FISHER COLLEGE

Student Handbook and Catalog

Academic Year 2026-2027

Master of Education in Early Childhood Education

MESSAGE FROM THE PROGRAM DIRECTOR

Dear Students,

Welcome to the School of Graduate Studies at Fisher College. The Master of Education in Early Childhood Education prepares professionals to build a solid foundation for children. This is a fully online program, consisting of eight-week courses with six terms per year. The degree program can be completed in as little as 12 months.

The MEd in ECE is designed to enable professionals who work with young children to continue building upon their knowledge and practice in a meaningful, hands-on way. Through coursework, you will continue to hone your skills as a highly effective educator and leader in the field as well as become a teacher researcher; understanding how to gain information needed to ensure your students' successes. You will achieve mastery inside the classroom and outside of the classroom as you build relationships with the community and families.

Courses are taught by faculty who not only hold a doctorate and MEd, but are committed to continuous growth and development in education. Our faculty consists of past and current classroom teachers, members of education organizations, and advocates for young children. Not only do faculty recognize the profound impact teaching has on the lives of young children, but also on you - the adult learner.

Fisher College and the School of Graduate Studies is committed to ensuring early childhood professionals are prepared to be culturally responsive and implement developmentally appropriate practices to educate infants, toddlers, preschoolers, and primary-age children. We look forward to sharing this transformative educational journey with you. If you have any questions or wish to share feedback, please reach out.

Sincerely,



Rosanne DeConto, Ed.D.
Associate Professor, Early Childhood Education
MEd Program Director

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GENERAL INFORMATION

Mission

Fisher College improves lives by providing students with the knowledge and skills necessary for a lifetime of intellectual and professional pursuits.

Our motto: Ubique Fidelis: "Everywhere Faithful"

Historical Background

For more than a century, Fisher College has met its founders' call to move lives forward through education. Firmly established in the great collegiate center of Boston, Massachusetts, Fisher College provides opportunities for students of all ages and experiences. The hallmark General Information 3 of the Fisher story is its embrace of change. The College is keenly aware of developments in instruction and technology as well as the evolving role of higher education institutions. Fisher has continually responded by delivering pragmatic and focused programs. Reinforced by a unique student-centered philosophy, Fisher endures, and serves this and future generations.

College-Wide Learning Outcomes

Because of its commitment to academic excellence, the College requires that its graduates have demonstrated competencies in written and oral communication; computational skills; critical thinking and research skills; technological literacy; civic responsibility; and racial, ethnic, and cross-cultural understanding. Toward this end, each student is provided the opportunity to demonstrate the following competencies, abilities, and interests:

- Effective communication skills, including the abilities to speak and write cogently, and to conduct research demonstrating information literacy.
- The ability to understand and apply basic analytic-mathematical operations and to make logical inferences from quantitative data.
- Critical-thinking skills to organize and process information and to formulate effectively reasoned conclusions.
- Self-awareness and confidence, and the recognition of one's role and responsibility in an individual, social, civic, and moral context.
- An understanding of the multicultural values within a diverse American and global society sufficient to enable the student to interact collaboratively with others of a different culture.
- Learning skills necessary for lifelong personal and professional development.

Accreditation Status

Fisher College is accredited by the New England Commission of Higher Education (NECHE). In the Graduate and Professional Studies, the Health Information Technology program and the Health Information Management program are both accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College's Business and Management programs are accredited with the International Accreditation Council for Business Education (IACBE).

Nonprofit Status

Founded in 1903, Fisher College is a nonprofit educational institution approved by The Department of Higher Education of the Commonwealth of Massachusetts.

GRADUATE AND COLLEGE POLICIES

Graduate and Professional Studies Admissions Contact Information:

Toll Free Number: 866-309-6539

For Graduate Programs: graduate@fisher.edu

Admissions Requirements

Graduate Admissions Requirements

To apply for a graduate program, students must complete an **Online Graduate Application**.

