

Memorandum of Understanding:  
Early College Designation  
Fiscal Year 2021

**Springfield Technical Community College (STCC) and the Springfield High School of Commerce (HSOC)** have agreed to partner on an Early College Program Designation application to the Massachusetts Department of Higher Education and Department of Elementary and Secondary Education. This designation builds upon a recently-executed agreement (attached) between our schools to offer early college pathways for HSOC students beginning in Spring 2020.

The partnership institutions agree to adhere to the Guiding principles of equitable access, guided academic pathways, enhanced student support, connection to career, and effective partnerships by embedding these principles throughout the design and execution of our early college programming. Given the close physical proximity of our two institutions, we believe that our early college program is in a unique position to help bridge the divide between high school and college. By participating in the college experience with other college students on a college campus, the HSOC students will demonstrate for themselves (the most powerful form of evidence) that they are indeed “college material.”

As part of the partnership, the Springfield High School of Commerce agrees to do the following:

- Identify an Early College coordinator/point-of contact for STCC
- Identify/actively recruit up to 50 high school sophomores for participation each year.
- Provide participants "early release," so that they can attend classes at STCC during the regular school day
- Provide textbooks and other required resources to participants free-of-charge
- Award transcribed HSOC credit for work completed as part of this program.
- Appoint English and Math teachers to work with their STCC counterparts on curricular alignment to ensure college preparedness

As part of the partnership, Springfield Technical Community College agrees to do the following:

- Identify an Early College coordinator/point-of-contact for HSOC
- Host all college courses on the STCC campus (located in walking distance from HSOC)
- Select and hire faculty to teach in the program

- Hire a part-time student coach/mentor who will offer office hours to participants on the HSOC campus.
- Provide advising, placement assessment (if needed), and registration assistance to participants
- Provide financial literacy workshops and counseling to participants, to better prepare them for financing their college education
- Offer all participants the opportunity to earn a minimum of 12 credits (maximum of 20) of college coursework (with at least 9 credits counting towards the MassTransfer GenEd Foundation) at no charge to the students
- Provide timely notice to HSOC in the event a program participant withdraws or ceases to attend/participate in STCC classes
- Award transcribed STCC credit in a timely fashion for work completed as part of this program.
- Appoint English and Math faculty to work with their HSOC counterparts on curricular alignment to ensure college preparedness

### **Performance Measurement**

Both institutions are committed to demonstrating success in this program, as well as evaluating its efficacy in meeting measurable performance goals. STCC's Institutional Research Office will work with HSOC administrators to track progress as evidenced by the following measures:

- Retention rate of participating students (enrollment data from HSOC)
- High School Graduation Rate of participating students (graduation data from HSOC)
- Percentage of participating students who complete the program (completion data provided by STCC)
- Percentage of participating students who gain postsecondary credits (completion data provided by STCC)
- Percentage of participating students who achieve an Associate's or bachelor's degree within three or six years of high school graduation (National Student Clearinghouse data)
- College and/or career outcomes of students

### **Other Provisions:**

#### **Facilities, Instruction & Course Schedules:**

All courses, training and programs will be delivered on the STCC campus. STCC and the HSOC are directly across the street from one another. Students will be released from HSOC and walk to campus. STCC will provide PVTA bus passes for participants who wish to utilize College facilities during evening or weekend hours.

### **Student Conduct**

While on STCC campus, all students are subject to the rules and policies delineated in the STCC Student Handbook. If an issue triggers disciplinary response on campus, the HSOC Administrative Lead contact and the student's parents will be contacted.

### **Students with Special Needs/Exceptionalities/Disabilities:**

HSOC retains all obligations under the Individuals with Disabilities Education Act ("IDEA"), including but not limited to, child find and Individual Education Programs ("IEPs"). STCC agrees that it will cooperate with HSOC regarding their IDEA obligations, in that certain STCC staff may participate in team meetings as appropriate. It is important to note that since requirements under IDEA do not apply to the post-secondary level, services described in a given IEP are therefore not viewed as an obligation of STCC in the concurrent enrollment scenario of ECC. Otherwise, in all instances, STCC will manage its obligations with student accommodations in accordance with the Americans with Disabilities Act ("ADA").

