

# **2019-2020 GRADUATE ACADEMIC CATALOG**

**The Graduate School of Education and Graduate School of Arts & Social Sciences**

**Academic Catalog 2019-2020**

**In effect: September 1, 2019–August 31, 2020**

Lesley University  
29 Everett Street  
Cambridge, MA 02138-2790  
617.349.8800

# **2019-2020 GRADUATE ACADEMIC CATALOG**

## **CATALOG STATEMENT**

This catalog contains academic policies and procedures at Lesley University. Students are responsible for knowing the information contained in this catalog and for the content of any revisions or additions distributed by the Office of the Provost. This catalog and the individual policies and procedures contained in this catalog are not intended to create a contract between the University and any person or organization. The University reserves the right to amend or revoke this catalog at any time without notice. The current version of this catalog is posted on the Office of the Provost website. This catalog is published by the Office of the Provost.

## **PRESIDENT'S WELCOME**

Dear Graduate Students,

Lesley University educates you to make a difference in the world by bettering people's lives.

For 110 years, we've been inspired by the mission of our founder Edith Lesley, whose then-radical idea to prepare women for careers outside of the home launched generations of teachers who transformed children, families and communities. You will join our vast global alumni network of educators, therapists, artists and organizational leaders who are improving the human experience through hands-on work to address the most pressing social challenges we face.

Our graduate programs in education, visual arts, counseling, mindfulness, expressive therapies and creative writing center on the human arts – human comprehension, communication and connection. Whether you're studying in Cambridge, engaging in a low-residency program or taking courses online, from the moment you join our university you are a member of a community of courageous, compassionate thinkers who improve society. Throughout your studies, you engage with the community through enriching internships and opportunities with our partner organizations at the intersection of human interaction and service.

Just as Edith Lesley saw a need in the world in 1909 and created a solution, we have continued to innovate to meet society's needs, such as pioneering the field of expressive arts therapy that is now an international discipline, developing our signature work around trauma intervention and services, and building a one-of-a-kind animation and visual effects program.

Our singular strengths and steadfast commitment to applied learning give form to your yearning for profound human experience and passion to transform the world. Thank you for joining this vibrant university community.

Warm regards,

Janet L. Steinmayer  
President

## **LESLEY UNIVERSITY MISSION STATEMENT**

Lesley University engages students in a transformative education through active learning, scholarly research, diverse forms of artistic expression, and the integration of rigorous academics with practical, professional experience, leading to meaningful careers and continuing lifelong learning.

Lesley prepares socially responsible graduates with the knowledge, skills, understanding, and ethical judgment to be catalysts shaping a more just, humane, and sustainable world.

### **Core Values:**

#### **Inquiry**

Lesley University is devoted to academic excellence through active teaching, engaged learning, and individual student development. We design and deliver innovative, interdisciplinary academic programs that value inspired teachers, curious learners, relevant scholarship, and real-life application.

#### **Diversity**

Our community respects, values, and benefits from the individual, demographic, and cultural differences of our students, faculty, and staff. As an academic community, our creativity, critical thinking, and problem-solving approaches are shaped by this diversity. Through their varied learning experiences, Lesley students develop the tools to effectively interact with diverse populations and strive for social justice and equity.

#### **Community**

Learning is an individual and collective endeavor that involves students, educators, families, and communities. We believe in the power of collaboration and its impact on personal and social development.

#### **Citizenship**

Higher educational institutions have a responsibility to prepare their graduates to participate in the cultural, political, and economic life of their community, nation, and world. This democratic ideal is reflected in Lesley's academic environment that encourages scholarship, freedom of expression, and the open exchange of ideas.

# ACCREDITATIONS

Lesley University is accredited by the New England Commission of Higher Education (NECHE), 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514 Phone: 781-425-7700.

Programs leading to educator licensure are approved by the Massachusetts Department of Elementary and Secondary Education.

The Graduate School of Education is affiliated with the American Association of Colleges for Teacher Education (AACTE), and the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement.

Lesley University's Educator/Counselor Preparation and Professional Development Program is accredited by the Teacher Education Accreditation Council (TEAC).

The College of Art and Design is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

The baccalaureate Business Management program in the College of Liberal Arts and Sciences is fully accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Within the Graduate School of Arts and Social Sciences, the Division of Counseling and Psychology offers school guidance counseling and school adjustment counseling Master's degree programs approved by the Massachusetts Department of Elementary and Secondary Education (leading to Initial licensure) and the M.A. in Counseling Psychology programs are accredited by the Master's in Psychology Accreditation Council (MPAC).

The Division of Expressive Therapies is approved by the American Art Therapy Association (AATA), the North American Drama Therapy Association (NADTA), the American Music Therapy Association (AMTA), and the American Dance Therapy Association (ADTA).

Lesley University is a member of the National Collegiate Athletic Association (NCAA), Division III.

Accreditations and approvals by state, and by program, may be found in this catalog as "Accreditations and State Approvals".

## **AN INTRODUCTION TO LESLEY**

In 1909, Edith Lesley had a vision of an institution that would prepare young women to enter early childhood careers as leaders and catalysts for change. Along with educational opportunity and professional advancement, she and they wanted to serve and transform society. Today, Edith Lesley's founding vision anchors the University's commitment to quality, innovation, responsiveness, service to students, and positive social change. There is an institution-wide commitment to academic and artistic excellence, flexibility, innovation, and responsiveness focused on supporting individual student learning and success. An entrepreneurial spirit, deeply rooted in our mission, enables faculty and staff to identify emerging needs and opportunities and meet them with relevant, high quality program offerings and approaches.

Teaching and learning can take many forms at Lesley, but a hallmark is active engagement with real-world applications that integrate theory and practice. We are a community focused on educating, engaging, and empowering our students to develop the knowledge and skills they need to reach their goals and lead examined, productive, and satisfying lives. A Lesley University education provides the academic foundation and the practical experience to equip students to become leaders in their chosen professions.

A Lesley University education fosters the qualities of critical thinking and compassion essential in teaching, care giving, counseling, and initiating constructive change. This commitment to the value-added dimension of service unites successive generations of Lesley University students and graduates.

## **PRESIDENT & LEADERSHIP**

For a complete list of the President's Cabinet and the Lesley University Board of Trustees, please follow the link below:

[lesley.edu/about/president-leadership](https://lesley.edu/about/president-leadership)

## SCHOOLS OF THE UNIVERSITY

Lesley University is comprised of four schools: The College of Liberal Arts and Sciences; The College of Art and Design, The Graduate School of Education, and The Graduate School of Arts & Social Sciences.

### GRADUATE SCHOOL OF ARTS AND SOCIAL SCIENCES

The programs of the Graduate School of Arts and Social Sciences - Counseling and Psychology, Expressive Therapies, International Higher Education, Mindfulness, and the MFA in Creative Writing - are at the forefront of their fields, with reputations achieved by the quality of the programs and the professional accomplishments of the faculty. The arts and social sciences form the basis of investigating the human condition and informing professional practice. Students, faculty, and graduates are continually engaged in developing new programs and redefining their professional fields to meet emerging needs in a swiftly changing social, political, and economic environment.

### GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education is marked by its commitment to education reform, action-oriented research, and its philosophy of providing lifelong learning for educators. With nationally recognized programs in early childhood, elementary, middle, and high school education; special education; literacy and language arts; creative arts in learning; and instructional technology, Lesley is a major source of teachers and other educational personnel for schools across the country. The Graduate School of Education's goal is to expand its leadership in the public policy arena and continue to develop new ways to work collaboratively with schools and districts to enhance learning for all children.

### COLLEGE OF ART AND DESIGN

The Lesley University College of Art and Design was founded in 1912 as the School of Practical Arts to primarily teach commercial art skills. In 1967 the school changed its name to the Art Institute of Boston (AIB) and added fine art programs to establish itself as a professional art and design school. In 1998 the school merged with Lesley University. In 2013 AIB changed its name to Lesley University College of Art and Design in anticipation of its move from Boston to Cambridge. The Boston-Cambridge area has on average 98 cultural events per day, bringing art and design education outside the studio and classroom. In 2015, Lesley Art and Design (LA+D) moved into the new Lunder Arts Center in Cambridge to join its sister colleges at Lesley. This merger and move strengthened and broadened the college's curricula as one of the few professional art and design schools within a university that provides a strong liberal arts education to complement its art and design education. Art and Design students are educated, not just trained, in liberal arts courses. An accredited member of the National Association of Schools of Art and Design and a member of the Association of Independent Colleges of Art and Design, the college's mission remains focused on providing artists and designers with rigorous studio education and training grounded in the liberal arts. Its goal to produce contributing and responsible citizens is supported by 100% internship placements and a 93% employment rate. Students are able to work in the art and design community with one of over 50 community partners, gaining

experience teaching, organizing, and exhibiting their work. Five gallery spaces feature over 25 exhibitions per year by professional artists and designers, community artists, and students. Undergraduates benefit from studying with graduate students in the LA+D MFA programs, ranked in the top 20 in the United States. With 600 students, the college is not too big, not too small, but rather just right—a close, inclusive, supporting community. The College of Art and Design offers Bachelor of Fine Arts and Master of Fine Arts programs. For more information refer to the Lesley University Undergraduate Catalog.

### COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences traces its roots to the original founding of Lesley in 1909. The College offers a cosmopolitan, residential college experience combining a strong foundation in the liberal arts with professional coursework and practical internship experience. The small college experience is broadened by the resources and opportunities of the larger university such as accelerated bachelor's/master's programs and opportunities for cross-registration with The College of Art and Design and other schools of the University. For more information refer to the Lesley University Undergraduate Catalog.

### LESLEY CENTER FOR THE ADULT LEARNER (LCAL)

Lesley's Center for the Adult Learner offers personalized, professional advising and support services to adult students to assist them in balancing coursework, with ongoing work and personal responsibilities, as well as life challenges that may arise in the pursuit of a bachelor's degree. While adult students with flexible schedules have the option of pursuing any academic program listed in this catalog, Lesley also offers unique and flexible degree options specifically for adult students, who may also have numerous transfer credits and are returning to complete a bachelor's degree either directly from another institution, or after time away from college. Additionally, adult students may pursue accelerated bachelor to master degree programs in select areas that allow students to apply up to six credits to both the undergraduate and graduate degrees, thereby shortening the time for each. Degree completion and flexible options include, but are not limited to, those listed below. Courses may be taken at any Lesley location and/or through any available format. LCAL Academic Advisors, who specialize in working with adults, will assist students to select programs based on each student's unique goals and life circumstances.

Courses may be taken on the Cambridge Campus, off campus, online, or in hybrid formats. For details, students should refer to the full descriptions of the programs in this catalog or contact the respective Division Chair for program requirements.

BA or BS, Liberal Studies--Individually Designed - offered in all formats/locations

BS\*, Early Childhood Studies (Non-Licensure Program) - offered on campus, at Bunker Hill Community College and at Urban College of Boston

BS, Human Services—offered on campus and online

BSW, Social Work—offered on campus

BS, Business Management—offered online, at Bunker Hill Community College, and at our New Bedford DeMello International Center location



BA, Psychology - offered online and at Bunker Hill CC

BA, Liberal Arts and Interdisciplinary Humanities - offered online

BS, Design for User Experience - offered online

#### Options for accelerated Master's Degree in Education:

\*BS, Early Childhood Studies (non-licensure) to M.Ed. in Early Childhood Teacher of Students with and without disabilities (PreK-2) (leading to initial teacher licensure).

Accelerated M.Ed. in Arts, Community, and Education (non-licensure) with specializations in Arts in Health, Integrated Arts, Multicultural Education, Theatre Studies, Visual Arts (Note: open to all adult students in any degree program).

In addition to flexible and accelerated degree options and professional advising, the Center for the Adult Learner provides other

## UNIVERSITY RESOURCES

### OFFICE OF DIVERSITY, EQUITY, AND INCLUSION

29 Mellen Street

617.349.8643

[diversity@lesley.edu](mailto:diversity@lesley.edu)

<https://lesley.edu/about/diversity-inclusion>

Amarildo "Lilu" Barbosa, Chief Diversity Officer

Maritsa Barros, Associate Diversity Officer & Executive Director of Urban Scholars Initiative

Jennifer Castro, Director of Multicultural Affairs & Student Inclusion

Anita Poole-Endsley, Equal Opportunity & Title IX Coordinator

#### Mission:

We are committed to the pursuit of strategic diversity initiatives that will position diversity, equity and inclusion as fundamental to institutional excellence at Lesley University. In doing so, we are striving for a campus culture and community that fosters a true sense of belonging for all, provides opportunity for everyone to participate equally and fully in the Lesley experience, and helps to develop each individual's capacity to confidently and competently engage within and across difference.

#### What is the Office of Diversity, Equity & Inclusion?

The Office of Diversity, Equity & Inclusion (DEI) is a unit whose role is to advance our Inclusive Excellence mission as Lesley University moves into the future. Our professional staff are committed to the development, implementation and assessment of key strategic initiatives that will enhance our diversity capabilities within our five dimensions of Inclusive Excellence: 1) infrastructure, 2) access & equity, 3) campus climate & inclusion, 4) curriculum & learning, and 5) diversity in research & scholarship.

#### Our Office of Diversity, Equity & Inclusion Functional Areas:

- Institutional Diversity Strategy & Implementation
- Office of Multicultural Affairs & Student Inclusion
- Urban Scholars Initiative
- 504/ADA, & Equal Opportunity Compliance
- Title IX & Sexual Assault Prevention

supports for adults including advising on credit for prior life experience through our Prior Learning Assessment (PLA) process and other and alternative paths to credit attainment including CLEP and ACE credits. Additionally, in conjunction with Student Activities, the Center for the Adult Learner hosts orientation for new students as well as events throughout the year geared towards providing adults opportunities to meet and network with other adults. Finally, although required only for liberal studies students, any adult learner may enroll in a course designed for students transitioning back to higher education called "Lives in Context" (AINTD 3008) that provides support and academic guidance during a student's first semester at Lesley.

**See majors in the catalog for more details or contact the Center for Adult Learning at 617-349-8800.**

#### Learn more about the following by connecting with our office:

- Policy & Bias Response Systems
- Diversity Committee Leadership
- Reporting & Data Tracking
- Diversity Campus Engagement
- Personal Development Workshops

**In addition to the links above, you can visit our main page at <https://lesley.edu/about/diversity-inclusion>, email us at [diversity@lesley.edu](mailto:diversity@lesley.edu), or contact us at the following for more information.**

Amarildo "Lilu" Barbosa

Chief Diversity Officer

Office of Diversity, Equity & Inclusion

[abarbosa@lesley.edu](mailto:abarbosa@lesley.edu)

Maritsa Barros

Associate Diversity Officer & Executive Director of Urban Scholars Initiative

Urban Scholars Initiative

Office of Diversity, Equity & Inclusion

[mbarros@lesley.edu](mailto:mbarros@lesley.edu)

Jennifer Castro

Director of Multicultural Affairs & Student Inclusion

Office of Diversity, Equity & Inclusion

[jcastro6@lesley.edu](mailto:jcastro6@lesley.edu)

Anita Poole-Endsley

Equal Opportunity & Title IX Coordinator

Office of Diversity, Equity & Inclusion

[apoolen@lesley.edu](mailto:apoolen@lesley.edu)

### DISABILITY SUPPORT SERVICES FOR STUDENTS

Daniel Newman

Executive Director Academic Support Services (ADA/504 Coordinator for Students)

<https://www.lesley.edu/students/academic-resources/tutoring-support>

The University is committed to the full participation of students in all programs. The Disability Support Services office promotes equity and excellence in education, maximizing each student's educational

potential. The philosophy is one that encourages self-awareness, self-determination, self-advocacy, and independence while providing a safe, caring, respectful environment that cultivates growth and positive learning.

Disability Support Services provides a range of individualized support services for students with disabilities. The office works with faculty, staff, and students, on- and off-campus, to create and implement appropriate accommodations that allow all students an equal opportunity inside the classroom and around campus. For more information about the services and support available to our students, visit <https://www.lesley.edu/students/health-wellness-safety/disability-services> and for information regarding Reasonable Modifications of Policies, Practices, and Procedures for Students with Disabilities, visit <https://www.lesley.edu/students/policies/disability-services-policies>.

Both websites provide information about eligibility for disability services, policies and procedures for requesting modifications to accommodate disabilities, examples of accommodations, our confidentiality policy, and grievance procedures.

### Eligibility, Documentation, and Confidentiality

All qualified students with disabilities are eligible for accommodations and support services. It is the student's responsibility to initiate the accommodation process with Disability Services.

The process for obtaining reasonable accommodations is an interactive one that begins with the student contacting the appropriate director whose names are listed below in the **Disability Services Administrators** section (see below). In the context of reasonable accommodations, Disability Support Services may request documentation concerning an individual's disability and/or the need for accommodations. Documentation may set forth recommended accommodations and come from a physician, clinician, psychologist, or other approved provider. For more information regarding documentation guidelines, refer to step two under "How to Request Classroom, Academic, Testing, or Meal Accommodations" on the Disability Services website at <https://lesley.edu/students/health-wellness-safety/disability-services>.

It is important to note that student diagnostic information and use of supports provided by Disability Support Services are confidential and are only disclosed with the student's permission.

Lesley University will make reasonable modifications to our rules, policies, practices, and procedures, when such modifications are necessary to afford goods, services, facilities, privileges, advantages, or accommodations to individuals with disabilities.

### Accommodations

The obligation to make reasonable accommodations extends broadly to all programs and services offered by the University. It includes a wide range of supports, including classroom accommodations, use of service animals, dietary allergens, etc. Lesley University ensures effective communication through the use of auxiliary aids and services, the provision of testing accommodations, and the establishment of barrier-free supports.

Common classroom accommodations include extended time and distraction-free space for exams and quizzes, extended time on course requirements, note taker, etc.

### Student Responsibilities to Obtain and Utilize Disability Support Services

1. To initiate the process with Disability Support Services.
2. To provide documentation of disability and other relevant information based on guidelines outlined on the website.
3. To work with Disability Support Services to determine appropriate accommodations.
4. To deliver accommodation letters to course instructors early in the semester.
5. To renew the request for supports each semester.
6. To work cooperatively with the University.
7. To adhere to the Disability Services policies and procedures regarding acquisition of accommodations and supports.

It is not necessary to say the words "reasonable modification" when making an accommodation request. Any request for an exception, modification, or adjustment to a rule, policy, practice, or procedure because of a disability will be treated as an accommodation request. Accommodation requests can be submitted orally or in writing and can be made by a student with a disability or by someone acting on the student's behalf if the student also wants the requested accommodation and works cooperatively with the University.

### Disability Services Administrators

Daniel Newman, Executive Director, Academic Support Services, serves as the ADA/504 Coordinator for students and supervises the two areas listed below. Any questions or concerns regarding ADA/504 accommodations for either of these service areas can be directed to Daniel Newman.

Documentation should be presented to the appropriate contact person listed below.

### Students Attending Classes in On-Campus Programs:

*Learning Disabilities, Attention Disorders, and Autism Spectrum Disorders/Asperger Syndrome*

Kimberly Johnson, Director, LD/ADD Academic Support Program  
30 Mellen Street, Doble Hall, 2nd floor, Cambridge, MA 02138  
617.349.8462

Email: [kjohnso7@lesley.edu](mailto:kjohnso7@lesley.edu)

Fax: 617.349.8324

*Physical, Sensory, Psychiatric and Medical Conditions*

Daniel Newman, Executive Director Academic Support Services  
(ADA/504 Coordinator for Students)

30 Mellen Street, Doble Hall 2nd floor, Cambridge, MA 02138  
617.349.8572

Email: [dnewman@lesley.edu](mailto:dnewman@lesley.edu)

Fax: 617.349.8324

TTY: 617.349.8544

### Students Attending Classes in Off-Campus, Online, and Low Residency Programs:

Daniel Newman, Executive Director Academic Support Services  
(ADA/504 Coordinator for Students)

30 Mellen Street, Doble Hall, 2nd floor, Cambridge MA 02138  
617.349.8572

Email: [dnewman@lesley.edu](mailto:dnewman@lesley.edu)

Fax: 617.349.8324

## Disability Discrimination Statement

Lesley University is committed to the full participation of its students in all of its programs. In addition to this long-standing Lesley philosophy, students with disabilities have specific legal rights guaranteed by the Americans with Disabilities Act (ADA), a civil rights law enacted to protect individuals from discrimination on the basis of disability. Title III of the ADA prohibits discrimination on the basis of disability in the full and equal enjoyment of goods, services, facilities, privileges, advantages, and accommodations of public accommodations, such as universities.<sup>[1]</sup> The preceding information is a summary of Lesley University's policies and procedures for students with disabilities seeking reasonable accommodations under the ADA (sometimes colloquially termed and referred to by Lesley as "reasonable accommodations"). An essential component of Title III of the ADA is the right of a qualified individual with a disability to a reasonable modification of policies where necessary to afford such individual an equal benefit.

Students who believe that they have been discriminated against or harassed on the basis of a disability are encouraged to notify the University. For more information about the University's policy against discrimination and harassment, please see the Lesley University Discrimination, Harassment, and Sexual Violence Policy (<https://lesley.edu/students/policies/behavior-policies/discrimination-harassment-and-sexual-violence-policy>).

### **Students may report incidents of discrimination and harassment to:**

Dr. Anita Poole-Endsley  
Equal Opportunity & Title IX Coordinator  
29 Everett Street  
Cambridge, MA 02138  
617.349.8809  
apooleen@lesley.edu  
equalopportunity@lesley.edu

or:

Public Safety Office  
34 Mellen Street  
Cambridge, MA 02138  
617.349.8888  
Email: [publicsafetysupervisors@live.lesley.edu](mailto:publicsafetysupervisors@live.lesley.edu)

Reports of discrimination and harassment may also be made to the police by calling 911.

For information regarding the complaint process, please see the Discrimination and Harassment Complaint Resolution Procedure (<https://lesley.edu/students/policies/behavior-policies/discrimination-harassment-complaint-resolution-procedures>).

Lesley University students also have the right to pursue other avenues of recourse. If students believe that they have experienced, or are experiencing, unlawful discrimination or harassment at Lesley University or at any Lesley University-sponsored activity or event, they may contact other resources, including the Office for Civil Rights (OCR) at the U.S. Department of Education. The contact information for the Massachusetts OCR office follows:

U.S. Department of Education, Office of Civil Rights ("OCR") - Boston Office  
5 Post Office Square, 8th floor  
Boston, MA 02109-3921  
Telephone: 617.289.0111  
Fax: 617.289.0150

TDD: 877.521.2172  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)  
OCR Website: <https://ed.gov/ocr>

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<sup>1</sup> Postsecondary institutions, whether public or private, that receive Federal financial assistance are also subject to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against otherwise qualified individuals with disabilities.

### **Center for Academic Achievement 617.349.8459**

Daniel Newman, Executive Director Academic Support Services (ADA/504 Coordinator for Students) 617.349.8572

Anhar Mulla, Associate Director 617.349.8460; Online Tutoring Manager 617.349.8299

Kimberly Johnson, Director of LD/ADD Academic Support Program 617.349.8462

Jerimiah Bergstrom, Learning Disability Specialist 617.349.8464

Stephanie Chancey, Learning Disability Specialist 617.349.8007

Holly Aldrich, Disability Access Specialist 617.349.8655

Dawn Pulley, Disability Access Specialist 617.349.8542

Kaitlyn Scrivano, Office Coordinator 617.349.8459

## **CENTER FOR ACADEMIC ACHIEVEMENT**

Doble Hall, Suite 220  
617.349.8459 [caa@lesley.edu](mailto:caa@lesley.edu)  
617.349.8324 Fax

Dr. Daniel Newman  
Executive Director Academic Support Services (ADA/504 Coordinator for Students)

<https://www.lesley.edu/students/academic-resources/tutoring-support>

The Center for Academic Achievement (CAA) encourages students to become independent, successful, and confident learners. The CAA promotes a collaborative learning environment in which students work as partners with tutors to gain a deeper educational experience at Lesley. Central to the CAA's mission is the belief that students have diverse ways of learning related to their cognitive, experiential, and cultural differences.

The Center's professional staff specialize in writing, reading, research methods, and various learning styles. The staff also includes over 30 trained and supervised peer tutors from graduate and undergraduate programs. The Center provides assistance with writing, reading, math, library research, study skills, organizational skills, and content across many fields. Students work on specific course requirements such as papers, projects, presentations, and exam preparation. Additionally, students work with tutors and professional staff as they exchange ideas, make use of feedback, and develop new skills. Selected tutors work with students to prepare for the Communications and Literacy reading and writing subtests of the Massachusetts Test for Educator Licensure (MTEL).

On-campus tutoring is available to all students currently enrolled in classes in Lesley's degree-granting programs. Tutorials are offered on a by-appointment basis during daytime, evening, and weekend

hours. Students may also come in for “walk-in” meetings with tutors (based on availability).

Online tutoring and writing support is also available to students who may not be able to access on-campus tutoring by going to Brainfuse

([www.brainfuse.com](http://www.brainfuse.com)) for subject tutoring and writing, or by emailing [onlinetutoring@lesley.edu](mailto:onlinetutoring@lesley.edu) to submit papers for review. Graduate students should note that they are seeking graduate level support when submitting a paper for review. Students can consult the submission guidelines on the Center’s web site.

**SELECT CAMPUS RESOURCES LIST**

The chart below lists some of the campus resources contacts. Please visit the Lesley web site (<https://lesley.edu/>) for additional campus resources and directory information.

<b>SCHOOL/ OFFICE</b>	<b>PHONE</b>	<b>EMAIL</b>	<b>URL</b>
Admissions - Graduate	617.349.8300	luadmissions@lesley.edu	lesley.edu/admissions-aid/contact-admissions-counselors/graduate-counselors
Admissions - Undergraduate and Adult Learner	617.349.8800	admissions@lesley.edu	lesley.edu/admissions-aid/contact-admissions-counselors/undergraduate-counselors
Admissions - Online Programs	877.453.7539	online@lesley.edu	lesley.edu/admissions-aid/contact-admissions-counselors/online-counselors
Athletics	617.349.8536	sports@lesley.edu	lesley.edu/athletics/
Bon Appetit	617.349.8380	bonappetit@lesley.edu	lesley.cafebonappetit.com/
Campus Bookstore	617.349.8875	bookstore@lesley.edu	lesley.bncollege.com
Campus Mail and Copy Services	617.349.8790 or 8980	Mailroom@lesley.edu	lesley.edu/students/campus-services/copy-and-mail-services
Cancellation of Classes	617.349.8888	publicsafety@lesley.edu	lesley.edu/faculty-staff/campus-safety-services-facilities/alert-system
Career Resource Center	617.349.8550	crcjobs@lesley.edu	lesley.edu/students/internships-careers/career-services
Center for Academic Achievement	617.349.8459	caa@lesley.edu	lesley.edu/students/academic-resources/tutoring-support
Community Service Office	617.349.8567	communityservice@lesley.edu	lesley.edu/students/organizations-activities/community-service

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Office of Commuter Student Services	617.349.8592	commuterservices@lesley.edu	lesley.edu/commuter
Counseling Center	617.349.8545	counselingcenter@lesley.edu	lesley.edu/students/health-wellness-safety/counseling-center
Disability Support Services for Students	[Voice] 617.349.8572 [TTY] 617.349.8544	disabilityaccess@lesley.edu	lesley.edu/students/health-wellness-safety/disability-services
Office of Diversity, Equity and Inclusion	617.349.8643	diversity@lesley.edu	lesley.edu/about/diversity-inclusion
Educator Certification and Licensure Office	617.349.8427	cert_off@lesley.edu	lesley.edu/education/certification/
Emergency Assistance	911 or 617.349.8888	publicsafety@lesley.edu	lesley.edu/public-safety/
Equal Opportunity & Title IX Coordinator	617.349.8809	equalopportunity@lesley.edu	lesley.edu/students/policies/equal-opportunity-and-inclusion-policy
Financial Aid Office	617.349.8760	sfs@lesley.edu	lesley.edu/financial-aid/Lesley Lynx Solution Center: <a href="https://solutioncenter.lesley.edu/s/">https://solutioncenter.lesley.edu/s/</a>
Fitness Center	617.349.8536		athletics.lesley.edu/information/facilities/Fitness_Center
Graduate School of Arts and Social Sciences	617.349.8467		lesley.edu/graduate-school-of-arts-and-social-sciences/
Graduate School of Education	617.349.8393		lesley.edu/academics/graduate-school-of-education
Immunizations - Graduate & LCAL Students	617.349.8543	ImmunizationsGradStu@lesley.edu	lesley.edu/health-services/immunization/

Immunizations - Undergraduate Students	617.349.8222	lesleyhealthservice@lesley.edu	lesley.edu/students/health-wellness-safety/undergraduate-health-services
International Student Services	617.349.8865	iss@lesley.edu	lesley.edu/life-at-lesley/global-education
Lesley Card Office (including ID and Door Access Issues)	617.349.8825	lesleycardoffice@lesley.edu	lesleycard.com/
Lesley CashLynx Account Information	1.888.841.3340	mycard@lesleycard.com	lesleycard.com/main/cashlynx
Lesley Center for the Adult Learner	617.349.8482	lcal@lesley.edu	lesley.edu/students/academic-resources/center-for-the-adult-learner
College of Art + Design (LA+D)	617.349.8300		lesley.edu/academics/college-of-art-design
College of Liberal Arts & Sciences	617.349.8800		lesley.edu/academics/college-of-liberal-arts-sciences
Lesley University Library	Sherrill Library 617.349.8850 Moriarty Library 617.349.8070	Sherrill Library libcirc@lesley.edu Moriarty Library moriartylibrary@lesley.edu	<a href="https://research.lesley.edu/library">https://research.lesley.edu/library</a>
Mental Health Counselor (LMHC) Licensure Information	617.349.8561		
	617.349.8881 or Public Safety		lesley.edu/faculty-staff/campus-safety-services-facilities/service-requests

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Public Safety	617.349.8888	publicsafety@lesley.edu	lesley.edu/public-safety
Office of the University Registrar	617.349.8740	registrar@lesley.edu	lesley.edu/registrar Lesley Lynx Solution Center: <a href="https://solutioncenter.lesley.edu/s/">https://solutioncenter.lesley.edu/s/</a>
Student Activities Office	617.349.8565	studentactivities@lesley.edu	lesley.edu/life-at-lesley/student-activities-support
Student Accounts Office	617.349.8760	studentaccounts@lesley.edu	lesley.edu/student-accounts/ Lesley Lynx Solution Center: <a href="https://solutioncenter.lesley.edu/s/">https://solutioncenter.lesley.edu/s/</a>
Student Life and Academic Development, Dean's Office	617.349.8530	dsa@lesley.edu	lesley.edu/life-at-lesley
Title IX/Sexual Violence (also refer to Equal Opportunity Office)	617.349.8809	apoolen@lesley.edu	lesley.edu/students/policies/behavior-policies/discrimination-harassment-and-sexual-violence-policyand lesley.edu/students/health-wellness-safety/sexual-assault-prevention-services



# ACADEMIC RESOURCES

## ACADEMIC CALENDAR 2019-2020

Lesley University's academic calendars may be accessed via this link:

[lesley.edu/students/academic-resources/academic-calendars/2019-2020-academic-calendar](https://lesley.edu/students/academic-resources/academic-calendars/2019-2020-academic-calendar)

## INFORMATION TECHNOLOGY

815 Somerville Avenue, 2nd Floor  
617.349.8770  
it@lesley.edu  
[lesley.edu/technology-support](https://lesley.edu/technology-support)

Information Technology is Lesley's central information technology organization. Our mission is to support the use of technology to strengthen the academic experience. We provide an array of services and technology including wireless network access, myLesley, LOIS, email accounts, and labs and classrooms outfitted with audio/visual equipment and computers.

### **Acceptable Use Policy (AUP)**

Lesley's electronic environment includes the use of computers, computer networks, the Internet, and electronic communication (i.e. electronic mail, telephone, voice mail and faxes). These services are essential for research, instruction, and administration and each student agrees to comply by the policy.

The purpose of the Lesley Acceptable Use Policy is to address those aspects of the electronic environment that are specific to computer use, electronic communication, and computer networks. The AUP applies equally to users who access the system on- and off-campus. For the complete text of the AUP, please visit [lesley.edu/acceptable-use-of-technology-policy](https://lesley.edu/acceptable-use-of-technology-policy).

### **Technology Services**

For more information about any of the Lesley University Technology Services, please visit [lesley.edu/faculty-staff/technology/information-technology](https://lesley.edu/faculty-staff/technology/information-technology).

Lesley University Technology Services require authentication using your Lesley username and password, which is managed via the self-service password management page at <https://mp.lesley.edu/>.

If you need assistance with any Lesley Technology Services, please email us at [it@lesley.edu](mailto:it@lesley.edu) or call Information Technology at 617.349.8770.

### **On-Campus Computer and Printer Access**

Information Technology maintains computer labs and open-use areas utilized by all Lesley students with campus access. Computing locations contain either Apple or Windows compatible computers, full internet access, fee-based black/white and color printing. Some locations include scanners for electronic duplication of images or documents. Entrance into all of the computer labs and open use computing areas requires an up-to-date Lesley University photo ID card.

Information on location and resources for each of the computer labs and open use computer areas can be found by visiting: [support.lesley.edu/support/solutions/articles/4000025034-computer-lab-printer-locations](https://support.lesley.edu/support/solutions/articles/4000025034-computer-lab-printer-locations).

In addition, computers and printers are available at Sherrill Library, and in Lunder Hall for Lesley Art + Design students.

## LESLEY UNIVERSITY LIBRARY

Library Website: <https://research.lesley.edu/library>  
Sherrill Library: 617.349.8850  
Moriarty Library: 617.349.8070

Lesley University Library supports learning and creative inquiry by welcoming all students, both on- and off-campus, to use our services, resources, and spaces.

Learn all about the research process from our expert team of librarians, who will help you investigate the political, social, and economic dimensions of how we create, access, and use information.

Visit our spaces in the Sherrill Library on the Brattle campus, and the Moriarty Library on the Porter campus, to ask for help, to borrow materials using your student ID, or to find a comfortable spot to focus on work.

Help is available 24/7 from our Self-Service Portal, and you can also ask us questions in person, on the phone, by e-mail, and by chatting with us online. You can also request a research consultation for 1-on-1 help from a librarian, also available in person, by phone, and by Skype.

The library's online research portal makes all of our journal, eBook, digital image, and streaming video databases easily accessible, even when you're off campus. Log in to [my.lesley.edu](https://my.lesley.edu) and click My Library to start exploring.

## LESLEY UNIVERSITY ARCHIVES

The mission of the University Archives is to preserve the history of Lesley from its founding in 1909 to the present. Located in the Sherrill Library, the Archives collects Lesley's historical documents and memorabilia and makes them available for research by the Lesley community and members of the public. Collections include manuscripts, photographs, memorabilia, and the papers of former faculty and administrators. Historic publications include Lesley course catalogs, handbooks, yearbooks and student newspapers. Visitors to the Archives receive assistance in finding and viewing materials, conducting research, and learning about the history of Lesley University. The Archives Web site offers information about collections and services, and features on-line exhibits chronicling Lesley's history ([research.lesley.edu/lesleyarchives](https://research.lesley.edu/lesleyarchives)).

For more information about the library, students may visit the library Web site at [research.lesley.edu/library](https://research.lesley.edu/library).

# STUDENT LIFE AND ACADEMIC DEVELOPMENT

## DIVISION OF STUDENT LIFE AND ACADEMIC DEVELOPMENT

### Division of Student Life and Academic Development

11 Mellen Street  
617.349.8530  
617.349.8558 Fax

Nathaniel Mays  
Dean of Student Life and Academic Development

The Division of Student Life and Academic Development (SLAD), located at 11 Mellen Street, is responsible for monitoring the overall quality of life for undergraduate and graduate students at Lesley University. The Division provides a range of services and programs to support the academic, career, and personal development of all students. SLAD includes the following areas: Athletics, Career Resource Center, Community Service, Commuter Student Services, Counseling Center, Immunization Records for Graduate and LCAL Students, Residence Life, Student Activities, Orientations, and Student Health Service (undergraduate) including immunizations records for undergraduate students. In addition, SLAD oversees the UNITY Gospel Choir and a MBTA discounted Semester Pass Program (<https://www.lesley.edu/students/transportation-parking-and-shuttle/getting-around-cambridge>) for travel on the greater Boston public transportation system.

The Dean of Student Life and staff are also responsible for administering the policies that govern student conduct. At Lesley University, we take very seriously the right for all members of our community to receive an education free of harassment, discrimination, violence, and intimidation.

As a member of the Lesley community, it is important that you become familiar with University Policies, as well as our Conduct Policies. The link to the on-line Student Handbook you are reading now is: <http://lesley.smartcatalogiq.com/>. You can also find information about our Consent Campaign, Community Standards of Conduct, and Discrimination, Harassment, and Sexual Violence Policies at the following links: <https://www.lesley.edu/students/health-wellness-safety/sexual-assault-prevention-services> and <https://lesley.edu/students/policies/behavior-policies>. If you, or someone you know, is the recipient of unwanted sexual advances, contact, or requests, please see the Discrimination, Harassment, and Sexual Violence Policy (<https://www.lesley.edu/students/policies/behavior-policies/discrimination-harassment-and-sexual-violence-policy>) and students can report incidents of discrimination, harassment, or sexual violence to:

Dr. Anita Poole-Endsley  
Equal Opportunity & Title IX Coordinator  
29 Everett Street  
Cambridge, MA 02138  
617.349.8809  
Email: [apooleen@lesley.edu](mailto:apooleen@lesley.edu)  
Email: [equalopportunity@lesley.edu](mailto:equalopportunity@lesley.edu)

or:

Public Safety Office  
34 Mellen Street  
Cambridge, MA 02138  
617.349.8888  
Email: [publicsafetysupervisors@live.lesley.edu](mailto:publicsafetysupervisors@live.lesley.edu)

Reports of harassment and sexual violence may also be made to the police at 911.

Staff in the Division of Student Life and Academic Development, as well as faculty and staff throughout the University, are ready to provide support and serve as resources to help ensure your academic success and create a stimulating and safe environment for our students to learn and live in.

More information on Student Life and other resources can be found on the Lesley web site at <https://www.lesley.edu/life-at-lesley>.

## CAREER RESOURCE CENTER

Doble Hall, 4th floor  
[crcjobs@lesley.edu](mailto:crcjobs@lesley.edu)  
617.349.8550  
617.349.8486 Fax

Alice Diamond  
Associate Dean for Career and Community Service  
<https://lesley.edu/students/internships-careers/career-services>

The Career Resource Center (CRC) supports students and alumni in reaching their career goals. Career coaches meet with students to discuss choice of major, career options, internships, summer jobs, post-graduate employment, and graduate school exploration. Students are encouraged to meet with a career coach early in their years at Lesley. Both scheduled appointments and drop-in hours are available. In addition to providing career coaching, the CRC offers workshops on job search topics and panels featuring Lesley alumni and employers.

The Career Resource Library has books on career options, occupational outlook and salary information. Some of the resources circulate to current students. The CRC website includes information on resume and cover letter writing, interviewing, networking and graduate school exploration.

Students are encouraged to use Handshake, an online, one-stop resource, to explore professional positions, off-campus student employment, internships, and summer opportunities, CRC career events, and job fairs. To use Handshake, go to <https://lesley.joinhandshake.com/login>.

The Career Resource Center is located in Doble Hall, 4th floor, and can be reached by phone at 617.349.8550 or by email at [crcjobs@lesley.edu](mailto:crcjobs@lesley.edu).