To be accepted, students must meet program specific requirements outlined below:

- Provide unofficial transcripts demonstrating the completion of a bachelor's degree. If accepted, official transcripts are required prior to starting classes.
- An undergraduate degree with a cumulative GPA of 2.7 or higher is preferred. Applicants with less than a 2.7 GPA will be considered for admission on an individual basis.
- Personal essay or Statement of Purpose addressing the following:

  In 300-500 words, describe and articulate how obtaining this degree will help further your career, and how your career and experiences to date have prepared you for this degree or career path.
- Two current (not more than 1 year old) letters of recommendation supporting their admission. Letters of recommendations should be from individuals with whom they have worked closely in a professional or academic setting.
- Updated professional resume.

International Applicants

In addition to the general admissions requirements, international applicants must also meet the following minimum qualifications to be considered for unconditional admission to the program.

Testing Requirements*

- TOEFL internet-based test score: 80
- TOEFL paper-based test score: 550
- TOEFL computer-based test score: 210
- IELTS band score: 6.5
- Official English translations of all required academic documents

A notarized, current bank statement verifying that the student has a minimum of $51,000 U.S. dollars in a cash account available for his or her use. If the bank account is not in the student's name, then a notarized letter of support should accompany the notarized bank statement from the holder of the account. Most consulates around the world require the student is able to pay for his or her entire program of study.

*Required from candidates whose native language is not English and who have not earned a bachelor's or master's degree from a U.S., U.K., Canadian, Australian, or New Zealand college or university.

Provisional Acceptance

Students who do not meet the requirements for admissions may be provisionally admitted to the program. Students admitted provisionally may take no more than six graduate credit hours toward the Master's in Education in Early Childhood Education degree. After successful completion with a grade of B- or better, provisionally admitted students will be granted admission.

Transfer Credit Policy

Students may apply not more than nine applicable graduate credits transferred from another regionally accredited graduate program taken within the past 5 years with a minimum grade of B-. Official transcript required.

Prerequisites and Waiver Policy

There are no prerequisites or waivers for any courses or to enter the program.

Graduate Degree Requirements

- Earn the number of credit hours and course requirements for the degree program.
- Earn at least 70% of the required coursework at Fisher College.

- Achieve a minimum cumulative GPA of 3.0.
- Meet all program requirements.

Master of Early Childhood Education Requirements
The 33-credit program consists of 11 courses.

Grading System*

GRADE	NUMERICAL VALUE	GRADE POINTS
A	93–100	4.0
A-	90–92	3.7
B+	87–89	3.3
B	83–86	3.0
B-	80–82	2.7
C+	76–79	2.3
C	70–75	2.0
F	0–69	0.0

*A grade of C or higher is considered passing.

Time Limit for Degree Conferral
A master's degree must be completed within five (5) years from the student's first registration date in that master's degree program. Requests for extensions of time limits must be petitioned by contacting the Associate Dean, School of Graduate Studies.

Degree Conferral
Degrees are conferred after the completion of all academic program requirements. There are three conferral dates per year, August, December, and July.

Participation in Commencement
Fisher College holds one commencement ceremony each year for graduate students to participate in. Students in the program with no more than two classes remaining (not including classes currently in progress) are eligible to walk at commencement.

Incomplete Grades
Rarely, for extenuating circumstances, during the last two weeks of a term, a student may

petition for an incomplete (INC) if they cannot complete all coursework on time. In such cases, the student can request from the Associate dean School of Graduate Studies that an incomplete be granted. If the request is approved, the student, the faculty member, and the Registrar will be notified of the decision in writing.

It is the student's responsibility to make arrangements with the faculty member to complete all course work and to submit it to him or her within 30 days of the end of the term in which it was granted. At the end of the 30-day period, if the course work has been submitted, the instructor will submit to the Registrar a Grade Change report with the received grade. If not, the Incomplete is converted to an 'F' grade and recorded on the student's transcript.

Support Services

Students with appropriate documentation may be eligible for services from the Office of Student Accessibility Services. Details can be found on the College website.

The College recognizes the importance of tutoring for success in graduate coursework and encourages its graduate students to avail themselves of services provided through The Writing and Academic Support Center. Students in programs that run in 12-week terms, on-campus or on-line, are eligible for 4 hours of tutoring during each 12-week term. Students in programs that run online in 8-week terms are eligible for 2 hours of tutoring during each 8-week term

Students are assigned an academic advisor who will assist them with registration and navigating College policies and procedures.

