- The Director for Financial Aid is responsible for all student loans and scholarship activity.
- The Assistant Vice President for Human Resources and Administration manages all employee-related issues and activity.
- The General Counsel

### ***Academic Affairs Committee***

The Academic Affairs Committee is comprised of eight Board Members who meet regularly with the Executive Vice President, Vice President for Academic Affairs, Deans, Associate and Assistant Deans, faculty representatives, mid-level administrator representatives, and student

representatives. The Academic Affairs Committee maintains an overall view of the academic departments; reviewing new program plans and developments, and program evaluations for all programs at the College. In the past two years, the Academic Affairs Committee has devoted one meeting per year to specifically receiving student input and feedback.

#### ***The Executive Team***

The Executive Team is comprised of the President, Executive Vice President; Vice President for Finance, Administration, and Student Services; Vice President for Academic Affairs; Vice President for Site Administration; Vice President for College Affairs, Associate Vice President for Administration, Human & Physical Resources, the General Counsel, and the Director of the School of Psychology and Counseling. The Executive Team meets once a week or as needed for discussion, coordination and direction of day-to-day activities.

#### ***The Senior Team***

The Senior Team is the body charged with the day-to-day governance and business operations of the College, and has the ultimate responsibility for all management practices and controls.

#### ***Administrative Council***

The Administrative Council was established by the Senior Administrative Team to assist in the development and implementation of programs, policies and services. The Council works to ensure quality and effective and efficient operations within the College and follows the operating principles documented in "Administrative Council Operating Principles". Administrative Council members serve by virtue of the position they hold at the College. The heads of Departments (i.e., Development; Facilities; Financial Aid; Human Resources; Information Technology; Registrar; Policy, Planning, Research, and Evaluation; Springfield Programs; Student Services) act as representatives of their departments. The Executive Vice President and Vice President of the Alumni College are members. The Vice President for Finance, Administration, and Student Services chairs the Council. The Executive Assistant to the Vice President for Finance, Administration, and Student Services and the Executive Assistant to the Vice President for

Academic Affairs attend meetings in an ex-officio capacity to support the work of the Council.

### ***College Senate***

The Senate is a governance structure and forum that promotes communication, collaboration, and collegiality across functions and employment categories within the College. The Senate provides a structure for College leadership to present and float ideas, plans, and agendas for discussion. Likewise, it provides an opportunity for all constituencies to present ideas, issues, recommendations, and participate in the formulation of Cambridge College educational policy.

Senate membership includes equal representation from all constituencies, i.e., Senior Administration, Mid-level Administrators, faculty staff and students. The Senate meets once a month and is co-chaired by the Executive Vice President and another Senator. Senior Administrators join Senators on each of the following standing committees: Academic Excellence Committee, Policy, Planning and Budget Committee, Quality of Work Life Committee, Marketing, Student Services and Retention Committee.

The Senate, likewise, brings all levels of the College together for mutual discussion and decision-making. The Senate has conducted a governance survey among the College constituencies to evaluate the effectiveness of its organizational structures. These efforts provide a system of feedback and assessment informing the College's decision-making processes.

### ***Deans, Directors and Coordinators***

These administrators meet once a month, or on an as-needed basis, to insure that all processes and procedures are designed and followed in a systematic manner and reflect and support the mission of the College. At each level of responsibility, programs and faculty are reviewed and assessed annually. Additionally, administrators propose and examine new programs, new courses, and potential candidates for hiring.

***Students***

Students participate in College governance through the Student Advisory Council. Open meetings are held monthly to discuss concerns. The Student Advisory Council includes a representative from each seminar group, any students interested, and a member of the College administration. Students elect representatives to serve on the Student Advisory Council and serve as ex officio members of the College Senate. Two student members of the Student Advisory Council represent the student body on the Academic Affairs Committee of the Board of Trustees. Students meet regularly with the Director of Student Services and Disabilities Coordinator who presents their concerns and comments to the Senate and Administrative Council.

## C. Institutional Objectives

1. The institution has defined its overall educational mission and general purposes or goals, and has included within its "statement of purpose" such uniqueness or programming and educational philosophy as may be inherent in the proposed degree courses or programs to be offered in Maine.

Cambridge College, Inc. is a non-profit educational corporation with 501(c)(3) (see IRS letter, attached as Appendix 7). The primary purpose of the corporation is to conduct an educational program for both sexes with the authority to confer on students who meet graduation requirements and are recommended by its Faculty certain degrees approved by the Board of Higher Education and the Commonwealth of Massachusetts. Cambridge College is a school of adult education and a predominantly graduate institution. It began as a teachers' college and, while the School of Education is still the College's largest school, it now includes a School of Psychology and Counseling, a School of Management, and an Undergraduate College.

The purpose of the institution is aligned with the mission of the College.

Cambridge College's mission is:

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

The College has translated its mission into an educational philosophy, which is set forth in the following supporting values statement:

*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, enrich their lives and careers, and become leaders in their communities.*

The role and function of Cambridge College's mission was addressed on pages 2-3 of the NEASC Evaluation Team Report Prepared after study of Cambridge College's Self-Study Report and a visit to the campus on October 30-November 2, 2005 (hereinafter "NEASC Evaluation Team Report"), Appendix 8 which states, in pertinent part:

...Despite the addition of programs over time, the mission has remained remarkably constant. The College has made an effort to ensure that directors, faculty, and staff in remote instructional locations clearly understand the institution mission and its implications for programs and services.

\* \* \*

The mission statement is a concise statement of the unique character of Cambridge College. It is consistent with and supportive of the vision of the College: to be a leader in adult education. The mission statement is not only appropriate to a higher education environment but also provides great utility to the College. The specificity and focus of the mission statement allow the College to determine what opportunities to pursue and not to pursue...

**2. The institution's "statement of purpose" is readily identifiable through its course and program offerings.**

Throughout the thirty-five year history of Cambridge College, its mission has remained remarkably consistent. The mission is well articulated and understood by the entire Cambridge College community. The College's mission is widely cited and appears in many written documents, forming the foundation for all aspects of operations, including broad strategic planning and budgeting processes, program and policy development, and the delivery of academic and student services. The College's mission and values are clearly stated in its Catalog and Policies and Procedures Handbook. (Copies of these publications have been included with this application).

The adoption and affirmation of the mission statement as well as the College's efficacy in achieving its mission was addressed on page 3 of the NEASC Evaluation Team Report, which states, in pertinent part:

The **mission statement** was revisited and reaffirmed during a collaborative process resulting in the 2000-2005 Strategic Plan and **was**

**endorsed by the Board of Trustees.** It is widely cited and appears in many written documents, including the Faculty Handbook, annual reports, and catalogue. Based on meetings with faculty, staff, and students, and based on data from the Research and Evaluation Project, the mission appears to be widely understood and appreciated by the College community. The mission informs the recruitment of faculty, the admissions process, the budgeting process, program development, and the delivery of academic and student services.