# ADMISSION

## Office of Graduate Admissions

Main Phone Number:	617.349.8300
Fax:	617.349.8391
Email:	luadmissions@lesley.edu

## GENERAL INFORMATION

There are three semesters of acceptance for most Cambridge-based programs at Lesley University: fall, spring, and summer. Online and off-campus programs can begin in one of six terms. Admission to most Lesley University programs operates on a rolling basis with recommended deadlines. Most applications are accepted throughout the year and admissions decisions are determined once all application requirements have been met. Applicants should contact the Office of Graduate Admissions, or refer to the website at [lesley.edu/admissions-aid/how-to-apply/graduate-programs](http://lesley.edu/admissions-aid/how-to-apply/graduate-programs), regarding programs with deadlines or recommended submission dates.

Students are encouraged to submit applications early. International applicants should also pay strict attention to application deadlines and plan accordingly. All application materials submitted to the Office of Graduate Admissions become the property of Lesley University and cannot be returned to the applicant or forwarded to another institution. Applicants are advised to keep a copy of their completed application form and written personal statement for their records. Lesley reserves the right to make changes in the application process or to request additional information, including an interview, from an applicant in order to evaluate the application for admission.

After an application has been reviewed, the Office of Graduate Admissions will notify the applicant in writing about his or her admission status. Only this official written notification signed by the director of admissions communicates an applicant's admissions status.

Admitted students to on-campus programs must submit a deposit of \$200.00 and enrollment contract to officially enroll in a program.

### Admission actions range from:

- **Admitted:** This category grants the applicant admission by means of an official letter of acceptance. Admission permits the applicant to enroll as a degree candidate. Formal admission is contingent upon successfully meeting all admissions criteria. Applicants who wish to make any changes to their application, including name and address, must contact the Office of Graduate Admissions. Accepted and enrolled students should also notify their academic school and the Registrar's Office of any changes.
- **Conditionally Admitted:** Applicants who are conditionally admitted must meet the condition(s) as stated in their letter of admission. If they fail to meet the condition(s), they will not be allowed to continue in their program or graduate from Lesley University.
- **Not Admitted:** Applicants who do not meet the admission criteria will receive an official letter of notification. Applicants who have

been denied admission must wait one year before reapplying for admission.

- **Deferred Admission:** Applicants who are accepted to a graduate degree program are expected to enroll in the semester to which they have applied. An accepted applicant must request a deferral by submitting the Deferral Request Form, found on [lesley.edu/accept](http://lesley.edu/accept). Accepted applicants must specifically state what unexpected circumstances or events have occurred that will prevent them from starting their program in the term to which they were originally admitted. Requests are reviewed by the program director and the director of graduate admissions. Candidates will be notified within 10 business days of submission of the form. If a deferral is approved prior to the submission of an enrollment deposit, the candidate will be expected to pay the non-refundable deposit in order to finalize the deferral. Deferrals are granted for no more than one year. The deferral of a scholarship offer is made at the discretion of the department.
- All applicants not granted a deferral will have their documents retained in the Office of Graduate Admissions for twelve (12) months, in case they choose to reapply. An accepted applicant who fails to enroll within one year is required to submit a new application, application fee, and supporting materials.

## ENROLLMENT PRIOR TO ACCEPTANCE

Prospective students or those in the process of applying to degree or certificate programs may take courses for credit on a non-degree basis; however, applicants should not enroll in more than six (6) credits prior to formal admittance. The maximum number of credits you may normally transfer into a graduate degree is six (6) credits. Lesley does not guarantee the acceptance of all credits earned prior to formal admission to a specific degree, certificate, or licensure program since the credits may not be applicable to the program requirements. Non-matriculating students should contact individual schools for information concerning required status for enrollment in specific courses and degree programs prior to registration. International students should contact the Office of Graduate Admissions to determine eligibility to take a course as a non-matriculated student.

## ADMISSION TO GRADUATE CERTIFICATE PROGRAMS

- Graduate School of Arts and Social Sciences
- Graduate School of Education

Requirements for Graduate Certificates vary by each school, and applicants should consult the individual application materials for the particular certificate that they are seeking.

Visit [lesley.edu/admissions-aid/how-to-apply/graduate-programs](http://lesley.edu/admissions-aid/how-to-apply/graduate-programs) for application requirements.

## ADMISSION TO MASTER'S DEGREE PROGRAMS

- College of Art + Design
- Graduate School of Arts and Social Sciences
- Graduate School of Education

### Educational Requirements

Master's degree applicants must hold a Bachelor's degree, from a regionally accredited college or university, with a satisfactory grade point average.

**Application Requirements**

Visit [lesley.edu/admissions-aid/how-to-apply/graduate-programs](http://lesley.edu/admissions-aid/how-to-apply/graduate-programs) for application requirements for Master's degree programs. Applications are processed on a rolling basis for all graduate programs; however, applicants are encouraged to pay close attention to application deadlines that help ensure a positive new student experience. Visit the "How to Apply" guide for deadlines [lesley.edu/admissions-aid/how-to-apply/graduate-programs](http://lesley.edu/admissions-aid/how-to-apply/graduate-programs) for recommended deadlines.

**ADMISSION TO POST-MASTER'S AND PH.D. PROGRAMS**

- Graduate School of Arts and Social Sciences
- Graduate School of Education

**Educational Requirements**

Certificate of Advanced Graduate Study (C.A.G.S.) and Doctoral (Ph.D.) degree applicants must hold a Bachelor's and a Master's degree, from regionally accredited colleges or universities, with a satisfactory grade point average.

**Application Requirements**

Visit [lesley.edu/admissions-aid/how-to-apply/graduate-programs](http://lesley.edu/admissions-aid/how-to-apply/graduate-programs) for application requirements and deadlines for Post-Master's and Ph.D. programs. Applications for C.A.G.S are processed on a rolling admissions basis. Applications for Ph.D. programs must be submitted by the application deadline specified on the website.

**SPECIAL INSTRUCTIONS FOR INTERNATIONAL STUDENTS**

International applicants must submit all documentation described under application procedures to all graduate degree programs.

**Proof of English Proficiency**

To ensure a student's ability to participate successfully in the Lesley curriculum, students whose native language is not English must demonstrate English proficiency through one of the below options:

- Official TOEFL (Test of English as a Foreign Language) score. A minimum score of 550 (paper based), 213 (computer based) or 80 (Internet based) is required. For reporting purposes, the Lesley University code for the TOEFL is 3483.
- Official IELTS (International English Language Testing System) score <https://www.ielts.org/>. A minimum score of 6.5 is required. To submit IELTS scores, please contact the test center where you took the test and request that an official Test Report Form be sent to Lesley University.
- Cambridge English Exam Results. Applicants must show proof of having taken the exam at the "Advanced" level and achieving a score of "C1" in order to satisfy the requirement.
- ESL Program Partnerships. We have partnered with several language schools to help you meet the English requirement. Complete the curriculum at one of the schools, at the specified level. Applicants must provide proof of successful completion and a letter of reference from the Program Coordinator or Teacher in support of the student's English language capabilities. Applicants may visit [lesley.edu/more-content-admissions-block-h-1-english-language-proficiency](http://lesley.edu/more-content-admissions-block-h-1-english-language-proficiency) for a list of ESL partnership schools and the levels that must be completed in order to fulfill the English proficiency requirement.

Additionally, international applicants must:

- obtain independent credit evaluations of foreign academic credentials to determine U.S. equivalency. Contact the Office of Graduate Admissions for details.
- submit an Immigration and Financial Declaration Form (IFDF) if they will require an I-20 from Lesley University. Along with this completed form, proof of funds to cover tuition and living expenses for one year is required. The I-20 (Certificate of Eligibility), needed to obtain a student visa, will not be issued without the IFDF and proof of funds.

Please note: All references and academic documentation submitted must be official original documents or certified, clear photocopies, and written in English. If a document is not in English, the Office of Graduate Admissions requires an English translation of submitted documents in addition to the original documents.

For further information regarding international student admissions procedures, please call the Office of Graduate Admissions at 617.349.8300 or refer to the website at [lesley.edu/admissions-aid/how-to-apply/international-students](http://lesley.edu/admissions-aid/how-to-apply/international-students).

**BACHELOR'S DEGREE WAIVER FOR MFA PROGRAM****Bachelor's Degree Waiver for Master of Fine Arts Program**

On occasion, an outstanding individual who does not formally hold a Bachelor's degree may be considered for admission to studies leading to a Master of Fine Art degree. These applicants fall into two categories:

- Candidates who have successfully completed the equivalent number of courses for an undergraduate degree (at least 60 semester credits, or 72 credits for financial aid consideration) from regionally accredited colleges and universities, but have not been awarded a formal undergraduate degree. Such a person must be distinguished by outstanding professional performance or scholarly pursuits in areas appropriate to the field of proposed graduate study.
- Candidates who have achieved the equivalent of an undergraduate degree through a combination of coursework at regionally accredited colleges or universities and documented life experiences in liberal arts or professional fields. In such cases, the student's application must include supporting documentation that justifies Bachelor's degree equivalency.

An applicant who does not hold a Bachelor's degree must apply for acceptance through the Bachelor's degree waiver procedure.

**Documentation must include one or more of the following:**

- Official transcripts from institutions of higher learning in the United States and abroad;
- Official college level examination program (CLEP) test results;
- Projects or portfolios of materials and descriptions of professional experiences confirmed in writing by a supervisor or responsible observer of the applicant's performance.

The Bachelor's waiver committee evaluation and decision process take approximately two (2) months from the time all materials are received. After the final review is completed, the applicant will be notified of approval or disapproval of the waiver application. Applicants not eligible for the Bachelor's degree waiver may enroll in

the adult Bachelor's degree program to complete the necessary requirements.

Students who apply for the waiver should be aware that the waiver procedure will not result in the awarding of a Bachelor's degree. It is important to note that some doctoral programs, licenses for professional certifications, and other professional activities may require a Bachelor's degree.

If the Bachelor's degree waiver is approved, an applicant's admission materials for a Master of Fine Arts degree program will be reviewed. It should be noted that the Bachelor's degree waiver application and the Master of Fine Arts degree application are concurrent processes. However, acceptance into a Master of Fine Arts degree program cannot be given until the Bachelor's waiver has been approved.

## TUITION AND PAYMENT

### Student Accounts Office

The Student Accounts Office provides invoices and student account assistance to all students regarding tuition and fee charges associated with their account, facilitates and manages health insurance to all full and three quarter time on-campus students, processes student account refunds, manages and maintains all tuition and fees for the University, manages payment plans, provides billing and processes payments for third party agencies. In addition to these functions, we process student vouchers and miscellaneous payments mailed to the University for the student account.

During our office hours, The Lesley Lynx Solution Center is available answer any questions regarding the charges or credits applied to your student account.

### Hours of Operation:

11:00 am - 5:00 pm, Monday - Friday

\*During semester based Add/Drop periods our office hours are:

9:00 am - 5:00 pm, Monday - Friday

### Contact Information:

Phone: 617.349.8760

Toll Free: 800.999.1959 extension 8760

Fax: 617.349.8667

sfs@lesley.edu

www.lesley.edu/studentaccounts

### Mailing Address:

The Lesley Lynx Solution Center  
Lesley University  
29 Everett Street  
Cambridge, MA 02138-2790

**Physical Location:** The Student Accounts Office is located on the third floor of University Hall (1815 Massachusetts Avenue, near the Porter Square Cambridge MBTA station).

## TUITION AND FEES

Tuition rates vary by program. Rates are subject to annual review and may change. Increases are in effect as of June 1 each year. Please refer to the Student Accounts Office website at <https://lesley.edu/students/financial-aid-bills-payments/graduate-tuition-fees> for up to date information.

## STUDENT HEALTH AND DENTAL INSURANCE

<https://lesley.edu/students/health-wellness-safety/health-and-dental-insurance>

studentinsurance@lesley.edu

617.349.8760

Massachusetts state law requires all students enrolled at least three-quarter time have adequate health insurance coverage. This applies to undergraduate students registered for 9 or more credits and on-campus graduate students registered for 6 or more credits.

To read the details on this law and health insurance requirements, go to [massresources.org/student-health-insurance](http://massresources.org/student-health-insurance).

Lesley has a general health insurance program available, which meets the standards of the Commonwealth as well as those put forth in the national Affordable Care Act. This policy is provided by Blue Cross Blue Shield and administered by Gallagher Student Health and Special Risk. The current year's annual coverage begins on August 15, 2019 and continues through August 14, 2020.

Details can be found on Lesley's Health and Dental Insurance page [lesley.edu/students/health-wellness-safety/health-and-dental-insurance](http://lesley.edu/students/health-wellness-safety/health-and-dental-insurance) on the requirements for on-campus students, on-campus international students, and online, off-campus, and low-residency students; insurance waivers and enrollment; and coverage dates and rates.

Students who meet the above stipulation will be automatically enrolled in a student health insurance plan (SHP) for coverage effective August 15, 2019 - August 14, 2020 serviced by Gallagher Student Health & Special Risk (Gallagher).

Students taking course credits at any school under a Consortium Agreement, or by any other method, may not count those credits towards their total credit load for automatic enrollment in the student health insurance plan.

Your student account bill will include the charge for student health insurance.

Students must waive the Student Health Insurance Plan if currently enrolled in a health insurance plan of comparable coverage. Comparable coverage means that your current insurance plan provides access to local doctors and other health care providers in the Cambridge area, for diagnostic testing, lab and x-ray services, prescription drugs, mental health services, inpatient and outpatient hospital services, urgent care and emergency services. Out of state Medicaid programs, Commonwealth Care, and insurance plans that do not provide coverage in Massachusetts are not comparable coverage. Comparable plan information can be found at [lesleystg.prod.acquia-sites.com/students/health-wellness-safety/health-and-dental-insurance](http://lesleystg.prod.acquia-sites.com/students/health-wellness-safety/health-and-dental-insurance).

Enrollments and Waivers must be completed online at [www.gallagherstudent.com/students/student-home.php?idField=1031](http://www.gallagherstudent.com/students/student-home.php?idField=1031). On the left navigation, under "Student Access", click on "Waive/Enroll". Log-in: your user name is your Lesley email address. Your temporary password is your student ID number preceded by two leading zeroes. You will be required to reset your password for security purposes and will be sent an email to your Lesley email with a reset password link. Complete the Health Insurance Decision Form. You will immediately receive a reference number confirming the form was submitted.

If you accept the insurance, you will receive an email confirming your acceptance. Gallagher will mail your new insurance card to you.

If you waived the Student Blue Plan, the charge for it will be removed from your Lesley Student Account within 3-5 business days. Confirmation emails are sent to your Lesley email when your waiver is received and confirmed. Retain this email for your records.

*Please note that Lesley reserves the right to re-enroll you in the student health insurance plan if it is determined that the plan you indicated on your waiver form is not deemed comparable coverage. The student health insurance charge will be reassessed to your student account and payment will be due immediately.*

## PAYMENT INFORMATION

Notification of tuition bills are emailed to your Lesley email address requesting that you log into the Student Account Center (SAC) at [lesley.afford.com/](http://lesley.afford.com/). Your tuition and fee charges can be paid online with an American Express, Discover, MasterCard or VISA credit card. Payments made by credit card and debit card are subject to a non-refundable 2.5% convenience fee. Check and ACH payments can be made online at no additional fee. Checks mailed to the University should be made payable to Lesley University and include the student's full name and Lesley ID number to ensure proper applications to the student account. It is the student's responsibility to ensure payments are credited to the student account by the payment due date for each semester. Please allow at least ten business days for payments mailed to the University to avoid late payment fees.

The student is responsible for updating their mailing address, phone number and email address with The Lesley Lynx Solution Center. Address changes can be made on your LOIS account.

If paying via wire transfer, please contact The Lesley Lynx Solution Center to obtain bank information via email at [sfs@lesley.edu](mailto:sfs@lesley.edu) or by telephone at 617.349.8760.

Any check drawn on a foreign bank may incur collection and/or bank fees for which the student is responsible.

**Nonpayment of Charges:** Students who have not met their financial obligations to the University will not be allowed to register for additional courses, either via WebReg or paper registration, until their student account balance is paid in full. Grades, transcripts, and diplomas will be withheld from students whose accounts show overdue balances. Students experiencing financial difficulties should contact The Lesley Lynx Solution Center as soon as possible to review the payment options available. If the unpaid balance is turned over to a collection agency or an attorney, the student will be required to pay all reasonable collection costs and fees incurred while trying to collect the balance owed, including reasonable attorney's fees, to the extent permitted by law. All student accounts turned over for further collection activity will be reported to all major credit bureaus.

**Pending Financial Aid:** Pending financial aid amounts shown on the student account statement are anticipated funds, not actual credits. Further action may be required on the student's part for these anticipated funds to be disbursed onto the student account. Pending awarded financial aid is deducted from the balance on the first bill each semester. Please note that loan amounts may be a percentage less than the pending awarded amount noted on the student account statement. It is the responsibility of the student to check your LOIS account to ensure that all required documentation is complete. Incomplete documentation or missing signatures will prevent aid and/or loan Disbursements to the student account. While The Lesley Lynx Solution Center is happy to assist students with determining tuition balances and providing information on payment plans, it is the student's responsibility to make sure their balance is paid in full by the determined due dates.

**Confidentiality:** The Lesley Lynx Solution Center communicates directly with the student. If a student wants or needs members of The Lesley Lynx Solution Center to speak with parent(s), grandparent(s), aunt(s), uncle(s), or others this information must be communicated in writing. Permission must be granted by the student via the Student Account Center by granting payment access. We do not provide student account information to people not granted this permission.

**Payment Plans:** To help students and their families manage the cost of education, the University has arranged with Nelnet to offer interest-free monthly payment options. Nelnet, [lesley.afford.com](http://lesley.afford.com), offers a summer, fall, and spring payment option to divide your student account balance into affordable payments. Each plan requires a non-refundable enrollment fee.

All payment plan options must be completed one month prior to your graduation date. Contact The Lesley Lynx Solution Center at 617.349.8760 or visit [lesley.edu/students/financial-aid-bills-payments/pay-your-bill](http://lesley.edu/students/financial-aid-bills-payments/pay-your-bill) for further information and select the "Pay Your Bill" option.

**Sponsored Billing:** If an outside agency or employer has agreed to pay all or part of a student's tuition and/or fees, billing authorization (purchase order) from the third party must be submitted to the Student Accounts Office prior to the payment deadline. The Student Accounts Office will then bill the agency for the amount they have agreed to pay. Any remaining balance will be billed to the student and is due prior to the payment due date.

Your sponsorship letter must:

- Be typed on company letterhead
- Include an authorized signature (not that of the student)
- Include dates of sponsorship
- Include which items will be paid (i.e. tuition and fees)
- State that Lesley University must directly invoice the sponsoring agency
- Include a billing address

**Sponsorship cannot be contingent upon grades. Please retain a copy of your sponsorship letters as you may be held responsible for tuition and fees if the authorization has expired or is invalid for any reason.**

## TUITION DISCOUNTS FOR GRADUATE PROGRAMS

We offer a 10% tuition discount for many of our campus-based graduate programs. You may be eligible if you are a Lesley Alum, a senior (age 55+), a Cambridge, Massachusetts resident, or a City of Cambridge employee. Ask about the tuition discounts when you register for courses. Some restrictions apply.

**Discounts cannot be combined.**

## REFUNDS OF CREDIT BALANCES

Over-payment, scholarship credits, adjustments and financial aid payments may result in a credit balance on the student account. If an account indicates a credit balance, it will be refunded to the student. Federal Direct Stafford Loan and private loan payments resulting in a credit balance will be refunded within 10 - 14 days of the date the credit appears on the student account.

If a student on a payment plan with Nelnet later receives financial aid that creates a credit on the student account, the student must cancel the Nelnet payment plan directly with Nelnet in order for the refund to be generated in a timely manner. Students enrolled in an active Nelnet plan will not have their credit balance refunded to them until the final payment for the plan is received by the University. Refunds generated by a Nelnet plan will be distributed to the payer of the Nelnet plan.

Lesley University students are auto-enrolled in the Student Account Center (SAC) and eRefunding with [lesley.afford.com](http://lesley.afford.com). When enrolled, an email from [lesley.afford.com](http://lesley.afford.com) is sent to the student's Lesley email address prompting you to register for the SAC and select your desired refund preference. After completing the enrollment process, you will receive an email confirming your preference. Credit balances will be refunded to any credit card payment, if applicable.

## LATE PAYMENT FEE

Past due accounts will be assessed a \$100.00 monthly late payment fee. Students who have been awarded financial aid will not be charged the late payment fee on the amount the financial aid will cover. Students enrolled in and paying on payment plans will not be charged the late payment fee on the portion of the amount covered by the payment plan.

If you want to dispute a late payment fee on your statement, email The Lesley Lynx Solution Center within 60 days of the bill on which the late payment fee appeared. The Lesley Lynx Solution Center will research your dispute and contact you with an explanation within 30 days of receipt of your email. Include the following information:

- Your full name and Lesley ID number
- The dollar amount of the late payment fee
- Description of the late payment fee and explanation of why you believe there is an error. If you need more information, describe the item you are not sure about.

Veteran's Affairs eligible students:

- The university adheres to the requirements of and complies with the Veterans Benefits and Transition Act of 2018, specifically S2248 PL 115-407 Section 103. The university permits any covered individual to attend or participate in the course 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 of this title.
- In accordance with S2248 PL 115-407 Section 103 Lesley University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.

## RETURNED PAYMENTS

The University automatically re-deposits returned checks received for payment of a student account. A \$50 returned payment fee is charged to the student account if the check is returned after the re-deposit attempt. The University may require future payments be made by certified check or money order. Should a check be returned due to a bank error, a letter from the bank will allow us to accept personal checks and the returned check fee may be removed.

ACH payments returned by the bank are also subjected to the \$50.00 returned payment fee. Electronic payments are only presented once to the bank for payment.

## DISPUTE OF A CHARGE

If you want to dispute a charge on your student account statement, email The Lesley Lynx Solution Center within 60 days of the bill on which the charge appeared. The Lesley Lynx Solution Center will research your dispute and contact you with an explanation within 30 days of the receipt of your email.

Please provide the following information in your correspondence:

- Your full name and Lesley I.D. number
- The dollar amount of the charge
- Describe the charge and explain why you believe there is an error. If you need more information, describe the item you are unsure about.

**Please Note:** late payment fee disputes will be considered for review for the current semester only. Late payment fee disputes from past semesters will not be considered.

## ADMINISTRATIVE WITHDRAWAL

The university reserves the right to administratively withdraw, with prior notice, any student who does not meet the stated financial requirements of the University.

A student is entitled to appeal the notice of pending administrative withdrawal within thirty (30) days of the effective date. The appeal must be in writing and must be sent by certified mail. The appeal should include a description of the dispute and any documentation that relates to the issue.

Appeals will be reviewed by the appropriate college officer, the Dean of Students or designee, and a representative of the program in which the student is participating. Any student reinstated after an administrative withdrawal is subject to a reinstatement fee.

## TUITION REIMBURSEMENT

Students who are expecting tuition reimbursement from their employer are responsible for payment in full by the due date indicated on their ebill notification unless otherwise noted. It is the student's responsibility to ensure payments are made by the payment due date on each statement. Payments received after the due date will result in late payment fees.

## UNIVERSITY VOUCHERS

University vouchers may be submitted to The Lesley Lynx Solution Center to pay for tuition charges. The original voucher must be submitted by the last date of the add/drop period each semester accompanied by the payment of any registration and course fees. Vouchers will be applied to the student account by the billing due date or as they are received prior to the add/drop date. Half vouchers are equivalent to one half of the cost of one three-credit course. The maximum value of a half voucher is one and one-half credits. Full vouchers may be used to pay for up to three credits of tuition charges for a course.

Vouchers may be used for tuition charges only and cannot be combined with any other tuition discounts. Payment of items such as registration and materials fees, field experience, etc. is the responsibility of the student and is due at the time of registration. Fees not paid by the tuition due date will be subject the student account holds and \$100.00 late payment fees. Cash refunds are not given for a voucher used for a course which is canceled or filled; the



person using the voucher may substitute another course offered during the same semester.

Only one full voucher may be used per semester, or two half vouchers. Vouchers are accepted only at the time of registration. Retroactive credits will not be processed and are non-refundable.

**Discounts may not be combined.**

Vouchers may be considered income. Students should check with a tax consultant regarding vouchers as compensation from the university.

Refer to the reverse side of the actual voucher for more detailed information regarding voucher policies. Policies are subject to change. Questions pertaining to the voucher should be directed to the issuing department.

## **TUITION PAYMENT STATEMENT (IRS FORM 1098-T)**

The federal government requires all colleges and universities to provide students with a yearly statement of payments made toward eligible tuition and fees required for enrollment and attendance. Eligible tuition and fees are “tuition for credit-based courses and mandatory fees”. Not included are student health insurance fees, room and board expenses, and non-credit university fees. Educational tax credits may be available to students who meet eligibility requirements. Check with a tax professional regarding your eligibility. More information is available at [irs.gov/individuals/students](http://irs.gov/individuals/students).

Each October, in compliance with IRS regulations, Lesley University will contact all students who have not provided a social security number to the university.

It is the student’s responsibility to provide your full legal name and social security number, phone number and email address so the above information can be mailed to you in January of each year. You must ensure that you have an updated billing address. Students can change their address via their LOIS account at [lesley.edu/lois](http://lesley.edu/lois). You may view your 1098-T information at [www.tsc1098T.com](http://www.tsc1098T.com).

## **QUESTIONS**

Student account questions should be directed to The Lesley Lynx Solution Center. The mailing address is:

The Lesley Lynx Solution Center  
Lesley University  
29 Everett Street  
Cambridge, MA 02138-2790

[sfs@lesley.edu](mailto:sfs@lesley.edu)  
800.999.1959 extension 8760  
617.349.8760  
[www.lesley.edu/studentaccounts](http://www.lesley.edu/studentaccounts)

*Students who are on campus are welcome to stop by the student services counter on the third floor of University Hall, 1815 Massachusetts Avenue, Cambridge, MA.*

Office Hours: Monday - Friday: 11:00 AM - 5:00 PM

Office Hours during semester based Add/Drop periods: Monday - Friday: 9:00 AM - 5:00 PM

## FINANCIAL AID

The Lesley University Financial Aid Office is a centralized student support service committed to helping students find ways to make higher education affordable. The Financial Aid Office assists students seeking financial aid consideration; coordinates various sources of funding at the federal, institutional, and private levels; and administers and develops programs of student financial assistance including several on-campus student employment programs.

The purpose of Financial Aid is to assist students in financing their education by determining eligibility for federal financial assistance. Our philosophy is to provide access and choice to students who, without such assistance, would not otherwise be able to attend Lesley University.

The Lesley University Financial Aid Office administers assistance in the forms of Merit Scholarships, Donor Scholarships, private scholarship searches, the Federal TEACH Grant, Federal Direct Unsubsidized Loans, Federal Work-Study, and Federal Graduate PLUS loan programs. Federal Work-Study is awarded on the basis of demonstrated financial need as determined from information provided on the student's financial aid application materials. It is important, therefore, that all information on the financial aid application is provided accurately and to the best of the student's ability.

### ELIGIBILITY

Any student who has fulfilled basic eligibility requirements and is formally admitted to a program of study is eligible for some type of financial aid. To be eligible for financial aid, a student must be:

- Officially accepted as a degree candidate in an eligible program of study or in an aid-eligible certificate program;
- Enrolled at least half-time (3 credit hours per semester or 8-week term for all Graduate degree candidates);
- A U.S. citizen or defined as an eligible non-citizen (international students are not eligible for federal financial aid);
- In good standing with prior federal loans and/or federal grants (students who are in default on any federal student loan or who have received an overpayment of federal grants at any attended institution are not eligible for further federal financial aid until the default and/or overpayment is resolved); and
- Registered for selective service (if male); and
- Able to demonstrate that a bachelor's degree has been earned or at least three years of full-time undergraduate study has been completed.

Once the eligibility requirements listed above are met, the financial aid application will be reviewed and eligibility determined. The student will then receive a Financial Aid Award Letter indicating the type and amount of financial assistance for which the student is eligible.

Satisfactory academic progress must be maintained throughout the course of study to remain eligible for financial aid.

### WHEN TO APPLY FOR FINANCIAL AID

Students seeking financial assistance are encouraged to apply for financial aid at the same time as applying for admission. This will provide sufficient processing time to determine eligibility before course registration is required.

For students enrolled in on-campus programs, the financial aid award year begins with the fall term (September through December), continues through the spring term (January through May), and concludes with the summer term (June through August). For students enrolled in off-campus and online programs, each semester consists of two 8-week terms and financial aid is awarded on a per-term basis. The financial aid award year begins with Fall Term 1 and continues through Fall Term 2, Spring Term 1, Spring Term 2, Summer Term 1 and Summer Term 2. (For academic programs that have a Summer Term 2 start, the academic year will begin with Summer Term 2.) For students enrolled in Low-Residency and Low-Residency/Hybrid Programs, the financial aid award year begins with the summer residency and continues through the following spring semester or as late as the Summer 1 Term, beginning on your individual program. The priority deadline for students interested in Federal Work-Study is April 15. The final deadline to apply for 2019-2020 financial aid is June 30, 2020 but to use that date, a student's courses must still be in session. It is recommended that late applicants apply at least four to six weeks before their last day of classes for the academic year.

Students must reapply for financial assistance each academic year.

### HOW TO APPLY FOR FINANCIAL AID

To apply for financial aid, students should create an FSA ID at [fsaid.ed.gov](https://fsaid.ed.gov) and complete the Free Application for Federal Student Aid (FAFSA) at [fafsa.ed.gov](https://fafsa.ed.gov). The FAFSA is submitted to the U.S. Department of Education. Lesley University's school code (002160) must be included on the FAFSA so that our office can receive the information electronically.

The Financial Aid Office will contact you if additional financial documents are required.

### TYPES OF FINANCIAL AID AVAILABLE

#### Types of Financial Aid Available

All financial aid is to be used to help the student defray the costs of tuition and fees as well as other educationally related expenses incurred during the academic year.

#### Scholarships

- **Merit Scholarships:** Recipients of Merit Scholarships will be notified by the Graduate Admissions Office or the respective Graduate School. The Financial Aid Office will credit the scholarship monies to the recipient's student account at the end of the add/drop period.
- **Lesley University Donor Scholarships:** Recipients of Lesley University Donor Scholarships will be notified by each scholarship committee. The Financial Aid Office will credit the scholarship monies to the recipient's student account during the beginning of the semester.
- **Private Scholarships:** Students are encouraged to seek out private scholarship funding. In order to assist you in your scholarship search, a list of specific private scholarship

opportunities for graduate students can be found at [lesley.edu/academics/guide-private-graduate-scholarships](http://lesley.edu/academics/guide-private-graduate-scholarships).

- **Federal TEACH Grant (Teacher Education Assistance for College and Higher Education Grant):** The maximum TEACH Grant amount for the duration of a graduate degree-seeking program is \$8,000. TEACH Grant recipients may receive up to \$4,000 per academic year, depending on enrollment status. (Due to sequestration initiatives, the maximum amount of the TEACH Grant is \$3,752 for anyone whose first disbursement is before October 1, 2019. The amount for anyone whose first disbursement is on or after October 1, 2019 was not made available at the time of this publication.) To be eligible for the TEACH Grant, students must enroll in a program deemed TEACH Grant-eligible by the Graduate School of Education, submit an Intent Form, complete TEACH Grant Counseling, and sign a TEACH Grant Agreement to Serve. To maintain the TEACH Grant, recipients must serve as a full-time, highly qualified teacher in a high-need subject area in a designated low-income school for 4 years within 8 years of graduating. If obligations are not fulfilled after graduating, the total grant amount will be converted to a loan with interest applied to the loan based on the day the grant originally posted to the recipient's student account. More information on how to apply, receive, and maintain the TEACH Grant can be found at [lesley.edu/academics/guide-financial-aid-scholarships-graduate-doctoral-students](http://lesley.edu/academics/guide-financial-aid-scholarships-graduate-doctoral-students).

#### Loans (Repayment is Required)

- **Federal Direct Unsubsidized Loans:** Graduate students may borrow up to \$20,500 in a Federal Direct Unsubsidized Loan. The 2019-2020 interest rate for Unsubsidized Loans is 6.08% and is set by Congress before July 1 every year. Interest is deferred and is capitalized (added onto the principal loan balance) once repayment begins. Recipients are encouraged to make quarterly interest payments while enrolled at least half-time (3 credits) to reduce the overall cost of the loan. Repayment begins six (6) months after the student graduates, withdraws, or is no longer enrolled at least half-time. There are several repayment plans available. More information on the various plans, including those that are income-driven, can be found at <https://studentaid.ed.gov/sa/repay-loans/understand/plans>. For 2019-2020 approximately 1.0% in origination fees will be deducted from the Federal Direct Unsubsidized Loan prior to the funds being sent to Lesley University. (Specific origination fees for 2019-2020 were not made available at the time of this publication).
- **Accepting Federal Direct Unsubsidized Loans:** In order to process a student's Federal Direct Unsubsidized Loan, the student must choose to accept, decline or revise/accept the Federal Direct Unsubsidized Loan amounts through the Financial Aid Checklist on LOIS. First-time Direct Loan borrowers will be prompted to complete Direct Loan Entrance Counseling and sign a Direct Loan Master Promissory Note (MPN) at [studentloans.gov](http://studentloans.gov). These steps must be completed before any financial aid funds will appear as pending on the student account statement.
- **The Federal Direct Graduate PLUS Loan for Graduate and Professional Students:** The Federal Direct Graduate PLUS Loan is a federally guaranteed loan program available to eligible Graduate students seeking financial assistance in addition to the \$20,500 Federal Direct Unsubsidized Loan. To be eligible for a Graduate PLUS loan, Federal Direct Unsubsidized Loan eligibility must first be determined. Students are encouraged to exhaust the Federal Direct Unsubsidized Loan prior to applying for a

Graduate PLUS Loan as the interest rate for the Graduate PLUS Loan is fixed at 7.08% while the Federal Direct Unsubsidized loan is fixed at 6.08%. Eligibility is based on creditworthiness. Eligible students may borrow up to the cost of education minus the \$20,500 in the Federal Direct Unsubsidized Loan and any other aid. Approximately 4.0% in origination fees will be deducted from the Graduate PLUS loan prior to loan funds being sent to Lesley University. (Due to sequestration initiatives, Grad PLUS loan origination fees will change to 4.248% for loans that first disburse before October 1, 2019. The Grad PLUS loan origination fees for disbursements on or after October 1, 2019, were not available at the time of this publication).

- Repayment of the Graduate PLUS loan begins within 60 days after funds are fully disbursed however the in-school deferment option is automatic as long as enrollment is at least half-time per semester (which is 3 credits per semester for graduate students). Since the interest on the Graduate PLUS loan is not subsidized, it continues to accrue while deferred and is capitalized (added onto the principal loan amount) when the loan enters repayment. Students may opt to make quarterly interest payments to reduce the overall cost of the loan. Repayment on Graduate PLUS loans begins immediately after the student graduates, withdraws or is no longer enrolled at least half-time. Students borrowing through the Federal Direct Graduate PLUS Loan program must complete Graduate PLUS Loan Entrance Counseling. Applications for the Graduate PLUS Loan may be accessed directly on US Department of Education's website at [studentloans.gov](http://studentloans.gov).
- For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complain relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@awac.wa.gov](mailto:loanadvocate@awac.wa.gov).
- **Loan Forgiveness Program:** Loan Forgiveness Programs are available to borrowers who meet certain criteria. These programs are administered by the U.S. Department of Education and we encourage you to research these opportunities. Information on Teacher Loan Forgiveness can be found at [studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher](http://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher). Information on Public Service Loan Forgiveness can be found at [studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/public-service](http://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/public-service).

**Employment Federal Work Study:** This federal program offers eligible students enrolled at least half-time per semester the opportunity to earn money to offset part of their personal expenses through part-time, on-campus or qualifying off-campus employment. Awards traditionally do not exceed \$1,800 per year. Please note that Federal Work-Study is earned and is not deducted from the student's tuition bill. Students may obtain listings of available jobs at [lesley.edu/students/internships-careers/student-jobs](http://lesley.edu/students/internships-careers/student-jobs).

**Lesley Works Program:** Students who have not applied for aid or who did not receive Federal Work-Study are still eligible to obtain on-campus employment at Lesley University. Students may obtain listings of available jobs at the Office of Financial Aid or the Career Resource Center.

**The Graduate Assistantship Program:** The Graduate Assistantship Program offers graduate students in on-campus programs the opportunity to assist faculty and staff in research and academic activities. Graduate Assistants are paid positions by the Graduate School of Education, the Graduate School of Arts and Social Sciences, and a limited number of Centers and Offices. Students should apply

for a Graduate Assistantship through their respective Graduate School. Students in the Graduate School of Arts and Social Sciences are encouraged to apply in the second year.

## **TUITION PAYMENT PLANS**

Lesley University participates in an interest-free payment plan (TMS) which is administered through the Student Accounts Office. These plans enable students and families to pay all or part of their semester tuition and fees in monthly installments without interest. The only additional charge is an annual application fee. Most plans require students to begin payment one or two months prior to the start of classes so it is important to investigate these options early. For more information on the TMS payment plan or to enroll, visit [lesley.afford.com](http://lesley.afford.com).

## **ALTERNATIVE FINANCING OPTIONS**

A number of private educational loans are available to students who need additional funding to cover tuition and fees and/or cost of living expenses. Several organizations offer private educational loan programs to students who meet certain eligibility criteria. Depending upon your credit score, a private loan may have a lower interest rate than a Graduate PLUS loan. On the other hand, private loans cannot be consolidated while the Graduate PLUS loan may be consolidated with your Stafford loans and qualify for several repayment options, including income-driven repayment plans.

For a sample list of alternative financing options, visit [www.elmselect.com/?schoolId=40&programTypeId=2](http://www.elmselect.com/?schoolId=40&programTypeId=2) and view the Graduate Private Loan List. Lenders who are represented on the list appear simply because they have notified Lesley University that they offer private educational loans for the current academic year. Lesley University does not recommend any particular loan. You may review our Code of Conduct for legal information about lending relationships on our website. You are encouraged to widen your search to include your state of residence's lending agency, your local bank, or your local credit union to determine which product works best for you.

## **REGISTRATION PROCEDURES FOR FINANCIAL AID RECIPIENTS**

Students notified of eligibility for financial assistance may defer all or part of the semester charges up to the amount of financial aid awarded for the semester. Students relying on financial aid to pay their course expenses must register or pre-register for all semester courses at the beginning of the semester. For the purposes of determining the enrollment status for on-campus students, course credits taken during the January 3-week mini-semester are included with the total number of spring semester credits.

Financial aid awards are subject to change if actual enrollment differs from what is listed as anticipated enrollment on the Award Letter. Students must notify the Financial Aid Office of any enrollment changes in order to avoid delays in financial aid disbursement. For student ease and convenience, we recommend having the Award Letter on hand and using the link to the Financial Aid Enrollment Adjustment Form on Page 2. If financial aid awards are adjusted as a result of enrollment changes, a Revised Financial Aid Award Letter will be mailed to the student.

## **FINANCIAL AID PAYMENTS, CREDITS, AND REFUNDS**

Per federal regulations, Federal Direct Loan funding must be disbursed equally between all terms or semesters. If a student is enrolled for only one semester, only one disbursement is required. Prior to the scheduled financial aid disbursement, students must complete the loan acceptance process and, if prompted, complete Direct Loan Entrance Counseling and/or sign a Direct Loan Master Promissory Note at [www.studentloans.gov](http://www.studentloans.gov). Financial aid is applied to a student's account once registration and enrollment have been verified following the end of the add/drop period. For low-residency and low-residency/hybrid programs, this occurs after the residency has begun (but no earlier than July 1, per federal regulations) and subsequent semesters or terms. Once enrollment has been verified, student loan proceeds are sent electronically to Lesley University from the U.S. Department of Education and post to the student's billing account. Tuition charges and fees are subtracted from the financial aid disbursement. Any credit balance that results will be automatically refunded to the student for educational expenses by the Student Accounts Office within 10-14 business days. (Please note: A credit balance from a current semester may not be used to pay for tuition and fees incurred from a previous semester.)