Attendance Policy

Students are expected to attend all scheduled class meetings on campus or in synchronous online sessions. Online classes will be recorded in the event a student must miss a live session. Web cameras and microphones are required during live sessions.

Immunization and Health Insurance

Any graduate student enrolled in 9 or more credits will receive a charge for Health Insurance (per MA law), which they can waive with appropriate health insurance coverage.

Repeating a Course

- Any student who fails a required course must repeat and pass the course before a degree can be awarded.
- Courses in which a grade of F has been earned may be repeated one time only.
- The repeated course must be identical to the original and must be taken at Fisher

College.
- Both the original and repeated grades will appear on the transcript. The repeated grade, whether higher or lower, is used to determine the cumulative grade-point average.

Course Withdrawal

- Students may withdraw from a course no later than 10 days prior to the end of the term. Students are expected to submit documentation to support their request to their Academic Advisor.
- The last day to withdraw for each term will be published each year in the academic calendar.
- Students who withdraw from a required course are expected to repeat the course.

Voluntary Withdrawal from the College

Students wishing to withdraw from the College must submit a written notice of withdrawal to the Registrar's Office after reviewing with their Academic Advisor. The withdrawal date is the last date the student attends class.

Leave of Absence Policy

Graduate students may have a medical or personal situation that impacts their ability to successfully complete their studies. In these situations, students may apply for a leave of absence. A leave of absence will result in withdrawal from the current term's classes, but not withdrawal from the College. A leave of absence is granted for no less than one term and no more than one year. When ready to return, students must file the return request form and provide appropriate documentation to establish an ability to return to the College. The College LOA procedures are documented on the website.

Administrative Withdrawal from the College

Students who discontinue attending classes for two weeks will be subject to administrative withdrawal from the college.

Re-Enrollment Following Voluntary Withdrawal from the College

In general, students may re-enroll after a voluntary withdrawal as long as they are in good academic and financial standing with the College. Students are subject to the College policies and program requirements in effect at the time of their re-enrollment. The College reserves the right to deny re-enrollment at its discretion.

Re-Enrollment Following Academic Dismissal

Under certain circumstances, a student who has been academically dismissed may petition for re-enrollment to the Associate dean, School of Graduate Studies. Students petitioning for re-enrollment into a graduate program must present evidence of ability and willingness to meet the College's standards of academic performance. All requests for re-admission will be given careful consideration. Re- admitted students may not be eligible for financial aid. Students re-enrolled are subject to the College policies and program requirements in effect at the time of their re-enrollment. The College reserves the right to deny re-enrollment at its discretion.

Satisfactory Academic Progress Graduate Programs

Satisfactory Academic Progress (SAP) is the term used to determine if a student is making acceptable progress toward a degree. A review of a student's progress is conducted three times a year after each set of two terms. A student's failure to meet SAP standards may result in academic dismissal.

30/33 Credit Programs:

- Students achieving a **term** GPA of 2.7 or lower during any academic term will be placed on academic probation.
- Students with a cumulative GPA between 2.1 and 2.7 will be placed on academic probation.
- Students with a cumulative GPA of 2.0 of lower will be academically dismissed.
- Students who do not achieve the graduation GPA of 3.0 or higher after the completion of 15 credits will be academically dismissed.
- Students who fail a course have the opportunity to re-take that course one time. Subsequent failure of that course or failure of a second course will result in academic dismissal.

Appeals: Students will have the opportunity to appeal a dismissal to the office of the Associate Dean, School of Graduate Studies. Students receiving financial aid are subject to financial aid regulations.

FINANCIAL AID

Fisher College provides financial aid to eligible students, as determined through the Free Application for Federal Student Aid (FAFSA), which must be filed each year. To be eligible, a student must meet all of the required criteria and have demonstrated financial need.

Financial Aid Sources: View a full listing of available financial aid.

Policies and Procedures: View a listing of financial aid policies and procedures.

Enrollment Status and Financial Aid Eligibility

To be considered full-time, a student must be enrolled in 6 or more credits. Financial Aid eligibility will be determined based on the division in which the student is seeking a degree. Students who choose to cross-enroll in each of the Colleges' divisions will not have a combined enrollment threshold reported to the National Student Loan Data System (NSLDS).