(Emphasis added)

### **Strengths**

1. The mission is deeply and widely shared across all constituent groups. Cambridge College faculty and staff passionately share the mission and core values that focus on a student-centered curriculum, adult learning, the link between theory and practice, and the incorporation of collaborative peer teaching and learning.
2. The mission is highly focused and distinctive in character.
3. The mission is so authentic and compelling that many trustees, faculty, students, staff, and administrators are drawn to the College, remain at the College, and find inspiration from it.

## **D. Financial Resources**

The institution can document that it has the financial resources necessary to support its purposes, implement its Maine program and maintain its continuity for a period of time at the Maine location(s) sufficient to complete the requirements of the program.

Cambridge College integrates all regional centers into its financial planning, modeling, and budgeting. The College's financial operating model allows the College to maximize the resources available for instruction and focus on flexibility and responsiveness, rather than create significant fixed costs through building new facilities. The College rents a high percentage of its classroom space and makes use of highly accomplished practitioners as part-time faculty in each of the professional academic programs. When it is cost-effective, the College outsources non-core functions, including telephone answering services, facilities and IT infrastructure management. This model has enabled the College to keep tuition affordable, balance its budget, fund balances, and maintain growth in support of its educational mission.

The Board of Trustees is responsible for the management and control of Cambridge College's business and property, and has the fiduciary responsibility for the academic integrity and financial stability of the institution. The Board has the authority to exercise any and all powers needed to meet these obligations. The Board's responsibilities include participation on standing and ad hoc committees whose purpose is to monitor and address issues and policies of the College. Audited financial statements and a management statement are prepared annually by the auditors and reviewed by the Audit Subcommittee of the Board Finance Committee. Both statements are audited in accord with the generally accepted auditing standards for colleges and universities as adopted by the American Institute of Certified Public Accountants.

At regional centers, Center Directors develop line-item budgets, including personnel by position, which are discussed by the College's Senior Team. Income from tuition and fees is projected by program for each term, factoring in the new and continuing students, retention rates, and average credits per student. Center Directors also receive

monthly year-to-date financial statements from the Business Office to facilitate regular tracking of budget status.

Center Directors work closely with the Vice President for Sites Administration and the Vice President of Finance, Administration, and Student Services to formulate strategic and financial planning that are aligned with the needs of the local community and with College-wide planning. This collaboration allows Center Directors to construct budgets that directly respond to the unique needs of their campus communities.

Line-item departmental forecasts are produced and reviewed internally at the end of each quarter, and the Finance Committee of the Board of Trustees reviews the budget status three times each year. The Policy, Planning and Budget Committee, a subcommittee of the College Senate, reviews and reports on the year-to-date financials to the Senate on a quarterly basis. This Committee also presents the annual operating budget to the Senate. See Financial Statements and Report from Independent CPA, Attached as Appendix 9 and Cambridge College Budget, attached as Appendix 10).

## **E. Admission Requirements**

1. The institution has written policies defining the minimum requirements for admission into the academic credit courses or program proposed for offering in Maine.

The Cambridge College model of teaching/learning is student-focused, and relies heavily on student engagement and individual and collective student contributions to the teaching/learning process. Students are expected to build on their prior experiences, to bring practical examples to integrate with the theories presented in class, to provide support for their peers, and to participate in a collaborative learning process. The model assumes that Cambridge College students are adults, older than students in traditional institutions, and that they have significant life and work experience. Marketing and recruitment efforts generally target this population, as they appear best positioned to participate in and benefit from the Cambridge College teaching/learning model. Continued attention to the diversity within the Cambridge College community at all levels makes a strong statement about the institutional commitment to diversity, and supports recruitment efforts among students from diverse backgrounds.

A copy of the application packet is attached as Appendix 11.

### **Admission Requirements**

The minimum requirements for admission into the academic programs proposed are as follows:

#### **Undergraduate Programs**

##### **Admissions requirements**

- High school diploma or GED certificate; or associate's degree from a regionally accredited college or university.

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

**Applicants without a high school diploma** or GED certificate may take a federally approved standardized test (at an independent, authorized test center) to establish their ability to benefit from college course work.

### **Graduate Program: Management**

#### **Admissions requirements**

- Bachelor's degree from a regionally accredited college or university.
- Five years of work experience recommended.

#### **Master of Management: Applicants without a Bachelor's Degree**

- Evidence of personal and professional accomplishment and demonstration of the academic and professional skills needed to succeed in graduate study.
- High school diploma or GED certificates, or associate's degree from a regionally accredited college or university.
- Five years of responsible, relevant work experience after high school recommended.

Applicants' eligibility is evaluated by the Dean of the School of Management.

Cambridge College's personalized, case-by-case approach to admissions ensures that prospective students meet the admissions standards set forth by each program. Cambridge College welcomes adult learners based on motivation, prior life achievement, and commitment to realizing life goals, rather than on the results of standardized entrance exams. An admissions counselor talks with perspective students and helps them collect all required materials. An interview with an admissions counselor and review of the prospective student's file establishes whether or not Cambridge College is right for the student and whether or not the student is ready for Cambridge College.

The College's admissions policy has necessitated a substantial investment in academic support and student services in order to ensure that all students derive maximum benefit from their educational experiences. Faculty and administrators are encouraged to reach out to students. Dedicated admissions counselors are on hand to ensure that all prospective students are able to navigate the application process, and academic advisors are available as a resource for current students. Center Directors are responsible for coordinating all academic and student support services on-site.

Rolling Admission – Applicants are admitted for the upcoming term when applications and supporting materials are received and processed, no later than the add/drop deadline each term. Terms begin in September, January, and June. Some specialized programs have different schedules and deadlines.

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

(The complete admission requirements for Cambridge College programs are attached as Appendix 12).

**2. The admission policies include the standards for academic credit given for experience, and the criteria for determining transfer credit.**

Transfer credit requests are evaluated on the basis of official transcripts only. Once all transcripts have been received by Enrollment Services, student files are forwarded to the Transfer Credit Office.

Evaluation is typically a two-step process:

1. The Transfer Credit Office reviews official transcripts and identifies the courses which meet general criteria and may be eligible for transfer.

2. For licensure programs, specialized concentrations, and CAGS programs, the program coordinator reviews the content and approves courses that meet program-specific criteria.

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

(For Cambridge College's complete policy on Transfer Of Credit, Please see Academic Catalog P. 21, attached as Appendix 13).

3. **A written refund policy is in evidence detailing the criteria for the refund of tuition and fees.**

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.

(For Cambridge College's complete Refund Policy, see Academic Catalog

## **F. Academic Programs**

1. The educational program and curricular to be offered in Maine is reflective of the philosophy, purposes, and objectives of the institution.

The Cambridge College Mission is 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.

Cambridge College seeks approval to offer the following programs in the State of Maine:

- **Undergraduate Degree Program**

- Bachelor of Science in Management Studies
- Bachelor of Arts in Multidisciplinary Studies

- **Graduate Degree Program**

Master of Management with concentrations in the following areas:

- Business
- Business Negotiation and Conflict Resolution
- Entrepreneurship and Small Business Management
- Health Care Management
- Internet & Information Security
- Leadership in Human and Organizational Dynamics
- Information Technology for Managers
- Nonprofit and Public Organization Management
- Nursing Management & Leadership

- Organizational Coaching

The programs to be offered are aligned with the purpose of Cambridge College through their focus on providing specific educational opportunities, goals, and objectives, for the working adult who is seeking further professional credentials within an environment that values adult learning and cultural diversity.