A disbursement notice will be sent to the student's Lesley email address once financial aid funds have been received by Lesley University. The student has fourteen (14) days from the date of the disbursement to request the funds be returned to the lender. If fourteen (14) days have passed, the student may remit payment directly to the student loan lender.

If a student is attending a second institution to complete courses towards a degree, a Consortium Agreement must be completed by the student and the student's Advisor. (This does not apply to students enrolled in the Collaborative Program or the Elementary Education Urban Initiative Program.) The Consortium Agreement is used to factor in the tuition costs for courses taken at the second institution which will allow Lesley University to properly determine the financial aid award.

Disbursement dates vary by student, depending on the academic program and confirmed registration. Specific disbursement dates may be obtained at [lesley.edu/students/financial-aid-bills-payments/financial-aid-disbursement](http://lesley.edu/students/financial-aid-bills-payments/financial-aid-disbursement) or by reading the disclosure letter provided by the Department of Education at the time of loan origination.

If actual registration differs from what is listed on the Financial Aid Award Letter, loan amounts may be adjusted accordingly and scheduled disbursements changed.

## **TITLE IV REFUND POLICY**

Students "earn" Title IV funds by remaining enrolled for the payment period for which they have been paid federal student aid. Students who begin attendance but, before the end of the payment period, withdraw (either by officially completing the school's withdrawal process or by unofficially dropping out) may lose some of the Title IV funds they received or were scheduled to receive. Depending on circumstances, the school and/or the student may be responsible for reimbursing Title IV programs. The formula that determines the amount of aid a student has earned is outlined in law. It is separate from and independent of any institutional refund policy.

Lesley University has a Financial Aid Refund Policy for students receiving financial aid who withdraw completely from an academic

term/semester or stop attending all of their semester classes and who have been awarded federal financial aid. These students may have an adjustment/reduction in their term or semester federal financial aid award according to calculations mandated by federal regulations and policy. Students considering withdrawing from an academic semester should meet with a representative of the Financial Aid Office to discuss how the decision will impact your finances and to discuss the completion of the Exit Interview process.

**Process:** The Financial Aid Office is notified of students who have received a "W" grade in the previous day of the term/semester through a report that is generated on a daily basis. The student's registration for that period of time is reviewed to determine if the student has ceased to be in attendance from all Title IV-eligible courses in the term or the semester. If so, a Return to Title IV (R2T4) calculation will be performed.

If a student registered in mini Term 1 ceases attendance in the term, Lesley University will consider the student as enrolled for Title IV purposes if the Financial Aid Office receives written confirmation from the student that they plan to enroll in the second mini Term during the same payment period. No Return to Title IV (R2T4) calculation will be performed at that time; however, registration will be confirmed at the beginning of the second mini Term of the same payment period. If the student is not registered for the second mini Term, the Return to Title IV (R2T4) calculation will be performed using the student's documented last date of attendance from mini Term 1.

Lesley University halts all Title IV disbursements upon learning of a student's withdrawal until a calculation of the amount of aid earned by the student is performed using the Return to Title IV (R2T4) funds formula.

Regarding consortium agreements entered into by Lesley University, the form ensures that the disbursement of Title IV funds will be returned, if required, in the event that the Host Institution reports that the student withdrew before completing the payment period.

**Attendance:** Lesley University is not required to take attendance. The academic calendar defines for each semester and term the beginning and end dates that will be used in the Return to Title IV (R2T4) calculation. The calculation of the return of Title IV Funds is determined by the date that the student withdraws, which is:

- The date the student began Lesley University's withdrawal process;
- The date the student officially notified the institution of intent to withdraw;
- The midpoint of the enrollment period for a student who leaves without notifying the institution (an unofficial withdrawal);
- The student's last date of attendance at a documented academically related activity.
- For students who unofficially withdraw, Lesley University uses the midpoint of the payment period as the withdrawal date unless documentation is received to demonstrate attendance in an academically-related activity as defined by the U.S. Department of Education. The unofficial withdrawal date will be determined within thirty (30) days of the end of the payment period.

**Non-Attendance:** Students who never begin attendance in a payment period receive Never Attended (NA) grades and will have all federal

Title IV funds cancelled. No Return to Title IV (R2T4) calculation will be performed.

**Failing Grades:** Title IV financial aid recipients who receive all failing grades for a semester will be identified by the Financial Aid Office who will contact the student and request that they provide documentation to show that a failure(s) was academic in nature. If the student cannot provide such documentation, it will be determined that the student "unofficially withdrew." The Return to Title IV (R2T4) calculation will determine if the student received unearned Title IV aid, either in a refund or as a payment for tuition, fees, room and board, etc. The student will be notified in writing of their revised financial aid award based upon the calculation performed.

**Calculation:** Students who cease attendance during an academic term or semester and who have been awarded federal financial aid may have their financial aid awards adjusted according to calculations mandated by federal and state regulations and policy. The Federal Return of Funds regulations requires that the Financial Aid Office calculate the amount of financial aid that must be returned to the federal government and other agencies and the amount that can be retained to pay Lesley University billable charges. Title IV aid and all other aid is earned during the time a student is attending Lesley University. The percentage of aid earned is determined by dividing the number of days a student was enrolled by the number of days in the semester, up to the 60% point. If the student withdraws from all courses after the 60% point in the semester, Title IV aid is viewed as 100% earned. However, if a student completely withdraws prior to or on that 60% point, the student may owe back part of his or her financial aid if the Financial Aid Office determines the student has received an amount larger than the earned amount. The term "Title IV Funds" includes the following programs: Federal Pell Grant Federal Supplemental Educational Opportunity Grant (SEOG) Iraq and Afghanistan Service Grant Federal Direct Subsidized Stafford Loan Federal Direct Unsubsidized Stafford Loan Federal Direct Plus Loan (Parent or Graduate) Federal Perkins Loan Federal TEACH Grant. In accordance with federal regulations, financial aid funds are returned and allocated in the following order: Direct Unsubsidized Stafford Loan Direct Subsidized Stafford Loan Federal Perkins Loan Direct Plus Loan (Parent or Graduate) Federal Pell Grant Federal SEOG Program Other Title IV programs (i.e. Federal TEACH Grant, Iran and Afghanistan Service Grant) Other state, private, and institutional aid. Lesley University will also return any funds necessary to Title IV programs upon completing the calculation. The student's responsibilities with regard to the return of Title IV funds include repaying to the Title IV or state programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds Calculation.

**Unearned Aid:** Lesley University returns its share of unearned aid no later than forty-five (45) days from the date of determination that the student withdrew.

**Post-Withdrawal Disbursements:** If the amount of earned aid calculated under the return of Title IV funds formula is greater than the amount of aid already disbursed to the student, the funds will be treated as a post-withdrawal disbursement. The post-withdrawal disbursement will be taken from Title IV grant funds before Title IV loan funds. A letter and email will be sent to the student (or the parent) within thirty (30) days of the date of Lesley University's determination that the student withdrew. The letter and email will request the student confirm they still want the type and amount of the funds. Within forty-five (45) days after determining the student's

withdrawal, any amount of the post-withdrawal disbursement of Title IV loan funds not credited to the student's account will be cancelled.

**Title IV Credit Balances:** The Financial Aid Office will notify the Student Accounts Office to hold any Title IV credit balances until after it has performed the return of Title IV funds calculation prior to the institutional refund policy. The procedures and policies listed above supersede those published previously and are subject to change. Please contact the Financial Aid Office if you have any questions about this policy.

## FINANCIAL AID AND SATISFACTORY ACADEMIC PROGRESS POLICY

### Satisfactory Academic Progress Policy

Students receiving financial aid need to work toward fulfilling their degree requirements by earning attempted credits and maintaining positive grades.

The satisfactory academic progress (SAP) policy is applied consistently to all students within each academic program whether graduate or undergraduate, full time or part time. All periods of enrollment, including those periods for which a student may not have received federal aid will be reviewed to confirm continued academic progress. Lesley University is responsible for establishing the specific requirements for satisfactory academic performance, tracking students' progress, and enforcing the consequences of unsatisfactory progress.

To maintain eligibility for federal student assistance, students must maintain satisfactory progress in their academic programs. Progress has both qualitative and quantitative aspects; meaning, students must be attaining acceptable grades over a limited time period in order to complete the academic objective. Satisfactory progress considers both the Grade Point Average (GPA) and the completion rate of courses attempted.

Undergraduate students are eligible for financial aid through their first 180 attempted credits their 120-credit degree program. Graduate students are eligible for financial aid through a period of attempted credits not to exceed 150% of the published length of their academic program.

To meet these federal guidelines, Lesley University students need to maintain academic progress as defined by their program in the course catalogue:

College of Liberal Arts and Sciences and Degree Completion Undergraduate Students:

- Minimum GPA: 2.0
- Minimum Completion: 75% of Attempted Credits

Online Management Students:

- Minimum GPA: 2.0
- Minimum Completion: 75% of Attempted Credits

College of Art and Design Undergraduate Students:

- Minimum GPA (Less than 30 credits attempted): 2.0
- Minimum GPA (30 or greater credits attempted): 2.3
- Minimum Completion: 75% of Attempted Credits

**Process:** Each summer, the Financial Aid Office officially reviews all students' academic work to confirm that they are meeting the qualitative and quantitative requirements so as to confirm continued eligibility for federal, state, and Lesley institutional funding for the next academic year. Students who are not meeting the academic requirements of their program are emailed a notification that all federal and state financial aid eligibility has been cancelled until the student is once again meeting their program's requirements. Students are notified by email that at the end of a period of enrollment, they should contact the Financial Aid Office so that an academic progress re-evaluation can determine if, based upon the most recent completed academics, they have reestablished their eligibility to receive federal financial aid. The student will then be reinstated to an eligible status for a subsequent term.

- Withdrawals, incompletes, and failures (W, I, and F grades) are considered attempted but not completed (or not earned) hours and are not considered passing grades.
- Passing credits received for pass/fail courses are considered attempted and completed (or earned) credits; failing grades in pass/fail courses are considered attempted but not completed (or not earned).
- Repeated courses are included in the calculation of both attempted and completed (or earned) hours. Accepted transfer credits are included in the credit completion rate and maximum time frame calculations, but not the GPA.

Students who are not making satisfactory academic progress (SAP) as defined by their academic program can submit an appeal.

The appeal application availability is announced in the failure to meet progress notification emails.

The appeals application will request the student explain why the student failed to meet the satisfactory academic progress (SAP) standards and what circumstances have changed that will allow the student to make SAP at the next evaluation period. Examples of unusual circumstances can be, but are not limited to, documented personal injury, illness, health problems, family difficulties, and emergencies. A student must document the reason for the progress issue and what has changed to allow the student to regain academic progress.

Please note that appeals will not be approved more than one time during enrollment at Lesley University nor can an appeal be approved unless it can be calculated by the Financial Aid Office that the student could meet the SAP standards after the first semester of the appeal.

If an appeal is granted, the student will be placed on "probation" which shall continue for as long as the student meets all requirements of the appeal approval communication and follows the academic plan, if applicable. The student will then be reviewed at the end of the first payment period (semester) and then reviewed again when the rest of the Lesley University population is reviewed.

### FINANCIAL AID LEAVE OF ABSENCE POLICY

A leave of absence is a process designed to allow students to interrupt their academic program for a limited period of time without requiring the student to reapply for admission to the University. During the period of the leave, the student is considered to be on active status with the University.

Students considering taking a leave of absence should meet with a representative of the Financial Aid Office to discuss how the decision

will impact your finances and to discuss the completion of the Exit Interview process. Students who are on a leave of absence may enter into their grace period for any Federal Direct Stafford Loan, Federal Perkins Loan, Massachusetts No Interest Loan or privately sponsored alternative educational loan that they may have previously borrowed. If the student qualifies, the grace period will begin as of the last day that the student was enrolled in classes on at least a half-time basis (6 credits). If the grace period expires while on a leave of absence, the student will enter the repayment of the loan(s) and will be required to make payments until such time that they return to Lesley as at least a half time student. If the student is experiencing difficulty in repayment of educational loan(s), the student should contact their individual student loan lender(s) to discuss deferment/ forbearance options until they return to school. Upon return to school, on at least a halftime basis, the student's enrollment status will be updated by the Registrar and loans will re-enter an "in-school deferment" status. Repayment will cease and the government will begin paying the interest again on any subsidized loan once the deferment is approved.

## **FINANCIAL AID OFFICE CONTACT INFORMATION**

### **Our mailing address is:**

Office of Financial Aid  
Lesley University  
29 Everett Street  
Cambridge, MA 02138-2790

### **Our phone/fax/e-mail is:**

(p) 1-800-999-1959, ext. 8760  
(f) 617-349-8667  
e-mail: SFS@lesley.edu

### **Our office location is:**

University Hall  
3rd Floor, Rm. 3-001  
1815 Massachusetts Ave  
Cambridge, MA 02140

### **Our office hours are:**

Monday through Friday, 11 AM to 5 PM

## OFFICE OF THE REGISTRAR

### Office of the University Registrar

The Office of the University Registrar provides services related to student course registration and records. This office processes and records course registrations, grades, graduation audits, "Requirements Completed Transcripts," transcripts as well as supports web registration and web grading. The Office of the University Registrar maintains permanent academic student records for both currently enrolled and past attendees of Lesley University. Other services provided by the office include enrollment verification and records maintenance, including: leave of absence, withdrawal, program change, and name/address change requests.

#### Hours of Operation:

11:00 am–5:00 pm, Monday–Friday

During semester based add/drop periods our office hours are:  
9:00 am–5:00 pm, Monday–Friday

Phone: 617.349.8740

Fax: 617.349.8717

Email: registrar@lesley.edu

Website: www.lesley.edu/registrar

#### Mailing Address:

Office of the University Registrar  
Lesley University  
29 Everett Street  
Cambridge, MA 02138-2790

Physical Location: The Office of the University Registrar is located at University Hall, 3rd floor (1815 Massachusetts Avenue, near the Porter Square MBTA station).

## LESLEY'S ONLINE INFORMATION SERVICE (LOIS)

[www.lesley.edu/lois](http://www.lesley.edu/lois)

LOIS is a secure online service designed to provide students with access to their Lesley University administrative and program information day and night via the web. LOIS provides current students and applicants access to a select set of inquiry functions.

Examples of LOIS services include:

- Register for Classes: Search and register for campus based or online classes during the scheduled WebReg period listed on the academic calendar.
- Class Schedule: Display schedule by semester or term, including dates, times, rooms, etc.
- Personal and Academic Profile: Displays address information, advisor name and contact information, and program of study.
- Chosen Name Entry: Defined as the name that you choose other than your legal name, to better reflect how you wish to identify.
- Grades: View grades and grade point average by semester; request an official grade mailer.
- Transcripts: View an unofficial transcript online or request an official transcript to be sent to the recipient(s) of your choice.

- Check Holds: Find out if you have a financial (student account, library, or parking) hold on your account before registering.
- My Documents: Find out what application materials the Admissions and Financial Aid Offices have received.
- Financial Aid: View financial aid status and award letters.
- Test Summary: Review scores for admissions and placement tests.
- Declaration of Intent to Graduate: File application for graduation; update diploma name and mailing address.
- Commencement RSVP: Notify the Commencement Office of participation in the May ceremony.
- User Account: View user name or reset password.
- Current Course Information: Check the availability of courses by semester or term in "real-time" before registering. The feature displays the courses, room locations, faculty, availability, capacity, etc. for course sections matching the criteria chosen. No login required for this feature.
- Program Evaluation (Degree Audit): An automated evaluation tool that generates a report reflecting a student's academic progress toward the completion of a degree. The report replaces the student's course work within a series of requirements and sub-requirements for a specific degree program.
- Access Your Student's Info: Link to self-service Parent Portal ([lesley.edu/registrar/parent-portal](http://lesley.edu/registrar/parent-portal)) where your parent(s) or guardian(s) may view your academic account information (if you choose to grant access). You may select the level of access you wish to provide in the "Parent/Guardian Access" section of the "Students" menu.

Important Note: LOIS Accounts are created on a rolling basis after receipt of an application or course registration. Students will receive notification including user name, temporary password and instructions for getting started.

For help with LOIS, please call the LOIS support line at 617.349.8600 or 800.999.1959 x8600, or send an email to [it@lesley.edu](mailto:it@lesley.edu).

## ON-CAMPUS AND ONLINE REGISTRATION

Each registration period, students are notified about registration dates, procedures, and course offerings. Course registration must be completed by the add/drop deadlines. Deadlines are published on the academic calendars. Students registering for intensive courses with six or fewer class meetings must do so before the course begins. Students enrolled in off-campus programs who wish to register for an on-campus course should consult with and obtain approval from their academic advisor(s).

**Prerequisites:** Prerequisites are indicated in the online current course information and in the academic catalog. Students will not be allowed to register for courses without having taken the prerequisites.

**Web Registration - WebReg:** Eligible on-campus and online students may register via LOIS at [lesley.edu/lois](http://lesley.edu/lois). Please reference the academic calendars at [lesley.edu/students/academic-resources/academic-calendars/2018-2019-academic-calendar](http://lesley.edu/students/academic-resources/academic-calendars/2018-2019-academic-calendar) for specific dates and times and the Office of the University Registrar's website at [lesley.edu/registrar](http://lesley.edu/registrar) for instructions. Students may also confirm their class schedule online by accessing their LOIS account.



**Walk-In Registration:** Students may register either in person or by mail during the designated walk-in/mail-in period prior to the start of each semester or term. Please reference the academic calendars for specific dates and times and the Office of the University Registrar's website for instructions. Students may confirm their class schedule online by accessing their LOIS account.

**Late Registration:** Following the start of the semester or term, students may register in person on a space-available basis or on LOIS during the WebReg period. This registration must be completed prior to the start of the second class meeting for standard on-campus courses and prior to the second week of classes for eight-week courses. Students registering for intensive courses (six or fewer class meetings) must do so before the course begins. Students must submit registration and payment in full to the Office of the University Registrar before attending any classes.

**Add/Drop or Section Changes:** All course changes must be processed through the Office of the University Registrar (or LOIS during the WebReg period); students must adhere to the published deadlines. Students wishing to add or drop a course or change course sections must do so prior to the add/drop deadlines. Deadlines are posted on the academic calendars.

For any course that has six or fewer class meetings, students must officially add or drop the course and file all appropriate forms prior to the first class meeting. Lesley University does not allow retroactive withdrawals or refunds. No late or retroactive add/drop registration forms will be accepted. It is the student's responsibility to notify the university in advance of plans to apply for a withdrawal or leave of absence. *Non-attendance does not constitute an official withdrawal/leave of absence; students will be held responsible for all related tuition and fees.*

Students who officially drop a course and submit all appropriate forms should reference the refund policy outlined on the Student "Leave of Absence/Withdrawal" section of this catalog.

**Late-Starting Courses:** Students who register for courses that begin after the first regularly-scheduled week of classes will not be charged a late registration fee if registration is completed prior to the first class meeting.

**Withdrawing from a Course:** Students who drop or withdraw from courses are granted refunds according to the refund policy. Please note that students withdrawing from intensive or weekend intensive courses must notify the Office of the University Registrar prior to the start of the course. Withdrawals processed after the second class meeting for standard semester-based courses will result in a "W" grade on the student's transcript. Students who withdraw from an eight-week term course after its first week will receive a "W" grade on their transcript. Students may not withdraw from standard semester-based courses during the last five class meetings or during the last three weeks of term-based courses. Please see the refund policy on the Student Accounts Office website at [lesley.edu/students/financial-aid-bills-payments/access-electronic-accounts](http://lesley.edu/students/financial-aid-bills-payments/access-electronic-accounts) or refer to the "Leave of Absence/Withdrawal" section of this catalog.

**Cancelled Courses and Course Changes:** In the event of a cancellation the program office will make every effort to notify registered students. Students will have an opportunity to select another course and should follow standard add/drop procedures.

**Rejected Registrations:** If a registration is rejected for any reason (outstanding financial obligations, lack of payment, etc.), notification and the original registration form are mailed to the student. The student may not attend class until they are officially registered.

**De-Registration:** Students who have outstanding financial obligations to the university are subject to de-registration for future semesters. De-registration will result in loss of a student's future class schedule and registration. Students must settle all outstanding financial obligations before the Office of the University Registrar will permit re-registration on a space-available basis. Prior to each registration period, students should reference the Check My Holds option on LOIS at [lesley.edu/lois](http://lesley.edu/lois).

**Current Course Information:** A schedule of course offerings can be viewed on LOIS in "real-time" by choosing the Current Course Information feature (no login is required to use this feature). This feature allows students to check the availability of courses by semester or term and displays room locations, faculty, availability, capacity, etc. for course sections matching the search criteria.

While the university makes every effort to inform and notify students of schedule changes, it is the student's responsibility to check their schedule on LOIS for updated course information.

**Registration Confirmations:** Please note: The Office of the University Registrar does not produce registration confirmation statements for on-campus students. Students are reminded to check their course schedule via LOIS prior to attending class for updated information on locations, meeting times, and faculty assignments.

## OFF-CAMPUS REGISTRATION

Off-campus course registration for the first course in a cohort sequence is often conducted prior to the first class meeting at an orientation event, but may be completed on the first night of the class. At that time, students also sign an automatic registration agreement authorizing the university to automatically enroll them in the remaining courses in their cohort sequence.

Notification of tuition bills are emailed to your Lesley email address requesting that you log into the Student Account Center (SAC) at [lesley.afford.com](http://lesley.afford.com). Your tuition and fee charges can be paid online with an American Express, Discover, MasterCard or VISA credit card. Payments made by credit card and debit card are subject to a 2.5% convenience fee. Check and ACH payments can be made online with no additional fee. Checks mailed to the University should be made payable to Lesley University and include the student's full name and Lesley ID number to ensure proper applications to the student's account. It is the student's responsibility to ensure payments are credited to their student account by the payment due date for each semester. Please allow at least ten business days for payments mailed to the University to avoid late payment fees.

Questions regarding off-campus registration should be directed to the Office of the University Registrar. Lesley's policy does not permit retroactive registration. At off-campus sites, only students approved for the group are allowed to register for courses. Any exceptions require the approval of the student's program advisor. Students enrolled in off-campus programs who wish to enroll in an on-campus course should consult with and obtain approval from their advisor(s).

Please note: Off-campus students taking on-campus courses are charged the on-campus per-credit tuition rate.

### Withdrawing from a Course

Students who drop or withdraw from courses are granted refunds according to the refund policy outlined on the Student Accounts Office website at [lesley.edu/students/financial-aid-bills-payments/access-electronic-accounts](http://lesley.edu/students/financial-aid-bills-payments/access-electronic-accounts). The refund policy can also be found under the "Leave of Absence/Withdrawal" section of this catalog. Please note that students withdrawing from courses must

notify the Office of the University Registrar by completing an add/drop form or by email at registrar@lesley.edu. Off-campus students who withdraw from a course after its first week will receive a "W" grade on their transcript. Students may not withdraw from an off-campus course during the last three weeks of the term. Failure to drop in a timely manner may result in the course being included on the student's official transcript. *Non-attendance does not constitute an official drop/withdrawal; students will be held responsible for all related tuition and fees.*

### Course Schedules

Off-campus Schedule of Courses are posted on myLesley and reflect the course dates as well as the classroom meeting dates. Schedules are updated and posted as needed to reflect new faculty assignments and/or any schedule changes. Students in off-campus cohorts are automatically registered for upcoming courses on specific dates throughout the year. See the off-campus and online academic calendars for these dates. It is the student's responsibility to frequently check their myLesley schedules for any changes, and to withdraw from any course prior to the start date.

## PRACTICUM/STUDENT TEACHING REGISTRATION

Student teaching and practicum experiences are only available to candidates in degree, certificate, or certification programs who have successfully completed pre-practicum requirements and are in good academic standing. Students must receive permission from their school/program office to register for practica or internships that lead to completion of certification requirements. Registration must be completed prior to the first meeting of the seminar accompanying the student teaching or practicum.

## TRANSCRIPT REQUESTS

Students wishing to have copies of their Lesley University transcripts released to themselves or to other parties may order official copies via National Student Clearinghouse at studentclearinghouse.org or by following the link from lesley.edu/transcripts. The Family Educational Rights and Privacy Act (FERPA) protecting student record confidentiality requires written permission to release this information. Telephone or email requests are not accepted.

Pricing and delivery options are also available at lesley.edu/transcripts. There is no charge for unofficial transcripts. Transcripts are not released for students having financial indebtedness to the university, including fines for overdue library materials or outstanding parking fines.

## REQUIREMENTS COMPLETED TRANSCRIPT

For salary increments and other purposes, a student may require confirmation of the completion of a degree program in advance of the official conferral date. In these cases, a Requirements Completed Transcript is an option. To order this type of transcript, see "Transcript Requests", lesley.edu/transcripts.

Students requesting these types of transcripts must also file a Declaration of Intent to Graduate Form via LOIS at www.lesley.edu/lois. Following review of the academic record, and provided all documentation has been received and all degree requirements met, an official transcript will be released which includes the following statement: "Requirements completed as of

(date of completion); degree will be conferred on (date of conferral)." This statement serves as the official confirmation of completion prior to the next conferral date. Requirements Completed Transcripts are accepted by the Massachusetts Department of Teacher Certification and by many other state departments of education and school districts.

All academic documentation and grades pertaining to a student's degree program must be received and recorded by the Office of the University Registrar before a Requirements Completed Transcript may be released.

## COURSE DESCRIPTIONS REQUESTS

Students needing copies of Lesley course descriptions may submit a written request to the Office of the University Registrar registrar@lesley.edu including the course number(s), title(s), and the semester/year the course(s) was taken, or submit the request via the National Student Clearinghouse when ordering a transcript. Please allow 2-3 business days, plus mailing time, for processing.

## ADDRESS AND NAME CHANGES

It is each student's responsibility to notify the Registrar's Office of any change of name or address, so that important university correspondence will reach each registered student.

- Make address changes online: log on to myLesley (my.lesley.edu/) find the "Update Personal Information" section and follow the link to the online form. Changes will not be displayed immediately, as updates are made manually by the Office of the University Registrar.
- Address changes may also be made by email to registrar@lesley.edu, or in a letter, or on the Change of Name and Address form lesley.edu/registrar/forms and faxed to 617.349.8717, or by phone at 617.349.8740.

All name changes must be requested in a paper letter or on the Change of Name and Address form lesley.edu/registrar/forms. Email requests are not accepted. A name change request must be accompanied by legal documentation, such as a court order or marriage license. The name change will be reflected on the student record, and a reference to the former name will be maintained for search purposes only.

Note: Lesley University requires that your legal name be used on academic records and other official University documents.

## VETERANS BENEFITS AND YELLOW RIBBON PROGRAM

### Registrar's Service for US Veterans

The Veteran's Administration has approved many on-campus Lesley programs for VA benefit coverage. On-campus students should contact the Office of the University Registrar for information about VA benefits and program eligibility as not all programs are approved.

### Yellow Ribbon Program

Lesley University proudly participates in the Yellow Ribbon Benefits Program ([benefits.va.gov/GIBILL/yellow\\_ribbon.asp](http://benefits.va.gov/GIBILL/yellow_ribbon.asp)), making it possible for veterans and their dependents to earn a degree.

The Post-9/11 GI Bill, developed by the U.S. Department of Veterans Affairs, pays full in-state tuition and fees at public schools. For private schools like Lesley, it covers tuition and fees up to a cap each year. You may qualify for tuition benefits under the Post-9/11 GI Bill if you've served at least 90 days on active duty since September 11, 2001.

The Yellow Ribbon Program is a provision of the Post-9/11 GI Bill. It helps close the gap between the amount the Post-9/11 GI Bill covers and the actual amount for tuition and fees at private institutions. As a participating school, we've dedicated funds for the Yellow Ribbon Program that Veterans Affairs matches dollar for dollar.

You may qualify for the Yellow Ribbon Program if you:

- have been honorably discharged from active duty
- have been released from active duty and placed on the retired list or temporary disability retired list
- have been released from active duty and transferred to the Fleet Reserve or Fleet Marine Corps Reserve
- have been released from active duty for further service in a reserve component of the Armed Forces
- have been honorably discharged from active duty for a service-connected disability and served 30 continuous days since September 11, 2001

Your dependents may be eligible for Transfer of Entitlement under the Post-9/11 GI Bill.

Questions regarding the Post 9/11 GI Bill or the Yellow Ribbon Program should be directed to, Thomas Graves, Registrar Representative and VA Certifying Official at 617-349-8781 or [tgraves@lesley.edu](mailto:tgraves@lesley.edu).

In accordance with S2248 PL 115-407 Section 103 Lesley University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.

\* 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 Web site at [www.va.gov/education/about-gi-bill-benefits/](http://www.va.gov/education/about-gi-bill-benefits/).

# LESLEY UNIVERSITY STUDENT CONDUCT POLICIES, PROCEDURES AND SANCTIONS

The policies of Lesley University are applicable to all students enrolled at Lesley whether they are on or off the University campuses. This includes, but is not limited to courses, internships, placements, and practicum experiences, whether paid or unpaid, under the supervision or control of Lesley University.

## DRUGS AND ALCOHOL POLICY

The following policy on drugs and alcohol is designed to address the University's concerns for the health and safety of its community, to prevent alcohol and substance abuse, and to ensure Lesley's compliance with applicable laws, including the Drug-Free Schools and Communities Act.

### Standards of Conduct

Lesley University is committed to encouraging and facilitating responsible student decision-making. The University recognizes that responsible decision-making concerning alcohol and drugs is crucial to the health and safety of students and the educational mission of the institution. The University requires all students to abide by federal, state, and local laws concerning alcohol and drugs.

Lesley University prohibits the unlawful manufacture, distribution, dispensing, possession, or use of drugs or alcohol in the workplace, including misuse of prescribed medications. This prohibition is in effect on Lesley's property, at University events, in University vehicles, and while conducting University business at any location on or off campus.

Lesley University also prohibits the unlawful manufacture, distribution, dispensing, possession, or use of drugs and alcohol by students and employees anywhere on campus, in University vehicles, and as part of University activities.

The use of alcohol is prohibited at any time in the workplace, with the exception of approved department or University social functions, and then only by those 21 years of age and older.

Despite changes to Massachusetts law, the manufacture, distribution, dispensing, possession, or use of marijuana – including medical marijuana – remain prohibited under federal law and, thus, are prohibited everywhere on campus including in student residential facilities (dorms), parking lots, University vehicles, University buildings, and any other property owned, operated, or leased by the University.

Violation of any law governing the manufacture, distribution, dispensing, possession, or use of alcohol or other, controlled substances, including marijuana, will not be tolerated by Lesley University. The University will cooperate with law enforcement authorities with regard to the manufacture, distribution, dispensing, possession, or use of alcohol or other controlled substances anywhere on Lesley University property or at University functions.

### Alcohol

The University seeks to establish an environment in which students of legal drinking age who choose to drink alcohol do so responsibly

and those who choose to abstain from drinking do so without penalty or pressure from their peers.

The legal drinking age in Massachusetts is 21. Lesley University expects the observance of all Massachusetts laws and regulations governing the sale, purchase, distribution, and serving of alcoholic beverages by all members of its community on the Lesley University campus and in its residence halls, as well as at off-campus functions supported by or sponsored by Lesley University. All members of the University community are expected to abide by the Massachusetts laws and University policies. Violators are subject to disciplinary action by the University, including but not limited to confiscation of materials, fine, dismissal, or referral to local police authorities.

In compliance with the laws of Massachusetts, students under the age of 21 may not possess or consume alcohol. Alcohol is not permitted in public areas on campus, including, but not limited to, balconies, corridors, bathrooms, common rooms, parking lots, and University buildings or facilities, except at University-sanctioned events or as described in the Residential Alcohol Policy. A strong smell of alcohol in the residence hall room of an underage student will constitute a violation of this policy.

If there is a significant suspicion that this policy has been violated in a resident's room, the student may be requested to open the refrigerator or a cooler for the Residence Life or Public Safety staff. If a student refuses to open the refrigerator or cooler, the Residence Life or Public Safety staff will be authorized to open the refrigerator or cooler.

University-sanctioned student events where alcohol will be served must be registered with the Dean of Student Life and Academic Development and must comply with University guidelines.

Organizations or groups that violate this policy may be subject to sanctions by the University.

### Specific Alcohol Policy Guidelines

- Alcoholic beverages may be consumed in residence hall rooms by individuals of legal drinking age, provided that the host students—that is, the residents of the room where the alcohol is being consumed -- are of legal drinking age. In cases where one of the residents is of legal drinking age and another is not, and alcohol is present, the resident that is of legal drinking age is responsible for making certain that the person who is not of legal drinking age does not consume alcohol.
- Alcoholic beverages may be served at University sponsored functions, either on or off campus, where the majority of attendees are expected to be individuals over the age of 21, within the following guidelines:
  - Recognized student groups that intend to serve alcohol at University sponsored or supported functions, either on or off campus, must register the event with the Office of Student Activities and gain prior approval from the Dean of Student Life or designee. Other groups should contact the Dean of Student Life for approval.
  - Student groups sponsoring an event are responsible for insuring that all city, state, federal, and campus regulations concerning the use of alcohol are observed.
  - A bartender must be hired to serve all alcoholic beverages at any University sponsored event. Individuals must be required to show proper identification before being served. Sponsors of the event accept responsibility for:

- Identifying all persons not of drinking age and insuring that these individuals are not served. Non-alcoholic beverages should be available as well as readily available food.
- Insuring that alcohol is not served to any person who is intoxicated.
- The consumption of alcoholic beverages is only permitted within the approved area designated for the event.
- No event shall include any form of drinking contest in its activities or promotion.
- Advertisement of any University event where alcoholic beverages will be served shall note the availability of non-alcoholic beverages as prominently as alcohol. Alcohol may not be used as an inducement to participate in a campus event.

### **Drugs**

Possession, use, or distribution of drugs in violation of state or federal laws may lead to criminal prosecution. Illegal possession, use, or distribution of drugs or drug paraphernalia, including misuse of prescribed medications, also renders a student liable to disciplinary action by the University, including, but not limited to, confiscation of materials, fine, dismissal, or referral to local police authorities.

As noted above, despite changes to Massachusetts law, marijuana is prohibited everywhere at Lesley University. A scent of marijuana strong enough to suggest that someone has been smoking or using marijuana anywhere on campus, including in any University room, building, vehicle, or in any outdoor location, constitutes a violation of this policy.

### **Health Risks**

Alcohol and substance abuse is harmful to your health. The effects of drug abuse include, but are not limited to: anxiety, depression, insomnia, hallucinations, hyperactivity, loss of appetite, convulsions, coma, and possible death. Alcohol consumption can also result in changes in behavior, including impaired judgment and coordination, aggressiveness, depression, and memory loss. Repeated use of alcohol can lead to dependence and damage to vital organs. Students with alcohol or substance abuse concerns should seek medical attention promptly. The University will also make available its counseling resources to help students involved with alcohol or substance abuse.

### **Drugs and Alcohol Education and Treatment**

The University recognizes that alcoholism, drug addiction, and substance abuse may require professional counseling, assistance, or treatment. Students with alcohol or substance abuse concerns are encouraged to seek help from medical professionals. On campus, students may contact the Counseling Center or Student Health Service to address alcohol and drug related issues and to learn about University or other resources. Alcohol and drug education programs are administered throughout the year by the Counseling Center's Alcohol and Other Drugs Educator. Online assessment tools such as e-CHUG and e-TOKE as well as Mental Health Screening are available to students through the Counseling Center [lesley.edu/students/health-wellness-safety/counseling-center](http://lesley.edu/students/health-wellness-safety/counseling-center).

The Counseling Center is located in Doble Hall, 3rd floor and can also be reached by phone at 617.349. 8545. The Student Health Service is located in the lower level of Mackenzie Hall, below the McKenna

Student Center, and can also be reached by phone at 617.349. 8222. Counseling will be kept confidential to the extent confidentiality is consistent with the University's obligations to the student or others.

### **Legal Sanctions**

The University expects students to comply with local, state, and federal laws relating to the possession, use, or distribution of drugs and alcohol when they are on University property or taking part in University activities. It is impractical to list all the drug and alcohol related crimes and penalties under local, state, or federal law here, but students should be aware that conviction under the applicable laws can lead to imprisonment, fines, and assigned community service.

Lesley University cannot and will not protect students from arrest or prosecution if they illegally use, possess or sell alcohol or drugs.

**Revised 12/13/16**

## **PROHIBITION OF WEAPONS POLICY**

Possession of any weapon is prohibited on University property or at University sponsored events. This prohibition applies to students, employees, and visitors to the University, including those conducting business on University property.

### **Definitions**

For the purposes of this policy, the following non-exhaustive definitions apply:

#### *Weapons:*

- Any device used for, or which has the appearance of being used for, shooting bullets, pellets, arrows, flares, or other projectiles, whether loaded or unloaded.
- Examples include rifles, shotguns, handguns, air guns, paint guns, dart guns, stun guns, tasers, flare guns, recurve and compound bows, and crossbows.
- Explosive devices, including firecrackers or black powder.
- Any device designed or traditionally used to cause harm, including knives and other bladed devices, staves, and nunchucks.
- All toy guns and other simulated weapons are covered by this policy.
- Mace, pepper spray, and similar materials.

#### *University Property:*

- Any real property owned or leased by the University, including without limitation the Doble campus, Porter campus, and Brattle campus, and off-campus sites used by the University.
- Any University-owned or University-leased vehicle.

#### *University Event:*

- Any event sponsored in whole or in part by Lesley University, whether on or off Lesley University property, including without limitation class field trips and athletic competitions.

#### *Possession:*

- Keeping or storing any of the proscribed items on one's person, in one's dorm room or office, or anywhere else on Lesley property, including in one's vehicle if the vehicle is parked on University property.

**Exemptions**

Local and federal law enforcement, and the Department of Public Safety, are exempted from this policy if carrying weapons in the capacity of their duties as law enforcement officials. All visitors must obtain prior written approval to carry weapons from the Lesley University Department of Public Safety; such approval shall be at the complete and total discretion of the University.

Pocket knives, i.e. Swiss Army knives, are permitted.

**Violations**

- Students found in possession of prohibited weapons may face any disciplinary action up to and including expulsion from Lesley University.
- Employees found in possession of prohibited weapons may face any disciplinary action up to and including termination.
- Visitors found in possession of prohibited weapons will be required to leave the University property or event, and may be prohibited from entering University property or attending future University events.

Anyone who sees or otherwise becomes aware of a violation of this policy is required to contact the Lesley University Department of Public Safety [lesley.edu/public-safety/](http://lesley.edu/public-safety/).

**Revised 7/10/14**

**SMOKE-FREE ENVIRONMENT POLICY****Policy Statement**

Lesley University is committed to providing a safe and healthy environment for all members of the Lesley community, while respecting the individual rights of all members. This policy is intended to protect all persons from exposure to second-hand smoke and the direct effects of smoke. Consistent with these goals and in the support of the Massachusetts Public Laws and the City of Cambridge laws regarding smoking, the following policy has been established.

**Definition**

The term "smoking" means inhaling, exhaling, lighting, burning, or carrying any lighted or heated cigarette, cigar, pipe, hookah, marijuana (including medical marijuana), or any other product or substance that is intended for smoking. "Smoking" also includes the use of an electronic smoking device that creates a vapor, including e-cigarettes, e-cigars, e-pipes, e-hookahs, vape pens, etc.

**Smoking Prohibitions**

Smoking is prohibited in all Lesley University indoor facilities. This includes without limitation all indoor space: private faculty and administrative offices, common work areas, auditoriums, classrooms, labs, conference and meeting rooms, libraries, art studios, art galleries, fitness facilities, dorms, residence halls, elevators, hallways, storage closets, basements, kitchens, cafeterias, lounges, staircases, parking garages/lots, restrooms, and commercial and residential leased spaces.

Smoking is also prohibited in all Lesley University vehicles and vehicles used for University business, including shuttle buses and vans.

Smoking is also prohibited in all outdoor locations at Lesley University except for those spaces designated as smoking areas.