Financial Aid Disclosures

In accordance with federal regulations set forth by The Higher Education Act of 1965, certain student consumer information must be made available to all students at Fisher College. The Fisher College Bi-annual Right to Know Information Notification is distributed to enrolled students and employees after the 1st week of classes during both the Fall and Winter semesters (September and January terms). View a listing of financial aid disclosures and consumer information.

Financial Information

View the most up-to-date information regarding required fees and associated fees. All financial obligations must be met prior to registration for classes. Payment may be made by cash, check, money order, wire transfer, or credit card (MasterCard, American Express, Visa, or Discover). Tuition charges are payable in advance for the entire term, and may be made online through the Fisher College website unless alternative arrangements are made. The Board of Trustees reserves the right to adjust charges in accordance with changing costs of operation.

The student is responsible for a full term of education's charges. The only exception will be if a monthly payment plan was set up online with our outside agency prior to the beginning of each term. A student whose payments have not been made may not be allowed to attend classes, to use any College services, to take examinations, to participate in graduation, or to receive grades or a degree. If the College refers a delinquent account to a collection agency, these costs, plus all expenses associated with the collection effort, will be due and payable. Please refer to the Fisher College website for details.

SCHEDULE OF CHARGES

Tuition and Fees

Estimated costs for 2026-2027 Academic Year:

Tuition per Credit Hour*	$666
Tuition per three-credit course	$1,997
Technology Fee	$100
Total Program Tuition	$21,967 Tuition $23,067 Tuition and Fees

**33 credits in program*

Refund Schedule

Students who terminate enrollment, including voluntary withdrawal, illness, suspension, or dismissal, may be eligible for a refund. Students with financial aid awards, however, may owe a balance repayment of federal and state grants and loans (see Financial Aid Refund Policy hereafter). If a student is entitled to a refund, refunds will be determined based on the refund schedule below. Financial Aid may be applied to all or part of the charges depending upon the date of withdrawal during the semester.

Graduate Studies Refund Schedule*

Prior to Add/Drop	100%
After Add/Drop	0%
Class canceled	100%

**The withdrawal date is the date the written notice is received by the Office of the Registrar. Refunds will be processed via Refund Request Forms or in the appropriate Refund section on the website. The student must submit his or her notice of withdrawal in writing to the Office of the Registrar.*

Student Accounts Placed with a Collections Agency

It is the policy of the College to work with the student to resolve an outstanding balance on a student account. If a student account remains delinquent, the Bursar's Office may place the student account with a third-party collections agency. The outstanding balance of the student account and all costs and fees associated with the collections effort will be due and payable by the student. Students placed with a third-party collections agency may not be allowed to enroll in College courses, attend classes, take examinations, receive grades or transcripts, attend graduation exercises, live in campus housing, or participate in College activities or sports.

VETERANS/MILITARY EDUCATIONAL RESOURCES

Fisher College has been consistently recognized as a military-friendly institution, and G.I. Jobs named Fisher College as a Top Military-Friendly School since 2011. Students are given access to the right tools and resources, like live sessions and tutoring via webcam, to keep them connected and ensure their success.

Fisher College is a member of Service members Opportunity Colleges (SOC). Military and professional training as well as prior college course work, CLEP, DANTES, and DSST exams can qualify for college credits.

Learn more regarding veteran affairs at Fisher College, including the topics listed below:

- General information
- **Veterans'** education
- Certification of enrollment
- Student responsibilities
- Student academic progress (SAP)
- Benefits
- Commendations and complaints.

Post 9/11 GI Bill® Information

The Department of Veteran Affairs is now accepting and processing applications for the Post-9/11 GI Bill®, which went into effect August 1, 2009. This new GI Bill® is for individuals with at least 90 days of aggregate service on or after Sept. 10, 2001, or individuals discharged with a service-connected disability after 30 days. Individuals must have received an honorable discharge to be eligible.

The program benefits may include:

- Tuition and fees paid directly to the school, not to exceed the maximum in-state tuition and fees at a public institution of higher learning;
- A monthly housing allowance;
- An annual books and supplies stipend of $1,000, paid proportionately based on enrollment, and;
- Other benefits such as college fund ("kicker") payments, a rural benefit payment, and/or a Yellow Ribbon benefit.