### **Instructional materials and Calendar**

All instructional material selection is within the purview of faculty teaching courses. Courses will be offered in accordance with the College's Academic Calendar (First-Year Experience courses offered exclusively to program participants will be scheduled to accommodate the high school academic calendar, to the extent possible).

### **Career Partnerships**

HSOC is coordinating business and community partners to work with EC students with mentorship and intern opportunities. STCC will assist in providing career exploration opportunities for students, beginning in 9<sup>th</sup> grade.

### **Grading Policies**

All students will be subject to the STCC Grading Policies as enumerated in the STCC Student Handbook.

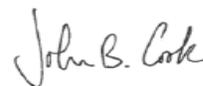
### **Courses of Study**

Outlined in attached MOU



Kelley Gangi, Chief of Instructional Improvement

Springfield High School of Commerce



Dr. John B. Cook, President

STCC

# **Memorandum of Understanding**

## **ECC (Early College-Commerce) at Springfield Technical Community College**

### **Purpose:**

Upon execution by all parties, this Memorandum of Understanding (“MOU”) shall be effective as of September 3, 2019, by and between the Springfield Empowerment Zone Partnership (SEZP), acting by and through the SEZP Board of Directors, on behalf of the Springfield High School of Commerce (“Commerce”), and Springfield Technical Community College (STCC), regarding Early College-Commerce (ECC), an initiative enabling high schools students to access college credits.

### **Early College-Commerce (ECC):**

The Early College-Commerce (ECC) initiative is designed to enable students at the Springfield High School of Commerce access to college courses, trainings and programs at STCC. [Note: Springfield Honors Academy, given its co-location with Commerce, is included in ECC, with student/payment done through SEZP]. With unique proximity to one another, this initiative is framed to dovetail with the personalized pathways model Commerce has developed for students, and offers unique college and career development opportunities.

Given a number of considerations, at full capacity (third year of MOU), ECC could have a total enrollment of over 200 high school students taking courses at STCC.

### **Pathways:**

ECC begins first with students in 10<sup>th</sup> grade (50; with availability for up to 75) taking a 1-credit course (FYE 101, First Year Experience) which will result in clarity about college success, while also priming program/pathway and career considerations. For students in 11<sup>th</sup> grade (50; with availability for up to 75), individuals will take 6-credits (two courses over two semester), and begin to engage with program pathways to include:

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| a. Computer & IT Security/Cyber      | (Certificate and Degree pathways) |
| b. Human Services/Social Work        | (Degree pathway)                  |
| c. Business Administration           | (Degree pathway)                  |
| d. Digital/Graphic/Multimedia Design | (Certificate and Degree pathways) |
| e. Health Science                    | (Degree pathway)                  |
| f. Criminal Justice                  | (Certificate and Degree pathways) |

For 12<sup>th</sup> graders (50; with availability for up to 75), these students will pursue deep and sustaining pathway coursework at STCC by taking up to 12-credits during the academic year (four courses over two semesters). A college transcript will result from all course taking by Commerce students; dual enrollment aspects, including inclusion of college courses on the high school transcript, will be the purview of Commerce. Individuals successful in ECC can earn up to 20 credits (in pathways a. through f.) which is approximately one-third of a given Associate’s degree at STCC. Aspects of these pathways will include MassTransfer General Education Foundation courses that will include

for example, ENG 101/English Composition, as well as program-specific content courses specific to the pathway (*please see Appendix A for further pathway detail*). Specific to MassTransfer GenEd, with minor exceptions, pathways align with “A2B Mapped” degree pathways, including 15 credits toward the A2B Pathway in Business.