These areas may be modified from time to time. There are four designated smoking areas located throughout the University campus. The locations of the designated smoking areas were selected to protect the safety of smokers, to ensure that smoke does not filter into buildings, to protect neighboring properties and neighbors from second-hand smoke, and to provide access to designated smoking areas for smokers. Since our campuses are unique in their design and neighborhood relationships, the size and condition of the spaces vary based on available space. The University requests that all smokers using designated smoking areas properly extinguish and discard smoking products and not litter the surrounding areas.

The designated smoking areas are located as follows:

- Doble Campus (Quad) - There are two designated smoking areas: the first located on the concrete pad on Mellen Way next to the bike racks beneath the Public Safety Office's window, and the other behind 11 Mellen Street and 16-18 Wendell Street on the brick patio near the fence.
- Porter Campus - There are two designated smoking areas: the first located to the right of the back door (when entering the building) of University Hall near the loading dock area but under the cover, and the other in front of the farthest garage door (when entering) at 815 Somerville Avenue.

The Brattle campus is a "smoke-free" campus; no smoking is allowed anywhere on the campus.

No advertising, promotional signage, or other sponsorships of tobacco products is permitted at any University-sponsored event. No sale of tobacco or other smoking products shall be permitted in any University-related space or vending machine.

In addition, despite changes to Massachusetts law, the use, possession, purchase, processing, and manufacturing of marijuana – including medical marijuana – remain prohibited under federal law and, thus, are prohibited everywhere on campus.

**Education and Treatment**

The Office of Student Health Services has developed resources to assist students who wish to quit smoking. Students should contact the Office of Student Health Services for additional information.

To assist employees who wish to quit smoking, the University has developed a list of resources, including a smoking cessation program through the University's group health insurance plan, and educational materials and referral services for all employees regardless of insurance status. Employees should contact the Office of Human Resources for additional information.

**Consequences of Policy Violations**

It is the responsibility of all students, employees, visitors, and contractors to observe this policy. Cooperation and consideration between smokers and non-smokers are essential to assure the success of this policy. Students and employees are responsible for informing visitors and guests of this policy and directing smokers to designated smoking areas.

Members of the community who violate this policy, either through their own actions or the actions of their guests, will be required to provide their name and dorm/office location to Public Safety Officers or Resident Life Staff, if requested. After an initial warning, violators of this policy may be subject to progressive discipline or fines and other sanctions. The Dean of Students has instituted a progressive

fine procedure for students and continued violations may result in further administrative actions. For employees, the regular progressive disciplinary procedures will be used.

A scent of tobacco or vaping strong enough to suggest that someone has been smoking or vaping in any University room, building, or vehicle, or other prohibited location constitutes a violation of this policy.

A scent of marijuana strong enough to suggest that someone has been smoking or using marijuana anywhere on campus, including in any University room, building, vehicle, or in any outdoor location, constitutes a violation of the Student Drugs and Alcohol Policy and the Employee Drugs and Alcohol Policy.

Any complaint, concern, or dispute regarding this policy should be promptly referred for resolution to the Dean of Students for students and the Director of Human Resources for employees.

### **Policy Changes**

The University reserves the right to review and/or change this policy at any time in accordance with any changes in federal, state, or local law, or University rules and regulations.

**Revised 12/13/16**

## **DISTURBING THE PEACE/HAZARDOUS BEHAVIOR POLICY**

Loud and disruptive behaviors, both inside and outside of University buildings, are not permitted. Students who engage in behaviors that prevent other students or University neighbors from being able to reasonably enjoy the quiet of their residence will be subject to appropriate sanction(s). Skateboarding and other disruptive gatherings are not permitted and should not happen in driveways, on sidewalks, or in parking lots that are adjacent to residential buildings after 8:00 p.m. The University is located within a residential community and students' behavior should not disrupt other members of our community.

### **Fire Safety**

In the event of fire, sound the nearest fire alarm and contact Public Safety, the Community Advisor, or Resident Director. Intentional misuse of any University fire-safety equipment is prohibited. All students must promptly vacate any University space when a fire alarm is sounded. Intentionally delaying, obstructing, or resisting any University personnel or firefighter in the performance of their duty is prohibited.

### **Screen Removal**

For safety reasons students may not remove screens from the windows in the residence halls. Students will be subject to a fine and other sanctions as deemed appropriate.

### **Windows, Balconies, and Rooftops**

For safety reasons, students are not permitted on roofs of University buildings or residence halls at any time. Students are not permitted on the White Hall balconies. Any student found on the roof of any University building will be in violation of the Community of Standards and will be fined and will be sanctioned accordingly. The student will also be held liable for the cost of repair in the event of any damage.

Throwing or dropping objects from windows or balconies from any campus building potentially endangers the lives and safety of our community and is not allowed. Windows and balconies may not be used in points of entrance or egress.

## **HAZING POLICY**

Hazing is a crime under Massachusetts law, MGL c.269, ss 17, 18, and 19 and will not be tolerated by Lesley University.

Whoever knows that another person is the victim of hazing, and is at the scene of such hazing, shall, to the extent that such person can do so without danger or peril to themselves or others, report such crime to an appropriate law enforcement official, the Dean of Student Life and Academic Development, or the Captain of Public Safety, as soon as reasonably practicable.

If any organization or individual is found to have engaged in hazing, the organization or individual may be sanctioned and the relationship between the University and the individual/ organization may be severed.

### **Massachusetts Hazing Statute**

#### **269:17 HAZING ORGANIZING OR PARTICIPATING; HAZING DEFINED. Section 17.**

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one, [sic] year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

#### **269:18 FAILURE TO REPORT HAZING. Section 18.**

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

#### **269:19 ISSUANCE TO STUDENTS AND STUDENT GROUPS, TEAMS AND ORGANIZATIONS. Section 19.**

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its member, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations, and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen, and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communication the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education, shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

## STUDENT EMERGENCY REMOVAL PROTOCOL

Below is the protocol that Lesley University uses when assessing whether a student's health or medical condition requires an emergency removal of the student from the University and/or the University's housing.

### Policy

The University uses this protocol when there is reason to believe that the health or medical condition of a student poses an unreasonable risk of substantial harm to the health, safety, or welfare of any member of the University community, including the student themselves. Compliance with this protocol is critical to our ability to maintain a safe and healthy campus community and to ensure that students are treated fairly and respectfully.

The protocol applies to all students equally in a non-discriminatory manner. Decisions will be based on observations of a student's conduct, including communications, and not on any knowledge or belief that a student is an individual with a disability.

This protocol applies only to conduct which the University reasonably believes to pose an unreasonable risk of substantial harm to the health, safety, or welfare of members of the University community. The University will not activate this protocol if it reasonably believes that the risk of harm is increased only slightly, speculative or remote, nor will this protocol apply if the University reasonably believes that the risk can be sufficiently mitigated by a reasonable modification to University policies, practices or

procedures, or by the reasonable provision of auxiliary aids or services.

### Emergency Removal Protocol

Before removing a student from the University and/or from University housing, it is imperative that the steps outlined below are followed. This protocol does not, however, preclude the University from taking temporary interim steps to address immediate health or safety concerns before or during implementation of the protocol.

1. **Reporting.** If an individual has reason to believe that a student's conduct poses an unreasonable risk of substantial harm to the health, safety or welfare of any member of the University community, including the student themselves, that individual must report the matter to the Dean of Student Life or the Dean's designee ("Dean of Student Life"). In cases of an immediate threat to health or safety, the individual should call 911 and contact Lesley's Public Safety Office (617.349.8888).
2. **Individualized Assessment.**
  - (a) The Dean of Student Life will consult with professionals qualified to interpret evidence regarding the health and safety risks if the student remains at the University and/or in University housing, including the directors of the Counseling Center, Residence Life, Disability Services, and Student Health Services. Outside professionals qualified to interpret evidence regarding the health and safety risks if the student remains at the University and/or in University housing also may be consulted at the Dean of Student Life's discretion.

When consulted, the above professionals will discuss: (i) whether the student should be removed from the University and/or University housing; and (ii) whether the student should be permitted to return to the University and/or University housing if certain conditions are met, and if so, what those conditions are. Alternatively, they will discuss whether the student may remain enrolled and/or in University housing under certain conditions, and if so, what those conditions are. The team will seek out the most current medical advice and objective evidence reasonably available to them at the time. Multiple risk factors will be assessed. Depending on the circumstances, those factors may include nature, duration, severity, probability, as well as actions that may mitigate the risks.

(b) The Dean of Student Life will communicate with the student to notify the student of the concerns raised and the possible University actions, and to give the student an opportunity to respond and provide relevant information. The University will also attempt to contact the student's parents or guardians to provide them with similar notice, unless there is reason to believe that doing so would increase the risk of harm to the student or others.

(c) If immediate interim action is necessary, and time does not allow for the consultations described above in paragraphs 2(a) and 2(b), the Dean of Student Life will use reasonable efforts to contact the persons referenced above and other persons to discuss the observed conduct and communications. The consultations described above in paragraphs 2(a) and 2(b) should occur as soon as possible thereafter to complete the assessment and address any remaining issues.

3. **Decision.** The Dean of Student Life will make the decision regarding: (i) whether the student will be removed from the University and/or University housing; and (ii) whether the student



will be permitted to return to the University and/or University housing if certain conditions are met, and if so, what those conditions are. In the event that the Dean of Student Life determines not to remove the student from the University and/or University housing, the Dean may nevertheless impose conditions on the student's continued enrollment at the University and/or use of University housing.

#### 4. **Notification of Removal.**

(a) When appropriate, the Dean of Student Life will attempt to telephone the student's parents or guardian at the telephone number on record at the University after the decision is made. Any such communication will be consistent with federal and state law regarding disclosure of student information.

(b) The Dean of Student Life will prepare and send a letter to the student outlining the reason(s) for the student's removal from the University and/or from University housing. If the student is permitted to return, the letter also will include the conditions for the student to return. The letter will include the name and contact information of the person designated to address the student's questions and, if applicable, to coordinate the student's return. The student bears the burden of demonstrating to the Dean of Student Life that they have fulfilled all of the conditions for returning to the University and/or University housing, as required by paragraph 6 below.

This letter will be sent via mail and email (if both addresses are known) within two business days of the decision to remove the student from the University and/or from University housing.

(c) The Dean of Student Life will invite the student for a meeting to discuss the decision to remove the student from the University and/or University housing.

5. **Informing Academic Dean.** The Dean of Student Life will contact the student's academic dean to inform them of the decision to remove the student from the University and/or University housing.

6. **Return, if Applicable.** The student bears the burden of demonstrating to the Dean of Student Life's satisfaction that they have fulfilled all of the conditions for returning to the University and/or University housing that were outlined in the letter described in paragraph 4(b). Once satisfied, the Dean of Student Life will notify the student in writing that they can return to the University and/or to University housing, if appropriate housing is available.

#### **Appealing the Removal Decision**

A student may appeal the Dean of Student Life's decision described in paragraph 3. Specifically, a student may appeal: (i) the decision of the Dean of Student Life to remove them from the University or from University housing; and/or (ii) if applicable, the decision that the student may not return to the University and/or University housing; and/or (iii) if applicable, the conditions for their return to (or remaining at) the University and/or University housing. This appeal must be made to the Provost of the University or the Provost's designee within 90 days from the date of the notification letter.

The grounds for an appeal are limited to: (1) information that a procedural error affected the decision; (2) information that a factual error affected the decision; or (3) additional information relevant to

the assessment that was not available at the time of the initial investigation.

Although the student has 90 days to appeal, the University recommends that appeals be requested as soon as possible. During an appeal, the removal decision will remain in place. A written response to the appeal will be provided to the student by mail and email (if both addresses are known) within 30 business days of the date an appeal notice is received by the Provost or the Provost's designee.

#### **Filing Discrimination Grievance**

A student who believes that they have been removed from the University and/or University housing due to unlawful discrimination on the basis of disability may file a grievance pursuant to the Disability Services Policies, the Discrimination, Harassment, and Sexual Violence Policy and the Discrimination and Harassment Complaint Resolution Procedure. Grievances should be filed with the ADA/504 Coordinator for Students (Daniel Newman: 617-349-8572 or [dnewman@lesley.edu](mailto:dnewman@lesley.edu)) or the Dean of Student Life (Dean Nathaniel Mays: 617-349-8539 or [nmays@lesley.edu](mailto:nmays@lesley.edu)).

#### **Disciplinary Policies**

This Emergency Removal Protocol is not a student disciplinary policy. The protocol works in conjunction with, not in the place of, the University's student discipline related policies, including but not limited to the Community Standards of Conduct, the Drugs and Alcohol Policy, and the Discrimination, Harassment, and Sexual Violence Policy. These policies can be found in the Student Handbook and in the Graduate Academic Catalog which can be found at <https://www.lesley.edu/academic-policies>. The same conduct or communications for which a student may be removed from the University and/or University housing may also violate other University policies and require separate action by the University. For example, the use of illegal drugs could justify removal from University housing as well as constitute a violation of the Drugs and Alcohol Policy, justifying disciplinary action. Accordingly, a student may be removed from a residential hall and/or from the campus and may also be the subject of a separate student disciplinary or other University proceeding.

*This Student Emergency Removal Protocol is not intended to create a contract between Lesley University and its students, employees, or other persons. Lesley reserves the right to amend or revoke this and other policies at any time without notice.*

Revised: 12/13/16

## **STUDENT LIFE CONDUCT PROCEDURE**

### **Purpose and Scope**

These procedures apply to all reports of student misconduct occurring on and off the Lesley University campuses, including but not limited to misconduct in connection with courses, internships and practicum experiences, study away programs, residence halls, and athletics. Student misconduct refers to any behavior by undergraduate or graduate students enrolled at Lesley that may violate any University policy. Examples of University policies include the Community Standards of Conduct, the Acceptable Use Policy, the Drugs and Alcohol Policy, and other conduct policies, which are available here: <http://lesley.smartcatalogiq.com/>. Notwithstanding the foregoing, reports of student violations of the Discrimination, Harassment, and Sexual Violence Policy and reports of violations of the Unequal Consensual Relationships Policy are reviewed under the

Discrimination and Harassment Complaint Resolution Procedure. Student athletes are also subject to the policies in the Student-Athlete Handbook, which can be found on the Athletics web page: <http://athletics.lesley.edu/information/services/index>.

Lesley University investigates reports of student misconduct in an impartial, prompt, and equitable manner. Reports may be submitted by any member of the University community or the public. All student misconduct reports are investigated by the Dean of Student Life and Academic Development or the Dean's designee. The directors of the following programs serve as the Dean's designee and investigate reports of misconduct by students in their programs: Threshold Program, Young Artist Residency Program, and other non-matriculated student programs.

**Reports of misconduct or retaliation may be made to any of the following people:**

Dr. Nathaniel Mays  
Dean of Student Life and Academic Development  
29 Everett Street  
Cambridge MA 02138  
617.349.8539  
Email: [nmays@lesley.edu](mailto:nmays@lesley.edu)

Ms. Marylou Batt  
Vice President of Administration  
29 Everett Street  
Cambridge MA 02138  
617.349.8564  
Email: [mbatt@lesley.edu](mailto:mbatt@lesley.edu)

Michelle Polowchak  
Associate Vice President of Human Resources  
29 Everett Street  
Cambridge MA 02138  
617.349.8785  
Email: [michelle.polowchak@lesley.edu](mailto:michelle.polowchak@lesley.edu)

**Public Safety**

- Doble Campus: 617.349.8888
- Brattle Campus: 617.871.6029
- College of Art and Design (LA+D), Lunder Arts Center: 617.349.8010
- University Hall, Porter Campus: 617.349.8390

Local law enforcement may be contacted by calling 911. Note, however, that contacting law enforcement does not constitute a report to Lesley. To make a report to Lesley, you must contact one of the University representatives identified above.

**No Retaliation:** Retaliating against anyone for making a student misconduct report or participating in the review process is prohibited and will result in sanctions, up to and including dismissal from the University. All members of the Lesley community are encouraged to report immediately any suspected form of retaliation.

**Interim Measures:** After receiving a report of student misconduct, the University may apply interim measures to protect the health, safety, and/or other important interests of its community members. Examples include but are not limited to no trespass, no contact, or stay away orders, removal from an athletic team or University program, removal from campus or campus housing, and/or temporary suspension.

### Dean's Review Process

The Dean's Review Process seeks to determine whether a student has violated a University conduct policy. The following steps are taken to review and resolve matters:

1. People reporting violations of University policy may be encouraged by the Dean or the Dean's designee to make their report in writing.
2. A student is notified in writing by a message to their University email address meet in person or by phone with the Dean or the Dean's designee. Students are required to attend the meeting or respond to the email message within 72 hours of the meeting notice. If a student does not attend the meeting or respond to the request, the review process continues and a decision may be reached without the student's participation.
3. The Dean or the Dean's designee meets in person or by phone with all persons involved with the incident as part of the investigation. At the discretion of the Dean or the Dean's designee, other persons may participate in the meeting on behalf of the University. The Dean or designee takes notes during the meeting which will be confirmed for accuracy by the student, employee, or other person (with their signature and the date at the end of the meeting; if the participant refuses to sign the notes, a witness will sign to that effect). Neither the student suspected of a violation of University policy, nor any other person interviewed during the Dean's Review Process, may ordinarily be represented or accompanied by anyone at the meeting, within the sole discretion of the Dean or the Dean's designee. Anyone participating in the investigation may also submit their own written account of the incident, either before or within 72 hours after the meeting.
4. The failure of a student to cooperate meaningfully in a review of a report of misconduct may be grounds for discipline, up to and including dismissal from the University.
5. The Dean or the Dean's designee reviews the witness interview notes and written materials submitted by students, employees, or others during the Dean's Review Process, and any related reports from other offices such as Residence Life and Public Safety, to determine if there was a violation of a University conduct policy.
6. The Dean or the Dean's designee determines whether there has been a violation of a University conduct policy. In making a determination, the Dean or designee evaluates whether the alleged misconduct occurred based on the preponderance of the evidence presented. The Dean or the Dean's designee also determines the sanction for any violation of a University conduct policy. (Refer to the section on Sanctions below.) The Dean or the Dean's designee may also refer the matter to another department or administrator in the University for further review.
7. The Dean or the Dean's designee issues a letter to the student(s) who is the subject of the misconduct report, indicating the outcome of the review process. The letter is sent electronically to the student's University email address.
8. The Dean or the Dean's designee may share the determination with others within the University whom the Dean or the designee deems appropriate.

## SANCTIONS AND APPEALS

### Sanctions

If a policy violation is found, the Dean or the Dean's designee may implement sanctions immediately. The Dean and designee have discretion to impose a variety of sanctions and other actions, including but not limited to those listed here; these are only examples. The list includes behavioral infractions and the range of potential sanctions. When noted, "progressive" refers to sanctions that increase in magnitude (i.e., amount of fine; length of suspension). Fines are increased by increments of \$25 for each subsequent violation. Actual sanctions will reflect an assessment of all the facts and the nature of an offense. Progressive sanctions are not required. It is possible, when a student's actions are particularly dangerous or egregious, for a student to receive any sanction available to the University or to be expelled from the University, even for a first offense.

1. **Physical violence, serious threats, intimidating and/or aggressive behavior, weapons policy violations**

- a. 1st offense: conduct probation, suspension from University housing and/or classes, counseling, or potential dismissal from University housing and/or the University
- b. 2nd and subsequent offenses: extended probation, dismissal from University housing and/or the University

2. **Smoking in University housing**

- a. 1st offense: fine (\$50) and conduct alert
- b. 2nd and subsequent offenses: progressive fine, conduct probation, suspension from University housing

3. **Fire safety violations**

- a. 1st offense: fine (\$100), conduct alert, including confiscation of candles and/or incense, etc.
- b. 2nd and subsequent offenses: progressive fine, conduct probation, suspension from University housing

4. **Tampering with, or damage to, fire safety equipment, failure to vacate**

- a. 1st offense: fine (\$100), conduct probation, payment of all damages and any fines from fire department, suspension from University housing
- b. 2nd and subsequent offenses: progressive fine, extended probation, payment of all damages and fines, suspension or dismissal from University housing

5. **Damage to property or removal of University furniture or furnishings**

- a. Unintentional: conduct alert and payment of all damages
- b. Intentional or malicious: fine (\$50) and conduct probation, payment of all damages, suspension from University housing

6. **Guests** (host students are responsible for their guests' behavior)

- a. Fine (\$50), conduct alert, conduct probation, loss of guest privileges for period of time (progressive), suspension from University housing, and exclusion of particular guest from campus.

7. **Alcohol**

- a. *Under-age drinking*

- 1st offense: fine (\$50), mandatory alcohol education program, conduct alert, and/or communication with parents and confiscation of alcohol
  - 2nd and subsequent offenses: progressive fine, mandatory alcohol education program, conduct probation, referral to counseling, restrictions on guests in residence hall room, restriction on visiting other residents where alcohol is present, possible communication and/or conference with parent(s), suspension from University housing
- b. *Irresponsible Use*
- Use of alcohol (under-age or not) that results in disruptive behaviors will be subject to the under-age drinking sanction

8. **Illegal Drugs**

Consistent with the University's Drugs and Alcohol Policy, possession, distribution, or use of illegal drugs or drug paraphernalia also renders a student liable to disciplinary action by the University, including but not limited to confiscation of materials, dismissal, or referral to local police authorities. Dealing, selling, and/or distributing illegal drugs is cause for immediate removal from University housing pending investigation. (Despite changes to Massachusetts law, the manufacture, distribution, dispensing, possession, or use of marijuana – including medical marijuana – remain prohibited under federal law and, thus, are prohibited everywhere on campus including in student residential facilities (dorms), parking lots, University vehicles, University buildings, and any other property owned, operated, or leased by the University.)

- a. 1st offense: fine (\$75), mandatory drug education program, conduct probation and confiscation of illegal drugs
- b. 2nd and subsequent offenses: progressive fine, mandatory drug education program, counseling, extended probation, suspension or dismissal from University housing and/or the University

9. **Disturbing the peace/hazardous behavior**

- a. 1st offense: fine (\$75) and conduct alert
- b. 2nd and subsequent offenses: progressive fine, conduct probation, or suspension from University housing.

The Dean or the Dean's designee may also impose any of the following requirements: no trespass, no contact, or stay away orders; mandatory counseling; referral to a support program; suspension and/or dismissal from an athletic team; and prohibition from participating in a study away program. Any discipline, suspension, or dismissal does not affect the student's financial obligation to the University for tuition, residence fees, or other indebtedness.

**Appeals**

A student may appeal a determination that they violated a University policy; however a student who elected not to participate in the Dean's Review Process waives any right to appeal a finding that a violation occurred. In addition, if the Dean or the Dean's designee finds no policy violation in a case where a student claims that they were physically harmed in any way or threatened with physical harm, then that student may appeal the no-violation finding; however, a student who elected not to participate in the Dean's Review Process waives any right to appeal a finding of no violation.

After the Dean's Review Process, a decision made by the Dean's designee may be appealed once to the Dean and a decision made by the Dean may be appealed once to the Provost or the Provost's designee. There are no further rights of appeal.

There are two bases for an appeal: (1) facts showing that a procedural error affected the determination of whether the student violated an applicable policy, or (2) facts relevant to the determination that were not available at the time of the Dean's Review Process. To illustrate, a procedural error that prevents an eye witness from speaking with the Dean or designee may provide the basis for an appeal if the information from the witness contradicts one or more factual findings necessary to the determination of a policy violation. Similarly, there may be a basis for an appeal if an eye witness does not become available until after a determination has issued.

A student wishing to appeal must give written notice to the Dean or the Dean's designee within seven days of receiving the findings.

While an appeal is pending, any sanctions may be suspended or modified in the discretion of the Dean or the Dean's designee, as applicable. If the appeal is denied, the sanctions will be immediately reinstated.

If the written appeal letter states in good faith one of the permitted bases for appeal, the Dean or the Dean's designee forwards the appeal and a copy of the letter indicating the outcome of the review process to the Provost or the Dean for review. The Dean or the Provost (or the Provost's designee) reviews the appeal and the letter indicating the outcome of the review process and, in their sole discretion, make a determination to (1) uphold the determination, (2) review the determination on the merits, (3) assign the review to another University official as appropriate, or (4) instruct the Dean's designee or the Dean to re-open the Dean's Review Process. Absent exceptional circumstances, the Dean or the Provost (or the Provost's designee) makes a determination within 30 University business days of the Dean's designee's or the Dean's receipt of the appeal. The decision of the Dean or the Provost (or the Provost's designee) is based upon the preponderance of the evidence and is final. The student who appealed will be sent a letter notifying them of the results of the appeal.

***Use of Information and Confidentiality:*** Information gathered during one investigation may be used in other investigations at the discretion of the Dean. The University makes reasonable efforts to protect the privacy and confidences of all parties during the investigation, consistent with and subject to the University's need to investigate the report of misconduct and implement any sanctions. However, the Dean or the Dean's designee may in their discretion share information gathered during the investigation with any party.

***Changes to and Variations from this Policy:*** The University retains the right to amend this policy at any time and will post changes on the Lesley University website.

These procedures are designed to promote fairness. Accordingly, variations are permissible when undertaken to promote fairness to the students involved or for the welfare of the Lesley University community.

# UNIVERSITY POLICIES

## COMMUNITY STANDARDS OF CONDUCT

**Purpose:** To establish minimum standards of behavior for all members of the Lesley University community.

**Scope:** This policy applies to all members of the Lesley University community, including faculty, adjunct faculty, staff, students, alumni/ae, vendors, contractors, consultants, guests, and visitors. This policy applies to any activity related to Lesley University, either on or off campus, and to any off-campus conduct that may have an effect on the Lesley University community.

**Policy Statement:** Lesley University respects the dignity of every individual and expects members of the Lesley University community to:

- Conduct themselves in a respectful and professional manner.
- Conduct themselves in a manner compatible with the University's mission as an educational institution.
- Refrain from behavior that substantially disrupts the educational and working environment at the University.
- Refrain from illegal activity, and understand that the University may take action regardless of the outcome of any criminal investigation or prosecution.
- Understand that conduct, occurring either on or off campus, that adversely affects or has the potential to adversely affect, the University or members of the University community, may violate the Community Standards of Conduct.
- Refrain from injuring, threatening to injure, or attempting to injure another person, whether in person, through electronic or digital communications, or otherwise. This includes physical action, non-physical action, intimidation, and threats.
- Refrain from damaging or threatening to damage property.
- Avoid any activity that poses a significant risk to the health or safety of any member of the University's community or a member of the public.
- Comply with University policies and procedures. Examples of University policies include:
  - Discrimination, Harassment, and Sexual Violence Policy
  - Unequal Consensual Relationship Policy
  - Student Alcohol and Illegal Drug Use Policy
  - Acceptable Use of Technology Policy

Most University conduct policies are available at this link:  
<https://lesley.edu/behavior-policies>

Student handbooks are available at this link:  
<http://lesley.smartcatalogiq.com/> and program-related handbooks are available from each program

Faculty Handbooks are available at this link:  
<https://lesley.edu/faculty-staff/faculty-academic-resources/handbooks-cba>

The Employee Handbook is available at this link:  
<https://lesley.edu/faculty-staff/human-resources/human-resources-office>

**Reporting:** It is the obligation of the members of the Lesley University community to report violations of these Community Standards of Conduct to one of the people listed below. Any reported violation will be promptly investigated.

**Investigation and Sanctions:** The University will investigate all good faith reports of violations of these Community Standards of Conduct. Reports of discrimination, harassment, and sexual violence will be investigated pursuant to the Discrimination, Harassment, Sexual Violence Policy and the Discrimination and Harassment Resolution Procedures. The University's investigations and sanctions may proceed even if the persons involved are on leave from or not currently engaged with the University.

Depending on the circumstances, the University may take immediate, interim action pending the conclusion of an investigation. The University may immediately remove anyone from the campus or any University-sponsored event if the person's behavior is disrupting any classroom or educational environment, work environment, or any University-sponsored event, is threatening to the health or safety of any person, or may damage property. The University, at its discretion, may also remove someone from campus or prohibit someone from attending a University-sponsored event during the course of an investigation. In the event of alleged unlawful behavior, or as deemed necessary in any emergency situation, the University may notify the Lesley University Office of Public Safety and the appropriate law enforcement agency.

The person investigating a reported violation may find that a single significant incident, a pattern of less significant behavior, or a combination of the two, violate the Community Standards of Conduct. The investigator applies a preponderance of the evidence standard and applies a reasonable person standard to determine whether a violation of the Community Standards of Conduct has occurred. The decision of the investigator is final.

The University may suspend, dismiss, or otherwise discipline any member of the Lesley University community for violations of the Community Standards of Conduct. Dismissal may occur even on a first offense, depending on its severity.

### Report suspected violations of these Community Standards of Conduct to:

Dr. Nathaniel G. Mays  
 Dean of Student Life and Academic Development  
 29 Everett Street  
 Cambridge MA 02138  
 617 349-8539  
 Email: [nmays@lesley.edu](mailto:nmays@lesley.edu)

or:

Ms. Michelle Polowchak  
 Associate Vice President of Human Resources  
 29 Everett Street  
 Cambridge MA 02138  
 617 349-8785  
 Email: [michelle.polowchak@lesley.edu](mailto:michelle.polowchak@lesley.edu)  
 Email: [hr@lesley.edu](mailto:hr@lesley.edu)

**You may also contact Lesley Public Safety at:**

Doble Campus/Main Number: 617-349-8888

Brattle Campus: 617-871-6029  
 Porter Campus: 617-349-8390

You may also choose to contact local law enforcement by calling 911.

**In the case of an emergency, please CALL THE POLICE at 911.**

*These Community Standards of Conduct are not intended to create a contract between the University and any person or organization. The University reserves the right to amend or revoke this policy at any time without notice.*

<b>Approved and signed by:</b>	Richard S. Hansen, President
<b>Date:</b>	May 31, 2019
<b>History:</b>	Revised - June 4, 2012  Revised - July 7, 2014  Revised - June 30, 2016  Revised - May 31, 2019
<b>Responsible Officials:</b>	Dean of Student Life and Academic Development; and  Associate Vice President for Human Resources

**DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE POLICY**

**Purpose:** To define, prevent, and respond to discrimination and harassment, including sexual violence. This Policy reflects the University’s compliance with Title IX and other federal and state laws.

**Scope:** Lesley University community, including faculty, adjunct faculty, staff, students, alumni/ae, vendors, contractors, consultants, guests, and visitors.

**Policy Statement:** Lesley University respects the dignity of every individual and expects members of the community to respect each other. The University’s Community Standards of Conduct (<http://www.lesley.edu/policies/community-standards-of-conduct/>) describes the University’s general expectations of conduct. Violations of this Policy are also violations of the Community Standards of Conduct.

Lesley forbids discriminatory or harassing conduct that is based on an individual's race, ethnicity, color, religion, gender, national origin or ancestry, age, physical or mental disability, pregnancy or parental status, sex, sexual orientation, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws (together, “protected categories”).

This Policy addresses the University’s aim to provide an environment that is free of discrimination and harassment on the basis of

protected categories, including sexual harassment and sexual violence. Discrimination and harassment undermine the basic principles of the Lesley community, and are strictly prohibited. Some forms of discrimination and harassment are also unlawful and carry criminal penalties.

Sexual harassment, sexual violence, domestic violence, dating violence, or stalking committed by students or employees, whether on or off campus, or by any individual on Lesley's campus or within its programs or activities, violates this Policy.

Through this Policy, Lesley intends to provide broader protections from discrimination and harassment than are afforded by state or federal laws. Accordingly, Lesley may take disciplinary or corrective actions pursuant to this policy for discriminatory or harassing misconduct which does not rise to the level of a violation of law.

**Definitions:**

**Discrimination** is defined as treating individuals or groups less favorably in the terms or conditions of their employment or education on the basis of their membership in one or more of the protected categories listed above.

**Harassment** is defined as verbal, physical, or other conduct such as threats, physical force, slurs, bullying, cyber bullying, stalking, discriminatory treatment, or other conduct related to an individual's membership in one or more of the protected categories that has the purpose or effect of:

- Causing a reasonable person to feel humiliated or intimidated;
- Unreasonably impeding or interfering with academic status, academic performance, education, work status, or work performance;
- Unreasonably creating an intimidating, offensive, or hostile environment in the residential hall, learning environments such as the classroom, work environment, or cyber environment;
- Interfering substantially with an individual's participation in the University community; and/or
- Causing a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

**Stalking** means engaging in a course of conduct directed at a specific person (on the basis of the person’s membership in one or more of the protected categories) that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress. For purposes of this definition:

- Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.
- Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

**Sexual harassment** is a type of harassment and a form of discrimination based on gender, defined as unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of an individual's academic advancement, employment, or participation in Lesley's programs or activities;
- Submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting such individual, or decisions affecting such individual's participation in Lesley's programs or activities; or
- Such conduct has the purpose or effect of creating a hostile environment – that is, unreasonably interfering with an individual's work, academic performance, education, or participation in Lesley's programs or activities.

Sexual harassment may occur regardless of the intention of the person engaging in the conduct. Sexual harassment may occur regardless of whether the individuals involved are of the same or a different gender.

While it is not possible to list all circumstances that may constitute sexual harassment, the following are some examples of conduct which may, depending upon the circumstances, constitute sexual harassment:

- Sexual advances – whether they involve physical touching or not.
- Requests or demands for sexual favors, accompanied by implicit or explicit promised rewards or threats concerning an individual's admission, advancement, academic decisions, grades, job benefits, evaluations and reviews, salary, promotions, health and welfare benefits or continued employment.
- Unwelcome jokes, verbal abuse, comments, conduct, or innuendo of a sexual nature.
- Use of sexual epithets, verbal or written references to sexual conduct, gossip regarding an individual's sex life, or comments concerning an individual's body, sexual activity, deficiencies, or prowess.
- Displaying sexual objects, pictures, or cartoons.
- Offensive, suggestive, or obscene letters, notes, emails, and invitations of a sexual nature.
- Leering, patting, grabbing, pinching, and brushing against the body, sexual gestures, or suggestive or insulting comments.
- Inquiries into an individual's sexual activities.
- Assault or coerced sexual acts.

Romantic or sexual relationships between individuals who are also in employment, academic, or professional relationships are inherently problematic, and in some cases are prohibited. Romantic or sexual relationships between students and employees (including faculty) are prohibited. For detailed information, please refer to Lesley University's Unequal Consensual Relationships Policy.

**Sexual violence** is a form of sexual harassment. Sexual violence means having sexual contact with someone who does not consent to the sexual contact.

**Consent** means an affirmative, voluntary, mutual agreement to have sexual contact. Consent must be expressed by outward demonstration, verbally or non-verbally, through mutually understandable words or actions. Consent means agreeing to or participating in a particular sexual activity without any coercion, force, fear, or intimidation.

Silence or lack of resistance does not constitute consent. Consent can be revoked at any time; a person can change her or his mind about continuing with the sexual contact. Revocation of consent must be expressed by outward demonstration, verbally or non-verbally, through mutually understandable words or actions. Neither past consent nor prior consensual sexual activity, by itself, constitutes consent to future sexual contact.

Consent can never be given by someone who is

- under the statutory age of consent (in Massachusetts, that means under the age of 16),
- asleep,
- unconscious, or
- incapacitated due to drugs, alcohol, or any other cause.

It is against the law and against University policy to have sexual contact with someone who does not give her or his consent or who is incapable of giving consent.

Sexual violence may occur regardless of the intention of the person engaging in the conduct. Sexual violence may occur regardless of whether the individuals involved are of the same or a different gender.

Massachusetts law states: "Whoever has sexual intercourse or unnatural sexual intercourse with a person, and compels such person to submit by force and against his will, or compels such person to submit by threat of bodily injury and if either such sexual intercourse or unnatural sexual intercourse results in or is committed with acts resulting in serious bodily injury, or is committed by a joint enterprise, or is committed during the commission or attempted commission of an offense...shall be punished by imprisonment in the state prison for life or for any term of years."

While it is not possible to list all circumstances that may constitute sexual violence, the following are some examples of conduct which may constitute sexual violence:

- Unwanted physical touching
- The threat of sexual violence
- Sexual coercion (harassment, bullying, or coercion of a sexual nature)
- Sexual battery (physical violence such as bruising or forceful detainment)
- Rape or coerced sexual acts (non-consensual penetration of any kind)
- Sexual assault is an offense that meets the definitions of rape, fondling, incest, or statutory rape.
  - Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
  - Fondling: The touching of the private body parties of another person for the purpose of sexual gratification, without the consent of the victim.
  - Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

- **Statutory rape:** Sexual intercourse with a person who is under the statutory age of consent (which is age 16 in Massachusetts).

As used in this policy, the term sexual violence is broader than the statutory definitions for the crimes of sexual assault, sexual battery, sexual coercion, and rape, which are also prohibited by this policy. Consequently, a person found not guilty of a crime of sexual violence, such as rape, could still be found to have violated Lesley's policy against sexual violence.

**Domestic violence** means violence committed by

- a current or former spouse or intimate partner of the victim,
- a person with whom the victim shares a child in common,
- a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner,
- a person similarly situated to a spouse of the victim under state domestic or family violence laws, or
- any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

**Dating violence** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on the reporting party's statement and based on a consideration of the following factors:

- the length of the relationship;
- the type of relationship; and
- the frequency of interaction between the persons involved in the relationship.

Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

### **Reporting an Incident**

#### **Who can submit a complaint, who must report a complaint, and against whom may a complaint be submitted?**

A discrimination or harassment complaint may be submitted by an employee or student.

A complaint may be filed against anyone in the Lesley community: faculty, adjunct faculty, staff, students, alumni/ae, vendors, contractors, consultants, guests, and visitors. The University follows the Complaint Resolution Procedures in reviewing such complaints. In certain circumstances, the Equal Opportunity & Title IX Coordinator may proceed with an investigation even if no written complaint is filed.

All employees (faculty, adjunct faculty, and staff) must report to at least one of the people or offices listed below if they witness or receive complaints of discrimination and harassment, including sexual violence.

- In cases alleging sexual violence, employees are considered "responsible employees" under federal guidance.
- However, certain employees in the student Counseling Center and the student Health Service Center have obligations of confidentiality and therefore are not "responsible employees" and are not required to make such reports.

The University requires employees and encourages students to notify at least one of the people or offices listed below about discrimination or harassment at field training sites or internship sites.

The University encourages former employees, former students, and third parties, who have information about possible misconduct by members of the Lesley community or on the Lesley campus, to inform at least one of the people listed below so that the University may consider the information in assessing whether to take preventive or corrective action.

The Complaint Resolution Procedures do not apply to information submitted by or against persons who are not employees or students, unless the University in its discretion finds it appropriate to apply the Complaint Resolution Procedures in a particular set of circumstances.

The University retains the right to determine whether to address a report of misconduct outside of the Complaint Resolution Procedures in circumstances when the safety of the University community is at risk, if the material facts are undisputed, if there are extenuating circumstances involving any of the persons involved, or if the Equal Opportunity & Title IX Coordinator, in consultation with appropriate administrators, determines it is in the best interest of the University and/or the community to do so.

#### **Report incidents of discrimination, harassment, or sexual violence to:**

Dr. Anita Poole-Endsley  
Equal Opportunity & Title IX Coordinator  
29 Everett Street  
Cambridge, MA 02138  
617.349.8809  
Email: apooleen@lesley.edu  
Email: equalopportunity@lesley.edu

or:

Public Safety Office  
34 Mellen Street  
Cambridge, MA 02138  
617.349.8888  
Email: publicsafety@live.lesley.edu

Reports of harassment and sexual violence may also be made to the police at 911.

All members of the Lesley University community who experience or witness an incident of sexual harassment, sexual violence, domestic violence, dating violence, or stalking are encouraged to report such incident. As noted above, all employees must make a report if they witness or receive a complaint of any such incident, and must do so immediately.