To be 100% eligible for the benefit, you must have served an aggregate of 36 months of active-duty service, or have been discharged for a service-connected disability after 30 days

of continuous service. (Active-duty service time required by graduates of a Service Academy or ROTC does not count toward the 36 months needed for full time benefits).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website.

Servicemembers Opportunity Colleges (SOC)

Fisher College has been designated as an institutional member of Servicemembers Opportunity Colleges (SOC), a group of more than 1800 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As an SOC member, Fisher College recognizes the unique nature of the military lifestyle and is committed to easing the transfer of relevant course credits, while crediting learning from appropriate military training and experiences. SOC has been developed jointly by educational representatives of each of the armed services, the Office of the Secretary of Defense, and a consortium of 12 leading national higher education associations.

Veterans Educational Assistance Program (VEAP)

Veterans and active-duty military who qualify for Educational Assistance for Veterans (new GI Bill®), Chapters 106 and 30, or for the Educational Rehabilitation Program, Chapter 31, or for the VEAP Program, Chapter 32, may obtain information from the Office of the Registrar or the Office of Financial Aid.

Benefits

In accordance with Sec. 103 of The Veterans Benefits and Transition Act of 2018:

> Fisher College permits any *covered individual** to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:
>
> - The date on which payment from VA is made to the institution.
> - 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
>
> Fisher College **does not** penalize Chapter 31 or 33 students if/when the VA is late making payments. Fisher College **does not** have any policies in place that would do any of the following while waiting for VA payments:

- Prevent enrolling
- Assessing a late penalty fee
- Requiring alternative or additional sources of funding
- Denies access to school resources

In order to prevent outstanding student accounts, Chapter 31 or 33 students must:

- Submit a COE or Statement of Benefits by the first day of classes
- Submit a written request to be certified
- Provide any additional information needed for certification

For questions or concerns regarding your Veterans Benefits, please contact the Fisher College VA School Certifying Official (SCO), Colleen Woods, at cwoods@fisher.edu or 617-670-4527.

A **covered individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.*

**GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website.*

COLLEGE POLICES

Family Educational Rights and Privacy

Fisher College complies with the Family Educational Rights and Privacy Act (FERPA) regarding the access and release of student records and information. FERPA affords students certain rights with respect to their education records:

A) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Vice President for Academic Affairs, Site Coordinator, or other appropriate official written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected.

If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her

right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

B) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

C) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fisher College to comply with the requirements of FERPA.

Office Address:
Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

D) For the purpose of this Act, Fisher College defines all students as independent. A parent may be awarded the same rights as the student with regard to educational records and other confidential information only if the student signs a written consent to this effect, or if the parent supplies proof of dependency, as defined in section 152 of the Internal Revenue Code of 1954, which requires receipt of a certified copy of the parent's most recent federal income tax form.

The College does not release confidential information to outside parties without the student's written authorization except as required or permitted by law. Students must provide the College with a signed letter before any confidential information will be released.

The following information should be included in the request:

- Name
- Address
- Date of birth
- Student ID or SSN
- Attendance dates
- Academic major
- Address to which information should be sent
- Signature

The following items, however, are considered "directory information" and may be released at the discretion of the College upon request:

- Name
- Address
- Telephone number
- E-mail address
- Dates of enrollment
- Academic major
- Full- or part-time status
- Year of study
- Date of graduation or withdrawal
- Degrees, certificates, or awards earned
- Participation in officially recognized sports or activities
- Most recent educational institution attended by the student
- Weight and height of members of the athletic teams

Under the provisions of FERPA, currently enrolled students have the right to withhold disclosure of directory information, except as authorized by law. To withhold disclosure, students should submit written notification to the College Registrar within 30 days of the student's initial semester or term at Fisher, and thereafter by September 30 of each subsequent academic year. Forms for this purpose are available in the Office of the Registrar or the College website. A new form for non-disclosure must be completed each academic year. Fisher College assumes that failure by any student to request the withholding of directory information indicates approval for disclosure.

Student Code of Conduct

All students are responsible for reviewing and adhering to the Fisher College Code of Conduct.