The institution's academic programs are consistent with and serve to fulfill its mission and purpose. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

2. The institution has a written policy describing its system for evaluating student performance, the minimum performance considered satisfactory, the criteria for academic probation and conditions for dismissal for unsatisfactory performance.

Because Cambridge College subscribes to principles of adult learning, a non-competitive learning environment is encouraged. Cambridge College transcripts are success-based, presenting a record only of learning accomplished.

**Undergraduate Program:**

Undergraduate programs award letter grades. Grades of Credit or No Credit are awarded only for portfolios, challenge exams, standardized exams, seminars, and skill development courses (letter grades are awarded for WRT090). Grades are based on performance in relation to learning outcomes listed on each course syllabus.

**Graduate Program:**

The graduate programs award grades of *Credit or No Credit* rather than letter grades. If letter grades are needed for employer reimbursement or other purposes, students must inform the course instructor at the beginning of the course. Letter grade equivalents are submitted to the

Registrar's Office and are reported on student grade reports, internal academic records, and transcripts.

(Full Grading policies and procedures appear in the Academic Catalog p. 224-227, attached as Appendix 15).

Also see Section H: Degree Requirements (below).

### **3. Procedures for evaluation of programs of instruction and specific courses are clearly stated in writing.**

At Cambridge College, the curriculum development process starts with the faculty curriculum-planning group and proceeds to the program coordinators, after which the Dean of the specific school reviews the proposed program. Following this stage, the Dean for Academic Affairs reviews the program and presents it to the Academic Excellence Committee. The proposed curriculum undergoes a review process before it is sent to the Academic Affairs Committee of the Board of Trustees. At each stage, the alignment of the curriculum with the institutional mission is reviewed for consistency.

Cambridge College program review and evaluation processes are codified in the College's *Policies and Procedures Handbook* and are implemented evenly across all instructional locations. The academic program review process for existing programs involves significant faculty participation consistent with the applicable provisions of the College's *Collective Bargaining Agreement* and *Faculty Handbook*.

The program review process involves the establishment of appropriate advisory bodies composed of peer professionals, practitioners, scholars, and field-specific experts. In addition, this process involves conducting a carefully planned sequence of faculty-staff-student-alumni-employer-trustee focus groups, field interviews and preference-polling surveys to assess current and future student and employer needs. The College conducts surveys of applicants, enrolled students, and graduates in order to gauge the effect of its program offerings.

Cambridge College engages in a continuous academic program review process to anticipate changes in future market conditions. College

policies and procedures for maintenance of curriculum through evaluation include regular assessment by the Vice President for Academic Affairs, Associate and Assistant Deans, Program Directors and Program Coordinators as well as review by curriculum committees within each school. This process involves significant faculty participation in curriculum development consistent with the applicable provisions of the College's *Collective Bargaining Agreement*, *Faculty Handbook*, and *Policies and Procedures Handbook*. Further, the program review process involves the establishment of appropriate advisory bodies composed of peer professionals, practitioners, scholars, and field-specific experts.

Cambridge College regularly elicits student feedback in order to inform program development. The College conducts surveys of applicants, enrolled students, and graduates in order to gauge the effect of its program offerings. Student feedback is available to all parties at all stages of the program review process.

Student evaluation of courses serves multiple purposes at Cambridge College. It is firstly an important means of providing feedback to instructors, thereby supporting them in improving courses and instruction. Secondly, in view of the primary importance of teaching in the institution, and the predominance of teaching among faculty responsibilities, student evaluations play a significant role in the evaluation of faculty performance. Soliciting student ratings is also respectful of the experience and perspectives of the adult learners we serve. Furthermore, establishing a system that fosters faculty self-assessment and supports continuous feedback and learning demonstrates reflective practice and models the student self-assessment and lifelong learning we seek to promote for our students. The College has adopted a college-wide online course evaluation process. The surveys (one completed by students and one completed by the instructor), developed through the College Committee on Academic Excellence, represent the collaborative efforts of many faculty and academic administrators. There are several critical features of the implementation instructions that need additional emphasis.

For more information regarding course evaluation, please see Policy and Procedure Handbook p. 254-256, attached as Appendix 16.

4. The institution's programs of study consist of planned educational experiences to meet the stated objectives and includes attention to required prerequisites, required courses, and appropriate progression.

*Cambridge College Program Goals*

- Honor and empower students by immersing them in a learning community and learning experiences.
- Develop and enhance skills, competencies, attitudes, values, and habits of mind to enable learners to become teachers, family and community leaders, and to competently meet the personal and professional challenges of nurturing schools, families, and communities.
- Stir and excite students' emotions, curiosity, and intellect to encourage life-long learning.

*Cambridge College Program Outcomes*

- Each person will realize his or her potential as a person, as a learner, as a teacher, as a therapist, as a community member, and as a trainer.
- Each person will discover his or her preferred mode of learning, style, strengths, and potential.
- Each person will make sense out of his or her previous experiences, and will build upon them to move further. Students will have acquired skills, knowledge, and attitudes to make better sense of their world as individuals, as teachers, as community members, and ultimately become lifelong learners.
- Each person will acquire skills in content relating to teaching and learning, and also will be affirmed as an individual and as a professional.

- Each person will effectively function as a teacher of children or adults from diverse backgrounds and with diverse needs.
- Each person will create learning environments in which he or she helps students, members of the community (family), and colleagues and, in turn, realizes and exhibits his or her potential.
- Each student will have a network of relationships not only with fellow learners, but with Cambridge College faculty and the faculty in his or her own school.

### **UNDERGRADUATE COLLEGE**

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

#### ***Program Components***

General Education is the same in all Cambridge College undergraduate degree programs:

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

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

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

*Major-* In depth understanding of the field of study, including major themes and issues, historical development, major figures and ideas;

analysis, synthesis and evaluation of ideas across disciplines, from multiple perspectives, and over time. Major electives may be grouped in a particular concentration or area of study (for example, Community Building, Juvenile Justice, Finance, History, etc) or may be an eclectic mixture that reflects the student's unique interest.

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

#### **Bachelor of Arts in Multidisciplinary Studies**

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

#### **Bachelor of Science in Management Studies**

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

#### *Program Outcomes*

Students gain theoretical and practical understanding of business processes and organizational systems. They learn to analyze complex managerial and organizational situations, taking into account the larger context and strategy, policy, and ethics. Students gain the critical management skills of communication, human relations, teamwork, and negotiation. They gain knowledge of information systems, databases and Internet technology as management tools. They also gain business skills such as accounting, economics, ethics and finance. They grow to understand the importance of diversity in today's global business environment.

### **SCHOOL OF MANAGEMENT**

Cambridge College's Master of Management program prepares adult practitioners for improved management performance, increased advancement opportunities and more effective leadership in private, public and not-for-profit organizations. Students with professional or technical experience expand their managerial training as they assume leadership positions. The curriculum provides comprehensive management and leadership skills: best practices, newest academic content and concepts, and proven strategies students can use to increase their organizations' effectiveness in today's world. Entering students are expected to have college level computer, writing, and numeracy skills.