Lesley University encourages everyone to report discrimination and harassment immediately; delayed reporting may diminish the University's ability to investigate and respond effectively to the report. Lesley takes steps to provide a prompt and effective response to all reports of sexual violence about which it becomes aware, whether or not a complaint is filed. All complainants receive written notification of their rights under Lesley University policy.

Lesley University assists complainants in notifying law enforcement authorities if they choose to do so. Complainants have the right not to notify law enforcement authorities; however, the University may in some cases have an obligation to report certain incidents to law enforcement authorities. Preserving evidence may be important to



future criminal, civil, or disciplinary proceedings, including, where necessary, obtaining protection orders.

### **Support Services and Resources**

In addition to the persons and offices noted above, the University offers a variety of support services and other resources to students and employees, and other support services and resources are available off campus in the Cambridge area as well. Please see Appendix A.

### **Employee Responsibility**

Any employee who witnesses an incident or receives a complaint of discrimination or harassment, including but not limited to an incident of sexual harassment, sexual violence, domestic violence, dating violence, or stalking, must immediately contact any of the University officers listed above.

Accordingly, an employee's failure to report discrimination or harassment may warrant disciplinary action, up to and including dismissal from employment at the University. An employee's failure to report may also lead to personal liability under law.

However, certain employees in the Counseling Center and Health Services are confidential resources, are exempt from this requirement, and will not share information reported to them without a legal exception or explicit permission.

### **Students**

Everyone at Lesley University has the responsibility to ensure that our environment is free from discrimination and harassment. We expect members of our community to avoid any behavior that could reasonably be interpreted as discriminatory or harassing, and to report any observations of discrimination or harassment.

Any student who witnesses discrimination or harassment, including but not limited to an incident of sexual harassment, sexual violence, domestic violence, dating violence, or stalking, should contact any of the University officers listed above or any member of the office of Residential Life, coaches, athletic director, or any member of the staff of the Dean of Student Life and Academic Development.

Any student who believes that he or she has been subject to discrimination or harassment, including but not limited to an incident of sexual harassment, sexual violence, domestic violence, dating violence, or stalking, should contact any of the University officers listed above or any member of the office of Residential Life, coaches, athletic director, or any member of the Dean of Student Life and Academic Development staff.

### **Confidential Resources**

Lesley provides students and employees with access to support services that are strictly confidential. Certain employees in the Counseling Center and Health Services have been designated as confidential resources and are exempt from the mandatory reporting requirements of this Policy. Unless required by law, confidential resources must not share private information reported to them without explicit permission. For more information, please see the Sexual Misconduct Confidential Reporting Resources page on Lesley's website here: <https://lesley.edu/sites/default/files/2018-01/Title-IX-Sexual-Misconduct-Confidential-Reporting-Resources-January-2018.pdf>.

### **Investigation of Complaints, Interim Measures, and Corrective Action**

#### **Investigations**

When Lesley receives a complaint, it promptly, thoroughly, and impartially investigates the matter in a fair and expeditious manner. Lesley investigates to determine what occurred and then takes appropriate steps to resolve the situation. For detailed information on the procedure, including how to file a complaint and the steps of the investigation process, please refer to Lesley University's Complaint Resolution Procedure.

The University will investigate all incidents occurring on Lesley University property. Further, the University will investigate all incidents involving University sponsored programs or University vehicles regardless of whether the incidents occur on University property.

With respect to complaints of sexual harassment, sexual discrimination, sexual violence, domestic violence, dating violence, and stalking, persons who have received relevant annual training will investigate the complaints, make findings, and determine sanctions, if any. Findings are determined according to a preponderance of the evidence standard (i.e. more likely than not).

An investigation by the University is different from any police or government investigation, and a police or government investigation does not relieve the University of its independent obligation to investigate the conduct under Title IX or this Policy.

#### **Interim Measures**

As described in more detail in the Complaint Resolution Procedure, the University may decide to take interim safety measures during an investigation, such as involuntary removal and no-contact orders, or to take other restorative and preventative measures, such as education, training, monitoring, supervision, security, academic support, physical health and mental health services, counseling, etc.

#### **Corrective Actions**

If the University determines that this Policy was violated, the University may impose sanctions including but not limited to no-contact orders, suspension, or dismissal from the University, and mandatory education or counseling, in addition to any criminal penalties pursued by the state and law enforcement. In addition, the University cooperates in the enforcement of protective orders, no-contact orders, restraining orders, or similar orders issued by a criminal or civil court.

The University takes steps to prevent the recurrence of any discrimination or harassment and to remedy its effects on the complainant and others, as appropriate.

Where possible, the University will assist persons complaining of domestic violence, dating violence, sexual assault, or stalking by separating the parties. Where feasible and warranted, the University will also seek to change academic, living, transportation, and work situations at the complainant's request. The University may also take other steps such as approving leaves of absence and extensions on assignments or requiring training and counseling. Such accommodations are available regardless of the complainant's choice to report the crime to the University or local law enforcement, and any information about such accommodations or protective measures will be kept confidential to the extent such confidentiality does not impair the University's ability to provide the accommodations.

#### **Duty of Good Faith**

Lesley University prohibits any member of the Lesley community from knowingly or recklessly bringing a false complaint against

another member of the Lesley community. Any such action can lead to disciplinary action, up to and including expulsion from the University or dismissal from employment with the University.

#### Protection against Retaliation

Retaliation is unlawful. Lesley University does not permit retaliation against any individual who makes a report pursuant to this policy or who cooperates in the investigation of such reports.

Any student found to be engaging in retaliation will be subject to disciplinary action, up to and including dismissal from Lesley University.

Any employee found to be engaging in retaliation will be subject to disciplinary action, up to and including dismissal from employment at Lesley University.

#### Confidentiality and Use of Information:

Reasonable efforts will be made to protect the privacy and confidences of all parties during the investigation, consistent with and subject to the University's need to investigate the complaint and/or implement any corrective action. Lesley will make reasonable efforts to investigate and respond to the complaint consistent with a Reporter's request for confidentiality or request not to pursue an investigation. If a Reporter insists that the Reporter's name or other identifiable information not be disclosed to the Respondent or others, Lesley's ability to respond may be limited.

However, Lesley will evaluate requests for confidentiality and may share information or take action in order to assist the Reporter or the University community.

Information gathered during one investigation may be used in other investigations at the discretion of the University.

**State and Federal Resources:** Students and employees are encouraged to report claims internally. However, individuals may choose to file a complaint with the government agencies set forth below.

#### Cambridge Police Department

125 Sixth Street, Cambridge MA 02142  
Emergency 911  
Sexual Assault Hotline 617.349.3381  
617.349.3300

#### Massachusetts Commission Against Discrimination (MCAD)

One Ashburton Place, Room 601, Boston MA 02108  
617.727.3990

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

One Congress Street, Room 1001, Boston MA 02114  
617.565.3200

#### Office of Civil Rights ("OCR") - Boston Office

US Department of Education, 8th Floor, 5 Post Office Square, Boston, MA, 02109-3921  
617.289.0111

Please note that the timing and conditions of the University's investigation may be affected by external factors beyond its control, including lawsuits and investigations by law enforcement agencies.

Lesley University is an equal opportunity, affirmative action educator and employer. The foregoing Discrimination, Harassment, and Sexual Violence Policy is not intended to create a contract between

Lesley and its students, employees, or other persons. Lesley reserves the right to amend or revoke its policies at any time without notice.

**Approved and signed by:** Richard S. Hansen, President

**Date:** May 31, 2019

**History:** Issued –1987

Revised – June 1, 2009

Revised – November 18, 2010

Revised – May 17, 2012

Revised – August 23, 2013

Revised – February 27, 2014

Revised – July 7, 2014

Revised – October 1, 2014

Revised – June 30, 2016

Revised – August 11, 2017

Revised – May 31, 2019

**Responsible Official:** Equal Opportunity and Title IX Coordinator

#### Appendix A

#### Emergency and Support Resources – Sexual Violence

##### 24- Hour Support Services

- **Police:**  
[cambridgema.gov/cpd](http://cambridgema.gov/cpd)  
911/617.349.3381
- **Lesley Public Safety Office:** [lesley.edu/public-safety/](http://lesley.edu/public-safety/)  
617.349.8888
- **Cambridge Police Sexual Assault Hotline:** <https://www.cambridgema.gov/cpd/policeunits/supportservicesdivision/sexualassaultunit.aspx> 617.349.3381
- **Cambridge Hospital:**  
<https://www.challiance.org/>  
617.665.1429
- **Beth Israel Deaconess Hospital:** <https://www.bidmc.org/>  
617.667.7000
- **Boston Area Rape Crisis Center (BARCC):** <https://barcc.org/>  
617.492.RAPE(7273)/ 800.841.8371
- **Fenway Health Violence Recovery Program for lesbian, gay, bisexual, and transgender survivors:**

<https://fenwayhealth.org/>  
617.927.6250

- **Planned Parenthood:** <https://www.plannedparenthood.org/>  
800.258.4448

### Campus Support Services

#### Students

- **Student Counseling Center:** [lesley.edu/student-counseling/](https://lesley.edu/student-counseling/) 617.349.8545
- **Student Health Services:** [lesley.edu/students/health-wellness-safety/undergraduate-health-services](https://lesley.edu/students/health-wellness-safety/undergraduate-health-services) 617.349.8222
- **Dean for Student Life and Academic Development:** [lesley.edu/student-life/](https://lesley.edu/student-life/) 617.349.8539
- **Student Disability Services:** [lesley.edu/disability-services/](https://lesley.edu/disability-services/) 617.349.8572
- **Student Residential Life Services:** [lesley.edu/residence-life/](https://lesley.edu/residence-life/) 617.349.8585

#### Employees

- **Assoc. VP of Human Resources:** [lesley.edu/faculty-staff/human-resources/office-of-human-resources](https://lesley.edu/faculty-staff/human-resources/office-of-human-resources) 617.349.8785
- **Employee Assistance Program:** <https://www.cigna.com/eapmanager/> 800.538.3543

### Campus Complaints and Investigations

- **Equal Opportunity. & Title IX Coordinator:** <https://lesley.edu/students/policies/equal-opportunity-and-inclusion-policy> 617.349.8809
- **Dean of Student Life:** [lesley.edu/student-life/](https://lesley.edu/student-life/) 617.349.8539 or 617-894-2765
- **Associate VP of HR:** [lesley.edu/faculty-staff/human-resources/office-of-human-resources](https://lesley.edu/faculty-staff/human-resources/office-of-human-resources) 617.349.8785
- **VP for Administration:** [marylou.batt@lesley.edu](mailto:marylou.batt@lesley.edu) 617.349.8564

### Government Agencies

- **Mass. Commission against Discrimination:** [mass.gov/mcad/](https://mass.gov/mcad/) 617.727.3990
- **U.S. Equal Employment Opportunity Commission:** [eeoc.gov/](https://eeoc.gov/) 617.565.3200
- **U.S. Dept. of Education Office of Civil Rights (OCR):** [ed.gov/about/offices/list/ocr/index.html](https://ed.gov/about/offices/list/ocr/index.html) 617.289.0111

### National and Local Resources/Victim Advocacy

- **National Child Abuse Hotline:** [childhelp.org](https://childhelp.org) 617.727.3990
- **National Domestic Violence Hotline:** [www.thehotline.org](https://www.thehotline.org) 800.799.SAFE (7233)
- **Rape, Abuse & Incest National Network:** [rainn.org](https://rainn.org) 800.656.HELP (4673)
- **National Teen Dating Abuse Hotline:** [loveisrespect.org](https://loveisrespect.org) 866.331.9474
- **National Suicide Prevention Lifeline:** <https://suicidepreventionlifeline.org/> 800.273.8255

### Legal (Including Immigration/Visa) Resources

- **Greater Boston Legal Services:** <https://gbls.org/> 617.371.1234
- **Harvard Legal Aid Bureau:** [harvardlegalaids.org/](https://harvardlegalaids.org/) 617.495.4408
- **Victim Rights Law Center:** [victimrights.org/](https://victimrights.org/) 617.399.6720

### Financial

- **Student Financial Aid:** [lesley.edu/students/financial-aid-bills-payments/pay-your-bill](https://lesley.edu/students/financial-aid-bills-payments/pay-your-bill) 617.349.8760

## DISCRIMINATION AND HARASSMENT COMPLAINT RESOLUTION PROCEDURE

### Purpose:

The process outlined in this Discrimination and Harassment Complaint Resolution Procedure (the “Resolution Procedure”) is intended to provide students and employees with prompt, fair, and effective means of addressing complaints of discrimination and harassment in violation of Lesley’s Equal Opportunity and Inclusion Policy, the Discrimination, Harassment, and Sexual Violence Policy, and the Unequal Consensual Relationships Policy (the “Policies”).

The Policies are available at these website links, and paper copies are available upon request to the Equal Opportunity & Title IX Coordinator:

- The Equal Opportunity and Inclusion Policy <https://www.lesley.edu/students/policies/equal-opportunity-and-inclusion-policy>
- The Discrimination, Harassment, and Sexual Violence Policy <https://www.lesley.edu/students/policies/behavior-policies/discrimination-harassment-and-sexual-violence-policy>
- The Unequal Consensual Relationships Policy <https://www.lesley.edu/students/policies/behavior-policies/unequal-consensual-relationships-policy>

As used in this Resolution Procedure, “discrimination and harassment” includes violations of any of the Policies, for example, discrimination on the basis of race, discrimination on the basis of ethnicity, faculty-student romantic relationship, sexual harassment, sexual violence, domestic violence, dating violence, or stalking.

A violation of one of the Policies may also result in a finding of violation of the University’s Community Standards of Conduct.

### Scope:

Lesley University community, including faculty, adjunct faculty, staff, students, alumni/ae, vendors, contractors, consultants, guests, and visitors.

### Oversight:

The Equal Opportunity & Title IX Coordinator (the “Coordinator”) is charged with conducting investigations, resolving complaints, and determining any corrective actions and sanctions related to discrimination and harassment. The Coordinator may delegate the authority to conduct investigations, make findings, and determine any corrective actions. The designee may not further delegate without the approval of the Coordinator. On occasion, the University may designate a third-party investigator.

If at any time during the course of investigating or resolving a complaint of discrimination or harassment, the Coordinator or designee (in consultation with the Coordinator) determine that a complaint is not within the scope of the policies, the person initiating

the complaint is referred to the appropriate office, and the Coordinator's or designee's investigation is concluded.

### **Reporting an Incident:**

*Who can submit a complaint, who must report a complaint, and against whom may a complaint be submitted?*

A discrimination or harassment complaint may be submitted by an employee or student. A complaint may be filed against anyone in the Lesley community: faculty, adjunct faculty, staff, students, alumni/ae, vendors, contractors, consultants, guests, and visitors. In certain circumstances, the Coordinator may proceed with an investigation even if no written complaint is filed.

All employees (faculty, adjunct faculty, and staff) must report to the Coordinator (or any of the people or offices listed below) if they witness or receive complaints of discrimination and harassment, including sexual violence. In cases alleging sexual violence, employees are considered "responsible employees" under federal guidance.

The University requires employees and encourages students to notify the Coordinator (or any of the people or offices listed below) about discrimination or harassment at field training sites or internship sites.

The University encourages former employees, former students, and third parties, who have information about possible misconduct by members of the Lesley community or on the Lesley campus, to inform the Coordinator (or any of the people or offices listed below) so that the University may consider the information in assessing whether to take preventive or corrective action.

The Complaint Resolution Procedures do not apply to information submitted by or against persons who are not employees or students, unless the University in its discretion finds it appropriate to apply the Complaint Resolution Procedures in a particular set of circumstances.

The University retains the right to determine whether to address a report of misconduct outside of the Complaint Resolution Procedures in circumstances when the safety of the University community is at risk, if the material facts are undisputed, if there are extenuating circumstances involving any of the persons involved, or if the Equal Opportunity & Title IX Coordinator, in consultation with appropriate administrators, determines it is in the best interest of the University and/or the community to do so.

For purposes of this Resolution Procedure, persons who submit complaints of harassment or discrimination on behalf of themselves or others are referred to as "Reporters."

*Report incidents of discrimination and harassment to:*

Dr. Anita Poole-Endsley  
Equal Opportunity & Title IX Coordinator  
29 Everett Street  
Cambridge, MA 02138  
617.349.8809  
apooleen@lesley.edu  
equalopportunity@lesley.edu

*or:*

Public Safety Office  
34 Mellen Street  
Cambridge, MA 02138  
617.349.8888  
Email: publicsafety@live.lesley.edu

Reports of discrimination and harassment may also be made to the police by calling 911.

Lesley University encourages anyone who has been subject to discrimination or harassment to report it immediately; delayed reporting may diminish the University's ability to investigate and respond effectively to the report.

Lesley takes steps to provide a prompt and effective response to all reports of sexual violence about which it becomes aware, whether or not a complaint is filed. If one of the persons or offices listed above receives a report of domestic violence, dating violence, sexual assault, that person or office must promptly notify the Equal Opportunity & Title IX Coordinator.

In the case of domestic violence, dating violence, sexual assault, or stalking, Lesley University assists complainants in notifying law enforcement authorities if they choose to do so. Complainants have the right not to notify law enforcement authorities; however, the University may in some cases have an obligation to report certain incidents to law enforcement authorities. Preserving evidence may be important to future criminal, civil, or disciplinary proceedings including, where necessary, to obtaining protection orders.

### **Complaint Submission Deadlines:**

A complaint should be submitted to the Coordinator or any of the offices named above as soon as practicable. The University encourages written complaints. A sample form is available online at [lesley.edu](http://lesley.edu).

Complaints submitted to Lesley University do not stop the clock or extend the filing deadlines with courts or with external federal and state anti-discrimination agencies.

Delay in submitting a complaint or failure to provide details of the alleged act(s) of discrimination or harassment may diminish Lesley's ability to respond in a timely and effective manner.

### **Protection against Retaliation:**

The University does not permit retaliation against any individual who brings a complaint pursuant to this Resolution Procedure or the Policies, or who cooperates in the investigation of such complaints. Any employee or student found to be engaging in retaliation will be subject to disciplinary action, up to and including dismissal from the University.

### **Duty of Good Faith:**

The University prohibits any member of the Lesley community from knowingly or recklessly bringing a false complaint against another member of the Lesley community. Any employee or student found to be violating this prohibition will be subject to disciplinary action, up to and including dismissal from the University.

### **Confidentiality and Use of Information:**

Reasonable efforts will be made to protect the privacy and confidences of all parties during the investigation, consistent with and subject to the University's need to investigate the complaint and/or implement any corrective action. Lesley will make reasonable efforts to investigate and respond to the complaint consistent with a Reporter's request for confidentiality or request not to pursue an investigation (or, if the Reporter is not the victim or survivor of the alleged misconduct, the victim's or survivor's request). However, the Coordinator will evaluate requests for confidentiality and may, in the Coordinator's discretion, share information or take action to assist the Reporter or the University community. If a Reporter (or the victim

or survivor) insists that the Reporter's (or victim's or survivor's) name or other identifiable information not be disclosed to the Respondent or others, Lesley's ability to respond may be limited.

Information gathered during one investigation may be used in other investigations at the discretion of the Coordinator.

### **Interim Safeguards and Corrective Actions:**

As circumstances warrant, Lesley shall implement interim safety measures to protect individuals from harm, and may take other restorative and preventative measures, such as education, training, monitoring, supervision, security, academic support, physical health and mental health services, counseling, etc. These measures may also include temporary suspensions, removal from housing, changes to academic, transportation, work, extracurricular activities and dining situations, escort services, no contact or no trespass orders and similar restraints on access to Lesley property, Lesley programs, or members of the Lesley community. When taking steps to separate the Reporter (or the victim or survivor, if that is not the Reporter) and Respondent, the University will seek to minimize the burden on all parties. Any information about such accommodations or protective measures will be kept confidential to the extent such confidentiality does not impair the University's ability to provide the accommodations.

Students and employees may request interim restorative and preventive measures by contacting the Coordinator.

Policy violations, including violation of interim measures, will result in corrective actions and sanctions, which may involve affirmative requirements such as education, training, counseling, monitoring, supervision, no-contact orders, and security, as well as disciplinary actions, up to and including suspension and dismissal from the University.

The University reserves the right to address any behavior it considers inappropriate or inconsistent with the University's expectations, standards, and values, even though such behavior may not rise to the level of a violation of University policy.

### **Complaint Resolution Procedure:**

This Resolution Procedure provides for a review of conduct alleged to have violated the Policies and results in an institutional determination of whether the Respondent violated the Policies.

When investigating complaints of discrimination or harassment, if the Coordinator or designee believes that there may also have been misconduct of a non-discriminatory or non-harassing nature, the Coordinator or designee will also investigate such misconduct under the appropriate policy, such as the Community Standards of Conduct. This Resolution Procedure does not replicate or replace any external judicial or government process.

#### **Step 1: Reporter:**

To initiate the investigation of a complaint under this procedure, the Reporter is encouraged to submit his or her complaint in writing to the Coordinator or designee. A sample form is available online at [lesley.edu](http://lesley.edu).

If requested by the Reporter, the Coordinator or designee will make a referral for assistance with writing the complaint. The Coordinator or designee may decide to proceed with an investigation even if no written complaint is submitted.

The Coordinator or designee meets with the Reporter to review the complaint and discuss this Resolution Procedure. The Coordinator or designee informs the Reporter that the Respondent will be notified of

the complaint, given a copy of the written complaint (if any) or informed of the nature of the complaint. The Respondent has ten (10) days to submit a response.

At the discretion of the Coordinator or the Coordinator's designee, the Reporter may have an advisor of the Reporter's choice present at any investigatory or related meeting. The Respondent will have the same opportunity to bring an advisor. "Advisor" means any individual who provides the Reporter or the Respondent support, guidance, or advice, provided, however, that an attorney may be present as an advisor only in connection with complaints alleging sexual violence, including sexual assault, stalking, domestic violence and dating violence. Lesley may limit the participation of the advisor by prohibiting the advisor from speaking during the meeting, addressing the investigators, or questioning any participant, but any such restrictions must be the same for both parties. Lesley may also remove or dismiss advisors who become disruptive or who do not abide by the restrictions on their participation. At the discretion of the Coordinator or the Coordinator's designee, other persons may participate in the meeting on behalf of the University.

The Reporter is expected to communicate with the University directly and not through legal counsel or other intermediaries.

#### **Step 2: Respondent:**

Upon receipt of the complaint from a Reporter, the Coordinator or designee meets with the Respondent. The Coordinator or designee gives a copy of the written complaint (if any) to the Respondent, or informs the Respondent of the nature of the complaint, and discusses this Resolution Procedure. The Respondent is encouraged to give an immediate oral response to the allegations and encouraged to submit a written response to the Coordinator or designee with ten (10) days. If requested by the Respondent, the Coordinator or designee will make a referral for assistance with responding to the complaint. The Coordinator or designee proceeds with an investigation even if no oral or written response is submitted. The Coordinator or designee sends a copy of the Respondent's written response, if any, to the Reporter.

At the discretion of the Coordinator or the Coordinator's designee, the Respondent may have an advisor of the Respondent's choice present at any investigatory or related meeting. The Respondent and the Reporter will be given the same opportunity to bring an advisor. "Advisor" means any individual who provides the Reporter or the Respondent support, guidance, or advice, provided, however, that an attorney may be present as an advisor only in connection with complaints alleging sexual violence, including sexual assault, stalking, domestic violence and dating violence. Lesley may limit the participation of the advisor by prohibiting the advisor from speaking during the meeting, addressing the investigators, or questioning any participant, but any such restrictions must be the same for both parties. Lesley may also remove or dismiss advisors who become disruptive or who do not abide by the restrictions on their participation. At the discretion of the Coordinator or the Coordinator's designee, other persons may participate in the meeting on behalf of the University.

The Respondent is expected to communicate with the University directly and not through legal counsel or other intermediaries.

#### **Step 3: Review of the Complaint:**

Absent exceptional circumstances, the Coordinator or designee will review and investigate the complaint. The Coordinator or designee meets separately with the Reporter and Respondent, as needed, to consider their positions and to ascertain facts. The Reporter and the

Respondent may each submit documentation in support of their positions and will be given the opportunity to review all documentary evidence presented.

The Reporter and the Respondent may also share the names of individuals who they believe have knowledge or information relevant to the complaint. The Coordinator or designee may meet with anyone whom the Coordinator or designee believes has information that may be useful to the investigation. Witnesses and others are expected to communicate with the University directly and not through legal counsel or other intermediaries.

If at any time during the review of the complaint, a Reporter (or a victim or survivor) declines to cooperate with the Coordinator or designee, or if the Coordinator or designee determines that the Reporter no longer wishes to pursue the complaint, the Coordinator or designee will notify the Reporter (and, as appropriate, the victim or survivor) that the University may not be able to effectively review or respond to the allegations in the complaint.

If the Respondent refuses to cooperate and/or respond in a timely manner, the Coordinator or designee may forego further investigation and recommend the implementation of corrective action and/or sanctions, or the Coordinator or designee may take any other action that the Coordinator or designee determines is necessary or appropriate to resolve the complaint. Failure to cooperate meaningfully may be grounds for discipline, including suspension or termination.

Whether or not the Reporter, the Respondent, or other parties cooperate with the Coordinator or designee during the investigation, the Coordinator or designee will determine in his/her/their discretion whether to proceed with or otherwise conclude the investigation based on the information available.

In the interest of fairness or prompt resolution of an investigation, the Coordinator or designee may limit the number of amendments to a complaint or a response to a complaint submitted by a Reporter or Respondent, and the number of meetings with each party or witness.

#### **Step 4: Resolution of the Complaint:**

Upon conclusion of the investigation, the Coordinator or designee determines whether there has been a violation of the Policies. In making that determination, the Coordinator or designee evaluates whether a preponderance of the evidence presented establishes whether the Respondent violated the applicable policies. The Coordinator or designee must consult with a Coordinator before concluding an investigation, issuing findings, and determining any corrective actions.

#### ***If a policy violation is found:***

If the preponderance of the evidence (i.e. “more likely than not”) establishes a policy violation, the Coordinator or designee reviews the findings to determine what corrective actions are appropriate. The Coordinator or designee may consult with others within the University when determining corrective actions, and must meet with an employee’s hiring source (a Dean or Vice President) before imposing corrective actions. The Coordinator or designee then sends simultaneous letters to the Reporter and the Respondent to communicate the findings and the procedures for appealing the determination, if any.

The Respondent will be notified of any corrective actions to be imposed on the Respondent. The Reporter will be notified of any corrective action imposed on the Respondent which directly relates to the Reporter and any other corrective actions which the University

is required to disclose under applicable law. For example, the Reporter will be notified if the Respondent is subject to an order directing the Respondent not to contact the Reporter. If the Reporter is not the victim or survivor of the misconduct, the victim or survivor will be notified of any such corrective action. Any corrective action taken as a result of the Coordinator’s or designee’s determination is implemented immediately.

Corrective action may include, but is not limited to:

- A written warning or reprimand placed in a student’s record or an employee’s personnel file;
- Mandatory training and/or counseling;
- Probation for students;
- Dismissal from University housing;
- Suspension from participating in University activities;
- Suspension without pay;
- Non-renewal of contract; and/or
- Dismissal from the University or termination of employment.

#### ***If there is no finding of a policy violation:***

If the Coordinator or designee determines that the preponderance of the evidence does not establish a policy violation, the Coordinator or designee may recommend that the University take no further action. However, the Coordinator or designee may nevertheless impose non-punitive corrective actions (such as a no-contact order) as circumstances warrant to prevent further disputes, as a safety precaution, or for the welfare of the University community. In such case, the Coordinator or designee follows the procedures set forth in the immediately preceding paragraphs.

#### **Step 5: Appealing the Finding:**

- Who May Appeal:

Employees and students, whether as Reporter or Respondent, may appeal a finding by a Coordinator or designee.

- Grounds for Appeal:

Appeals from the determination of a Coordinator or designee are permitted on the following bases only: (1) facts showing that a procedural error affected the decision or (2) information relevant to the decision that was not available at the time of the Coordinator’s or designee’s review. Both the Reporter and Respondent may submit appeals for these reasons. To illustrate, a procedural error that prevented an eye witness from speaking with the Coordinator or designee may provide the basis for an appeal if the information from the witness contradicts one or more factual findings necessary to the determination of a policy violation. Similarly, there may be a basis for an appeal if an eye witness does not become available until after a determination has issued. A student or employee who elected not to participate in the Resolution Procedure waives the right to appeal. Determinations made by a Coordinator or designee may be appealed once to the Provost.

- Notice of Appeal:

A Respondent or a Reporter wishing to appeal the Coordinator’s or designee’s findings must give written notice to a Coordinator within seven University business days of receiving written notice of the findings. The notice of appeal must state the basis for the appeal.

- Corrective Action Pending Appeal:

While an appeal is pending, corrective action, if any, may be suspended or modified, in the discretion of a Coordinator, in consideration of all the circumstances, as applicable. If the appeal is denied, the corrective action or sanctions will be immediately reinstated.

- Review of the Appeal:

The Coordinator will determine whether the notice of appeal provides a basis for the appeal as described above. If it does, the Coordinator will forward the appeal and a copy of the Coordinator's or designee's findings to the Provost for review.

The Provost (or the Provost's designee) reviews the appeal and the findings and considers the alleged procedural error or newly available information. The Provost (or the Provost's designee) makes a determination to (1) uphold the findings, (2) review the findings and make a decision on the merits, (3) assign the review to another University official as appropriate, or (4) instruct the Coordinator or designee to re-open the Resolution Procedure. The decision of the Provost (or the Provost's designee) will be based upon the preponderance of the evidence standard and will be final. The Reporter and Respondent will simultaneously be sent a letter notifying them of the results of the appeal. There are no further rights of appeal.

#### **Changes to and Variations from this Complaint Resolution Procedure:**

The University maintains the right to amend these Resolution Procedures at any time and will post changes on the Lesley University website.

These procedures are designed to promote fairness. Accordingly, variations are permissible when undertaken to promote fairness to the individuals involved or for the welfare of the Lesley community. Variations generally will not invalidate a decision unless the variations prevented a fair review of the reported misconduct.

#### **Federal and State Remedies:**

While employees and students are encouraged to report claims to the University, employees and students may also file a complaint with the following federal and state anti-discrimination agencies:

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

Location: John F. Kennedy Federal Building

475 Government Center

Boston, MA 02203

Phone: (800) 669-4000

Fax: (800) 669-3196

TTY: (800) 669-6820

Website: <https://www.eeoc.gov/>

#### **Massachusetts Commission against Discrimination (MCAD)**

Location: One Ashburton Place, Room 601

Boston, MA 02108

Phone: (617) 727-3990

Fax: (617) 727-3953

TTY: (617) 720-6054

Website: <http://www.mass.gov/mcad/>

#### **U.S. Department of Education, Office for Civil Rights ("OCR") - Boston Office**

Location: 5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Phone: (617) 289-0111

Fax: (617) 289-0150

E-mail: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

Website: <https://ed.gov/ocr>

*Lesley University is an equal opportunity, affirmative action educator and employer. The foregoing Discrimination and Harassment Complaint Resolution Procedures are not intended to create a contract between Lesley and its students, employees, or other persons. Lesley reserves the right to amend or revoke its policies at any time without notice.*

**Approved and signed by:** Richard S. Hansen, President

**Date:** May 31, 2019

**History:** [Issued - January 1, 2007]

Revised - June 1, 2009

Revised - September 30, 2013

Revised - June 30, 2016

Revised - August 11, 2017

Revised - May 31, 2019

**Responsible Official:** Equal Opportunity & Title IX Coordinator

## UNEQUAL CONSENSUAL RELATIONSHIPS POLICY

**Purpose:** To prevent actual or apparent favoritism, bias, coercion, exploitation, conflicts of interest, and other problems arising from romantic or sexual relationships (a) between Lesley students and Lesley employees and (b) between members of the Lesley University community who are in supervisory relationships.

**Scope:** Lesley University Community

**Policy Statement:** Because of the inherent risk of impropriety or harm, Lesley University prohibits romantic or sexual relationships between students and employees (including faculty). This includes relationships that occur when the University is not in session or the employee or student is on leave. Examples include, but are not limited to, relationships between:

1. Faculty and student
2. Adjunct faculty and student
3. Teaching assistant and student

Lesley also prohibits romantic or sexual relationships between members of the Lesley community when one of those individuals has an advisory, supervisory, or managerial responsibility over the other (collectively, “supervisory relationships,” defined below).

### Definition of Supervisory Relationship:

For the purpose of this policy, a “supervisory relationship” is defined broadly. “Supervisor” in a supervisory relationship is defined as the individual who has an educational, advisory, or managerial responsibility over the other. Supervisory relationships include, but are not limited to,

1. manager and report, direct or indirect
2. faculty member and faculty member
3. adviser and advisee
4. counselor or health professional and patient
5. coach and student athlete
6. student resident and individuals who supervise the student living environment
7. student and individuals who participate with students on trips and excursions
8. contractor and student
9. contract employee and student
10. vendor and student
11. purchaser and vendor

These examples are illustrative and not exclusive. Supervisory relationships may be formal or informal.

**Pre-Existing Relationships:** If an individual with a pre-existing romantic or sexual relationship joins the Lesley community, and one of the people in the relationship is a student, each person must notify his or her Dean or Vice President immediately. The Dean or Vice President, in consultation with the Equal Opportunity and Title IX

Coordinator (the “Coordinator”), will take steps the Dean or Vice President and the Coordinator deem necessary or desirable to minimize the impact on the student’s educational experience at Lesley. The steps can range from no action, to the recusal of the employee or faculty member from matters involving the student, to changes in the employee’s or faculty member’s job requirements, teaching, advising, service, or other duties. Failure to comply with this disclosure requirement is a violation of this policy and grounds for appropriate corrective action, up to and including dismissal from employment with the University.

New employees with pre-existing relationships with current employees should notify the Associate Vice President of Human Resources and refer to Section 3.15 of the Employee Handbook.

### Report an Incident to these Lesley University officers:

Dr. Anita Poole-Endsley  
Equal Opportunity & Title IX Coordinator  
29 Everett Street  
Cambridge, MA 02138  
617.349.8809  
Email: apooleen@lesley.edu  
Email: equalopportunity@lesley.edu

Ms. Michelle Polowchak  
Associate Vice President of Human Resources  
29 Everett Street  
Cambridge, MA 02138  
617 349-8785  
Email: michelle.polowchak@lesley.edu  
Email: hr@lesley.edu

These officers were selected to provide all members of the Lesley community with the opportunity to initiate a complaint in a place in which they feel comfortable doing so. If the complaint is against one of these officers, the complaint may be initiated with the other officer.

### Manager Responsibility:

Any manager who receives a complaint or otherwise learns of a relationship prohibited by this policy *must* immediately contact one of the three University officers listed above.

A manager’s failure to promptly report a relationship prohibited by this policy may warrant disciplinary action, up to and including dismissal from employment at the University. A manager’s failure to report may also lead to personal liability under law.

### Employee and Student Responsibility:

Everyone at Lesley University has the responsibility to assure that romantic or sexual relationships between individuals in unequal positions do not occur in our environment. The potential for actual or apparent favoritism, bias, coercion, exploitation, conflicts of interest, and other problems exist in these kinds of relationships. Furthermore, the relationship may be less consensual and perceived in a different way by each of the parties to it. Moreover, these types of relationships can have a negative impact on other members of the Lesley community.

Lesley University expects members of our community to avoid any behavior that could reasonably be interpreted as a violation of this policy and to immediately report any suspected violations.

Employees have additional responsibilities. In situations where two employees in a direct reporting line become romantically or sexually involved, both parties are required to disclose their relationship to



the Associate Vice President of Human Resources. One of the individuals will be required to move to a different supervisory line within thirty (30) days of the disclosure. Failure to comply with this disclosure requirement is a violation of this policy and grounds for appropriate corrective action, up to and including dismissal from employment with the University.

#### **Reporting a Violation of this Policy:**

Reports of a violation of this policy should be submitted verbally or in writing and can be made to anyone in a managerial position, e.g. Chair, Deans, Division Director, Director, or Vice President, or specifically to one of the University officers listed above.

#### **Investigation of Complaints:**

Lesley University will promptly and fairly investigate all reports of relationships that may violate this policy and will do so in accordance with Lesley University's Discrimination and Harassment Complaint Resolution Procedures.

#### **Protection Against Retaliation:**

Lesley strictly prohibits any form of retaliation against a student or employee who in good faith submits a report of a possible violation of this policy or who cooperates in the investigation of a report.

#### **Confidentiality:**

Reasonable efforts are to be made to protect the privacy and confidences of all parties during the investigation without compromising the thoroughness of the investigation or fairness to the parties, and consistent with and subject to the University's need to investigate the complaint and/or implement any corrective action

#### **Corrective Action:**

Every report of a violation of this policy will be investigated and corrective action will be taken where appropriate. Any such action can lead to disciplinary action, up to and including dismissal from the University educational programs or dismissal from employment with the University.

#### **Duty of Good Faith:**

Lesley University prohibits any member of the Lesley community from knowingly or recklessly bringing a false complaint against another member of the Lesley community.

*Lesley University is an equal opportunity, affirmative action educator and employer. The foregoing Unequal Consensual Relationship Policy is designed to enhance access to and understanding of Lesley's policies and is not intended to create a contract between Lesley and its employees or other persons. Lesley reserves the right to amend or revoke its policies at any time without notice.*

Revised – July 7, 2014

Revised – May 31, 2019

**Responsible Official:** Associate Vice President of Human Resources

## **EQUAL OPPORTUNITY AND INCLUSION POLICY**

#### Purpose:

To prevent discrimination and promote equal opportunity, affirmative action, and inclusion for all members of the Lesley University Community.

#### Scope:

Lesley University

#### Policy Statement:

Lesley University is committed to preventing discrimination and promoting equal opportunity, affirmative action, and inclusion for all current and prospective faculty, students, and staff. Lesley University strictly prohibits discrimination on the basis of race, ethnicity, color, religion, national origin or ancestry, age, physical or mental disability, pregnancy or parental status, sex, sexual orientation, gender, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws in admission to, access to, participation in, or employment in its programs and activities. Lesley also prohibits retaliation against any person who brings a complaint of discrimination or harassment against anyone who cooperates in a complaint investigation.

#### Manager and Employee Responsibility:

A manager is anyone who supervises one or more employees or whose job duties include management responsibilities.

Managers and employees at Lesley are required to act in furtherance of Lesley's commitment to equal opportunity, affirmative action, and inclusion and to ensure that all personnel actions and all educational programs and activities are administered in conformity with this Equal Opportunity and Inclusion Policy and the Discrimination, Harassment, and Sexual Violence Policy. Personnel actions include but are not limited to recruiting, hiring, promotion, upgrades, compensation, benefits, transfers, terminations, layoffs, University sponsored training, tuition benefits, grievance procedures, and social and recreational programs

Managers are also required to make good faith efforts to achieve Lesley's affirmative action and inclusion goals. However, preferences based on race, gender, or other personal characteristics are prohibited. Good faith efforts to achieve affirmative action and inclusion goals include outreach and recruitment initiatives to broaden the pools of qualified candidates from which employment decisions are made to include underrepresented populations.

#### Self-Identification:

Applicants for admission and employment at Lesley are encouraged to identify their personal characteristics solely for purposes of advancing Lesley's affirmative action and inclusion goals. Disclosure of this information is entirely voluntary. Any information provided

**Approved and signed by:** Richard S. Hansen, President

**Date:** May 31, 2019

**History:** Revised - June 1, 2009

Revised - January 18, 2011

Revised – May 18, 2012

will be kept confidential and used only in a manner consistent with the law.

**Protection:**

Employees, students, or applicants for employment or admission who believe that they have been discriminated against in the employment or admissions process may contact the Office of Human Resources at (617)349-8785 or [hr@lesley.edu](mailto:hr@lesley.edu) or the Equal Opportunity Coordinator at (617)349-8809 or [equalopportunity@lesley.edu](mailto:equalopportunity@lesley.edu).