Inclusion of an Applied Careers\* option represents a seventh pathway and is extended to a limited group of Commerce students which intently offers a direct career opportunity [availability each year for up to 30 additional students that are age 16+]. Intended first for students who are both older (i.e. an 18-year old 11<sup>th</sup> grader; a 19-year old 12<sup>th</sup> grader), these training/career pathways include:

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- g. (\*) Applied Careers
    - i. Electrical assembly/preparation (“Non-credit” pathway)
    - ii. Water treatment & distribution/preparation (“Non-credit” pathway)
    - iii. Asphalt inspection/preparation (“Non-credit” pathway)
    - iv. Emergency Medical Technician (EMT) (Credit/Certificate pathway)
    - v. Sterile Processing Technician (Credit/Certificate pathway)
    - vi. HVAC/Energy Systems (Credit/Certificate pathway)

It is important to note that for some certificate/workforce trainings in g., age-18 is a key consideration; age-18 may be required in order for the student to sit for the industry licensing exam; it may be required for field/clinical placement or apprenticeship hours. Timing of enrollment in a particular training may necessarily also need to be tied to high school completion (i.e. taking of the training in Spring Semester to coincide with high school graduation in June).

It is also important to note that hours of training for Applied Careers/Workforce Trainings will likely be offered in significant blocks such as 8:00am to 12:00pm, Monday through Thursday, or 6:00pm to 10:00pm, Monday through Thursday. With health-related trainings, a student fee is also required, and is tied to CORI/SORI background checking. This fee cannot be waived or pro-rated, and will be included in billing between STCC and SEZP.

For programmatic purposes, students in the Applied Career pathway could begin with FYE 101, First Year Experience, or a preparation course such as ELE 111, Internet of Things, which does not have a pre-requisite requirement, is hands-on, and concentrates on the connectivity of technology across industries. Taking ELE 111 would roughly map to students enrolled in 11<sup>th</sup> grade. A content-specific training/non-credit option, or certificate, will follow, and roughly maps to students enrolled in 12<sup>th</sup> grade. Per this MOU, the ~50% discount will be applied to the credit-bearing prep course, but the cost for Applied Career trainings/courses will be charged at the published rate [as an example, EMT carries a cost of approximately \$1,150].

**Facilities, Instruction & Course Schedules:**

All courses, training and programs will be delivered on the STCC campus. Instruction will be provided by STCC employees, including adjunct faculty, full-time faculty, and contracted training instructors. It is an explicit understanding that online courses are excluded from ECC, although hybrid courses, which incorporate an online component, may be included, and one explicit online exception is offered for the Applied Careers/Water treatment & distribution pathway.

Instruction will be provided in accordance with the published STCC Fall and Spring Semester academic calendar. A given course schedule will include holidays, college-wide professional development days, as well as recesses and breaks at various points in the academic year. Course-specific syllabi will be the key guide for students, and college coursework for ECC students may not comport with a typical high school day of instruction. Specifically, ECC students are invited to consider afternoon courses that may extend beyond 3:00pm, and pathway options could also include evening courses that begin after 5:00pm. Again, STCC does not take a position on whether and how this comports with Massachusetts high school rules, regulations, or policies regarding a school day.

### **Recruitment & Staff Training:**

It is the explicit purview of Commerce to recruit students into the ECC initiative. Engagement with students and families, as well as publications and marketing, rests predominantly with Commerce. Effectively, this means that an important registration deadline of one week prior to the beginning of each semester start is met, and submission of all information by and for ECC students is completed in a timely fashion (August is key/Fall Semester; December is key/Spring Semester).

Similar to current dual enrollment policy, each ECC student is registering with the explicit recommendation and guidance of Commerce personnel, to include teachers, guidance counselors/success staff, and/or administrators.

It is the explicit purview of STCC to aid Commerce in recruitment and registration efforts, and to do so in the following manner:

- Provide all necessary schedule, registration, and enrollment information in a timely manner
- Work with Commerce to ensure details are available to students and families (web and otherwise), and that Springfield families are clear on Commerce to STCC pathways
- Partner with Commerce staff on presentations to students and families, regarding information about ECC, and specific pathways. This may be in-person co-presentations; it may be ensuring Commerce staff have materials and key FAQs
- Ensure access to Admissions staff in particular, by Commerce students and staff
- Identify an STCC Early College Liaison for Commerce faculty and staff, so that a single point person is known, and is understood to always be a first contact as needed

STCC staff in the areas of advising and enrollment management (Admissions, Registration, Financial Aid) will develop a training to be provided to Commerce teachers and staff at least twice each year for the duration of the contract. Delivered prior to the start of the STCC Fall/Spring semester, these workshops will ensure a clear review of the pathways, but also as a forum to discuss, ask questions, troubleshoot implementation, and also build rapport between respective employees at Commerce and STCC.