Students gain the broad range of skills they need to manage the people, policies and financial resources of today's businesses and institutions. They also acquire personal skills such as analysis, goal-setting, self-direction and life-long learning, which are essential to effectiveness throughout a career. Students bring their unique experiences of management in the workplace, home and community to the classroom and examine them using academic perspectives, producing a very powerful integration of management theory and practice. Students learn how to utilize computer and information technologies to increase their organization's effectiveness.

The student body and learning environment are highly diverse by design. In stimulating, interactive classes, students learn how to help people with diverse skills and backgrounds work together effectively as teams;

and this collaboration makes organizations and businesses more successful. Students may choose a 16-credit specialized area of management study. Those who prefer not to specialize may choose management courses and directed studies to meet their own needs.

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

- *Orientation* – Just before each term begins, an Introductory Seminar provides group course advisement for new students and assistance with course registration.
- *Management Seminar* – The Management Seminar is a key feature of study at Cambridge College. A group of students and their academic advisor meet regularly over four terms to share and apply their learning from the workplace and management courses. Students learn to assess their own strengths and abilities, and create academic and professional development plans that build teamwork, leadership, and communication skills.
- *The seminar leader is the students' academic adviser for the duration of the program, and schedules periodic individual meetings* – The seminar leader is the supervisor of the Independent Learning Project with responsibility for approval, and signs off on workshop/directed studies credits, independent study, leave of absence, and graduation clearance. Seminars focus on professional issues in the students' field and support professional development.
- *Independent Learning Project* – The Management Seminar provides support for students' work on the Independent Learning Project. The topic must be related to each student's concentration.

(See Academic Program Charts for these proposed programs, attached as Appendix 17).

5. The institution has available at the Maine site, materials and equipment necessary for the attainment of the objectives of the course or program offerings.

Cambridge College has a track record of providing exceptional resources at all of its regional centers, including those located outside of Massachusetts. Cambridge College provides a wealth of high quality online services that are particularly well suited to serve the needs of distance learners and faculty. All online services are available to all distance students, and instructional materials are geared to distance use, accessed directly from the Cambridge College homepage and through the MyCC web portal. Affiliate traditional library arrangements are made for regional centers and remote users can contact the Project Manager for Library Services for local library recommendations.

At all of our regional centers, Cambridge College ensures that our students, faculty, and staff have access to:

- Sufficient classroom and office space
- ADA-approved facilities
- State-of-the-art learning technology
- Wireless internet access
- Common areas for collaboration
- Use of kitchens and food service areas
- Available storage for personal belongings
- Ample parking

See Section **J: Physical Facilities** for further information.

6. Off-campus programs are equivalent to those conducted at the home campus.

Academic programs offered at Cambridge College's regional centers are selected and approved by Program Directors, Deans, the Vice President for Academic Affairs, and the Executive Team of the College. All programs are selected because of their ability to address the needs expressed in a particular geographic area, ensuring that regional centers are responsive to the communities they serve.

Program Directors, Deans, and Center Directors work closely with the Vice President for Sites Administration and the Vice President for Academic Affairs to align programs, support scheduling, and maintain the integrity of students' academic plans. Based on the unique needs of student populations at centers, the Dean and Director of Student Academic Support Services ensure that adequate and appropriate academic support and English language services are put in place.

Cambridge College's strategic planning efforts emphasize consistency of academic programs, student services, and standards across all regional centers. While programs may vary from center to center based on the needs of the local student body, it is expected that these programs be consistent with the overall content and standards set forth by the College.

## **G. Library and Learning Resources**

1. The institution has developed a plan detailing how library resources will be made accessible to students in Maine when the institution's central library is not located within this state. This plan should include any combination of requirements stated in subsections 2, 3, 4 below to assure student access pertinent to each course or program.
2. Library resources at the Maine site include books, periodicals, and instructional materials sufficient to support the institution's educational program and enrollment at the Maine site at the relevant degree or course level with accessibility to students detailed in the plan required in paragraph G, 1.

*Cambridge College considers it a priority to ensure that all students at all regional centers have access Library services.*

### ***Description***

Library resources and services support the mission of Cambridge College by meeting the needs of evolving programs and curricula, as well as by helping students, faculty, and staff achieve academic growth and develop lifelong learning skills that will serve them in the future beyond the classroom.

Library services bring the following major values to bear on its mission: a high public service ideal, respect for different cognitive styles, professionalism in both faculty and staff, and a commitment to collaborative decision-making.

Services are provided through the combination of an online virtual library, accessible to all constituents with an Internet connection, and affiliations with traditional libraries convenient to our instructional locations.

### **Access and Usage**

Registered students, faculty and staff have access to library services and resources. All online library services can be accessed from any Internet-enabled computer, either at our campus sites or via students'

personal access (at home or work), ensuring their opportunity, availability and use. We emphasize to our students that every library research assignment is an opportunity to build lifelong technology and information literacy skills that will enhance their employability.

Library services meet the needs of our predominantly full-time employed students by providing 24/7 online collections and services for all users in all locations, and secondarily by offering traditional library arrangements at our various geographic locations. Faculty members encourage students to use the library resources, provide course readings from our online collection, place library information on their syllabi and integrate library usage with course assignments.

Because of our primary concentration on online services, Cambridge College is particularly well suited to serve the needs of distance learners and faculty. All online services are available to all distance students, and instructional materials are geared to distance use, accessed directly from the Cambridge College homepage and through the MyCC web portal. Affiliate traditional library arrangements are made for campus sites and remote users can contact the Project Manager for local library recommendations.

#### Online Collections and Services

Cambridge College Online Library (CCOL), our online virtual library site provided by E-global Library at Jones Knowledge Inc., is designed to replicate a traditional library by providing an environment that encourages inquiry, study and learning. Online collection holdings prioritize the subject-area needs of our degree programs. The Research Databases page of the E-global site is customized for Cambridge College use, with access to our chosen databases as well as a link to Cambridge College-specific resources on the Cambridge College Web site (<http://www.cambridgecollege.edu/>). The eglobalSearch tool is also customized to our designated most commonly-used primarily full-text databases. Our E-global online library Web site is administered by the Cambridge College Project Manager for Library Services.

The Cambridge College Online Library provides convenient access from any Internet-enabled computer to a full array of library services, including:

- ⓧ 24/7 live chat "Ask An Online Librarian" reference service with "push" ability
- ⓧ Scholarly journal and document databases
- ⓧ More than 30,000 full-text online books
- ⓧ Link to "Cambridge College Resources" page containing numerous instructional handouts and subject-area pathfinders developed specifically for Cambridge College students
- ⓧ Research Guides listing recommended search strategies, books, periodicals, Web sites, and more in selected subject areas
- ⓧ General Reference: convenient access to dictionaries, thesauri and more
- ⓧ Career Development information

Online databases provide convenient access to hundreds of thousands of full-text articles and millions of citations in all fields, with a concentration of resources for our degree program areas. Full-text coverage is provided for 10,400 journals, including at least 4,600 peer-reviewed titles (as of October, 2005).