Retaliation is prohibited. At no time will employees, students, or applicants for employment or admission be subject to discipline or have their opportunities for admission or employment adversely affected by exercising their rights pursuant to this Equal Opportunity and Inclusion Policy.

Further, employees, students, and applicants for admissions or employment shall not be subject to harassment, intimidation, threats, coercion or discrimination because they have engaged in, or may engage in, any of the following activities:

- (1) Filing a complaint in good faith through the Lesley University Complaint Resolution Procedure for resolution of harassment and discrimination complaints or pursuant to any federal or state law;
- (2) Assisting or participating in good faith in an investigation, compliance review, or any other related activity; or
- (3) Engaging in any activity protected by law.

If an employee is found responsible for retaliation, that employee will be subject to disciplinary action, up to and including dismissal from employment at Lesley.

**Inquiries:**

Lesley invites any employee, student, or any applicant for employment or admission to review Lesley's written Affirmative Action Plan. The Affirmative Action Plan is available for review upon request between 9:00 a.m. and 5:00 p.m. in the Office of Human Resources. Further questions regarding these and other equal opportunity policies at Lesley should be directed to the Office of Human Resources at (617)349-8785 or [hr@lesley.edu](mailto:hr@lesley.edu).

Additionally, inquiries regarding this Equal Opportunity and Inclusion Policy may be directed to the Equal Opportunity and Title IX Coordinator at (617)349-8809 or [apooleen@lesley.edu](mailto:apooleen@lesley.edu).

**Duty of Good Faith:**

Lesley University prohibits any member of the Lesley community from knowingly or recklessly bringing a false complaint against another member of the Lesley community. Any such action can lead to disciplinary action, up to and including expulsion from the University or dismissal from employment.

*Lesley University is an equal opportunity, affirmative action educator and employer. The foregoing Equal Opportunity and Inclusion Policy is not intended to create a contract between Lesley and its students, employees or other persons. Lesley reserves the right to amend or revoke its policies at any time without notice.*

**Approved by:**

Jeff A. Weiss  
President

**History:**

Issued –	1987
Revised –	June 1, 2009
Revised –	May 1, 2013
Revised –	June 30, 2016
Revised –	August 11, 2017

**Responsible Officials:** The Director of Human Resources, and the Equal Opportunity and Title IX Coordinator.

**ACCEPTABLE USE OF TECHNOLOGY POLICY**

The Acceptable Use of Technology Policy for Lesley University can be found here: [lesley.edu/acceptable-use-of-technology-policy](http://lesley.edu/acceptable-use-of-technology-policy)

**COPYRIGHT INFRINGEMENT POLICY (MUSIC, AUDIO, AND VIDEO FILES; NON-ACADEMIC)**

Unauthorized sharing of peer to peer file copyrighted works, including music, pictures, and movies, is a violation of University policy. It is also illegal. Violating copyright law is a serious offense. Use of a University computer or personal computer utilizing the University server to illegally download or upload audio, video, or other questionable copyrighted material, including unauthorized peer to peer file-sharing, will constitute a violation of this Policy and will be referred to the Dean of Student Life and Academic Development. Possible University sanctions include probation, removal from accessing the university network, and disciplinary action. Court and government sanctions may include criminal prosecution and criminal or civil penalties, including but not limited to injunctions and actual and statutory damages.

Please refer to the Acceptable Use Policy [lesley.edu/acceptable-use-of-technology-policy](http://lesley.edu/acceptable-use-of-technology-policy) and the University's Policy on Copyrighted Works [lesley.edu/use-of-copyrighted-works-policy](http://lesley.edu/use-of-copyrighted-works-policy) for more information.

**FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)**

FERPA is a federal law designed to provide university students with access to and control over the privacy of education records. It also provides guidelines for appropriately using and releasing student education records.

**A Student's Rights Under the Family Educational Rights and Privacy Act (FERPA)**

In accordance with the provisions of the Family Educational Rights and Privacy Act (Section 438 of the General Education Provisions Act 20 U.S.C. 1232g, commonly referred to as "FERPA" and the "Buckley Amendment"), Lesley University advises students as follows:

**In accordance with FERPA, students are notified of the following rights:**

1. The right to inspect and review the student's education records within 45 days of the date Lesley University receives a request for access. In order to request access to a student's education records, a student should submit a written request to the University Registrar that identifies the record(s) the student

wishes to inspect. The Registrar 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 Registrar, the Registrar will either obtain the records or advise the student of the correct official to whom the request should be addressed.

2. The right to request amendment of the student's education records that the student believes are inaccurate or misleading, or otherwise in violation of the student's privacy rights. In order to request an amendment to student education records, a student must write to the University Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the records are not maintained by the Registrar, the Registrar will advise the student of the correct official to whom the request should be addressed.

The University will review the request and decide whether to amend the record within a reasonable time after receiving the request. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing re-garding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. If the hearing does not change the result, the student may put a statement in the student's education record stating the student's disagreement with the University's decision.

3. The right to consent in writing to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Please see below for more information.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Lesley University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

#### **Disclosure of Information from Education Records without Student Consent:**

FERPA regulations permit the disclosure of personally identifiable information from a student's education records without the prior written consent of the student if the disclosure meets certain conditions. Those conditions include, but are not limited to the following:

1. The information is "directory information", as permitted by FERPA and defined by Lesley University. Lesley University defines directory information to mean the following: student name, enrollment status, dates of attendance, major field of study, and degrees and awards received.

For purposes of responding to United States and City of Cambridge census requests only, the University also designates student residence hall addresses and dates of birth as directory information.

Students may request that Lesley University not release directory information to the public by completing a Request to Prevent Disclosure of Directory Information Form available in the Office of the University Registrar.

2. The information is provided to other school officials who have a legitimate educational interest in the information. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Lesley University.

A school official is a person employed by Lesley University in an administrative, supervisory, academic, research, or support staff position (including public safety personnel and health staff); a person serving on the board of trustees; a student serving on an official committee, such as a disciplinary or grievance committee; or any faculty member or administrator to whom or to whose office the student has addressed a request, application, or inquiry for which the records are needed to prepare a reply. A school official also may include a volunteer or contractor outside of Lesley University who performs an institutional service or function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, collection agent, emergency alert system, or a student volunteering to assist another school official in performing his or her tasks.

3. The information is provided in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility, amount, conditions, or enforcement of terms of such financial aid.
4. The information is provided to officials of another school in which a student seeks or intends to enroll.
5. The information is provided to parents or legal guardians of a student if the student is a dependent for federal tax purposes.
6. The information is relevant to comply with a judicial order or lawfully issued subpoena.
7. The information is provided to accrediting organizations to carry out their accrediting functions.
8. The information is provided to parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance, if the school determines the student committed a disciplinary violation and the student is under the age of 21.
9. The information is provided to the parents or guardians, school officials, government agents, and/or others, as appropriate, in connection with a health or safety emergency.

**Military Access to Education Records:** Under the Solomon Amendment, Lesley University may not in policy or practice prohibit or prevent the Secretary of Defense and his/her representatives from obtaining, for military recruiting purposes, entry to campus, access to students on campus, or access to directory information, nor may Lesley University institute an anti-ROTC policy. Pursuant to the Solomon Amendment, for the purpose of military recruiting, Lesley University must permit Department of Defense entities to obtain the following student information: name, address, telephone listing, age or year of birth, level of education (e.g., freshman, sophomore, or degree awarded for a recent graduate), and academic major. However, if a student has formally requested that such information be withheld from public disclosure, Lesley University may not provide such information to the Department of Defense entities. See above

for the process for requesting that such information be withheld from public disclosure.

### FERPA Release Forms

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) and subject to certain exceptions, the University may not release information pertaining to a student's education record to another individual unless authorized by the student.

See the Registrar's web page at

<https://lesley.edu/students/policies/privacy-policy/family-educational-rights-and-privacy-act-and-related-regulations> for the FERPA release forms, to approve the release of your education records to another individual.

## PROTECTION OF HUMAN SUBJECTS

### Human Subjects Policy Statement

Lesley University is committed to the ethical principles for the protection of human subjects in research set forth in the *Belmont Report* of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. The University requires that all research and teaching activities involving human subjects be guided by these ethical principles. In summary, these principles are:

- **Respect for persons.** This principle requires researchers to obtain informed consent from all human subjects participating in their research. The consent process includes giving subjects full and comprehensible information about the research and providing a clear assurance that participation is strictly voluntary.
- **Beneficence.** The essence of this principle is concern for the wellbeing of subjects. It requires that the risk of harm to subjects be minimized to fullest extent possible. It further requires a risk/benefit analysis in favor of the research, such that the sum of benefits to the subject, as well as the importance of the knowledge to be gained, clearly justifies the remaining risk of harm to human subjects.
- **Justice.** Justice requires that the risks and benefits of research should be fairly and equitably distributed among subjects, with particular concern against the exploitation of subjects whose personal characteristics place them in vulnerable or dependent positions, i.e., children, prisoners, patients, impoverished persons, the cognitively impaired.

### Human Subjects Research Institutional Review Board (IRB)

The University, through the Provost's Office, maintains an Institutional Review Board for Human Subjects Research (hereafter the IRB). The IRB shall determine whether an activity constitutes human subject research and whether the research is subject to full Board review or may be exempted from review.

### Am I Doing Research With Human Subjects?

**Research** is defined under federal regulation as any *systematic* investigation designed to develop or contribute to *generalizable* knowledge. The scope of this definition is broad, encompassing both faculty and student projects, as well as projects not intended to generate results for publication. However, most teaching and classroom activities, as well as most ad-hoc, anecdotal, or otherwise nonsystematic projects, do not qualify as research under this definition and are not subject to these policies and procedures.

A **human subject** is defined under federal regulation as any living individual about whom an investigator conducting research obtains

either (1) information through *intervention* or *interaction* with the individual, or (2) identifiable *private information*.

**Intervention** includes any manipulation of the subject or the subject's environment performed for research purposes.

**Interaction** includes any and all communication or interpersonal contact between investigator and subject.

**Private information** includes any individually identifiable information about a human subject that the individual can reasonably expect will not be made public.

If a project is systematic in its approach to data collection, aims to collect generalizable knowledge that will be applied to other populations, and includes a specific intervention or interaction, then it is considered to be formal research and must adhere to guidelines for Human Subjects in Research.

Not all research that involves data from human subjects involves intervention or interaction. Projects that involve the examination of pre-existing data and do not involve actual *intervention* or *interaction*, and do not identify private information about subjects, may not qualify as human subject research. Examples include research that analyzes pre-existing test scores, samples of art works, recordings of language use, where identifying information about subjects is made unavailable to the researchers – although identity coding may be permissible provided that private information cannot be identified.

### Educational Activities that are not Human Subjects Research

Not all data gathering activities by university faculty and students represent human subjects research, even when interactions and interventions are involved. Some activities are designed to teach research techniques or data analysis, and do not have generalizable, systematic research as its intent. All participants should understand and are clearly informed that these activities are instructional exercises and are not actual research. Examples that may not constitute human subjects research include: demonstrating professional practice; engaging in classroom inquiry; demonstrating already established curriculum, pedagogies and intervention methodologies; training of assessment tools and methods; guiding future procedures for data collection under human subjects research situations; collecting information about historical individuals that are no longer living; observing individuals without interaction or identity determination; studying identifiable public figures (without interaction or the collection of private information); as well as internships and practica.

However, if such data are to be employed as part of a doctoral dissertation or a master's thesis, then IRB review should be sought. When the results of the activities described above may be subject to later publication or public presentation at professional conferences, and when there is any possibility of individually identifiable information being made public, then IRB review should be sought.

Obviously, an education activity that involves the use of experimental drugs, agents, devices, or medical procedures, even when they are a part of a course curriculum, always represent human subjects research, and therefore necessitate IRB review and approval.

### If Students Conduct Research as part of a Class Assignment

Given that courses are first approved by the faculty and the appropriate Curriculum Committee, research done by a student as part of an approved class assignment does not fall under these policies (with exception of master's thesis and doctoral dissertation). This includes the gathering of original data on human subjects. In

such cases, however, the instructor of the course will be the principle investigator and will be responsible for seeking informed consent of subjects, for informing students of proper procedures regarding the conduct of such research, and for monitoring the work done by students. Thus, it remains very important that both faculty and students understand the regulations and procedures regarding the conduct of human subjects research. Faculty are encouraged to include relevant information on their course syllabi along with instruction where appropriate. Any university course that addresses appropriate methodologies for human subjects research should be aware of this entire policy and guide university students in understanding it fully. Faculty who are supervising Independent Study Projects should contact the IRB if there are any concerns that a student research project might qualify for review by the Committee.

**Human Subjects Research Procedures** Faculty who propose to conduct, direct, or supervise research involving human subjects shall evaluate the undertaking and ensure that it is consistent with the policies and procedures of Lesley University. The principal investigator has primary responsibility for protecting human subjects from harm by participation in the research. All others involved in conducting the study share this responsibility. When students engage in research, the faculty member supervising that research serves as the Principal Investigator for purposes of Federal and State statutes and regulations – including research undertaken by doctoral and master’s students. Adjunct faculty research must be evaluated and coincide with the adjunct faculty’s period of contract with the University.

The IRB shall determine whether an activity constitutes human subjects research and whether the research is exempt from formal review. Researchers shall submit applications for approval of research proposals involving human subjects to the IRB, using the forms provided by the IRB. Application review is ongoing during the calendar year and may take up to 6 weeks. Applicants who are asked to revise and resubmit must do so within 6 weeks of notification or the application will be closed.

The IRB gives approval only for the specific research plan contained in the application presented to it, and for a specific period of time not to exceed one year. This period begins on the date of the IRB action, not the date the researcher begins to collect data. No part of the plan relevant to human subjects shall be changed, nor shall subjects be used beyond the specified time, without further approval of the IRB. All data collected must be kept in protected form for 5 years and then destroyed as per the details specified in the approved application.

All key personnel on non-exempt research projects involving human subjects must complete an approved Human Subjects Educational Training before beginning work on the project. The federal government defines key personnel as all individuals responsible for the design and conduct of the study. See the Lesley IRB web page for the most updated information on training. Lesley faculty and doctoral students are provided access to training via the Protecting Human Research Participants program (PHRP) which produces a certificate verifying completion. This should be saved electronically with the investigator’s name in the title. The certificate must be submitted with all IRB applications to [irb@lesley.edu](mailto:irb@lesley.edu). Training certificates are good for 5 years and must be submitted by all applicants with every application. CITI training certificates are acceptable.

All non-exempt research projects must maintain active IRB approval throughout both the data collection and analysis phases of the research. If the project continues beyond one year, a “Project

Renewal Application” and any supporting materials must be submitted to the Committee for review prior to the expiration date. Project renewals and approval of minor changes to projects are eligible for expedited review.

A *Project Renewal Application* may take the form of an email. It should include the following information: IRB project number, PI name and current contact information, date, title of the project, length of renewal (up to one year), and a statement that no changes to the original proposal have been made and that no adverse effects of the project have been observed. Where an amendment to the original application is sought, a *Project Amendment Application* should include the same information and describe in detail the proposed changes from the original application (e.g., change in the number of subjects, the duration of the intervention, the number of interactions with subject).

Investigators shall immediately suspend an inquiry if they observe an adverse change in the health or behavior of a subject that may be attributable to the research. They shall promptly report the circumstances to the IRB. They shall not resume the use of human subjects without the approval of the IRB.

It is University policy that these policies and procedures apply to all research involving human subjects conducted by faculty or students regardless of the source of funding or whether the research is funded. In the case of conflict between the stipulations of the funding agency, University policy, DHHS regulations, or other state or federal statutes or regulations, the more restrictive regulations shall prevail.

#### **Exempt Research**

Some research studies that meet the definition of research may still be classified as exempt from full IRB review. It is important to keep in mind, however, that exempt status only exempts a project from full IRB review; adherence to all other requirements for the protection of human subjects -- including university policy, state and federal statutes and regulations, or conditions stipulated in your grant -- is still required for exempt research. The decision to categorize a study as exempt can ONLY be made by the IRB. The investigator cannot make this determination. The IRB will retain records of studies classified as exempt.

Examples of research likely to be conducted at Lesley University that may be considered exempt include:

- Research conducted in established or commonly accepted educational settings, involving normal educational practices (e.g., observing two approaches to mathematics instruction).
- Research involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior where the information obtained is recorded in such a manner that human subjects cannot be individually identified.
- Research involving preexisting data/records/information already in the public domain.

To request exempt status, complete and submit the appropriate application to the IRB at [irb@lesley.edu](mailto:irb@lesley.edu). The application form should indicate that an exemption is sought and that you believe your project satisfies the exemption criteria as defined on the form. The IRB will inform you if the project qualifies as exempt.

#### **Expedited Review**

Researchers may request an expedited review only for certain categories of research activities that (1) present no more than

minimal risk to subjects, AND (2) involve only procedures authorized for expedited review by the federal government. Under an expedited review procedure, the chairpersons of the Committee, may approve a proposal qualifying for expedited review and inform the full Committee of the result.

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

Procedures likely to be conducted at Lesley University that are candidates for expedited review include most survey research, interviews, focus groups, research involving data or records previously collected for non-research purposes (i.e., clinical or educational records), as well as most behavioral and cognitive research.

To request expedited review, complete and submit the appropriate application to the IRB at [irb@lesley.edu](mailto:irb@lesley.edu). Indicate on the form that you are requesting expedited review only if you believe your project satisfies the criteria as explained above.

#### **Board Review**

All research projects involving human subjects that do not qualify for exempt status or expedited review, must undergo board review consisting of one of the chairpersons and two committee members. Investigators shall complete and submit the application to the IRB at [irb@lesley.edu](mailto:irb@lesley.edu).

#### **Informed Consent**

Copies of all written consent forms to be used in the project must accompany the IRB Application Form. University policy requires researchers to obtain the written informed consent of all human subjects who participate in any research that poses a risk of harm to subjects, regardless of degree of risk involved or the exempt or funding status of the project. In addition, the University requires written parental/guardian consent for all research involving children or those unable to provide informed consent, and assent is required for children who participate in research.

Consent forms may be designed by the researcher, in keeping with the objectives of the research and data collection. The written consent form is simply a record of the agreement between investigator and subject concerning the content and terms of the project.

*Consent forms must include contact information for the Lesley University IRB using the standard statement on the IRB application form.*

Researchers should be advised that the IRB has found that the most common reason for the delay in approval of applications has been the lack of clarity of consent forms and lack of adequate measures to protect privacy, anonymity and confidentiality.

For further guidance on how to prepare letters of informed consent, see Guidelines for Informed Consent Forms and Example Consent Form in this document.

#### **Children as Subjects of Research**

Whenever research involves the use of children, Lesley University requires that researchers shall obtain an oral assent to participate

from the child, as well as written permission from the child's parent or guardian.

*Children* are persons who have not attained the legal age for consent to treatments or procedures involved in the research in the state where the research will be conducted. *Assent* means a child's affirmative agreement to participate in the research. Mere failure to object shall not be construed as assent. *Permission* means the informed and voluntary agreement of the parent(s) or guardian to the participation of their child in the research. Failure to object shall not be construed as permission.

The Committee shall be responsible for determining that adequate provisions are made for soliciting the assent of the children if, in the judgment of the Committee, the children are capable of providing assent. The Committee shall take into account the ages, maturity, and psychological state of the children involved in the research under a particular protocol, or for each child as the Committee deems appropriate, to determine whether the children are capable of assenting. The Committee may waive the assent requirement if the Committee determines that the capability of some or all of the children is so limited that they cannot reasonably be consulted (e.g., research involving infants).

#### **Student Research**

The University's policies and procedures on human subjects shall apply to all research at Lesley University, whether conducted by faculty or students. All student research shall be supervised by a faculty advisor. It is the responsibility of all faculty to review these policies and procedures, to share this information with students, and to ensure that the rights of human subjects are protected. Policies specific to student research include:

- The faculty advisor shall be the principle investigator. A student cannot be the principle investigator. This also applies to doctoral research and master's thesis research.
- The faculty advisor shall assure that all students are aware of the policies for the protection of human subjects, and that all research protects human subjects to the fullest.
- All students seeking to participate in research involving human subjects must first complete the mandatory educational training module and submit documentation of this to the faculty.
- The IRB shall serve as a consultant and resource to faculty in interpretation of these procedures and policies as they relate to student research and projects.

#### **Institutional Review Board**

The Committee for Human Subjects Research functions as the Institutional Review Board (IRB) and its membership is such as to satisfy requirements of the Department of Health and Human Services (HHS). The IRB has at least five members with varying backgrounds to promote complete and adequate review of research activities commonly conducted by Lesley University. At least one member of the Committee is a non-scientist, and one member is a person not affiliated with Lesley University.

A quorum consists of a simple majority of the Committee's membership, including at least one member whose primary concerns are in non-scientific areas. Actions requiring a vote are taken at convened meetings.

Proposals to be reviewed are submitted to the Committee via email on the application form prescribed by the IRB. The IRB actions are communicated in writing to the principal investigator. Copies are

retained in the Committee's files.

Investigators are instructed to report promptly to the Committee chairperson any unanticipated problems involving any risks to subjects. It is the chairperson's responsibility to ensure that such reports are communicated to the full Committee.

The membership and functioning of the Committee are reviewed annually by the Provost, or designee. Members are appointed or re-appointed each year. The ordinary term of service is three years.

### Application for Review of Human Subjects Research

A unified application form for human subjects research appears in the Faculty Handbook. The form allows for submission of an application for exempt, expedited, or full review by the IRB. Instructions are provided on the form. The application form is available as an electronic document (MSWord) from the University website. Applicants are asked to download the form, enter the requisite information, save the document with a file name that includes an identifier, like the applicant's name, and send the completed application to [irb@lesley.edu](mailto:irb@lesley.edu) as an email attachment (include letters of informed consent). Many applications have arrived with the file name "IRB app" resulting in delays and the increased likelihood that applications will not be properly identified and filed.

**Note:** Do not begin your research (including contacting potential research subjects) until you are notified that your application has been approved by the IRB, which may take up to six weeks. If you have questions, consult the Human Subjects Research Policy on the Lesley web site at [lesley.edu/faculty-staff/faculty-academic-resources/institutional-review-board](http://lesley.edu/faculty-staff/faculty-academic-resources/institutional-review-board). If you have further questions, contact an IRB representative, or the Chairs of the Committee.

Informed Consent letters used in the study should be submitted along with the application. Interview protocols, questionnaires, observation protocols, and other materials that might be of assistance to the Committee in making its determination should be attached as well. Any studies that involve the use of pharmaceuticals or medical devices or procedures should immediately contact the Committee – additional approvals as required by Federal regulations may be necessary.

### Guidelines for Informed Consent

- The form must include a brief, clear statement of exactly what constitutes participation so that there can be no question later as to whether the individual or parent/guardian was properly informed.
- The form should not be deceptive in any way. The consent form itself must neither deceive nor mislead subjects.
- The form should be written in the second person ("You will be asked to complete the following tests...") so that it accurately reflects the exchange between investigator and subject.
- The form should be written in a manner that will be fully understood by the subject.
- The "Consent Form" heading should be clear and separate.
- The form should clearly indicate that the subject is free to withdraw from the study at any time and without penalty.

- The form must not include any language suggesting that the subjects waive their rights by signing—the right, for instance, to sue.
- The form should assure the subject that appropriate steps will be taken to preserve privacy, confidentiality and anonymity. The form should assure the subject that their name or other identifiers will not be revealed. In those unusual instances where permission is sought to identify a subject in a research report (or any subsequent publication), then the IRB will determine whether a sufficient reason is given for doing so, and that the subject has been fully informed of that risk.
- In instances where subjects are asked to reveal personal experiences and states of mind, the form should make clear that if the subject should reveal something which Federal or State laws require the researcher to report, then the researcher will be obliged to do so, even where such reports appear to violate confidentiality – applicable Federal and State laws take precedence.

The following pages provide (1) a further guide to determining whether a proposed project may qualify for exempt status and (2) a lengthy guide to preparing letters of informed consent.

Worksheet for consideration of Exempt Research

Guide to the Preparation of Letters of Informed Consent

## WORKSHEET FOR CONSIDERATION OF EXEMPT RESEARCH

Does the study meet the following criteria?

**YES**

**NO**

Research conducted in established or commonly accepted educational settings, involving normal educational practices such as: research on regular or special educational instructional strategies, or the relative effectiveness of instructional techniques, curricula, or classroom management techniques. *45CFR46.101(b)(1)*

**YES**

**NO**

Research involving the collection or study of existing data, documents, and records. *Data Existing means that all the data, documents or records are in existence prior to IRB review.*

*45CFR46.101(b)(4)* And, these sources are publicly available or the information is recorded by the investigator in such a manner that subjects cannot be identified either directly or through identifiers linked to the subjects.

**YES**

**NO**

Research involving the use of educational tests (cognitive, diagnostic, aptitude, or achievement), survey procedures, interview procedures, or observation of public behavior, and information obtained is recorded in such a manner that human subjects cannot be identified, directly or through identifiers linked to the subjects, nor place the subjects at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, or reputation. *45CFR46.101(b)(2)*

If you answered yes to at least one item above, the protocol **will potentially qualify** for exempt approval. *The IRB makes the final determination of exempt status during review of applications.* However, does this study involve:

- YES NO** Interactions, surveys, or interviews involving minors?
- YES NO** Pregnant women or prisoners?
- YES NO** Any procedures that may cause a subject either physical or psychological discomfort or are perceived as harassment above and beyond what the person would experience in daily life?
- YES NO** Deception?

If you answer yes to any of these four items, the protocol **will not qualify** for exempt approval. *45CFR46.101(h)*

Please answer the following questions to the best of your ability:

- YES NO** Is the probability of the harm or discomfort anticipated in the proposed research greater than that encountered ordinarily in daily life or during the performance of routine physical or psychological examinations or tests?
- YES NO** Is the magnitude of the harm or discomfort anticipated in the proposed research greater than that encountered ordinarily in daily life or during the performance of routine physical or psychological examinations or tests?

If you answer yes to either question above, the study **will not qualify** for exempt approval. *45CFR46.102(i)*

## GUIDE-PREPARATION OF LETTERS OF INFORMED CONSENT

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### Guidelines for Informed Consent

- The form must include a brief, clear statement of exactly what constitutes participation so that there can be no question later as to whether the individual or parent/guardian was properly informed.
- The form should not be deceptive in any way. The consent form itself must neither deceive nor mislead subjects.
- The form should be written in the second person ("You will be asked to complete the following tests....") so that it accurately reflects the exchange between investigator and subject.
- The form should be written in a manner that will be fully understood by the subject.
- The "Consent Form" heading should be clear and separate.
- The form should clearly indicate that the subject is free to withdraw from the study at any time and without penalty.
- The form must not include any language suggesting that the subjects waive their rights by signing—the right, for instance, to sue.

- The form should assure the subject that appropriate steps will be taken to preserve privacy, confidentiality and anonymity. The form should assure the subject that their name or other identifiers will not be revealed. In those unusual instances where permission is sought to identify a subject in a research report (or any subsequent publication), then the IRB will determine whether a sufficient reason is given for doing so, and that the subject has been fully informed of that risk.
- In instances where subjects are asked to reveal personal experiences and states of mind, the form should make clear that if the subject should reveal something which Federal or State laws require the researcher to report, then the researcher will be obliged to do so, even where such reports appear to violate confidentiality – applicable Federal and State laws take precedence.

### Guidelines for Informed Consent Letters

**1. Title:** Descriptive title.

**2. Principal Investigator:** Include name of Principal Investigator and other researchers as appropriate with their contact information and institutional or program affiliations. This includes the faculty principal investigators supervising research carried out by students (including doctoral and master's). **3. Sponsor:** If the study is funded, include the sponsor's name.

**4. Description and Purpose:** (Required in all consent forms). May be one or more sections; modify heading(s) as appropriate. This part of the consent form must include:

- A statement that potential subjects are being asked to volunteer for a research study;
- An explanation of why the subject is being asked to volunteer;
- A clear explanation of the purpose of the research;
- The expected duration of the subject's total participation;
- The approximate number of subjects to be enrolled in the study at Lesley University and elsewhere. (This information is only required when the number of subjects is material to the person's decision to participate; e.g., small sample size might compromise anonymity.)

**5. Procedures:** (Required in all consent forms)

a) A description and explanation of the procedures that will be performed on the subject, e.g., filling out questionnaires, being interviewed, being audio or videotaped, engaging in role-playing or performing computerized experiments. b) A full explanation of all responsibilities and expectations of the subject. Be sure to communicate the following:

- All of the different people with whom the subject will interact.
- Where the research will be done.
- When the research will be done.
- How often the procedures will be performed.
- How much of the subject's time will be involved in each session and the number of sessions.

**6. Risks:** (Required in all consent forms)

a) A description of any possible discomforts or **risks** that may exist. Explain how **anonymity** will be assured if that is a potential



problem. Explain what will happen to data collected, including any video or audio recordings, once the study is completed.

This section should include a statement that the research may not provide any benefit to the subject. Any benefits to the subject or others that can be expected should be described in a way that is not coercive, enticing, or self-serving. Benefit to society is appropriate. Do not refer to financial compensation in this section. The following is acceptable wording for this section:

*Participation in research is voluntary. You have the right to refuse to be in this study. If you decide to be in the study and change your mind, you have the right drop out at any time. You may skip questions. Whatever you decide, you will not lose any benefits to which you are otherwise entitled.*

b) If your study does involve any risk of physical harm to subjects, the following statement shall be included on the consent form:

*If you are injured during the course of the study and as a direct result of this study, you should contact the investigator at the number or e-mail address provided. Although compensation is not available, Lesley University will assist you in obtaining medical treatment, including first aid, emergency treatment, and follow-up care as needed. Your insurance carrier should be billed for the cost of such treatment. If your insurance carrier denies coverage, Lesley University is under no obligation to pay for the treatment but may do so at its discretion. By providing financial or other assistance, neither Lesley University nor the researchers are stating that they are legally responsible for the injury.*

#### **7. Confidentiality, Privacy and Anonymity:** (Required in all consent forms)

The following is acceptable wording for this statement, but this wording can be modified as appropriate:

*You have the right to remain anonymous. If you elect to remain anonymous, we will keep your records private and confidential **to the extent allowed by law**. We will use numerical identifiers rather than your name on study records. Your name and other facts that might identify you will not appear when we present this study or publish its results.*

*If for some reason you do not wish to remain anonymous, you may specifically authorize the use of material that would identify you as a subject in the research.*

The consent form should end with statements similar to the following:

*We will give you a copy of this consent form to keep.*

Both the investigator and the subject should keep a copy of the signed form.

#### **We require that you add this exact paragraph at the bottom of the form:**

*There is a Standing Committee for Human Subjects in Research at Lesley University to which complaints or problems concerning any research project may, and should, be reported if they arise. Contact the Committee Chairperson at [irb@lesley.edu](mailto:irb@lesley.edu).*

#### **8. Signatures and names:** (Required in all consent forms)

a) **Investigator's Signature:**

\_\_\_\_\_  
Date                      Investigator's Signature                      Print Name

b) **Subject's Signature:**

*I am 18 years of age or older. The nature and purpose of this research have been satisfactorily explained to me and I agree to become a participant in the study as described above. I understand that I am free to discontinue participation at any time if I so choose, and that the investigator will gladly answer any questions that arise during the course of the research.*

\_\_\_\_\_  
Date                      Subject's Signature                      Print Name

**If needed** (This line is required only if the subject is not able to consent for herself or himself):

\_\_\_\_\_  
Date                      Signature Parent/Guardian or                      Print Name  
   Legally Authorized Representative

## **APPLICATION FOR REVIEW OF HUMAN SUBJECTS RESEARCH**

A unified application form for human subjects research can be found on the IRB web page, under "Documents and Forms":

[lesley.edu/faculty-staff/faculty-academic-resources/teaching-and-scholarship/institutional-review-board](http://lesley.edu/faculty-staff/faculty-academic-resources/teaching-and-scholarship/institutional-review-board).

## **INTELLECTUAL PROPERTY**

Lesley University acknowledges the import of intellectual property ownership. As such, this policy clarifies the ambiguities surrounding intellectual property ownership and details those rights the University and its faculty, staff, and students hold.

This policy applies to all faculty, staff, and students of Lesley University. Compliance with the terms of this policy is a condition of employment for University faculty and staff and of enrollment for University students. The *Lesley University Policy on Ownership of Intellectual Property: Questions and Answers* supplements this policy. Faculty, staff, and students are strongly encouraged to refer to these two documents frequently.

This policy does not address the use of copyrighted works. A separate policy, the *Lesley University Policy on Use of Copyrighted Works*, addresses this issue. Also, this policy does not apply to any intellectual property created before someone becomes affiliated with

Lesley University. Finally, any approved written contract will supersede the terms of this policy when necessary to facilitate a partnership and the chief academic officer must approve all such contracts. Lesley University highly recommends that all faculty, staff, and students contract with all co-authors and/or external sponsors, before the creation of a work, regarding intellectual property ownership.

### I. Statement of Principles

Lesley University is dedicated to academic freedom as a means to scholarly inquiry and academic production. As such, Lesley University encourages its faculty, staff, and students to create intellectual property and rewards them by recognizing their rights. The *Lesley University Policy on Ownership of Intellectual Property* maintains the traditional norms that foster scholarly inquiry and academic production, allowing authors to retain ownership in their intellectual property unless Lesley University has invested substantial resources or otherwise merits ownership of the intellectual property.

### II. Definitions

1. **Author:** Anyone who offers a substantial intellectual contribution to the creation of intellectual property.
2. **Intellectual property:** The copyrightable works (i.e., original works of authorship fixed in tangible mediums of expression, which include documents in digital form) or patentable works created by faculty, staff, and student authors.
3. **Administrative works:** Original works created mostly by staff, but sometimes by faculty and students, that do not constitute pedagogical or scholarly and artistic works (e.g., memoranda, reports).
4. **Commissioned works:** Administrative, pedagogical, or scholarly and artistic works specially ordered by the University and contractually described as commissioned works.
5. **Pedagogical works:** Original works created predominately by faculty, but sometimes by staff and students, to facilitate their teaching duties (e.g., syllabi, curriculum surveys, etc.).
6. **Scholarly and artistic works:** Original works created by faculty, staff, and students, derived from their academic research or artistic talent, and related to the faculty and staff's employment or the student's coursework. (If faculty and staff or students create uncommissioned intellectual property outside their academic fields or independent of their classes, respectively, then this policy does not apply because it is assumed that Lesley University has provided no resources.)
7. **Sponsored works:** Administrative, pedagogical, or scholarly and artistic works created using substantial University resources.
8. **Works made for hire:** Works created by faculty, staff, or students within the scope of their employment and regardless of whether Lesley University has issued separate payment (e.g., administrative works, commissioned works, sponsored works, curriculum surveys).
9. **Rights:** Includes intellectual property rights and use rights.
10. **Intellectual property rights:** The full panoply of rights legislatively granted to authors. Whoever retains the intellectual property rights owns the intellectual property.
11. **Use rights:** The specific rights this policy reserves to the University, faculty, staff, or students when so specified.

12. **University use rights:** To archive and to make and/or limitedly distribute representational reproductions of faculty and/or student-owned intellectual property for noncommercial and educational purposes (e.g., admission catalogs, accreditation).
13. **Faculty use rights:** To reproduce and/or distribute their own intellectual property and/or to make and/or limitedly distribute representational reproductions of their Lesley University students' intellectual property for noncommercial and educational purposes.\*
14. **Staff and student use rights:** To reproduce and/or distribute their own intellectual property for noncommercial and educational purposes (e.g., portfolios).
15. **University resources:** Describes the University's investment in the intellectual property.
16. **Normal University resources:** Includes access to an office space, a laboratory, a computer and University-purchased and supported software or licenses, laboratory equipment, and library resources. Normal University resources also include sabbaticals and other normal means of professional development (e.g., conferences).
17. **Substantial University resources:** Includes all resources not customarily provided (e.g., support staff hired to create intellectual property, additional funding).

### III. Copyright Ownership

Lesley University recognizes that, generally, authors retain copyright ownership in their intellectual property, but Lesley University does assert copyright ownership in all works made for hire.

1. **Administrative works:** Lesley University hires and requires staff to create administrative works. Therefore, administrative works constitute works made for hire, and Lesley University asserts copyright ownership in all administrative works. While most administrative works are staff-authored, Lesley University asserts copyright ownership irrespective of whether faculty, staff, or students create administrative works.
2. **Commissioned works:** When Lesley University commissions a work, but before the author creates the work, Lesley University and the author must contractually describe who owns the copyright. In the absence of a written agreement, the author retains copyright ownership.
3. **Pedagogical works:** Substantial use governs copyright ownership of uncommissioned pedagogical works. Lesley University will assert copyright ownership in all pedagogical works created using substantial University resources. Lesley University deems these works sponsored and, therefore, works made for hire. However, faculty, staff, and students shall retain copyright ownership in all works created using normal University resources. The following qualifications apply:
  4. Regardless of substantial use, Lesley University will assert copyright ownership in all curriculum surveys created during the author's employment at Lesley University.
  5. In determining whether faculty, staff, and students have used substantial University resources to create pedagogical works, Lesley University recognizes that, while not determinative, the creation of new distance education materials are more likely to constitute sponsored works than materials prepared for a traditional classroom setting. This qualification applies to the

creation of new pedagogical works but not to existing pedagogical materials placed online for the first time.

6. Faculty, staff, and students retain use rights when Lesley University asserts copyright ownership, and Lesley University retains use rights when faculty, staff, or students assert copyright ownership. Moreover, when students assert copyright ownership, that copyright ownership is subject to faculty use rights.
7. Faculty, staff, and students have the right to use, for teaching purposes at Lesley University and other nonprofit educational institutions, all pedagogical works that they have created, regardless of whether Lesley University has asserted copyright ownership. Faculty, staff, and students who no longer work at Lesley University retain this right.
8. Faculty, staff, and students may commercialize their own pedagogical works if Lesley University has not asserted copyright ownership, with the exception that they may not sell their courses to other academic institutions without Lesley University's consent. The chief academic officer must provide consent, and Lesley University is entitled to 50% of the royalties unless otherwise contracted.
9. Scholarly and artistic works: Substantial use governs copyright ownership of uncommissioned scholarly and artistic works. Lesley University will assert copyright ownership in all scholarly and artistic works created using substantial University resources. Lesley University deems these works sponsored and, therefore, works made for hire. However, faculty, staff, and students shall retain copyright ownership in all works created using normal University resources. The following qualifications apply:
10. Faculty, staff, and students retain use rights when Lesley University asserts copyright ownership, and Lesley University retains use rights when faculty, staff, or students assert copyright ownership. Moreover, when students assert copyright ownership, that copyright ownership is subject to faculty use rights.
11. Faculty, staff, and students have the right to use, for teaching purposes at Lesley University and other nonprofit educational institutions, all scholarly and artistic works that they have created, regardless of whether Lesley University has asserted copyright ownership. Faculty, staff, and students who no longer work at Lesley University retain this right.
12. Faculty, staff, and students may commercialize their own scholarly and artistic works if Lesley University has not asserted copyright ownership.

#### **IV. The Lesley University Trademark**

Faculty, staff, and students may not associate Lesley University's name with their pedagogical or scholarly and artistic works, except to identify themselves as Lesley University faculty, staff, or students.

#### **V. Patent Ownership**

When a faculty, staff, or student believes that he or she is producing a patentable work and if the work relates to the faculty and staff's employment or the student's coursework, then he or she must report this work to the chief academic officer. If Lesley University decides to pursue patent protection for the work within one year, the faculty, staff, or student must assist Lesley University in seeking patent protection. Lesley University will assume all costs, but the faculty, staff, or student must assign all patent rights to Lesley University. Nonetheless, the faculty, staff, or student is entitled to 50% of the royalties unless otherwise contracted. If Lesley University decides not

to pursue patent protection for the work, the author remains free to pursue patent protection and shall retain all royalties therefrom.

#### **VI. University Responsibilities**

When Lesley University asserts ownership in intellectual property, Lesley University assumes responsibility for protecting its own intellectual property rights.