### **Students:**

ECC students will be subject to all applicable policies and procedures of STCC, including the STCC Student Code of Conduct, the Sexual Harassment Policy, and the Affirmative Action Policy.

## **Records:**

To ensure STCC compliance with the Family Education Rights and Privacy Act (FERPA) of 1974 which protects student records, the parties agree that participants shall complete a “Consent to Release Information” form enabling record sharing between the parties. STCC in turn agrees to comply with state law requirements for maintenance of student records that may be necessary to grant high school credit.

Additionally, students below the age of 18 will be considered in light of current or future minors-on-campus policies.

## **Students with Special Needs/Exceptionalities/Disabilities:**

SEZP and Commerce retains all obligations under the Individuals with Disabilities Education Act (“IDEA”), including but not limited to, child find and Individual Education Programs (“IEPs”). STCC agrees that it will cooperate with SEZP/Commerce regarding their IDEA obligations, in that certain STCC staff may participate in team meetings as appropriate. It is important to note that since requirements under IDEA do not apply to the post-secondary level, services described in a given IEP are therefore not viewed as an obligation of STCC in the concurrent enrollment scenario of ECC. Otherwise, in all instances, STCC will manage its obligations with student accommodations in accordance with the Americans with Disabilities Act (“ADA”).

One example to mention explicitly is specific to a Commerce student needing language interpretation through stipulations in a 504 plan or an IEP. Using this example, costs for interpreters would be borne by Commerce. Again, it is the working assumption of this MOU that IDEA obligations are first addressed by Commerce, with reasonable accommodations then followed by STCC per ADA.

As context, the following excerpt from the Early College Initiative at City University of New York (CUNY) entitled “Special Education Resources for Early College High School Staff,” is instructive:

“In a college course, all students are given the same assignments; students will not receive modified assignments that are sometimes used in high school classes. High school teachers can teach strategies students can use to modify course assignments and material on their own.

... The key difference between high school and college for students with disabilities is that on a college campus, students must self-identify and self-advocate for the services they need. Unless a student self-discloses to the Office of Disability Services, the college will not have any information about the student’s disability, learning differences, or need for supports. One way to summarize the difference is that the overall objective of legislation covering students in K-12 is academic success, but the focus of legislation covering students in college is access.

... To request disability services on a CUNY campus, students need to make an appointment with the Office of Disability Services. The early college liaison can assist with this process. Students should bring their current IEP and any associated testing or medical documentation to their appointment. The campus staff works with students to identify the reasonable and appropriate supports and services. At CUNY, students typically receive a letter from the Office of Disability Services to give to each instructor who needs information about the supports and services. The

letter does not disclose any information about a student’s disability; it only describes the services a student will receive in that class.”

Source: <http://earlycollegeatcuny.com/wp-content/uploads/2017/03/Special-Edu-Resource-HS-Staff-F-3.30.pdf>

**Term & Payment:**

The initial term of this MOU is September 3, 2019 to June 1, 2022. The MOU is renewable for an additional three-year term upon the mutual, written consent of the Parties, made no later than December 1<sup>st</sup> of 2021 in advance of the scheduled expiration date. This date is purposeful so that planning for 10<sup>th</sup> grader participation in the Spring of 2022 is clear. It is also an explicit understanding that the SEZP is utilizing philanthropic support, and therefore, an early opt-out is available after Year Two, with written notification by either Party by December 1<sup>st</sup> 2021.

The payment model is based on an approximately 50% discount on FY 2020 tuition/fees. It is an explicit understanding that if and when STCC increases student fees per approval by the STCC Board of Trustees, the rates, and subsequent payments of this MOU, will be adjusted accordingly.