There are also at least 98 regional and business newspapers and 90,000 full-text ERIC education documents. Abstracts are provided for 17,350 periodicals. When full-text is not available, convenient links to WorldCat can direct users to the nearest library with the print version. Our full-text online books collection has more than thirty thousand books, with tools for saving notes incorporated.

#### Traditional Collections and Services

Campus sites are served by formally affiliated traditional academic libraries or by reimbursement of borrowing privileges at recommended local academic libraries. Affiliated libraries at campus sites provide individual reference help, group orientation and instruction on request. The dedication of staff at the affiliate libraries greatly enhances the instructional experience for students.

Affiliate libraries for our campus sites are:

- ☒ Gutman Library of the Harvard Graduate School of Education, for the Boston area
- ☒ Babson Library of Springfield College, for Springfield, Massachusetts
- ☒ Levin Library at Curry College for the NITE Summer Institute (TBA for 2007)
- ☒ Universidad Metropolitana libraries, for Puerto Rico
- ☒ The NOBLE public library system provides borrowing privileges at several local academic libraries in the Lawrence, Massachusetts area
- ☒ Reimbursement for local library cards are provided for Chesapeake, Virginia, with encouragement to use Old Dominion University Library or Norfolk State University Library.

The Cambridge College Online Library web page, located on the Cambridge College Web site, serves as a gateway to all resources. From the library web page, library users can find links to the login page for the Cambridge College Online Library; links to Cambridge College-specific instructional handouts and research pathfinders; information and links to affiliate libraries; and links to technical support. A link on the MyCC portal homepage and from every MyCC course site leads to the login for Cambridge College Online Library.

#### Instruction and Support

Services include live and mediated instruction and support, including reference services. The 24/7/365 "Ask An Online Librarian" service links directly from the Cambridge College Online Library. Mediated instruction is provided in the handouts and in pathfinders linked as "Cambridge College Resources" in the Cambridge College Online Library and on the "Research Resources" page of the Cambridge College Web site at the following URL:

<http://www.cambridgecollege.edu/student/research.cfm>.

#### Faculty Orientation and Training

Members of the faculty receive library information in their orientation packet, and are directed to further instructional materials. Individual or group information literacy workshops are available on request live or via phone, e-mail, live chat or Web cast. Training is updated in newsletters every term and occasional emails. A print and online "Faculty Library Handbook" containing all major library information and instruction will be distributed Spring, 2007.

Live instruction for faculty varies by campus site, and may include scheduled group instruction and on-request individual instruction. Faculty instruction is also done through instructional handouts and animated video tutorials on CD-ROM.

#### Student Orientation and Training

New students receive library information in their orientation packet, directing them to the Cambridge College Online Library, the local affiliated library arrangement, mediated instructional materials and local support services. An online "Student Library Handbook" will be distributed Spring, 2007.

Students have instruction in their Professional Seminars, LEARN Seminars, and some writing and research methods courses. In these seminars, students explore theories of adult learning. They clarify the fit between their academic program and their learning and their career needs, and see how their prior learning fits in. Students become independent learners who can effectively manage the structures, processes, and expectations of higher education. Individual student help is available from seminar leaders, writing tutors and reference librarians online or at affiliated libraries. At some campus sites, instructors also take classes to orientation and instruction at the affiliate library.

During the NITE program summer residency through 2006, students were required to take an intensive Research Week, as well as optional orientation and training sessions at the Curry College library. Individual student help was available from Research Week coaches and

from reference librarians at Gutman Library and the Curry College library.

#### Staff

Library services are provided by both internal and external staff.

Internally, our Project Manager for Library Services handles administration for all online services; designs and provides instructional materials and live presentations; promotes use of library resources and services; oversees the Library Strategic Planning Committee and aids it in setting policy and making decisions; gathers data and reports on library usage; and presents materials to accrediting bodies. She also works with faculty to promote integration of library and course materials, and confers with the Instructional Technology department to ensure integration of library facilities with new technology such as the MyCC portal. She is currently co-chair of the Ad Hoc Academic Technology Committee of the College Senate, which plans to increase discussion of academic technology issues across all constituencies and locations of Cambridge College.

Other library-related functions are handled by other internal staff. Affiliate library contract negotiations are undertaken by the Vice President for Instructional Sites. The Webmaster administrates the technical connections with Jones E-global, maintains library web pages and provides support for online surveys. The Director of Research and Evaluation supports the gathering of statistics and feedback. The Manager of Multimedia Development implements final production of non-print instructional materials. The Director of Instructional Technology ensures integration of library facilities with the e-mail system and portal, and maintains the on-campus computers and computer staff. At campus sites, library instruction is provided by Professional Seminar and Learn Seminar leaders.

Externally, staff at other organizations serve crucial support functions:

The "Ask An Online Librarian" service is provided by the Virtual Reference Services at Tutor.com. Of their reference staff, 77 percent have MLS/MLIS/MSLS; 5 percent have MLS in progress; 2 percent have a US equivalent to the MLS; 11 percent have an international equivalent to the MLS; 2 percent have international equivalent in progress; and 28 percent have additional advanced degrees.

At Jones E-global Inc., the design and content of the virtual library Web site was designed and is maintained by MLS librarians.

Reference staff at affiliated libraries meet the standards of their libraries.

#### Exchange of Services

Cambridge College is an Affiliate member of NELINET, through which it purchases databases and receives information and training offers.

#### ***Appraisal***

The Library Strategic Planning Committee meets each term to review the adequacy of library resources and services. This committee includes representatives of all schools and programs, as well as the Vice President for Academic Affairs, providing a basis for collaborative decision-making regarding library services and collections, as well as an opportunity for ongoing communications and feedback.

#### Access and Usage

Cambridge College has succeeded in providing convenient access for all users to appropriate collections of research materials. It has instituted training opportunities for faculty and integrated required training for students into degree programs. Systems for research and evaluation provide ongoing data, which is utilized by the governing Library Strategic Planning Committee. Financial support has been provided and future needs projected.

Examination of our usage statistics shows growing use of our library resources and successful use of our instructional services. Changes in resources over time (such as switching) make it difficult to compare all statistics. However, some figures can be obtained. For example:

- ☒ Logins to Cambridge College Online Library have grown from 5,654 in the Fall 2002 to 7,857 in Fall 2003; 11,555 in Fall 2004; and 17,911 in Fall 2005
- ☒ EBSCOHost searches were 4,250 in Fall 2002; 57,180 in Fall 2003; 59,207 in Fall 2004; 151,689 in Fall 2005
- ☒ Wilson Select Plus users went from 5,925 in Fall 2003; 7,028 in Fall 2004; 16,627 in Fall 2005
- ☒ Individual consultations with the "Ask An Online Librarian" live reference service increased from 39 when the service was added in Fall 2002; 187 in Fall 2003; 203 in Fall 2004; 237 in Fall 2005.

Although statistics for live student and faculty instruction may appear flat, this reflects the success of faculty instruction. As more faculty have been instructed in using the services competently, they have taken over their responsibility to teach students and no longer need to call on the Project Manager for Library Services in Cambridge, or other library instructors at the remote sites.