College Property

Fisher College takes pride in the fine buildings and equipment provided for its students at all locations and asks student cooperation in keeping the classrooms and equipment in excellent condition. Please report any noticed waste, damage, destruction, or theft to College personnel. Additionally, anyone responsible for damage may be subject to disciplinary action and restitution.

Alcohol and Drug Policy

Attending class or a college event under the influence of alcohol or drugs is forbidden. Massachusetts state law prohibits the possession and consumption of alcoholic beverages by anyone under 21 years of age. At Fisher College, no students regardless of age may possess, consume, or transport alcohol onto the Fisher College campus. Students, as adults, are expected to obey the law and take personal responsibility for their conduct. Any student who uses alcohol will be held accountable for his or her behavior, including such acts as disorderly conduct, public disturbance, exposure of himself or herself or others to personal injury, and damage to property. Under Massachusetts and federal laws, possession of dangerous drugs and narcotics, including marijuana, is regarded as a misdemeanor or felony. If a student has a problem with alcohol or drugs, the College will try to help, but will not interfere with the legal prosecution of any member of the community who is apprehended for possessing or using drugs.

Each student must be aware of his/her responsibility for upholding these laws. Infractions should be reported to the College administration. The College takes drug/alcohol abuse very seriously; therefore, any infraction makes a student liable to immediate dismissal from Fisher College. The College reserves the right to examine any student's residence hall room, locker, or belongings if it has a reasonable belief that illegal or illicit activity is taking place. The College also reserves the right to immediately dismiss a student from housing or from the College if he or she is found in violation of the Alcohol and Drug Policy.

Smoking & Tobacco & Vaping

Fisher College has established a no smoking policy throughout the College. No smoking is allowed in the common areas, which include: corridors, classrooms, auditoriums, and residence halls. This policy results from the College's compliance with the Massachusetts Clear Air Act. If a student is smoking on the Beacon Street side and a student or employee complains about smoke entering via a window, etc., the student will be required to move away from the College buildings. Smoking is not allowed on the stairways to any buildings including in front of neighbors' buildings. Chewing tobacco, electronic cigarettes, and vapes are also not to be consumed in any College building, and are considered under the same prohibitions and

rules as smoking and tobacco use. Failure to abide by the Smoking & Tobacco Policy will result in disciplinary action. The College also offers educational programs regarding the hazards of smoking and tobacco use. Students seeking to learn more about these hazards or interested in quitting smoking or tobacco use may contact the Health Services Office and/or Counseling Services.

Computer Policy

No student is allowed to use another user's password, ID, or account. Nor should any student attempt to capture or guess another user's password. Students should not access restricted files to which they have not been given official access, should not use email to "spam" others, and should not release worms or viruses or other destructive code into the system. Students must obey local, state, and federal laws (copyright and other intellectual property laws), and must not use the College information systems to pursue any personal business or use the name of Fisher College to suggest a college endorsement. Most importantly, the College information systems may not be used to harass anyone or make repeated unwelcome contact with others. Students must not display material that is explicitly sexual or offensive and that which is inconsistent with the College Policies on Non-Discrimination and Anti-Harassment.

By using the College's computers, students acknowledge agreement with the Computer Policy. For further details on the Computer Policy, please contact the Department of Information Services.

Advisory regarding Internet sites and other blogs:

Fisher College does not as a matter of policy routinely monitor internet sites (e.g., Facebook, Instagram, TikTok, YouTube, X, Discord, Mastodon, etc.). However, if a student uses such sites and blogs to express sentiments or activities that are unlawful and/or violate the policies of the College, and such practice is brought to an administrator's attention, then the College will review the posts made on those sites and the material posted therein. After reviewing the material, the administrator will then address that practice with the student. For a student, the incident will be addressed by the student conduct process and/or referred to the appropriate authorities based upon the nature of said activity or offense. Please be advised that posting personal and/or questionable material on sites and blogs might jeopardize personal safety and/or future career prospects.

Policy on Undergraduates Enrolling in Graduate Courses

Undergraduate students in their senior year (90 credits earned) of study, who meet the general admissions standards for the Graduate school and the required prerequisites, are permitted to enroll in a maximum of four graduate courses providing those courses can be used as a program requirement or free elective in the undergraduate program. Students

seeking to cross-enroll must currently be enrolled in a minimum of 9 undergraduate credits or more. Enrollment for such courses must be signed off by the student's undergraduate Advisor, Graduate Program Director and meet final approval of the Registrar's Office. Approved Courses will double count toward the Graduate program as well as the Undergraduate program.'