**Payment Specifics:**

**Year I**

10 <sup>th</sup> Graders (50 students) taking 1 credit each	<b>\$8,000</b> (\$160/each)
+ up to 15 students/Applied Career pathways ( <i>prep</i> )	<b>\$7,200</b> (approx.)
+ up to 15 students/Applied Career pathways ( <i>training</i> )	<b>\$18,000</b> (approx..)
	<hr/>
	<b>\$33,200</b>

**Year II**

10 <sup>th</sup> Graders (50 students) taking 1 credit each	<b>\$8,000</b>
11 <sup>th</sup> Graders (50 students) taking 6-credits each*	<b>\$37,350</b>
+ up to 15 students/Applied Career pathways ( <i>prep</i> )	<b>\$7,200</b> (approx.)
+ up to 15 students/Applied Career pathways ( <i>training</i> )	<b>\$18,000</b> (approx..)
	<hr/>
	<b>\$70,550</b>

**Year III**

10 <sup>th</sup> Graders (50 students) taking 1 credit each	<b>\$8,000</b>
11 <sup>th</sup> Graders (50 students) taking 6-credits each*	<b>\$37,350</b>
12 <sup>th</sup> Graders (50 students) taking 12-credits each*	<b>\$69,300</b>
+ up to 15 students/Applied Career pathways ( <i>prep</i> )	<b>\$7,200</b> (approx.)
+ up to 15 students/Applied Career pathways ( <i>training</i> )	<b>\$18,000</b> (approx..)
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	<b>\$139,850</b>

(\* a portion of the fee schedule applied for two semesters)

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**Total Three-Year Payments (pending enrollment):** **approximately/ \$243,600 (++)**

Additional students beyond 50 individuals in pathways a). through f). will be charged at the following:

- \$160 for each additional 10<sup>th</sup> Grader taking 1 credit
- \$747 for each additional 11<sup>th</sup> Grader taking 6 credits (*across two semesters*)
- \$1,386 for each additional 12<sup>th</sup> Grader taking 12 credits (*across two semesters*)

**Therefore/Full-capacity (Applied Careers; with up to 25 additional from 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades):**

<b>Year I</b>	up to an additional \$4,000
<b>Year II</b>	up to an additional \$22,675
<b>Year III</b>	up to an additional \$57,325

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**Total Three-Year Payments (pending full capacity):** **approximately/ \$327,600 (++)**

(++) Does not included required textbooks/required ancillary materials, or health program fees

**Billing:**

Finance and business administrators at STCC and Commerce will devise a regular schedule of invoicing and payment that will account for current student enrollment (with a determination on headcount and credits one-week prior to the start of the Fall and Spring semesters), as well as any associated supplies/tools/books/materials, and other associated costs. Payment will be due 30 calendar days from date of invoice.

**Additional Stipulations & Acknowledgements:**

- a. It is the explicit goal that 11th and 12th graders taking STCC courses are embedded within existing STCC course sections and trainings (i.e. using the published semester course schedule) to effectively integrate Commerce students in the STCC student body writ large. This is an important aspect of cost containment for STCC, while also aiding the goal of norming the college-going experience for Commerce students. Online courses are explicitly excluded from ECC, but morning, afternoon, and evening courses are all available through this MOU.

- b. Upon the start of the second year of implementation (July/2020), all Commerce students will henceforth be excluded from the *College Now*/dual enrollment initiative at STCC. Exclusion from *College Now* will exist indefinitely for the remaining duration of the contract, and any future contracts.
- c. STCC is not able to reserve seats for Commerce students, but given the existing/published schedule, it is expected that Commerce students will not be closed out of course offerings, particularly with proactive registration efforts, and the one-week registration deadline prior to semester start.
- d. All ancillary costs, which include required textbooks, as well as required supplies/materials/tools, are explicitly covered by Commerce. These resources are an explicit requirement for participation, and at this time, ECC students will not be able to access book vouchers or other underwriting options provided to matriculated STCC students. Invoicing between STCC and Commerce can be arranged per “Billing” above for ancillary costs, and estimates can be provided to Commerce.

STCC is committed to encouraging OER (Open Educational Resource) approaches, and incentivize faculty to offer OER in high-enrolled courses. However, given the existing collective bargaining agreement, STCC cannot guarantee OER is available for all sections with enrolled Commerce students.

For a pathway like the Computer/IT – Cyber options, students will need their own laptop with the ability to install the software. Computers will need to be Windows, Mac or Linux based, and STCC may have a limited number of Microsoft Surface Pro units that could be made available.