The current migration of all course sites to our MyCC portal enhances visibility and use of our library resources, providing more prominent access to our E-global online library site. Course sites allow course reading lists to be posted with links to full-text reading assignments, allowing all students to have access to all such "reserved readings" at all times.

All faculty members have been encouraged to create the course reading lists. Many have taken instruction in the process, and several examples have been produced.

Cambridge College provides varied support for traditional library use in different settings. For those campus sites which lack a formal affiliation with a local traditional library, students are directed to

appropriate local libraries. Reimbursement for the cost of borrowing cards is available at some campus sites, and strategies are being developed to ensure support for all current and future sites, as well as remote students.

Usage statistics indicate that collections meet our current needs. Rarely, requests have been made for materials that are not available online (or are only available at prohibitive prices). In those cases, students have been directed to local libraries carrying the print version.

#### Evaluation

Statistics are compiled three times each year regarding the usage of all online and live services. Databases provide detailed numerical reports of usage, as does the "Ask An Online Librarian" live reference service. E-global provides the number of total logins.

Traditional libraries are asked to provide the number of borrowing cards issued, number of tours or orientations given and the number of individual reference consultations, scheduled and unscheduled. Librarians at affiliated libraries also provide written and verbal feedback.

Librarians at Curry College provide detailed accounts of adequacy of their services during the NITE residency. The Academic Support Centers provide statistics for individual tutoring sessions that covered library and/or research skills. Statistics for live class presentations and faculty training are provided for each campus site.

Faculty members are surveyed online, and students provide feedback on course evaluation forms. Student and faculty focus groups were held in Fall 2002. Faculty and student feedback is encouraged at every opportunity, through feedback forms, in conversation and via e-mail. Faculty and student participation in the Ad Hoc Academic Technology Committee also provides ongoing feedback at the monthly meetings.

Usage reports and additional feedback are sent to the Vice-President for Academic Affairs and presented to the Library Strategic Planning Committee, consisting of administrators, deans, faculty members and the Project Manager.

The committee meets three times each year to discuss the adequacy of services and to plan for future needs. Suggestions for resources or services are considered at all times. They are investigated for availability and cost, discussed by the committee, and a response is sent to the faculty member who originated the suggestion.

A three-month trial of the EBSCOHost databases (including Academic Search Premier) showed immediate acceptance, based on statistics provided by EBSCOHost. At the same time, use of the Proquest ABI Inform/Global and PA Research II databases dropped off, based on statistics provided by Proquest. Therefore, EBSCOHost was continued and Proquest dropped. At the request of the EdD program, Proquest's Dissertation Abstracts Database was added in 2006.

As soon as the ERIC E\*Subscribe database was made available for subscription, it was added, and later linked directly into our EBSCOHost interface. Responses from the NITE Research Week coach survey have resulted in changes in their pre-NITE training and communication methods during NITE.

Detailed statistics and reports on usage of services at Levin Library of Curry College have been used each year to improve the hours, staffing, provision of equipment and training program schedules and availability during the NITE residency.

The Library Strategic Planning Committee has been successful in designing and instituting an online faculty survey, which was conducted in August 2005 and April 2006. The committee has utilized research and evaluation results in the preparation of the Strategic Plan 2006-2010 and to make various policy and purchasing decisions.

Funding

Online and traditional library services are funded to provide an appropriate range of resources and services for current degree programs. Requests for additional resources are considered by the Library Strategic Planning Committee, and projected cost increases through 2010 have been anticipated as part of the strategic planning process. Future budget allocations to sustain library and scholarly support services are indicated, including the addition of personnel and databases, and the production and distribution of instructional materials.

3. **If outside libraries are to provide a major part of the library resources, the institution has developed a plan detailing the extent of dependence on the outside libraries including the nature and details of any agreements concerning availability and use by students.**

One of the resources that Cambridge College offers to prospective students is our on-line library. These resources provide on-seat students and distance-learning students' access to educational support in order to develop writing skills, pursue on-line academic research and increase Internet-use proficiency. At this time, Cambridge College is not proposing to become affiliated with outside, Maine libraries.

4. **All undergraduate programs require the use of information resources in addition to course text and formal instruction.**

New students receive library information in their orientation packet, directing them to the Cambridge College Online Library, the local affiliated library arrangement (if one exists), mediated instructional materials and local support services. Students have instruction in their Professional Seminars, LEARN Seminars, and some writing and research methods courses. At regional centers, library instruction is provided by Seminar Leaders. Individual student help is available from Seminar Leaders, Writing Tutors and Reference Librarians, both online and at affiliated libraries. Faculty members encourage students to use the library 16 resources, provide course readings from our online collection, place library information on their syllabi and integrate library usage with course assignments. At some regional centers, instructors also take classes to orientation and instruction at the

affiliate library. See Appendix 18: Syllabus Template for LRN 175.

5. The institution provides services from the central library including electronic access to information documents, document delivery and instructional support.

- **Information Documents:** Electronic access to information documents such as databases of full-text periodicals and books; Research Guides; government documents; and other information is accessible at all times in the Cambridge College Online Library
- **Document Delivery:** Cambridge College does not subsidize document delivery for students, but students are directed by the CCOL website to use the Michigan Information Transfer Source, a service of the University of Michigan as well as document delivery through their local public library.
- **Instructional support:** Instructional support, including live chat "Ask An Online Librarian as well as print files to be downloaded, are available in the Cambridge College Online Library. Print instructional materials for Cambridge College users can be found by clicking the "Cambridge College Resources" link in the CCOL main menu and also on the public Cambridge College website at:  
<http://www.cambridgecollege.edu/library/research.cfm>  
Live library instruction and support will be provided by seminar leaders during the first semester of the BA program, with continuing instruction and support from seminar leaders. Course instructors are also asked to be comfortable supporting students use of CCOL.

Appendices:

- 18- Syllabus for LRN 175
- 19- All about library services
- 20- CC Research Resources

## H. Degree Requirements

1. The institution awards degrees only upon successful completion of the courses or programs of study and has developed written criteria to be met for successful completion.

### **Graduation**

#### *Grades Required – Undergraduate*

Students must successfully complete all components of their academic program (see program charts in the catalog) with grades of D or better, or Credit. A cumulative grade point average of 2.0 (letter grade of C) is required for all courses completed at Cambridge College. A cumulative GPA of 2.0 is required before entering the final term.

#### *Grades Required – Graduate*

Grades of B or better are required for successful completion of all graduate courses counted towards degree completion.

The records of all students who are expected to graduate are reviewed at the end of each term by the Registrar's Office to ensure that all academic requirements have been successfully completed. Records are approved (cleared) by the Bursar's Office and the Financial Aid Office if applicable. Students who have received student loans must participate in an exit interview.

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

2. All degree requirements are clearly stated in writing and include attention to residence requirements if such are necessary for completion of the program.

All degree requirements are clearly stated in writing. The Academic Catalog lists all degree programs outlining the requirements for completion along with a schedule of courses.