#### **VII. Faculty, Staff, and Student Responsibilities**

When faculty, staff, or students retain ownership in their intellectual property, they retain responsibility for protecting their own intellectual property rights.

If Lesley University faculty, staff, or students have any questions regarding whether Lesley University may assert ownership in their intellectual property, it is their responsibility to clarify ownership with the chief academic officer. If ambiguities exist, especially concerning substantial use, it is the responsibility of the author to request a written contract regarding ownership before he or she creates the work.

*See Lesley University Policy Governing Human Subjects Research for related concerns*

### **RELIGIOUS OBSERVANCE**

Students who are unable, because of their religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement. As a result of absence due to religious observance, students shall have the opportunity to make up the examination, study, or work requirement they may have missed, provided that such make-up examination or work shall not create an unreasonable burden upon Lesley University. The University will not charge any fee for providing students the opportunity to make up examinations or work. No adverse or prejudicial effects shall result to students who avail themselves of the provisions of this policy.

For additional information, contact the Office of Student Life and Academic Development at 617.349.8530.

# ACADEMIC POLICIES AND PROCEDURES

## ACADEMIC ADVISING

Academic advising is a high priority at Lesley University. Each student in the Graduate School of Arts and Social Sciences (GSASS) and the Graduate School of Education (GSOE) has access to a program-affiliated advising team consisting of an assistant director for academic advising and a faculty advisor.

Assistant directors are professional academic advisors assigned to each program. They are responsible for the coordination of academic advising and overseeing the delivery of services to all GSASS and GSOE students. GSASS requires and GSOE strongly urges each student, upon acceptance into a program of study, to initiate contact with his or her assistant director to begin the process of academic advising and program planning. Assistant directors can answer questions regarding university policies, registration procedures, course sequencing, choice of electives, and Massachusetts Tests for Educator Licensure (MTEL) requirements for education licensure programs. They also serve as liaisons between students and university support offices on the Lesley campus.

When students are accepted into a Lesley program, they are assigned a faculty advisor, who will work with them on career and professional issues and will offer academic support and guidance to help them meet their goals. Students are required to schedule an appointment with their faculty advisor early in the program and to keep in contact on a regular basis.

Names and contact information for faculty advisors and assistant directors are available through the Lesley Online Information Service (LOIS). Students should initiate contact with assistant directors and faculty advisors on a regular basis and make use of the supports and resources the University offers.

Although advisors offer advice and counsel, students should read carefully through all materials regarding grading, academic integrity, and related policies. It's important that they keep a constant check on their programmatic requirements and academic progress, and that they make use of all the supports and resources the University has to offer.

## ACADEMIC GRIEVANCE POLICY FOR GRADUATE STUDENTS

Lesley is committed to providing quality academic services to all students. In accordance with this commitment, Lesley provides the following grievance procedures to afford students a vehicle by which they may appeal academic decisions. This process applies to all students enrolled in graduate courses. The appeal process shall be concerned with a student's belief that an academic policy has been violated to the detriment of the student.

Issues pertaining to potential violations of other University policies (for example, the Community Standards of Conduct or unlawful discrimination or harassment) shall be investigated and addressed in accordance with that University policy.

### Definition of an Academic Grievance

A grievance is a complaint made by a student that a specific faculty member or administrator has interpreted or applied the academic

policies in violation of a University Policy in such a way to adversely affect his or her interest as a student.

A formal complaint may be filed only after informal communication between the student and the person being grieved has failed to resolve the issue.

### Academic Grievance Review Process

#### Level I: Faculty\*-Student Meeting

- To initiate the academic grievance review process, the student will request, in writing, a meeting with the faculty member. For purposes of this policy, meeting is defined as face to face, telephonic or via other synchronous forms of communication. The request for a meeting must be made within twenty (20) business days of the alleged violation.
- The written request must be accompanied by a written statement fully describing the complaint, a description of the informal communication between the student and the person being grieved, and indicate that redress for a grievance is sought. The faculty member will forward a copy of the written request to the program director.
- The faculty member will assign the earliest convenient date for a meeting. This date will be within five (5) business days after the faculty member receives the request, subject to faculty contractual responsibilities. At that meeting, the student and the faculty member will attempt to resolve the grievance.
- Within ten (10) business days of the meeting, the faculty member\* will reply in writing to the student's written statement, summarize the meeting, and describe either the resolution or the reasons for not being able to reach an agreement.
- If Level I does not provide a mutually satisfactory resolution to the complaint, the student may appeal the Level I decision by initiating a Level II review.

*\* or person whose decision is being grieved*

#### Level II: Faculty\*-Student-Division Director (GSOE)/Associate Dean (GSASS and LA+D) Meeting

- The student will commence Level II by requesting, in writing, a meeting with the division director/associate dean, accompanied by a written description of the complaint and Level I outcome, within ten (10) business days after the conclusion of Level I.
- As part of the written description, the student will document how the informal steps failed to resolve the issue. A copy of the student's letter and description will be forwarded by the student to the faculty member at that time.
- Upon receipt of the written request for a Level II meeting, the division director/associate dean will assign the earliest convenient date for the meeting, but no later than five (5) business days after the request has been received.
- The division director/associate dean will inform the student and faculty member, in writing, of the time and place of the meeting. In this meeting, the student and the faculty member will attempt to resolve the grievance with the assistance of the division director/associate dean.
- The division director/associate dean will record the Level II meeting and forward the findings to the student and faculty member within ten (10) business days of the meeting. If Level II does not provide a mutually satisfactory resolution to the

complaint, the student may appeal the Level II decision by initiating a Level III review.

*\*or person whose decision is being grieved*

### Level III: Grievance Review Committee

- The student will commence Level III by forwarding the written description of the complaint and the Level I and Level II outcome descriptions to the associate dean of the school within ten (10) business days after the conclusion of Level II.
- The associate dean will constitute the Grievance Review Committee within five (5) business days of receipt of the request. The Grievance Review Committee will consist of three people from the Lesley University community who presently serve as faculty or administrators of the University. One person will be appointed by the school dean to represent the person being grieved. One person will be appointed by the student, and said appointment will be forwarded to the associate dean by the student. The third person will be the associate dean or designee of the school who will chair the committee. The Grievance Review Committee will convene within ten (10) business days of receipt by the associate dean of the student's written request. The student will be notified in writing of the time and place of the meeting.
- The Grievance Review Committee will meet with the student and the faculty member individually. The Committee will undertake an examination of the complaint and will review all Lesley policies that may be applicable.
- The Committee will make a recommendation for resolution of the grievance, in a written report, which will also set forth the facts of the complaint and cover the procedures of the committee meeting. This written recommendation will be delivered to the school dean within five (5) business days after the Committee's final meeting.

The school dean will review the report and make the final decision concerning resolution of the grievance. The dean has all options available for evaluating the appeal, including instituting a de novo review. The dean will inform the student and faculty member, in writing, of the decision within five (5) business days of receipt of the committee report together with his/her justification. The decision of the school dean will be final. In cases where the school dean is being grieved, the Grievance Review Committee shall make its recommendation to the Provost. The decision of the Provost shall be final.

## ACADEMIC INTEGRITY POLICY

Approved by Board of Trustees, December 17, 1997  
 Approved by Academic Affairs Committee, November 5, 1997  
 Approved by Faculty Assembly, May 20, 1997  
 Revised by FAAP and AAC, May 2009  
 Revised by FAAP and AAC, April 2019

The Academic Integrity Policy applies to all graduate and undergraduate students enrolled at Lesley University, including but not limited to, courses, practica, seminars, studio courses, field placements and institutes as well as participating in other educational experiences.

### I. Statement of Principles

Academic honesty and integrity are essential to the existence and growth of an academic community. Every member of the Lesley

community is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lesley University.

A commitment to preserving and encouraging high standards of academic honesty may be demonstrated in many ways. At a minimum, each member of the Lesley community is charged with honoring and upholding the University's policies and procedures governing academic integrity as set forth below.

### II. Prohibited Conduct

No Lesley student will knowingly perform, attempt to perform, or assist another in performing in any act of academic dishonesty. The term "knowingly" means that the student knows that the academic work involved will be submitted for academic credit or advancement. It is still an act of academic dishonesty even if the student is not clear that the act was a violation of the University's Academic Integrity Policy.

### Examples of Acts of Academic Dishonesty

Academic dishonesty comes in many forms. Academic dishonesty includes, but is not limited to, taking or attempting to take any of the following actions. The following list is not meant to be exhaustive and a student may be accused and found responsible of violating the University's Academic Integrity Policy for an offense not enumerated below.

- **Abuse of Academic Materials:** Intentionally or knowingly destroying, stealing, or making inaccessible library or any academic resource materials, or student work.  
*Examples:* Stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so that others may not use them; destroying computer programs or files; stealing, destroying or sabotaging another student's academic work, computer software, computer programs, or experiments.
- **Cheating:** Use and/or solicitation of use if unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.  
*Examples:* Copying from another's paper, or receiving unauthorized assistance, such as texting, during a quiz or examination; copying reports, laboratory work, computer programs or files; soliciting and/or sending a substitute to take an examination; unauthorized collaboration on a take-home exam.
- **Complicity/Unauthorized Assistance:** Intentionally or knowingly permitting to attempting to permit another to commit an act of academic dishonesty. Giving or receiving assistance in connection with any examination or any other academic work that has not been authorized by a faculty member.  
*Note:* During examinations, quizzes, lab work and similar activities, students are to assume that any assistance (books, notes, calculators, digital devices, conversations with others) is unauthorized unless a faculty member has specifically authorized it.  
*Examples:* Knowingly allowing another to see or copy from a student's paper, or through text messaging, during an examination; giving or receiving answers to an examination scheduled for a later time; completing academic work for another or allowing another to complete an academic exercise for the student; collaborating on an academic work knowing that the collaboration is not authorized; submitting a group assignment or allowing that assignment to be submitted representing that the project is the work of all the members when less than all of the members assisted in its preparation.

- **Fabrication and Falsification:** Falsification is a matter of altering information; fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

*Examples:* Inventing or altering data or research results; fabricating research processes to make it appear that the results of one process are actually the results of several processes; false citation of a source; falsifying attendance records in class or at practicum or internship sites for the student at issue or someone else; having another falsify attendance records on a student's behalf; falsifying material relating to course resignation or grades; falsification; forgery, or misrepresentation of academic records or documents including admissions materials, transcripts and/or practicum or internship documentation; communication of false or misleading statements to obtain an academic advantage or to avoid academic penalty.

- **Lying/Tampering/Theft:** Giving false information in connection with the performance of any academic work or in connection with any proceeding under this Policy.

*Examples:* Giving false reasons (in advance or after the fact) for failure to complete academic work or to attend an examination; altering academic work after it has been submitted and seeking a re-grading as if it were original work submitted; damaging computer equipment or programs in order to prevent the evaluation of academic work; giving false information or testimony in connection with an investigation or hearing under this Policy; any unauthorized removal or inspection of material related to academic work (exams, grade records, forms, data, answers) from a faculty member's office or computer.

- **Multiple Submissions:** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without prior written authorization.

*Examples:* Submitting the same paper for credit in two courses without both instructors' prior permission; making minor revisions in a paper of report (including oral presentations) and submitting it again as if it were new work.

•

**Plagiarism:** Presenting the work of another as one's own (i.e., without proper acknowledgment of the sources.) Plagiarism may occur in verbal, written, or creative production formats.

It is recognized that appropriation and overt references to other artworks are legitimate practices in contemporary art, and that the generic distinction between such creative strategies and plagiarism can become indeterminate. Therefore, allegations of plagiarism in the studio areas will be evaluated on a case-by-case basis. In case of such a controversy, the decision of the Academic Integrity Committee will be deemed final.

*Examples:* Utilizing a commercial writing service; obtaining and submitting papers done by another as one's own work; using facts, figures, graphs, charts or other information without acknowledgement of the source; copying work found on the internet and submitting it as one's own.

### III. Student Responsibility

Students are full members of the academic community and, as such, are obligated to uphold the University's standards for academic integrity. Students should take an active role in encouraging others to respect these standards.

Upon enrollment, each Lesley student is automatically subject to the requirements and standards of the Academic Integrity Policy and each student has a duty to become familiar with it. All students, including on-campus, visiting, off-campus and online, are responsible to respect these standards.

Ignorance of what constitutes an act of academic dishonesty cannot be used as a defense when facing a concern of academic dishonesty. Students are responsible for learning how to document sources and what constitutes plagiarism.

Lesley faculty and the staff of the Center for Academic Achievement can provide help in understanding acceptable models for academic research. When in doubt about the proper use of source material, students are expected to seek guidance. Students should also seek assistance by using the library tutorials found in the self-service portal around writing citing, and avoiding plagiarism (see: [research.lesley.edu/c.php?g=677501&p=4774695](http://research.lesley.edu/c.php?g=677501&p=4774695)).

Every student should keep notes, rough drafts, sketches, and a copy of each finished paper. If students wish to submit one piece of work for more than one course, they must request and receive written permission to do so from all instructors in the courses involved.

Any student who has direct knowledge and/or evidence of academic dishonesty by another student should meet with the faculty member responsible for that course, the Associate Dean of the student's School, or a member of the Committee on Academic Integrity in the student's school.

### IV. Faculty Responsibility

Lesley faculty are responsible for setting academic standards, for awarding academic credit, and for conferring degrees when those standards are met. Inherent in these responsibilities is a duty to preserve and transmit the values of academic integrity through example in their own academic pursuits and through the learning environment that faculty create for students. The University expects that its faculty will instill a respect for academic integrity and will take measures to discourage academic dishonesty (See Advice to Faculty found in the Faculty Handbook).

All faculty members are expected to follow the policies stated in this Policy when academic dishonesty is suspected. Every member of the Lesley faculty, must ensure that student work submitted to them for academic credit is authentic as well as consistent with established academic standards. The conferring of a grade in a student's work includes judgment by the faculty member that the student's work is free from academic dishonesty. Grades may be adversely affected by academic dishonesty.

Faculty are strongly encouraged to talk with their immediate supervisor and/or Associate Deans whenever they have questions about a student's work or the terms of this Policy.

### V. Process

#### Step 1: Allegation of Academic Dishonesty

If a faculty member has reason to believe that a student has engaged in academic dishonesty they shall promptly discuss the matter with the student and will consider whether the student has violated the Policy. The faculty member then has the following options:

A. If a faculty member determines that no act of academic dishonesty has occurred, the matter shall be considered closed and shall not be reported further.

B. If the faculty member is unsure as to whether a violation has occurred, they will consult with the Associate Dean responsible for such matters or their immediate supervisor for review and discussion. In case of cross-school registration the Associate Dean must ultimately refer the matter for determination to the Associate Dean where the student is enrolled.

C. If the faculty member is persuaded that an act of academic dishonesty has occurred, they will report in writing their findings with appropriate supporting materials and a list of possible witnesses promptly to the Associate Dean for review and possible referral to the Academic Integrity Committee. The faculty member may enter SIP (Still in progress) instead of a grade if the case occurs at the end of a term or semester. In case of cross-school registration the Associate Dean must ultimately refer the matter for determination to the Associate Dean where the student is enrolled.

### **Step 2: Referral to Chair of Committee on Academic Integrity Committee**

Upon receipt of a report or allegation of academic dishonesty from a faculty member, the Associate Dean or the faculty co-chair of the Committee on Academic Integrity of the student's School will inform the student in writing of the allegations against the student and refer to the student to the appropriate sections of the written Academic Integrity Policy that have been violated. The student will meet (in person, by telephone, or otherwise) with the Associate Dean and/or faculty co-chair of the Committee to review the nature of the allegation, review supporting materials, and to afford the student an opportunity to respond to the allegations.

A. If the student admits culpability or otherwise does not contest the allegation of academic dishonesty, the Associate Dean and faculty co-chair may decline to refer the matter for hearing by the School's Committee on Academic Integrity and may recommend an appropriate sanction upon the student to the Dean. The Associate Dean will report the recommendation and disposition of the matter to the School's Committee on Academic Integrity for purposes of maintaining a record of the incident.

B. If the student denies the accusation that they have violated the Policy, the Associate Dean and faculty co-chair will request from the student a written response to the allegations with any relevant support for the student's position and a list of possible witnesses. The response will be submitted by the student within an appropriate timeframe determined by the Associate Dean. The Associate Dean and faculty co-chair will then send the written statements from both the student and faculty member to the School's Committee on Academic Integrity referring to the matter for hearing in accordance with the policies and procedures set forth below.

### **Committee on Academic Integrity**

The chairs of the Committee on Academic Integrity will coordinate a gathering of the academic integrity committee and invite the faculty and student of concern.

### **Step 3: Notice to Student**

The Committee on Academic Integrity will give at least five (5) days' notice to a student of the committee's intent to hold a hearing on a report of academic dishonesty. Notice will be provided in writing and will include a summary of the allegation(s), the date and time of the hearing, a copy of the policy and hearing procedures, and notification of the student's right to bring a member of the Lesley community as an advisor/supporter.

Prior to the hearing date, the student may be asked by the Associate Dean to meet in order to obtain additional information about the allegation(s). The meeting may take place in person, by telephone, or otherwise.

No student will be permitted to withdraw from a course in which they have an allegation of an act of academic dishonesty until the case has been investigated and resolved.

Continued Enrollment Pending Resolution: A student may continue to attend class and to participate in University activities pending administrative resolution. However, while a question of academic misconduct is under investigation, a student may not graduate or receive a transcript without prior written approval of the Dean.

### **Step 4: Committee Hearings**

The hearing process used by each school's Committee on Academic Integrity is intended to provide participants with a timely, fair, and orderly system for investigating and resolving allegations of academic dishonesty.

Committee hearings will be fact-finding in nature, and the focus will be to investigate the allegation. Each committee member shall have one vote and a majority vote will be required for any decision. The committee will consider information and arguments presented, make findings of fact, determine whether the student did engage in academic dishonesty, and, if so, recommend sanctions.

Committee Membership: Each school will have in place a Committee on Academic Integrity that is responsible for holding hearings into allegations of academic dishonesty consistent with these policies and procedures. Each school's committee will be composed of no less than three and no more than five members. The majority of committee members will be from the faculty. At least one will be a representative of the Dean's Office. Each school will determine committee terms in line with their school governance. Terms will be staggered. Student representation and voting privileges on the school-based committee will be at the discretion of each school.

Timing: The committee will make all reasonable effort to hold its hearing within thirty (30) working days from the date the report of academic dishonesty is referred to it for investigation and disposition. Allegations made at the end of the spring semester and during the summer semester may be investigated and reviewed by the committee within the first two months of the following fall semester. The committee should adjust the timeline for specific student needs.

Evidence: Formal rules of evidence do not apply in committee hearings. Committee members may consider as evidence any supporting materials that, in their discretion, contribute to their objectives of discovering the truth and resolving the allegation of dishonesty. Committee members may also exclude evidence that, in their discretion, is repetitious, irrelevant, or not of value to their deliberation. The faculty member alleging academic dishonesty is responsible for presenting materials supporting the allegations. The student is responsible for presenting any materials to support a defense.

Appearance before Committee: The student, affected faculty member, and witnesses who are members of the Lesley community are expected to meet with the committee in person unless compliance would result in significant and unavoidable personal hardship. If necessary, the student, referring faculty member, and witnesses may meet with the committee by telephone or by other methods deemed appropriate by the committee.

Witnesses: In conjunction with their initial written statements regarding the allegations, the student and the referring faculty member may submit a list of names of witnesses that committee members may question to obtain evidence. The committee will interview the witnesses it deems relevant. Witnesses are expected to give truthful testimony. During the hearing, committee members will summarize the witnesses' statements and provide each with an opportunity to respond to the statements made by the witnesses.

**Assistance:** Students may not be accompanied by an attorney in the hearing, but they may be accompanied by an administrator or faculty member from the Lesley community to advise them. The role of the Lesley representative is limited to conferring with and advising the student. The advisor is not permitted to argue, make statements, or question witnesses. The committee or student may request the participation of members of the Center for Academic Achievement, the Office of Disability Services, the Office of University Technology, or other such offices as appropriate.

**Confidentiality:** Committee hearings are closed to the public, and all present at the hearing will consider all the information presented as confidential.

**Failure to Appear:** If the student fails to appear after proper notice, the committee may reach its conclusion and set an appropriate sanction based on the evidence that is before it. A student who fails to appear at the hearing either in person, by telephone, or otherwise may not appeal the decision(s) of or the sanction(s) imposed by the committee unless there was an extreme emergency that caused their failure to appear.

**Rendering a Decision:** The committee may take any investigatory action that it deems appropriate. The committee will deliberate in private and will render a decision by majority vote. The committee will only render a decision that a violation has occurred if it is satisfied that a violation has been shown by clear and convincing evidence.

**The Committee's Report:** Upon conclusion of its deliberations, the committee will prepare a written report containing a summary of the allegation(s) of academic dishonesty, the student's response, the committee's findings (including its evaluation of the credibility of the student and witnesses), the evidence that supports its findings, and its recommendation for sanctions if the allegation is credited. The report will be forwarded to the school Dean within two (2) weeks of the final hearing.

#### **Step 5: Determining Sanctions for Academic Dishonesty**

All acts of academic dishonesty diminish the integrity of the University and will be addressed accordingly. Lesley reserves the right to impose any sanction for academic dishonesty that, in its discretion, it finds to be fair and appropriate. Sanctions may include, but are not limited to any one of the following or a combination of the following:

- Formal warning;
- Reduced grade including a failing grade for the assignment;
- Reduced grade including a failing grade for the entire course;
- Forfeiture of student leadership positions, and/or restrictions on participation in University activities;
- Academic probation;
- Suspension;
- Expulsion

A formal warning consists of a written reprimand for violation of acceptable standards of academic conduct. This action takes formal notice of the student's academic misconduct and provides a formal warning that a further act of academic misconduct will result in far more severe action. A formal warning will not be noted in a student's transcript but will be noted in files of the Dean's office.

In appropriate cases, a student may be allowed to perform community service as part of a sanction imposed under this Policy. If that a student accepts a community service alternative, the Dean of the student's School will approve the terms and duration of such service.

*Note: When the sanction is a lowered or failing grade is imposed, this grade may not be grieved through the School's grade grievance procedure.*

The following factors will be considered when determining the appropriate sanction(s):

- The nature and seriousness of the offense;
- The impact or damage to the University, the School, the program, or to others as result of the misconduct;
- The student's motivation, state of mind, and class status at the time of the incident;
- The student's prior academic and disciplinary record at the University;
- The student's response, attitude and demeanor after the violation;
- The student's appreciation of the nature and severity of his/her academic dishonesty;
- Any mitigating circumstances;
- The penalties which have been imposed in similar prior cases.

#### **Step 6: Decision of the Dean**

The school Dean will review all reports and recommendations of the committee and the documentation upon which the recommendations are based. If the student disagrees with the recommendations and believes that there is additional information that was not available to the committee and therefore not considered by it, they may submit this information in writing to the Dean within five (5) days of receipt of the recommendations. The Dean will notify the student, referring faculty member and the committee in writing of a decision within fifteen (15) working days, excluding holidays and Lesley University vacation days. The decision of the Dean is final.

**Record Keeping:** Committee records will be maintained for seven (7) years by the school's Office of the Dean. A copy of the committee's report will be placed in a confidential file as part of the permanent file of each student who is found responsible of academic misconduct. The report will not be shared without a FERPA waiver signed by the student.

#### **VI. Lesley University Policy and Advisory Group on Academic Integrity**

Every five years the Lesley university-wide Academic Advisory Committee (AAC) will monitor and review, with the Associate Deans, to review the academic integrity policy and process. The Associate Deans will monitor the implementation of this policy in all schools, educate the Lesley community about academic integrity, recommend changes to the policy, and develop measures to prevent academic dishonesty at Lesley University.

### **ACADEMIC PROGRAM AND REVIEW POLICY FOR GRADUATE STUDENTS**

The faculty of Lesley University is dedicated to providing students a high-quality educational experience designed to meet students'



academic, personal, and professional goals. In turn, the university expects students to maintain the academic and professional standards established for its programs of study. These standards apply to all aspects of graduate study—whether on-campus, off-campus, or online—and including courses, internships, practica, and research-related activities.

Failure to meet these standards may result from, but not be limited to, such deficiencies as: more than three (3) credits of “C+” or below or “F” in pass/fail courses; six (6) credits of incomplete (INC); poor performance in theses, integrative projects, practica, or internships; or specific deficiencies in areas deemed essential to the student’s preparation. For students in undergraduate programs, two or more grades of incomplete, or “C-” or below, will result in a review of the student’s academic standing.

Each school reserves the right to suspend or dismiss at any time any student who, in the opinion of school officials, does not achieve and maintain required academic or professional standards. In case of dismissal, students remain responsible for any outstanding financial obligation to the university for tuition or other indebtedness.

#### **Academic Notification**

If a student is not meeting program academic or professional standards, then the division in which the student is matriculated may initiate an academic review process. The following describes the academic review process:

##### **Level I: Academic Review Committee**

An academic review committee meets with the student (in person or via teleconference) and may include a faculty member, the student’s academic advisor, and the division or program director. The committee will review the student’s progress in the program and the areas of concern. After careful review, the committee will make recommendations to address these concerns. The recommendations will be forwarded to the dean of the school or his/her designee, who will inform the student in writing within ten (10) working days, excluding days that Lesley University is closed. The committee may recommend probation with specific conditions or dismissal. (The dean or designee will contact the senior associate registrar to request a “hold” on the student’s registration, should it be recommended by the review committee.)

##### **Level II: Decision by the Dean**

If the student disagrees with the recommendations and believes that there is additional information that was not available to the committee and therefore not considered by the committee, s/he may submit this information in writing to the dean within ten (10) working days, excluding days that Lesley University is closed, of receipt of the recommendations. The dean of the school will review the recommendations of the committee and all documentation considered by the committee. The dean will notify the student and the committee of her/his decision within ten (10) working days, excluding days that Lesley University is closed.

##### **Level III: Appeal to the Provost**

A student may appeal the decision of the dean if s/he disagrees with the decision and if s/he can demonstrate the availability of new information or evidence that is potentially significant and was not available during the investigation. Student appeals must be submitted in writing to the provost within ten (10) working days of receipt of the decision of the dean. In consideration of the appeal, the provost will review all documentation and, as deemed necessary by the provost, consult with the student, appropriate faculty, and

administrators. The provost will render a decision within ten (10) working days, excluding holidays and Lesley University vacation days. The decision of the provost is final within Lesley University and there is no further appeal available.

#### **Meeting the Conditions of Probation**

When the student has met the specified conditions outlined in the dean’s letter, the division will notify the dean to lift probation status. If the student does not meet the conditions within the specified time frame, the division may recommend another review or dismissal.

#### **Grade Requirements for Graduating Students**

For graduate degree students at the Master’s, C.A.G.S., or Ph.D. levels, a grade of “B-” or better in all core or required courses must be received in order to count toward degree requirements. A student must re-take core or required courses for which a grade of “C+” or below was earned.

Graduate students may earn a maximum of three (3) credits of “C+” grades in elective courses and have these credits apply toward degree requirements. A grade of “C” or below in elective courses is considered a failing grade and will not be applicable toward degree requirements. Elective courses may be repeated or another elective course may be added as a substitute. All grades will be recorded on a student’s transcript.

If a required course is failed, the course must be repeated or an equivalent course taken. No credit is accrued with a grade of “F”. If a student repeats the same course, both grades will be recorded on the official transcript, but only the second grade will be used to compute the cumulative GPA.

If a student repeats a course in which a grade other than an “F” was received, both grades will be recorded on the student’s permanent academic transcript, but only the most recent (not necessarily the highest) grade will be used to compute the student’s GPA.

Note: Yellow Ribbon, G.I. Bill, or other students receiveing veteran’s benefits are not necessarily eligible to repeat courses that were previously passed. These students should check with the University’s VA Certifying Official before electing to repeat a course.

To be eligible for a Ph.D., C.A.G.S., or Master’s degree, a student must satisfactorily complete all requirements of the specific degree program with a minimum average of 3.0 quality points (based on a 4.0 scale). Only courses numbered 5000 or above are accepted toward graduate degree programs. Students enrolled in graduate programs must complete their degree requirements within seven (7) years from the year of the first course that was taken as either a degree or non-degree student at Lesley University or another regionally-accredited institution. Courses completed more than seven (7) years from the anticipated date of graduation will not be accepted. The Ph.D. programs have specific requirements pertaining to courses taken at other regionally-accredited institutions. These are detailed in the Transfer of Credits section of this catalog/handbook.

Students should contact their faculty advisor if they have questions about their degree requirements.

## **ASSESSMENT AND PROGRAM EVALUATION**

Lesley faculty and staff focus on continuous improvement in academic quality through ongoing assessment of student learning outcomes in courses and programs. Regular student evaluation of courses is implemented at the end of each course, and program

reviews, involving self-study and external reviewers, are conducted at regular intervals.

## ATTENDANCE

In order to maintain the academic integrity of Lesley programs and to meet course-learning objectives for all class members, students are expected to attend and to participate fully in all class meetings. In exceptional circumstances when students need to be absent from class, they should discuss with the faculty member, in advance, any portion of a class meeting they cannot attend.

Faculty members reserve the right, in consultation with their academic program directors, to set specific attendance requirements for their courses, which may include no absences. This applies to all models of delivery including institutes, residencies, workshops, etc. Faculty members establish expectations as part of their syllabus regarding family or medical emergency and “milestone” circumstances that may necessitate student absence from class. Absence from class diminishes the learning community and may have an adverse effect on a student’s grade.

In setting their attendance requirements, faculty members will be guided by the following standards:

### Weekly Model:

If a student is absent for more than six (6) hours of class time, the academic consequences will be determined according to the policies of the academic program in which the student is enrolled. Missing more than nine (9) hours of weekly class meetings will result in a grade of administrative withdrawal (AW) on the student’s transcript. The student will then need to retake the class and pay the full tuition amount.

### Weekend Model:

When missing any class time up to the equivalent of one full day over the two weekends, students are responsible for contacting the faculty member in advance (or as soon as possible afterwards) to discuss the nature of the family or medical emergency or “milestone” circumstance. The faculty member will determine whether the course attendance expectations will permit make-up work and/or whether there may be an adverse effect on the final grade.

Missing more than the equivalent of one full day over the two weekends will result in a grade of administrative withdrawal (AW) on the student’s transcript. The student will then need to retake the class and pay the full tuition amount.

Serious family or medical emergency and significant “milestone” circumstances may warrant exception to these requirements and will be considered on a case-by-case basis, in consultation with the appropriate academic unit personnel.

The faculty member has full discretion regarding students making up assignments missed, including those completed in and out of class, as well as specific course content (i.e., videos, reflections, discussion, readings, etc.).

### Field Programs:

Students attending field programs that are delivered as integrated curricula occurring all day and most evenings may not miss more than 10% of their program. For instance, if the program is seventy (70) days they may miss seven (7) days. Missing more than the equivalent of 10% of the semester will result in a grade of administrative withdrawal (AW) on the student’s transcript. The student will then need to repeat the semester and repay tuition. Serious family or medical emergency and significant “milestone”

circumstances may warrant exception to these requirements and will be considered on a case-by-case basis, in consultation with the appropriate academic unit personnel.

### Online:

The flexibility of online courses allows students to complete assignments and participate in collaborative work from wherever there is a reliable Internet connection. In an online environment “attendance” in courses that are either fully or partially delivered online is typically measured by the quality and frequency of the posts in the online discussion forums. As online courses are designed to be interactive, often with assignments that require group work, a student’s absence from these discussion forums for more than a few days may prevent that student from maintaining the level of interaction that is required for success in the course.

The university acknowledges that on occasion, students may have legitimate reasons for missing class. However, it is important to realize that while some assignments might be submitted after a due date, discussion postings cannot be “made up.” If a student knows that she/he will be offline for a week or more, the student must contact the instructor BEFORE the start of a course to discuss possible options for completing required work. Given the highly interactive design of an online course, options to make up required discussion boards or collaborative assignments may be severely limited. In this case, a student should consider taking the course at a later time.

Students should be aware that being offline for a week or more, without prior approval from the instructor, may result in no credit for the week’s discussion boards or collaborative assignments. For lengthier absences, an administrative withdrawal (AW) from the course may be warranted. For courses with a grade of AW, no course credit and no tuition refund will be given.

## AUDITED COURSES

Most graduate courses offered for credit may be audited with the approval of the faculty member. Students wishing to audit a course should indicate “audit” on the course registration form or select the audit option in WebReg. See the Student Accounts Office website ([www.lesley.edu/studentaccounts](http://www.lesley.edu/studentaccounts)) regarding the cost of auditing a course. Audited courses cannot later be changed to gain credit or a grade. Courses taken for credit cannot be changed to audit. Credit or audit enrollment must be declared at the time of registration. Audited courses appear on the transcript as such and carry no credit value. Faculty members or the university will not furnish evaluations or letters attesting to the student’s presence or quality of class participation.

Students may observe a class session if permission is given by the faculty member teaching the course. Program offices should be contacted if permission is requested. Students may only be given permission to sit in on one class session.

## COURSE WAIVERS

When a student has successfully completed a course at another regionally accredited institution that is substantially the same as a required course in a degree or certificate program at Lesley University, a waiver may be granted. A waiver for coursework at the graduate level must be graded a “B” or better. At the undergraduate level, coursework must be graded a “C” or better. C.A.G.S., Master’s, and Bachelor’s waiver requests from non-accredited colleges and universities (including international schools) are not accepted.

Graduate-level coursework must not be more than seven (7) years old at the time of graduation.

In some programs, professional experience may be applicable for course waiver approval. Students should discuss this possibility with their academic advisor. Applications for course waiver must be approved and signed by the student's advisor, the school dean or designee, and the registrar designee. The school maintains the right to determine whether the coursework or professional experience is appropriate. Approval of the course waiver does not reduce the total number of credits required for the awarding of a degree or certificate, but allows the student, in consultation with an advisor, to select another approved course for the same number of credits that may then be taken in lieu of the waived course.

Courses waived within non-degree licensure programs may reduce the total number of credits required for completion of the licensure requirements.

Students who wish to request a waiver of a course must discuss this possibility with their academic advisor. Students should complete the waiver form in consultation with their advisor once accepted into a degree or licensure program, or at the time of the first meeting with their advisor. At that time, a complete program can be planned. Waiver procedures must be completed prior to the beginning of the final semester before anticipated graduation.

Waiver forms are available online from the Office of the University Registrar.

## COURSE SEQUENCES

### On-Campus: Program of Study

All degree, certificate, and certification candidates should confer with the appropriate academic advisor in determining their course of study. In planning a program with the student, the academic advisor carefully considers an individual's special interests and circumstances. There are, however, certain courses designed to be taken in sequence or in pairs. In addition, an individual may be counseled to take specific courses as prerequisites in addition to the required program of study or to supplement previous educational training. It is the student's responsibility to comply with advisement and published sequencing and prerequisites.

### Off-Campus: Program of Study

The sequence of courses is generally established for a group of 20–30 students enrolled in an off-campus community. Individual selection of courses is not involved except in the case of elective courses in some programs. Programs of study are reviewed regularly and are subject to change.

## CREDIT HOUR

Lesley University follows federal guidelines in the definition of a credit hour. One credit is awarded for an amount of work represented in intended learning outcomes and verified by student achievement attained in the equivalent of approximately fifteen (15) contact hours of class time and two hours of out-of-class engaged academic time over a semester or the equivalent over a different period. Thus, a three-credit semester or term course has approximately 37.5 to 45 hours of class time scheduled with approximately two additional hours of coursework expected outside the classroom for each in-class hour.

## CREDIT LOADS

A standard academic guideline for determining course load is one credit per week. Therefore, the maximum credit load per semester is as follows:

Summer	10 credits or less
Fall or Spring	15 credits or less
January	4 credits or less

Students should consult their school/program to check program-specific academic guidelines regarding credit load.

## SYLLABUS STATEMENTS

### LESLEY UNIVERSITY SYLLABUS STATEMENTS

#### Learning Community Statement:

Faculty, staff and students are all responsible for advancing a campus and classroom climate that creates and values a diversity of ideas, perspectives, experiences and identities. As such, we aspire to engage together in a community where each person is respected and empowered to express themselves and be heard.

We commit to creating an environment and developing course content that recognizes the learning experience of every student with dignity and respect, regardless of differences that include, but are not limited to: race, socio-economic status, ethnicity, indigenous background, immigration status, nationality, gender identity/expression, language, abilities and accommodations, religion/spirituality, sexual orientation, veteran status or membership in uniformed services, political views, age and physical appearance.

Lesley University's Mission Statement ([lesley.edu/about/mission-history](http://lesley.edu/about/mission-history)) states that "...Lesley prepares socially responsible graduates with the knowledge, skills, understanding and ethical judgment to be catalysts shaping a more just, humane, and sustainable world." Among many experts in the field, Diane Goodman has described the following competencies: (1) Building self-awareness, (2) Understanding and valuing others, (3) Knowledge of societal inequities, (4) Interacting effectively with a diversity of people in different contexts, and (5) Fostering equity and inclusion. Our mission and these competencies are embedded in our curricula and our classrooms. They provide a foundation for transformative teaching and learning, and approaches to social justice.

#### Disability Statement:

Lesley University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and to benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and must provide documentation of the disability. Eligibility for reasonable accommodations will be based on the documentation provided.

If you are a student with a documented disability, or feel that you may have a disability, please contact the appropriate disability administrator.

For On-Campus Students with Learning Disabilities, Attention Disorders and Autism/Asperger's Syndrome:

Kimberly J. Johnson, Director LD/ADD Academic Support Program

Doble Hall, 2nd floor

Phone: 617.349.8462 • Fax: 617.349.8324

kjohnso7@lesley.edu

For On-Campus Students with Physical, Sensory, and Psychiatric Disabilities:

Daniel Newman, Executive Director Academic Support Services,  
Lesley University ADA/504 Coordinator for Students  
11 Mellen Street

Phone: 617.349.8572 • Fax: 617.349.8324 • TTY: 617.349.8544, 617-349-8198

dnewman@lesley.edu

For All Off-Campus Students:

Daniel Newman, Executive Director Academic Support Services,  
Lesley University ADA/504 Coordinator for Students  
11 Mellen Street

Phone: 617.349.8572 • Fax: 617.349.8324

dnewman@lesley.edu

The contact persons play the role of facilitator between the student's needs, faculty requirements, and administrative guidelines of the University. Disability-related information is not shared without the permission of the student.

### **Equal Opportunity and Inclusion Policy:**

Lesley University is committed to preventing discrimination and promoting equal opportunity, affirmative action, and inclusion for all current and prospective faculty, students, and staff. Lesley University strictly prohibits discrimination on the basis of race, ethnicity, color, religion, national origin or ancestry, age, physical or mental disability, pregnancy or parental status, sex, sexual orientation, gender, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws in admission to, access to, participation in, or employment in its programs and activities. Lesley also prohibits retaliation against any person who brings a complaint of discrimination or harassment against anyone who cooperates in a complaint investigation.

The full policy can be found at [lesley.edu/students/policies/equal-opportunity-and-inclusion-policy](http://lesley.edu/students/policies/equal-opportunity-and-inclusion-policy) or for further information contact these Lesley University officers:

Dr. Anita Poole-Endsley

Equal Opportunity & Title IX Coordinator

617.349.8809 or [apooleen@lesley.edu](mailto:apooleen@lesley.edu)

Ms. Michelle Polowchak

Associate Vice President for Human Resources

617.349.8785 or [michelle.polowchak@lesley.edu](mailto:michelle.polowchak@lesley.edu)

### **Lesley University Library Services:**

The Library Research Portal ([research.lesley.edu](http://research.lesley.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. The Lesley University Library encourages students and faculty to use these academic resources for their assignments:

- Our Ask-A-Librarian page lets you chat, text, call, e-mail, or request a meeting with a librarian!
- Visit our two libraries for drop-in help, course reserves, computers/Wi-Fi, printing, new magazines and journals, and (of course) books!
- Sherrill Library, the main University library, Brattle Campus, 617-349-8850
- Moriarty Library, the arts library, Porter Campus, 617-349-8070

### **Academic Integrity Statement**

Approved by Board of Trustees, December 17, 1997

Approved by Academic Affairs Committee, November 5, 1997

Approved by Faculty Assembly, May 20, 1997

Revised by FAAP and AAC, May 2009

Academic freedom is essential in institutions of higher education. It is the freedom to engage in teaching, research, scholarship, or other creative work as the basis for expanding knowledge, promulgating research findings, and teaching and learning in an atmosphere of free inquiry and expression.