Fisher College Policy on Credit Hours

Fisher College adheres to the United States Department of Education definition of the credit hour. As such, each credit hour reasonably approximates one and ¼ hour of class time or faculty instruction and two hours and ½ out-of-class student work each week, for approximately 12 weeks.

Students are informed via their syllabus of the classroom and out-of-class requirements for each class.

CREDITS	HOURS OF INSTRUCTION	OUT-OF-CLASS
3	45	90

Class and Homework Expectations

Students are expected to attend classes each week and spend a minimum of the following hours outside of class in support of this course:

Credit Hour Chart for 8-Week Semester

Graduate 8 Week - 3 credit course					
	Classroom Instruction	**Online Instruction**	**Homework/out-of-class**	**Total Per Week**	**Total**
Classroom	6	0	11	17	135
Blended *	3	3	11	17	135
online **	0	6	11	17	135

**For blended classes, approximately ½ of the in-class time is replaced with Canvas-based lessons and activities.*

***For online classes, all in-class time is replaced with Canvas-based lessons and activities.*

PROGRAM INFORMATION

General Degree

The Master of Education in Early Childhood Education is designed to provide students with knowledge of how to best educate and care for children ages 0-8 in an inclusive environment with a focus on social, emotional, cognitive, and language development. The degree will prepare students for working with, and advocating for both children and families in a variety of

settings by encouraging necessary leadership skills while understanding a changing society. A focus on social/emotional development, including mental health issues for young children, will be examined. This is a non-licensure track program.

This program is completed entirely online. This is a 33-credit program, so it can be completed in as few as 12 months. A unique quality of this program is that students do not need to have a bachelor's degree in early childhood education or work experience to gain admission or succeed in the program.

COURSES

ED501 – Research Methods for Early Childhood Education

This course prepares students to conduct and design research for teachers using a variety of research methods. Students will utilize credible sources, review and interpret data, and employ skills for critical analysis. Concepts of how to develop and implement classroom action research, including identifying problems within the classroom and community, will be explored.

ED502 – Assessment in the Classroom

This course explores theories and best practices in assessing young children. The course will examine a variety of assessment methods including standardized tests, observation, and Response to Intervention (RTI); using data to make informed decisions for planning curricula that is responsive to and supportive of children's development and learning. Students will have the opportunity to apply critical analysis, employing foundational knowledge and assessment strategies to properly adapt environments based upon children's developmental needs, both typical and atypical/disabilities.

ED503 – Collaborating with Families

This course provides an opportunity for students to research theory related to ethical practices for communicating and collaborating with families. Preparing, encouraging, and involving families in the learning process will be explored, including involvement for families of students with special needs and those with cultural/language differences. A focus on communication strategies via technology will be included.

ED504 – Contemporary Issues in Early Childhood Education

This capstone course examines contemporary issues in the field of Early Childhood Education and provides prospective teachers with a deeper understanding of the teaching profession and the U.S. education system, including policy and governance. Using the National Association for the Education of Young Children (NAEYC) standards as a guide, students will employ research, choose strategies, and demonstrate their ability to synthesize both research and past course work; thus, demonstrating competency in the field.

ED505 – Curricula in Inclusive Settings

This course explores the foundations of theories and philosophies of working with infants,

toddlers, and preschoolers. Current trends in instructional strategies, related to diverse learners and their families, including researching the relationship between play and learning, exploring children's interests for learning, and differentiating cross-cultural views of play will be discussed. In addition, identifying accommodations and modifications to ensure accessibility for all students and working with the multidisciplinary team will be examined.

ED506 – Diversity, Equity, and Inclusion in Early Learning Settings

This course identifies what is meant by a diverse, equitable, and inclusive environment. Policies and laws related to education, including examining the rights of students and families, will be examined. Positive aspects of the ways in which the laws are applied to protect children and families will be emphasized. Students will demonstrate concepts of equity as defined by the National Association for the Education of Young Children's position on Advancing Equity in Early Childhood Education as well enhance skills of preparing an environment in which all learners can succeed.