The degree requirements for the proposed Maine programs are set forth in Appendix 17 and in the following pages of the Cambridge College 2006-2007 catalog:

- Undergraduate Degree Program
  - Bachelor of Science in Management Studies (p. 15)
  - Bachelor of Arts in Multidisciplinary Studies (p. 13)
  
- Master of Management (p. 180- 181). Individual concentrations can be found

**3. Semester hour requirements for degree completion as indicated in 1, 0, 2 must be met.**

The Undergraduate Degree Program requires 120 credits for successful completion. The Master of Management Program requires 37 credits for successful completion. See Program Charts for more information (Appendix 17).

## **I. Faculty**

- 1. Faculty members providing instruction at the Maine site possess respective positions and teaching assignments.**

Cambridge College faculty are skilled practitioners who integrate theory and practice in their own work. All faculty hired by the College must provide demonstrated evidence of teaching proficiency, expertise in a field or fields relevant to the program of instruction, a thorough understanding of adult learning and development, ability to work with a diverse student body with different learning starting points, skills in assessing learning outcomes, skills and knowledge of group dynamics and a commitment to diversity. As a standard requirement, appropriate terminal degrees in their fields of expertise are expected of all members of the faculty.

Cambridge College prioritizes the consistency of academic and service quality across its regional centers. The shift of programs and students to regional centers requires that the College provide a proper mix of faculty appropriate to the needs of each school and program. The College's model for faculty staffing balances the benefits of relocating experienced College faculty to new centers against the benefits of hiring new local faculty members, ensuring balance and consistency across regional centers.

Upon opening, all regional centers are staffed by experienced Cambridge College faculty members. This ensures that the standards and rigor of the Cambridge College curriculum are properly implemented at all locations. As regional centers mature and become fixtures of their communities, the College begins to hire an increased number of qualified local instructors to teach on-site courses. This allows the center to evolve within the context of its surrounding community, and to directly address the needs of the local student population.

Cambridge College upholds the same standards for faculty participation and involvement at its regional centers as it does at its main campus. The College provides high quality faculty orientation, technology

integration, and faculty oversight by center administration in order to facilitate a high degree of involvement. Additionally, our program evaluation process ensures that faculty input is received at regular intervals within all sectors of the College.

The College values faculty participation regarding curriculum development and provides mechanisms to ensure that this feedback informs institutional decision-making. Events such as departmental meetings, faculty planning days, faculty forums and ongoing orientation through the College's Faculty Institute serve to encourage continued participation. Additionally, the College uses innovative technology tools to engage faculty in increased communication and to bridge any disconnects that may result from having a faculty that is dispersed among distant geographic locations.

Faculty policies on workload, teaching responsibilities, institutional participation, and administrative duties are clearly outlined in the College's Faculty Handbook and are implemented consistently across all centers. The Faculty Handbook is also included in the College's Policies and Procedures Handbook so that it can be readily accessed by all members of the Cambridge College community.

For more information on Cambridge College faculty hiring policies see Appendix 21.

- 2. Faculty members providing instruction at the Maine site are either full time faculty under contract and from the home campus, or part-time adjunct faculty appointed by the institution.**

Faculty will be recruited and employed in compliance with recruiting, hiring and other applicable personnel policies set forth in the Faculty Handbook, collective bargaining agreement, and other pertinent sources. Faculty are recruited through advertisements in academic journals as well as local newspapers. Positions are also posted within the College.

For both full and part-time positions, a hiring request is submitted to the Vice President for Academic Affairs for approval, following which a contract is prepared by the Office for Human Resources outlining benefits and providing necessary tax forms. Once the faculty member signs the contract, the payroll office places the faculty member on a payment schedule outlined in the contract.

See Cambridge College Faculty Handbook f.-1 Section 6: Full and Part-time Faculty Contract Process, attached as Appendix 22.

**3. Procedures are in place to provide a system for faculty evaluation for all faculty providing instruction at the Maine site.**

Course instruction is evaluated by students through formal course evaluations at the conclusion of each semester. Instructors teaching at remote locations are asked to implement the same course evaluation process as those teaching in Cambridge. Packets of course evaluation forms are provided to the instructors to facilitate implementation and self-addressed stamped envelopes are provided to courses, enabling each student to return the forms to the Office of the Vice President for Academic Affairs. The Office of Policy, Research, and Communications processes course evaluations. Faculty receive course evaluation reports from the Vice President for Academic Affairs, who uses these reports as part of the review process for faculty appointments and reappointments.

## **J. Physical Facilities**

1. Physical facilities at the Maine site shall be suitable in size for the number of enrollees and provide a quality learning environment.
2. Physical facilities with respect to fire safety, hygiene, floor space, ventilation, heat, and light are conducive to health, and safety and conform to all governmental codes.
3. Facilities leased or rented, which house the instructional program, are bound by contract or lease agreement between the institutions and the owner of the facilities.

Cambridge College does not have a physical site as yet in Maine. In selecting site location(s) for Maine, Cambridge College considers unmet educational attainment and career preparation needs of students, student costs and convenience, logistical implications and the availability of appropriate educational facilities made available for these purposes. Criteria for locating educational sites include assessment of student travel time (60 minutes or less). Times of operations are days, evenings and weekends depending on student preference and faculty availability. Cambridge College seeks to collaborate with other organizations having available capacity to accommodate Cambridge College students in Maine.

An example of off-site classrooms spaces that Cambridge College uses is the classroom and office space in Chesapeake, Virginia for its branch campus in that state. The total space is approximately 1500 square feet. Facilities include the use of the ceiling mounted projector, white boards, Internet connections for each student, workstation and other student instructional support. This office space is considered Class A space and is handicap accessible, and fire protected.

Once Cambridge College has received authorization to offer programs, it will arrange to lease space that is educationally appropriate and conducive to good instruction and learning. Once obtained, Cambridge College will provide the State of Maine with the lease agreement as

well as copies of zoning, fire, safety and sanitation inspections and reports.

See Appendix 23 for model floor plan of the Chesapeake, VA classroom/office space.

## **K. Student Services**

1. The institution has developed materials describing services offered which would include, but not be limited to, academic counseling and placement services.

Cambridge College recognizes the importance of hiring qualified individuals to advise students who attend the institution. Because of Cambridge College's unique teaching model and approach to education, student services are a crucial factor in helping the College achieve its mission. A great emphasis is placed on personalized advisement tailored to an individual student's particular needs. This personalized attention ensures that students are given the support, advisement and counseling necessary to balance the rigors of school and work.