- e. Although federal financial aid is not an element of this MOU, students will be made aware of implications specific to “Satisfactory Academic Progress” (SAP). The STCC policy on SAP is posted at:

<https://www.stcc.edu/pay-for-college/financial-aid/policies-compliance/satisfactory-academic-progress/>

- f. Placement Assessment is evolving at STCC, and current policy and practice can be found here:

<https://www.stcc.edu/apply/placement/>

STCC will seek creative ways to address student placement assessment as part of ECC, and will do so in compliance with Massachusetts Board of Higher Education policy. Of particular importance will be facilitating Commerce and STCC faculty and staff in proactive efforts with early high school students (i.e. those in 9<sup>th</sup> and 10<sup>th</sup> grade) to assess preparedness for college-level reading, writing and mathematics.

With the exception of “non-credit” workforce training options, it is the explicit intent of this MOU for all course to be credit-bearing, and college-level (i.e. does not include

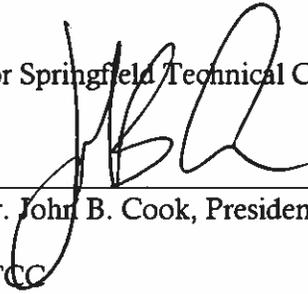
“developmental” courses, instruction, or remediation). With that said, STCC does not want Commerce students unnecessarily failing courses because preparedness was not gauged, nor does STCC want Commerce students taking the Accuplacer assessment without preparation done in consultation between the high school and college.

- g. Formal matriculation (“Admission”) as a declared student, per Massachusetts Department of Higher Education, requires completion of a high school diploma or an equivalency (i.e. HiSET). Noting this obligation, STCC will work closely with Commerce, and with 12<sup>th</sup> graders in particular, to ensure seamless transition from “undeclared” to “admitted” status. This is likely a matter of timing when the high school diploma is completed, but any admission/application fees will be explicitly waived for ECC participants just prior to, or within three-months post, high school diploma completion, when they are formally admitted to the college.
- h. For all participating ECC students, it is understood that their advisor remains a Commerce employee, be that a teacher, guidance counselor, et al. With that said, college services that include academic advising, career counseling, and tutoring, will be available via appointment.
- i. A Steering-Advisory Committee will be a best practice to establish, and STCC commits to facilitating and forming a group with key administrators from both institutions, and broad representation to include staff and faculty. It is anticipated this group would meet twice each Fall and Spring semester. Additionally, STCC particularly will encourage mathematics faculty to meet with their Commerce counterparts to discuss math curricula, sequencing, and synchronization opportunities.
- j. It is important to note that some variation is to be expected, and course/training availability could be limited. Clear and consistent planning by Commerce and STCC staff and faculty regarding individual student plans of study will be imperative.
- k. Summer semester options will be considered on an individual student basis at the per-credit rate built into this agreement. For summer semester in particular, STCC must again note it cannot guarantee registration because of the much more modest schedule of courses/sections.
- l. ECC students in 11<sup>th</sup> and 12<sup>th</sup> grade will be provided with a PVTA bus pass subject to all rules, policies, and practices governing this initiative for matriculated STCC students.
- m. SEZP/Commerce shall retain responsibility for MCAS or other State mandated testing, a necessary requirement for earning a high school diploma.

**Indemnification:**

SEZP/Commerce shall defend and indemnify STCC against any and all claims, costs, damages, fees, or injuries to persons or property of whatsoever kind or nature to the extent those result from the negligent acts or omissions of STCC, its employees or agents, in the course of their activities under this MOU. This indemnification obligation is subject to STCC's compliance with the substantive and procedural requirements and limitations of Mass. Gen. Laws ch. 258, which governs liability, as well as any and all other laws pertaining by the Commonwealth of Massachusetts.