ED507 – Growth and Development of the Young Child

This course presents current theories and perspectives about the development of the young child. Focus will be placed on the progression of physical, cognitive, social, emotional, and moral development from conception through early childhood, including an examination of adverse impacts. Best practices for servicing the child and the family, as well as communicating with parents, the school, and the larger community will be identified.

ED508 - Language and Literacy with Young Children/Dual Language Learners ELL

This course will focus on the skills and abilities that teachers need to teach literacy in an inclusive environment for infants, toddlers, and preschoolers. A focus on the use of language, both verbally and in print, will be explored as educators recognize the importance of using language often with young children. Best practices for working with dual/multi-language learners and English Language Learners is included. Students will plan with and demonstrate competency in the MA Early Learning Guidelines in Language and Literacy for Infants, Toddlers, and Preschoolers.

ED509 – Leadership for Early Childhood Educators in a Diverse Society

This course addresses current educational issues, encouraging critical analysis of the challenges faced by educators today. Along with recognizing and evaluating issues, the course explores ways to advocate for best practices with children and families in mind. Students will gain an understanding of organizational climate and how to best create a learning community amongst adults. Students will explore leadership styles, identifying their own areas for growth.

ED510 – Social and Emotional Learning

This course explores concepts of social and emotional learning for children and adults within the classroom environment. Along with understanding the ways in which social/emotional development affect students' learning, students will recognize the ways in which they find their own learning affected by their personal social/emotional development. Topics of recognizing teacher burnout and how to assist will be explored.

ED511 – Supporting Mental Health in Young Children

This course discusses stressors and trauma that young children face within their lives and evaluates how educators can provide support. The course will define mental health, what that encompasses, and its effects on children. An understanding of signs of stress, anxiety, and crisis will be examined. The impact of children's relationships with the family and the greater community will be explored.

FACULTY

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MEd, Early Childhood Education

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EdD, Early Childhood Education
MS, Development and Intervention: Infant and Toddler Specialist

ACADEMIC CALENDAR
Online MBA, MS in CJ, and MEd

Fall 2026

Monday	August 31	**Classes Begin – Fall Term 1**
Monday	September 7	Labor Day – No Classes
Monday	September 7	Add/Drop Period Ends
Monday	October 12	Indigenous Peoples' Day – No Classes
Wednesday	October 14	Last Day to Withdraw from Classes
Friday	October 23	Last Day of Classes
Monday	October 26	**Classes Begin – Fall Term 2**
Monday	November 2	Drop/Add Period Ends
Wednesday	November 11	Veterans Day Observed – No Classes

Wednesday-Sunday	November 25-29	Thanksgiving Holiday Break - No Classes
Wednesday	December 9	Last Day to Withdraw from Classes
Friday	December 18	Last Day of Classes and Term

Spring 2027

Monday	January 11	**Classes Begin – Spring Term 1**
Monday	January 18	Add/Drop Period Ends
Monday	January 18	Martin Luther King Day – No Classes
Monday	February 15	Presidents' Day – No Classes
Wednesday	February 24	Last Day to Withdraw from Classes
Friday	March 5	Last Day of Classes and Term
Monday	March 8	**Classes Begin – Spring Term 2**
Monday	March 15	Add/Drop Period Ends
Monday	April 19	Patriots Day – No Classes
Wednesday	April 21	Last Day to Withdraw from Classes
Friday	April 30	Last Day of Classes and Term
Saturday	May 8	Undergraduate Commencement

Summer 2027

Monday	May 3	**Classes Begin – Summer Term 1**
Monday	May 10	Add/Drop Period Ends
Monday	May 31	Memorial Day Holiday – No Classes
Wednesday	June 16	Last Day to Withdraw from Summer Term 1
Friday	June 18	Juneteenth Observed – No Classes
Friday	June 25	Last Day of Classes and Term
Monday	June 28	**Classes Begin – Summer Term 2**
Monday	July 5	Independence Day Observed – No Classes
Monday	July 5	Add/Drop Period Ends for Summer Term 2
Wednesday	August 11	Last Day to Withdraw from Summer Term 2
Friday	August 20	Last Day of Classes and Term