A description of student activities and services, such as tutorial assistance, learning resources, assessment assistance, academic counseling, career planning, housing or placement services, including activities that assist the student in skill development or academic subject mastery is as follows:

Cambridge College has a unique student community comprised entirely of working adult students. As such, the College provides student services to meet the needs of their students and provides the following services:

- The Director of Student Services and Disabilities Coordinator provides guidance and counseling for students in regard to their program experience.
- Academic counseling is done at the graduate level within the Professional Seminar; a progressive course that continues throughout the length of the program. Professional Seminar leaders provides support and academic guidance to the student through the completion of their research project, encourages professional networking; and helps to resolve administrative issues. The undergraduate student is assigned an academic advisor upon entrance to their program.
- Assessment is embedded in the Cambridge College teaching/learning model for adult students and is present as

part of the student experience from the moment of entrance to program completion. Student assessment instruments include:

- o Student Admission essays
  - o Initial student writing assessment (leading to course placement and advising)
  - o Reflective writing and/or research-based writing
  - o Testing (where appropriate to content)
  - o Portfolio and professional goals assessment
  - o At the graduate level - Independent Learning Project (ILP), or Independent Research Project (IRP) or Action-Research Project
  - o Exit Performance Portfolio (M.Ed. Licensure Programs)
- When appropriate, students are encouraged by instructors to receive academic assistance in the Center for Learning and Assessment, where they are assessed and supported by tutors and tutorials to build upon their writing, mathematics and research skills.
  - Cambridge College offers its working student population career information through the online library, which has a section devoted to career development. Students also receive career advising in the Professional Seminar (at the graduate level) and in adult career development courses (at the undergraduate level).
  - Cambridge College is a non-residential campus except during the summer when the College offers a 5-week residential summer intensive in an off-site location, where housing is provided.
  - Cambridge College does not generally provide conventional student activities like those found at traditional institutions. Students may participate in College governance through the Student Advisory Board. Open meetings are held monthly to discuss concerns. The Student Advisory Board includes a representative from each seminar group, any student interested, and a member of the College administration. Students meet regularly with the Director of Student Services and Disabilities Coordinator who presents their concerns and comments to the Senate and Administrative Council.

2. The institution has a policy designed to advise students not only as regards their academic program, but also on other matters which students will face daily in the pursuit of a higher education.

### **Advisement**

In an effort to continue Cambridge College's commitment to improvement in academic student support services and to increase student retention, the College reorganized all academic support service functions under one structure: The Office of Student Academic Support Services (SASS), which is located in the Christian A. Johnson Center for Learning and Assessment Services (CLAS).

The Office of Student Academic Support Services provides year-round academic support, transfer credit review, undergraduate advisement, and counseling services for students with disabilities. Other services include diagnostic assessment for purposes of placement in undergraduate math and writing courses, workshops for skills development and preparation for the Massachusetts Teacher Licensure Exam, free tutoring services, and computer lab facilities and assistance.

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

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

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

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

Student Academic Support Services (SASS) staff:

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

Graduate students are assigned by academic program cohort to a Professional Seminar. The Seminar Leader is the student's academic advisor for the duration of the program and schedules periodic individual meetings in addition to their regularly scheduled Professional Seminar classes.

### **3. The institution shall make available to students a system of educational, career, and personal advising.**

The Bursar, Registrar, Admissions Director, and Financial Aid Director speak on a regular basis with each of the Center Directors in order to insure the proper flow of student information between centers and various College offices. Each Center Director joins the Senior Team of the College bi-monthly via teleconferencing. This has enhanced communication among various centers and the main campus. The Center Directors and major service providers at the College meet as a group twice every year to appraise the work of regional centers. Initiatives have been implemented to share best practices, to inform development at centers, and to facilitate collaborative learning opportunities among Center Directors.

The Registrar, Bursar and Financial Aid Director travel to remote regional centers to improve the registration and financial aid processes for students. These visits enable them to gather information about on-site and online student services directly from students so that effective solutions may be developed.

The student population served by the College often requires additional assistance with the financial aid process. To this end, the Financial Aid Office provides admissions recruitment workshops for all regional centers. Workshops are important professional development opportunities that help admissions staff manage prospective students' return to college. Additionally, computers installed within regional centers' financial aid offices provide students with the opportunity to complete their financial aid application during their entrance interviews.

In the event that a Cambridge College student has a complaint or issue in need of resolution, the College maintains grievance policies for both academic and financial/administrative grievances. These policies are published in the College's Academic Catalog and in its Policies and Procedures Handbook. The Director of Student Academic Support Services coordinates the grievance process and is available to students in the case of a grievance, as are academic advisors, program directors, and other College administrators.

These efforts illustrate the College commitment to providing services which respond directly to the needs of its students.

At the main campus, a list of counseling resources is available from the Director of Student Academic Support Services:

- Drug and alcohol counseling rehabilitation programs.
- Local agencies and/or private practitioners who provide assistance in the areas of alcohol and substance abuse.

At regional centers, this information is available from the regional director.

#### **CAREER SERVICES**

Located at the Cambridge, MA campus- Cambridge College's Career Center serves our diverse students and alumni. In line with the College mission, we prepare students to get the improved jobs and career opportunities that college and graduate study make possible. We offer career fairs, workshops, individual appointments and small group career counseling.

Career services include:

- Resources for self assessment, career exploration and planning, job hunting, and a comprehensive resource library.
- Assistance for students identifying and integrating their career goals and academic interests, helping them make good academic program choices.
- Online career-related resources.
- Job bulletin board in the student lounge at the Cambridge campus. However, there is no job placement service.
- Assistance with résumés and cover letters.
- Job interview techniques, preparation and practice.

Regional centers - Electronic and internet-based career resources may easily be shared with students and faculty advisors at Cambridge College regional centers.

In addition, academic advisors, many of whom are practicing professionals in their fields, help students with career planning and job hunting. Other faculty, students and alumni contribute to a supportive network. SASS staff members help students design resumes and cover letters and search the Internet for job openings.

The Cambridge College Online Library also contains a Career Development Resource Center to assist students in the job search process, which may be found at:

<http://www.egloballibrary.com/egl/jsp/home/index.jsp?Theme=Base>

**L. Telecommunication Instruction Tele-communication Instruction**

1. All standards indicated in Section 2 subsections A-K of this chapter apply to requests for approval to offer in Maine academic credit courses or programs via telecommunication instruction when there is a physical presence here as defined in Chapter 149 CMR, Section 2, E, (1).
2. The quality of the telecommunication transmission will allow the instructional activities to be seen and heard with utmost clarity.

Not applicable as Cambridge College is not seeking to provide telecommunication instruction in Maine from an out-of-state source.

### 3. GENERAL/NON-DISCRIMINATION POLICY

Maine based institutions and out-of-state institutions shall provide evidence that they comply with appropriate, federal and state laws which prohibit discrimination against persons because of race, religion, sex, national origin or handicapping conditions.

Cambridge College publishes its policy of non-discrimination and sexual harassment and complies with all federal, state, and local laws and regulations, as they apply to students, faculty and administrative staff - for example, guidelines provided by the Americans with Disabilities Act (ADA), Family Education Rights and Privacy Act (FERPA), Veteran's Administration (VA), the Selective Service Act (SSA), the Department of Homeland Security (DHS) and Federal Financial Aid.

Cambridge College is an equal opportunity institution committed to providing a diverse academic environment for its students, faculty, and staff, regardless 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.

Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, Cambridge College consistently undertakes to provide, by every reasonable effort, assistance and appropriate accommodations to qualified students with disabilities. We are committed to ensuring that all students receive equal opportunity and equal access to educational programming and services here at the College. The College prohibits discrimination against any qualified student, employee, or applicant on the basis of physical or mental disability, or perceived disability.

The Cambridge College **Non-Discrimination Policy** is published in various College Publications including the Cambridge College Application

Packet, Academic Catalog, and Policy and Procedures Handbook and attached as Appendix 24.

The Cambridge College Disability Handbook is attached as Appendix 25.