For Springfield Technical Community College:



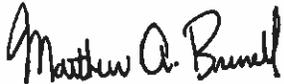
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Dr. John B. Cook, President

9.3.2019  
Date

STCC  
One Armory Square  
Suite 1, PO Box 9000  
Springfield, MA 01102

For Springfield Empowerment Zone Partnership (on behalf of the High School of Commerce):



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Matthew Brunell, Co-Executive Director, SEZP

8/28/2019  
Date

Springfield Empowerment Zone Partnership  
PO Box 15331  
1500 Main St.  
Springfield, MA 01115

**APPENDIX A**

*[Each Plan of study also includes FYE (First Year Experience) 101]* *1 credit*

**Computer & IT Security/Cyber** Certificate of Completion 27 credits  
Associate's Degree 61-64 credits

- ENG 101, English Composition 3 credits
- ENG 102, Composition II or ENG 104, Technical Report Writing 3 credits
- MAT XXX, (College Math; i.e. MAT 115, Statistics) 3 credits
- Social Science Elective (i.e. SOC 101, Intro to Sociology) 3 credits
- CMP 106, Computer Basics: Concepts & Applications 3 credits
- CIT 115/115L, Python Programming with Lab 4 credits
- 19 credits**

(12 credits toward MassTransfer General Ed Foundation)  
 (12 credits toward Associate-to-Bachelor's MassTransfer Pathway in C.S.)

**Human Services/Social Work** Associate's Degree 62 credits

- ENG 101, English Composition 3 credits
- ENG 102, Composition II or ENG 104, Technical Report Writing 3 credits
- CMP 106, Computer Basics: Concepts & Applications 3 credits
- PSY 101, General Psychology 3 credits
- SOC 101, Introduction to Sociology 3 credits
- PSY 230, Principles of Normal/Abnormal Behavior 3 credits
- 18 credits**

(15 credits toward MassTransfer General Ed Foundation)

**Business Administration** Associate's Degree 62-63 credits

- ENG 101, English Composition 3 credits
- ENG 102, Composition II or ENG 104, Technical Report Writing 3 credits
- CMP 106, Computer Basics: Concepts & Applications 3 credits
- MGT 101, Principles of Management 3 credits
- MKT 101, Principles of Marketing 3 credits
- MAT 115, Statistics 3 credits
- 18 credits**

(9 credits toward MassTransfer General Ed Foundation)  
 (15 credits toward Associate-to-Bachelor's MassTransfer Pathway in Business)

**Digital/Graphic/Multimedia Design** Digital Publishing, Certificate 29 credits

Multimedia Tech, Certificate	27 credits
Graphic Design, Associate's	69 credits
Interactive Media/Animation, Associate's	63 credits
Communication/Digital Media, Associate's	62 credits

ENG 101, English Composition	3 credits
ENG 102, Composition II or ENG 104, Technical Report Writing	3 credits
PSY 101, General Psychology	3 credits

*[plus 9 credits of the following]:*

DMP 101, Introduction to Multimedia	3 credits
DMP 120/120L, Introduction to Video Production	4 credits
GAT 150/150L/151, Introduction to Prof. Photography & Studio	5 credits
GAT 160/160L, Introduction to Web Design	3 credits
ART 101/101L, Introduction to Art: Basic Design	3 credits

(9-12 credits toward MassTransfer General Ed Foundation)

(15 possible credits toward Associate-to-Bachelor's MassTransfer Pathway in Art)

**Health Science** Associate's Degree 60-62 credits

ENG 101, English Composition	3 credits
ENG 102, Composition II or ENG 104, Technical Report Writing	3 credits
CMP 106, Computer Basics: Concepts & Applications	3 credits
PSY 101, General Psychology	3 credits
MED 100, Medical Terminology	3 credits
HSC 110, Communication and Professionalism in Healthcare	<u>3 credits</u>
	18 credits

(9 credits toward MassTransfer General Ed Foundation)

**Criminal Justice** Certificate of Completion 27 credits  
Associate's Degree 60 credits

ENG 101, English Composition	3 credits
ENG 102, Composition II or ENG 104, Technical Report Writing	3 credits
PSY 101, General Psychology	3 credits
SOC 101, Introduction to Sociology	3 credits
CRJ 101, Introduction to Criminal Justice	3 credits
CRJ 120, Criminology	<u>3 credits</u>
	18 credits

(15 credits toward MassTransfer General Ed Foundation)

(18 credits toward Associate-to-Bachelor's MassTransfer Pathway in C.J.)

**(\*TBD) Applied Careers**

**("Non-credit" & Certificate pathways)**