The rights of faculty and students to academic freedom carry with them duties and responsibilities. Faculty and students are entitled to freedom of inquiry and discussion in teaching and learning, to freedom of investigation in research, and to freedom of publication regarding research, scholarship, and creative work. Since discussing different points of view is an essential aspect of free academic inquiry and teaching, it is appropriate for faculty to incorporate both their knowledge and beliefs into their teaching. Concomitant with these freedoms must be a commitment to accuracy and integrity.

Faculty members are private citizens, professionals, and members of an educational institution. Faculty, recognizing that the public may judge an institution by their utterances, should indicate when they are speaking as official representatives of the University.

The complete policy may be found online:

<http://lesley.smartcatalogiq.com/2018-2019/Graduate-Catalog/Academic-Policies/Academic-integrity-Statement>

## **GRADING INFORMATION FOR ALL SCHOOLS**

**Grading and GPA:** Most courses offer evaluation of student performance according to the grade and the quality point system listed in the "Grade and Transcript Key." In some courses, students will receive a pass/fail grade instead of a letter grade. Grades submitted by faculty on LOIS are final grades. Faculty members should discuss in each course the criteria and evaluation system used

for grading. No grade changes are accepted after graduation. It is the student's responsibility to make sure they understand the expectations of course requirements and grading procedures.

To compute a GPA, the student may use the key to the transcript to translate letter grades into quality points (for example, a three-credit course with a grade of "B" [3.0] is worth nine quality points), add all quality points earned, and divide the total by the number of credits attempted. The grades "P" (pass), "I" (incomplete), "W" (withdrawal), "AW" (administrative withdrawal), and "NA" (never attended) are not included, but "F" (failing) is always included in calculating the grade point average, except when the course is repeated.

**CLAS Students:** Two elective courses per academic year may be taken for a Pass/Fail rather than for a letter grade. The student must request authorization from the instructor to take the course on a Pass/Fail basis no later than the close of the drop/add period. The request may be granted or denied at the discretion of the course instructor. The Pass/Fail option can only be used with courses that are considered "free electives" (course credits not specially applied to a program of study or general education requirements) and the terms of the option for Pass/Fail grading cannot be retracted once they are submitted.

Graduate degree students at the Master's, C.A.G.S., or Ph.D. levels must earn a grade of "B-" or better in all core or required courses for the course to count toward degree requirements. A student must re-take core or required courses for which a grade of "C+" or below was earned.

Graduate students may earn a maximum of three (3) credits of "C+" grades in elective courses to apply the courses toward degree requirements. A grade of "C" or below in elective courses is considered a failing grade and will not be applicable toward degree requirements. Elective courses may be repeated or another elective course may be added as a substitute. All grades will be recorded and appear on a transcript.

If a required course is failed, the course must be repeated or an equivalent course taken. No credit is accrued with a grade of "F". If a student repeats the same course, both grades will be recorded on the official transcript, but only the second grade will be used to compute the cumulative GPA.

**Final Grades:** Students may view their final grades via LOIS at the close of each semester. Grades are available in LOIS to students in real-time, after the faculty member has entered them electronically. FERPA does not permit the posting or displaying of student grades.

**Grade Submission:** Faculty members submit grades via the Lesley Online Information Service (LOIS) at [lesley.edu/lois](http://lesley.edu/lois) to the Office of the University Registrar. Grades are due within 15 days after the final end date of the semester or term. All grade submission deadlines can be found on the academic calendar at [lesley.edu/students/academic-resources/academic-calendars](http://lesley.edu/students/academic-resources/academic-calendars).

**Grade Changes:** Faculty members may submit grade changes via an official Grade Change Form which can be obtained by contacting the Registrar's Office at 617.349.8740 or 800.999.1959 x8740, or by email [registrar@lesley.edu](mailto:registrar@lesley.edu). When the grade has been changed, faculty should send the completed form to the Registrar's Office.

### Grades — Incomplete

Students who have successfully completed a majority of course requirements (as determined by instructor) but are unable to complete all requirements due to extenuating circumstances may request a temporary grade of "I" (incomplete). The course instructor

will determine whether a student is eligible for an Incomplete. Incomplete grades are not guaranteed.

An incomplete grade request must be 1) initiated by the student before the end of the semester/term in which the course is taken or by a date set by the instructor in the course syllabus; 2) agreed to by the instructor; and 3) committed to by the student in writing by completing, signing, and filing a Contract for Completion of Incomplete Coursework (Incomplete Contract). Students should be prepared to provide documentation of their circumstances when submitting a request. Incomplete Contracts are available through the Office of the University Registrar (all students) or assistant director for academic advising (graduate students) and must be completed by the student and instructor. Completed contracts will be disseminated by the student to the relevant offices as indicated on the Incomplete Contract.

Remaining course requirements must be completed in accordance with the Incomplete Contract. Course instructors will set deadlines for the completion and submission of outstanding course requirements. It is the student's responsibility to ensure that all work is completed and submitted within the established deadlines.

In all cases, the incomplete grade must be changed no later than the grading deadline for the subsequent semester/term (e.g., fall 2018 incomplete grades must be changed by the posted grading deadline in the Academic Calendar for spring 2020 courses; fall term 1 incomplete grades must be changed by the posted grading deadline in the Academic Calendar for fall term 2 courses). The changing of an "I" to an academic grade is relayed from the instructor to the Office of the University Registrar via a paper grade change form (see Grade Changes, above).

An "I" grade that is not resolved within the time frames indicated above will automatically become a grade of "F" (Failing). If the course is a requirement and a passing grade was not earned, the student must repeat the course at the current tuition rate to earn a passing grade. The policy regarding incomplete grades remains in effect regardless of the student's withdrawal or leave of absence status. No grade changes are accepted after graduation. Students who receive two or more successive incomplete grades will be subject to an academic review to determine eligibility for continued enrollment.

In those exceptional cases in which a student wishes to request an extension of the incomplete course contract beyond the original time frame, the student must submit a written request to the faculty member and the program/division director. The extension request must be submitted before the due date on the original incomplete course contract. Extensions are not guaranteed and extension requests submitted after the original deadline will not be reviewed. Further extensions will not be considered.

### Repeating Courses

A student may repeat any course once unless the student has earned a B- or greater in this course. A student will accrue no credit for courses in which the student receives a grade of "F" and a student will receive credit for a course only once. If a student repeats a course, both grades will be recorded on the student's permanent academic transcript, but only the most recent (not necessarily the highest) grade will be used to compute the student's GPA.

**Note:** Yellow Ribbon, G.I. Bill, or other students receiving veteran's benefits are not necessarily eligible to repeat courses that were previously passed. These students should check with the University's VA Certifying Official, Thomas Graves ([tgraves@lesley.edu](mailto:tgraves@lesley.edu) or 617.349.8781), before electing to repeat a course.

**GRADE AND TRANSCRIPT  
KEY Graduate &  
Undergraduate Programs**

Letter Grade	Point System	P/F GRADE
A	4.0	
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	Pass(Graduate)
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	
D	1.0	
D-	0.7	
F	0.0	

To compute his/her GPA, the student should use the table above to translate his/her letter grades into credit points, add all his/her credit points, and divide the total by the number of credits completed. In computing grade point averages, Pass (P) is not included, but a Fail (F) is always included except when the course has been repeated.

Additional Grades/Codes(not included in cumulative average)	Additional Grades/Codes(not included in cumulative average)
P	P
CR	= Credit
NC	= Not for Credit
AUD	= Audit
I	= Incomplete*
ATT	= Attended
ABS	= Absent

\* "I" followed by a grade signifies a prior incomplete which has subsequently been graded. This is only used for undergraduate courses in Fall 1996-Spring 2013. Grade point scale above applies.

Special Codes	Special Codes
AW	AW
NA	= Never Attended
SIP	= Course Still in Progress
TR	= Transfer Credit
W	= Withdrawal
RR	= Repeated Course*
WV	= Waiver
YL	= Year Long Course

\* If a student repeats a course in which a grade other than "F" was received, both grades remain on the official transcript, but only the second grade will be used to compute the cumulative GPA.

**Fail (F):** If a required course is failed, the course must be repeated or an equivalent course taken. No credit is accrued with a grade of "F." If a student repeats the same course, both grades will be recorded on the official transcript, but only the second grade will be used to compute the cumulative GPA.

**Pass (P):** This grade applies only to courses that are offered on a Pass/Fail basis and to courses in which the student elects the Pass/Fail option. Minimum passing grades vary among the schools. To earn a grade of "Pass" at the graduate level one must receive a B- or better. At the undergraduate level one must earn a C- or better for courses taken as Pass/Fail.

**Incomplete (I):** Students who have successfully completed a majority of course requirements (as determined by instructor) but are unable to complete all requirements due to extenuating circumstances may request a temporary grade of "I" (incomplete). The course instructor will determine whether a student is eligible for an Incomplete. Incomplete grades are not guaranteed.

**Withdrawal (W):** On-campus students who withdraw from a course after the second class meeting will receive a "W" grade on their transcripts. Off-campus and online students who withdraw from a course after its first week will receive a "W" grade on their transcripts. Students may not withdraw from a standard on-campus course during the last five class meetings. Off-campus and online students may not withdraw from a course during the last three weeks of the term.

**Administrative Withdrawal (AW):** This is an administrative grade assigned to students who have attended no more than the first two classes, but who have not officially dropped or withdrawn from the course. Students who stop attending after the second class, but who fail to withdraw by the published University withdrawal deadline must be assigned a letter grade. If student conduct in class rises to a level where it interferes with the ability of the faculty member to teach, the Dean of the College of Liberal Arts and Sciences reserves

the right to administratively withdraw, with prior written notice, any student who interferes with the teaching/learning process. The grade "AW" is recorded on the transcript, but the student's grade point average is not affected.

**Never Attended (NA):** "NA" is an administrative grade assigned to students who are officially registered for the course and whose name appears on the grade roster, but who have never attended class. The grade "NA" is recorded on the transcript, but the student's grade point average is not affected.

**Final Grades:** Students may view their final grades via the Lesley Online Information Service (LOIS) at the close of each semester. Grades are available in LOIS to students in real-time, after the faculty member has entered them electronically. FERPA does not permit the posting or displaying of student grades.

### Auditing Classes

Students who wish to audit classes (no grade/no credit) may do so with the following stipulations:

- Students may change their status from credit to audit by the end of the drop/add period;
- Students who wish to change from audit to credit must do so by the end of the drop/add period and must pay the balance of the tuition cost at that time;
- Classes taken as audits may not be applied toward degree or certificate requirements.

### Requesting Transcripts

Students may request that an official transcript of their academic record be sent to the recipient(s) of their choice via the National Student Clearinghouse [studentclearinghouse.org/](http://studentclearinghouse.org/): or view an official transcript online through their LOIS account.

## GRADUATION REQUIREMENTS

### Graduate Student Degree Eligibility

To be eligible for a Ph.D., C.A.G.S., or Master's degree, a student must satisfactorily complete all requirements of the specific degree program with a minimum average of 3.0 quality points (based on a 4.0 scale). Only courses numbered 5000 or above are acceptable for graduate degree programs.

Students enrolled in graduate programs must complete their degree requirements within seven (7) years from the year of the first course that was taken as either a degree or non-degree student at Lesley University or another regionally-accredited institution. Courses completed more than seven (7) years before the anticipated date of graduation will not be accepted. The Ph.D. programs have specific requirements pertaining to courses taken at other regionally-accredited institutions. These are detailed in the Transfer of Credits section of this catalog.

See the "Grades" section of this catalog for specific information about grade requirements for required and elective courses. Please check the degree requirements for specific programs in each school.

### Course Registration and Grades for Final Semester

Students enrolled in spring courses who expect to graduate in May must register for all courses by February 15. Students who expect to graduate in August must be registered by May 15. Those enrolled in summer courses must be registered by August 15 for November degree conferral. Students enrolled in fall courses must be registered by November 15 for February conferral. Coursework must be

completed and grades submitted to the Office of the University Registrar by the dates published in each year's academic calendars.

Faculty should submit final grades via LOIS to the Office of the University Registrar for all students expecting to graduate by the deadlines published in the academic calendars. Grades submitted at this time by faculty are final and cannot be changed.

Students are responsible for seeing that all degree or certificate requirements have been met and should consult with their academic advisor to review their degree requirements. It is important for students to consult with their advisor at the beginning of the semester or term prior to graduation. Students will not be eligible for graduation the same semester or term that acceptance to a degree or C.A.G.S. program is given. Students must have a minimum of one full semester or term between the time of acceptance and the date of graduation.

**Important Note:** Transfer and prior learning assessment (PLA) credits, as well as, course waiver and substitution processing must be completed at least one semester/term prior to the beginning of the final semester or term before graduation. If the above documentation is not received within the stated timelines, a student's degree conferral may be moved to the following conferral period.

### Declaration of Intent to Graduate

Candidates who complete their course of study and expect to graduate must complete and submit an electronic Declaration of Intent to Graduate via LOIS at [www.lesley.edu/lois](http://www.lesley.edu/lois). The online form must be submitted by the published deadlines listed in the academic calendars. No exceptions to these dates will be made. Any student not filing online by the appropriate date is ineligible for that conferral period. The degree completion fee is \$75 (subject to change) and will be billed to the student's account when the Declaration of Intent to Graduate is submitted online.

The degree completion fee is non-refundable. If requirements are not completed, the Declaration of Intent to Graduate Form and degree completion fee will be moved to the next conferral period only one time. No additional extensions will be permitted and a new Declaration of Intent to Graduate must be submitted and an additional fee will be billed to the student's account. Students should check with their academic advisor before filing the Declaration of Intent to Graduate.

The Declaration of Intent to Graduate must be submitted regardless of plans to participate in the May commencement ceremony.

### Graduation Ceremony and Degree Conferrals

Degrees are conferred four times each year: May, August, November, and February. However, Lesley University holds one commencement ceremony each year, in May. Students participating in the May commencement ceremony will pay an additional fee for cap and gown. August, November, and February graduates are also invited to attend the May ceremony.

Diplomas are mailed within four weeks of each conferral date. Graduates are not eligible to receive their diplomas unless all financial obligations to the university, including fines for overdue library materials and outstanding parking fines, have been paid prior to graduation.

### Commencement Participation Policy

In order to participate in the May commencement ceremony, students must complete all degree requirements of their programs and fulfill all financial obligations to the university. To participate in

the commencement ceremony, students must file the electronic Declaration of Intent to Graduate via LOIS by the appropriate deadline listed on the academic calendars.

Students who will complete their degree requirements by taking courses in the summer and/or fall following commencement may be eligible to participate in the May commencement ceremony as a “March Only” candidate. Graduate students with no more than three (3) credits left to complete may participate in the May commencement ceremony, provided they file a Declaration of Intent to Graduate for their chosen conferral period. Students who have more than the maximum number of credits left to complete (including incomplete grades not yet changed) will not be eligible to participate in the May commencement.

**Note:** Ph.D. candidates are not eligible for “March Only”. All degree requirements for Ph.D. candidates must be met in order to participate in the May ceremony.

#### **Post-Graduation Changes to Records**

After graduation the student's academic record is sealed and cannot be changed. All academic records held by the University must be maintained as they were at the time the student's degree was conferred.

### **INDEPENDENT STUDY COURSES**

The option to design and complete a suitable independent project that does not duplicate a course offering is available in most degree programs. When appropriate, a course offering may be completed as an independent study under the individual guidance of a faculty member.

If an independent study course is desired, the student is responsible for planning the project, obtaining approval of the appropriate school dean or designee, and arranging for supervision by a particular faculty member. Faculty members have the right to decline the request for an independent study; however, every effort is made to accommodate a student's independent study request.

Students wishing to register for an Independent Study must first obtain a faculty sponsor. Once a sponsor is acquired, an Independent Study Course Contract is completed by the sponsoring faculty member in consultation with the student and departmental leadership. After approval the contract is then forwarded to the Office of the University Registrar by the student for final registration processing. Please note the registration deadlines for filing an Independent Study Course Contract are published in the academic calendars. The project title for an independent study will appear on a student's transcript once official grades have been recorded. For tuition rates contact the Student Accounts Office via email at [studentaccounts@lesley.edu](mailto:studentaccounts@lesley.edu).

Students in the doctoral program should refer to the Ph.D. program student handbook for independent study information pertaining specifically to doctoral students.

### **INTERNATIONAL STUDENT RECORDS**

**IMPORTANT:** Information regarding international student enrollment is reported to the Department of Homeland Security (DHS) via the Student Exchange Visitor Information System (SEVIS). It is the student's responsibility to maintain legal non-immigrant visa status. International students are required to keep the international student advisor apprised, in writing, of any changes related to address or status within ten (10) days of change. Those in F-1 status

must maintain a full course of study every fall and spring semester except during official school breaks or unless approved under a specific exception in advance by the international student advisor. Only the international student advisor has authority to authorize a reduced course load for immigration purposes.

### **LEAVE OF ABSENCE/WITHDRAWAL**

When personal or professional circumstances preclude enrollment in classes, matriculating students must apply for a leave of absence. An approved leave of absence extends the time allowed to complete one's program of study and assures academic coherence of study. A leave of absence may be granted for one or more consecutive semesters or terms with the following stipulations:

- The student must plan to return to the university at the end of the specified period in order to complete his/her academic degree or C.A.G.S. program.
- The student must be in good academic standing at the time the leave is granted.
- The student must complete and submit the online Leave of Absence Form. You will need your Lesley username and password to log on to Dynamic Forms, to access and complete the form available at [lesley.edu/forms/loa](http://lesley.edu/forms/loa).

Students must confer with their academic advisor who will determine if the leave of absence will be approved and submitted to the Office of the University Registrar for processing. A student on a leave of absence will remain a degree or C.A.G.S. candidate but will not retain the privileges of a registered student, which includes utilization of the library, financial aid, and student funded activities.

Financial aid recipients who are on an official leave of absence are not eligible to receive federal financial aid during the period of their official leave. In addition, students who have borrowed a Federal Stafford Loan, Federal Perkins Loan, Federal Grad PLUS loan, and/or Massachusetts No Interest Loan may begin to utilize their grace period(s) while on their official leave and subsequently may be expected to begin repayment of their educational loan(s). The Financial Aid Office encourages students who are planning on taking an official leave of absence to meet with their Financial Aid Counselor to discuss educational loan repayment options and eligibility for grace period(s).

On-campus students who withdraw from a course after the second class meeting will receive a “W” grade on their transcript. Off-campus and online students who withdraw from a course after its first week will receive a “W” grade on their transcript. Refunds will be processed according to the published withdrawal refund schedule below.

Students may not withdraw from a standard 15-week course during the last five class meetings. Students may not withdraw from an 8-week term-based course during the last three weeks of the term. The policy regarding incomplete grades remains in effect regardless of the student's leave of absence or withdrawal status.

Students should be aware that programs might change during a leave of absence or withdrawal period, which would require changes or additional course work in their program of study. If a student does not return within the time period approved and does not request an extension of the leave of absence, s/he may be officially withdrawn by the university.

A leave of absence or withdrawal will not be finalized until processed by the Office of the University Registrar. A leave of absence or withdrawal for any semester/term will be granted only through the



last day to drop with a "W" grade for that semester/term. Requests after that date will be considered for the following semester/term. It is the student's responsibility to notify the university in advance if s/he plans to apply for a withdrawal or leave of absence. *Non-attendance does not constitute an official withdrawal/leave of absence; students will be held responsible for all related tuition and fees.*

- Registration and course fees are non-refundable after the completion of the add/drop period.
- For actual refund percentages see tables below.
- Students who receive financial aid and withdraw or reduce credit load during the refund period will have an adjustment/reduction in their aid award.

The following schedules are used to determine the portion of tuition that will be refunded, depending upon the date that a student withdraws from a course or from the university. University policy does not allow retroactive withdrawals or refunds.

#### Refund Policies for On-Campus Courses

Time of Course Withdrawal*	Refund		
		Prior to the start date of the course	100%
		During the 1st week of classes	100%
		During the 2nd week of classes	100%
		During the 3rd week of classes	50%
		During the 4th week of classes	25%
		After the end of the 4th week of classes	0%

\*Applies to courses in 14/15 week semester for fall and spring and 12/13 week semester in the summer.

For courses with six or fewer class meetings, travel study courses, conferences and intensive courses, there is a 100% refund if the course is dropped prior to the start of the course. Once the class has begun, there is no refund. Classes with six or fewer meetings typically include: weekend intensive classes, seminars, workshops, and conferences.

#### Refund Policy for Off-Campus Courses

Time of Course Withdrawal*	Refund		
		Prior to the start date of the course	100%
		During the 1st week	100%
		During the 2nd week	50%
		During the 3rd week	25%
		During the 4th week	10%
		During the 5th week	10%
		After the 5th week	0%

\*Applies to courses in eight-week terms.

#### Refund Policy for Online Courses

Time of Course Withdrawal*	Refund		
		Prior to the start date of the course	100%
		During the 1st week of classes	100%
		During the 2nd week of classes	50%
		During the 3rd week of classes	25%
		After the end of the 3rd week of classes	0%

\*Applies to all online course offerings.

**Refund Policy for Maryland Students Enrolled in Online Courses**

This schedule shows the portion of tuition that will be refunded for students who reside in Maryland and who are enrolled in any of our online courses

Time of Course Withdrawal*	Refund		
		Prior to the start date of the course	100%
		During the 1st week of classes	100%
		During the 2nd week of classes	60%
		During the 3rd week of classes	40%
		During the 4th week of classes	20%
		After the end of the 4th week of classes	0%

**Refund Policy for PhD Low-Residencies**

This refund policy applies to students enrolled in one of our low-residency PhD Programs, including Educational Studies: Educational Leadership Specialization, Educational Studies: Adult Learning, and Expressive Therapies.

Time of Course Withdrawal	Refund		
		Prior to and including Day 5	100%
		Day 6 - Day 10	50%
		Day 11 - Day 21	25%
		Day 22 and after	0%

**Refund Policy for Ecological Teaching and Learning**

This refund policy applies to students in Ecological Teaching and Learning summer residency program.

Time of Course Withdrawal	Refund		
		Prior to and including Day 5	100%
		Day 6 - Day 10	50%
		Day 11 - Day 21	25%
		Day 22 and after	0%

**Refund Policies for MFA Low-Residencies**

This refund policy applies to students in low-residency and MFA programs in Creative Writing or Visual Arts.

Time of Course Withdrawal	Refund		
		Prior to and including day 4	100%
		Day 5 - Day 10	75%
		Day 11 - Day 29	50%
		Day 30 and after	0%

**Refund Policy for MTEL Courses**

Time of Course Withdrawal	Refund		
		Prior to the start date of the course	100%

**LICENSURE PROGRAMS – ADDITIONAL INFORMATION FOR ENROLLED STUDENTS**

Programs for educational personnel (teachers, guidance counselors, and specialists) are designed to lead to either a degree or licensure and meet current Massachusetts licensure regulations. See approved program of study for specific requirements.

Candidates are required to register online at [www.doe.mass.edu/educators/](http://www.doe.mass.edu/educators/) for Massachusetts licensure shortly after acceptance into their program. Test performance will be logged into the candidate's electronic application. When all state requirements have been satisfied, the Lesley Educator License and Certification Office will send the student's endorsed transcript to the Massachusetts Department of Elementary and Secondary Education in a batch and will also electronically endorse each candidate. Students may request an endorsed transcript online at [www.lesley.edu/certification](http://www.lesley.edu/certification) through the Lesley University Certification Office website.

The University, via the Lesley Educator License and Certification Office, forwards endorsed transcripts to the Massachusetts Department of Elementary and Secondary Education, Office of Teacher Licensure. The Massachusetts Department of Elementary and Secondary Education gives priority to Lesley University batches. Students should apply for licensure at [www.doe.mass.edu/](http://www.doe.mass.edu/) and request an endorsed transcript from Lesley University. Instructions

for online applications are available through the Lesley Educator License and Certification Office  
website: [www.lesley.edu/certification](http://www.lesley.edu/certification).

## PRE-ADMISSION COURSE ENROLLMENT

Prospective students with Bachelor's degrees considering application to a degree or certificate program at Lesley University may take courses for graduate credit on a non-degree basis. It is strongly recommended that students complete the admission process before completing more than two (2) courses or a total of six (6) credits.

Lesley University does not guarantee the acceptance of credits earned prior to formal admission since the coursework may not be applicable to the program requirements. Admission requirements are listed on the application form.

## PROGRAM CHANGE REQUESTS

Students wishing to transfer from one program to another may submit a Request for Program Change Form in consultation with their advisor. This form must be completed, with all necessary signatures, and submitted to the Office of the University Registrar for processing. Students requesting a transfer from one program to another program should consult with the academic advisor or program advisor of both programs prior to completion of the program change form.

## PROGRAM REVIEW

Lesley University engages in periodic review of programs and graduation requirements. Programs are subject to change without prior notice.

## REINSTATEMENT APPEAL PROCESS

Any student dismissed for poor scholarship may be eligible for reinstatement and may apply after one full regular semester has elapsed. Reinstatement appeals should be directed to the dean of the school.

## STUDENT CLASSIFICATION AND STATUS

The following categories of student classification exist:

### Degree Student

An accepted candidate is eligible for receipt of a Ph.D., Certificate of Advanced Graduate Study (C.A.G.S.), Master's, Bachelor's, or Associate's degree upon successful completion of all degree program requirements.

### Certificate Student

An accepted candidate is eligible for receipt of a Graduate Certificate upon successful completion of all certificate program requirements.

### Licensure Student

An accepted candidate is eligible for an endorsement for state licensure upon successful completion of all licensure program requirements. A licensure-only student, while accepted as a candidate for licensure, is considered a non-degree student since a degree is not received. Students in degree programs that also include certification preparation are considered degree students.

### Special Student

An accepted candidate, usually an international applicant, who has a special visa status or who is studying a full program as a non-degree student.

### International Students

All international students on an F-1 visa are required by the U.S. Citizenship and Immigration Services to be full-time students during their entire course of study. Please see the admissions section for other important international student information.

### Non-Degree Student

A student who has registered for courses, but who has not formally been accepted into a Lesley University degree program. Non-degree status is also held by students who have registered for licensure courses and/or who have formally applied and enrolled in a licensure-only or licensure program. Established definitions of traditional student status that meet federal, state, and local government student status requirements for loan and financial aid eligibility are as follows:

- Financial aid from Lesley University is not available to students in non-degree status.
- Federal financial aid programs are not available to students with non-degree status, including student loan programs.

### Full-Time/Half-Time Degree Status

Graduate students are considered to have full-time status if they are formally accepted in a degree or certificate program and are registered for a minimum of nine (9) credits per semester, with the exception of the Ph.D. program students. Other thresholds of importance to graduate students are:

- Half-time: 3 or more credits\*\*
- Less than half-time: Less than 3 credits
- Ph.D. program student status is determined by course registration and credits billed. \* Students at 6 credits or who are considered full-time and who live or take classes in Massachusetts, must show proof of insurance or they may be automatically charged for and enrolled in the university's health insurance program for the semester. Additional information is available at [lesley.edu/students/financial-aid-bills-payments/undergraduate-tuition-feestudentaccounts](http://lesley.edu/students/financial-aid-bills-payments/undergraduate-tuition-feestudentaccounts).

\* Students at 9 credits or who are considered full-time and who live or take classes in Massachusetts, must show proof of insurance or they may be automatically charged for and enrolled in the university's health insurance program for the semester. Additional information is available at [lesley.edu/students/health-wellness-safety/health-and-dental-insurance](http://lesley.edu/students/health-wellness-safety/health-and-dental-insurance).

\*\* Half-time status is the standard threshold for eligibility for federal financial aid programs at the graduate level.

## COMPLAINT PROCESS FOR ONLINE AND LOW-RESIDENCY STUDENTS

Lesley University attempts to resolve student complaints within its academic and administrative departments. In the event that you have a complaint about a process or procedure within the University, we encourage you to submit a written complaint to [online.resolution@lesley.edu](mailto:online.resolution@lesley.edu). Once received, you will be notified that the complaint is being reviewed. The complaint will be forwarded to the appropriate academic or administrative department for review. The University will attempt to resolve the complaint expeditiously.

Many agencies require that students exhaust the internal complaint process at their institution prior to filing a complaint with the agency. In the event that a complaint is not resolved internally, you may wish to contact the agencies below to file a complaint:

- The Massachusetts Department of Higher Education has granted Lesley University degree-granting authority. Information about the Massachusetts Department of Higher Education complaint process can be found on its website: [www.mass.edu/](http://www.mass.edu/).
- Lesley University is accredited by the New England Commission of Higher Education (NECHE). Information about the NECHE complaint process can be found on its website: [www.neche.org/](http://www.neche.org/).
- Contact the appropriate state agency in your state of residence. The State Higher Ed Executive Officers Association provides contact information on their website: [sheeo.org/membership/our-members/](http://sheeo.org/membership/our-members/). This directory includes contact information for all 50 states, the District of Columbia, and Puerto Rico and should not be construed as informative of which agencies regulate the institution or in which states the institution is licensed or required to be licensed.

## STUDENT CONSUMER INFORMATION

Lesley University supports and conforms to Section 493A of Title IV of the Higher Education Act of 1965, and in particular, Section 131 of the Education Amendments 1976—Student Consumer Information.

Lesley University, in keeping with accreditation guidelines, cannot guarantee that credits granted to students will be accepted for transfer into any other school, college, or organization.

The transferability of credits earned at Lesley University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Lesley University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Lesley to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Lesley will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned. Neither enrollment in a degree program nor completion of a Lesley University degree is a guarantee of future employment.

## TRANSCRIPTS

An official Lesley transcript is a record of all coursework a student has taken at Lesley (including the Lesley University College of Art and Design), including any transfer of credit, waiver, and portfolio credit awarded. Dates of attendance, academic program, and conferral date (if any) are included. Actions such as leave of absence, withdrawal, reinstatement, and academic probation are also recorded on a student's transcript. Transcripts are maintained in separate files for all past and present students. Transcripts of students' records are official only when they bear the Lesley University seal and the Registrar's signature. The Family Educational

Rights and Privacy Act, protecting student record confidentiality, requires written permission to release information.

A Requirements Completed Transcript is an official transcript that includes the completion date of the student's program requirements (generally the date the final grade for the program was received by the Office of the University Registrar), and the anticipated conferral date of the student's degree. This type of transcript is offered so students can prove they have completed their program prior to degree conferral (graduation). It is often used (for example) by teachers, who may receive a pay raise upon completion of their Master's degree requirements, or by undergraduate students applying for initial educator licensure. Students must file a Declaration of Intent to Graduate before a Requirements Completed Transcript will be processed.

For more information on Lesley University's transcript policy and how to request a transcript, see the Transcript request web page at [lesley.edu/transcripts](http://lesley.edu/transcripts).

## TRANSFER OF CREDITS

A maximum of six (6) credit hours of appropriate coursework, taken at the graduate level at a regionally accredited institution prior to program admittance, may be transferred and applied toward a Master's degree or certificate requirements. Students in the Expressive Therapies 48-credit Master's program are allowed to transfer up to 12 approved graduate credits from affiliated training institutions only. The student's academic advisor and school dean or designee must approve this coursework. Transfer credit requests from non-accredited colleges and universities are not acceptable for graduate degree programs. Students should contact each individual school for transfer credit policy.

An official transcript from all colleges, universities, or military institutions must be submitted with the Request for Transfer of Credit Form. This form is available by mail, from the Office of the University Registrar, or from the school/program office. The Request for Transfer of Credit Form and all required documentation are due before the conclusion of the first semester. Students utilizing Veteran Administration benefits must submit a copy of their military transcript prior to the conclusion of their second semester. All other transfer credit must be approved and processed prior to the final semester leading to graduation. Transcripts for courses taken at Lesley University are not required for review since these courses are part of the student's Lesley University transcript.

Transfer of credit reduces the number of courses that the student must take for completion of a program. Applicants should request to transfer credits into a program at the time of acceptance into the degree, certificate, or licensure program, or at the first meeting with the student's academic advisor. After admission, students may not take courses at other institutions for transfer credit without prior written approval from the appropriate school dean or designee.

Students who petition for transfer credit approval should not assume credits are accepted as transfer credit until they are posted on their academic record. While courses approved for transfer appear on the final Lesley University transcript, grades of transferred courses are not used to calculate the grade point average. The school retains the right to determine whether transfer credits may be accepted.

### Transfer of Credits: Master's and Certificate Programs

To be accepted for transfer into a Master's or certificate program, a course must have been completed with a letter grade of "B" or better. The course must be in an area of study judged by the school/program to be essentially parallel to a required course or

suitable in content for elective credit. The course must be a graduate-level course, must not have been used as credits to meet degree requirements in another program of study at Lesley University or at another institution, and must not be more than seven (7) years old at the time of graduation from Lesley University. Courses completed more than seven (7) years from the anticipated date of graduation will not be accepted. Master's and C.A.G.S. level courses with a pass grade may be approved if accompanied by a statement from the affiliated university handbook or from the registrar of the university indicating that the pass grade is equivalent to a "B" or better. Students should contact each program for the transfer credit policy.

### **Transfer of Credits: Ph.D. Program**

#### **Courses Taken Before Matriculation into the Ph.D. Program**

Students are permitted to transfer a maximum of 12 credits of post-master's work toward the Ph.D. degree. The courses must be:

- approved through advisement
- taken post-master's level
- completed at regionally accredited institutions
- completed no longer than five years prior to the date of admission to the doctoral program
- completed with a grade of "B" or better

Students who have received a Certificate of Advanced Graduate Study (C.A.G.S.) and who have taken required doctoral courses in Lesley's on-campus program (Nature of Inquiry, Interdisciplinary Seminars I & II, Quantitative Research Methods, and Qualitative Research Methods I), may transfer them in to the program as part of the 12 transfer credits.

#### **Courses Taken After Matriculation into the Ph.D. Program**

With prior approval of the senior advisor and the Advanced Graduate Council, Ph.D. students may include in their study plan traditional coursework at other universities (no limit on the number of credits that students can transfer into their program of study at Lesley University). Students register for these courses at the designated accredited institution and transfer the courses to Lesley University. All such credits must be approved by the senior advisor and the program director and must be transferred before the end of Phase II of the doctoral study.

#### **Transfer of International Credits: Graduate Degree Programs**

Accepted degree candidates may petition to transfer up to six (6) semester credits.

The Request for Transfer of Credit Form and all required documentation is due prior to or during the first semester of study. Transfer credits must be approved and processed prior to the final semester leading to graduation. Students are strongly encouraged to discuss whether the courses are appropriate for their graduate degree program with their academic advisor at their first meeting.

Students must submit official documentation from the native country and translations in English to the Office of Graduate Admissions. Documentation must include official transcripts with grades, course titles, course dates, and letters confirming accreditation. In some cases, the program director or the senior assistant director of international admissions may require additional information such as syllabi, course descriptions, and program brochures.

Students are strongly encouraged to speak with the international admissions representative to determine what specific documentation must be submitted. The international admissions

representative will evaluate the credentials to establish that they are in accordance with university policy. However, if the Office of Graduate Admissions cannot conduct the evaluation, it becomes the responsibility of the student to submit a written evaluation of their academic records (transcripts or mark sheets). Once the senior assistant director of international admissions confirms the initial requirements, the senior assistant director will send the documents to the appropriate program director.

The program director will then review the documentation and determine if the course is acceptable as elective credit or appropriate for a course waiver. Approved transfer of international credits requests are forwarded to the Office of the University Registrar for processing. Students may view their approved transferred credits on LOIS.

## PROGRAMS OF STUDY

### Graduate School of Arts and Social Sciences

Welcome to the Graduate School of Arts and Social Sciences (GSASS) at Lesley University!

Within GSASS you will find vibrant academic units that include: the Division of Counseling and Psychology, the Division of Expressive Therapies, the MFA in Creative Writing, International Higher Education and Intercultural Relations, Mindfulness Studies, and the Division of Global Interdisciplinary Studies. A hallmark of each unit is an intentional commitment to the preparation of effective practitioners and innovative leaders who possess the knowledge, skills and commitment to enact meaningful change in their professions and in the larger society. Increasingly GSASS embraces mindfulness in our approach to teaching, applied scholarship, and our curriculum.

GSASS faculty uphold the conviction that teaching, learning and clinical training exist in, and must respond to, the changing social, political and economic environment in which students and graduates live and work. All of our programs are crafted to promote an atmosphere that supports creativity and intellectual development, to stimulate scholarly and research collaboration among students and faculty, and to create and sustain working partnerships with professional and community organizations. Moreover, the School honors the life and professional experiences of students by encouraging them to take agency of their learning and incorporate their unique perspectives and backgrounds into their courses of study.

Within the Division of Counseling and Psychology students can pursue graduate studies that equip them to become a therapist with proficiency in a broad range of specializations such as trauma studies, school adjustment counselors, children's or adult mental health. The doctoral program in Counseling and Psychology: Transformative Leadership, Education, and Applied Research is designed for licensed professionals to further develop their skills and pursue targeted paths of inquiry and leadership. Our Division of Expressive Therapies provides students with the wide ranging options of becoming therapists with credentials in any one of five artistic modalities--Art Therapy, Music Therapy, Dance Therapy, Drama Therapy or Expressive Arts Therapy. Within Expressive Therapies we also offer the doctoral degree to students seeking to deepen their scholarship and leadership capacities. Students can pursue an MFA in Creative Writing with a strong interdisciplinary foundation, or the International Higher Education and Intercultural Relations degree, which prepares graduates for a diverse array of careers with a global emphasis. Our Global Interdisciplinary Studies Division partners with organizations across the globe to deliver specialized educational offerings to international learning cohorts. Via this model, we help to equip scholars and professionals around the world with the necessary tools to address the unique needs of their own communities. We are also the first school in North America to offer a graduate program in Mindfulness Studies.

GSASS embraces diversity both domestically and internationally. Our global affiliations include our landmark interdisciplinary programs in Guyana and Nicaragua, internship opportunities spanning 5 continents, a number of faculty with ongoing international scholarly

projects abroad as well as projects with diverse populations at home, and many international students on campus.

I encourage you to become fully engaged with the variety of rich resources of the Graduate School of Arts and Social Sciences and its expert faculty, committed staff, and remarkable network of professional and community organizations. As you do, I trust that your experience at Lesley University will be truly transformative.

*Sandra Walker, MBA*

*Interim Dean, Graduate School of Arts and Social Sciences*

### DIVISION OF COUNSELING AND PSYCHOLOGY

Founded in 1975, Lesley's graduate programs in Counseling and Psychology have advanced a philosophy of education with three driving forces: a broad foundation of psychology-based, rigorous theoretical study that integrates developmental, holistic, and trauma informed multicultural perspectives; a strong emphasis on field experience in a variety of professional settings; and a commitment to socially responsible, reflective practice.

The Division of Counseling and Psychology offers school counseling and school adjustment counseling Master's degree programs approved by the Massachusetts Department of Elementary and Secondary Education (leading to Initial licensure). The Division of Counseling and Psychology is approved by the Council for Applied Masters Programs in Psychology (CAMPP) and the Masters in Psychology Accreditation Council (MPAC). Its graduate degree programs lead to licensure in mental health counseling and/or school counseling in Massachusetts.

The programs prepare clinicians in the field of counseling and psychology at the Master's degree and post-Master's levels. In addition, certificate programs are offered at the post-baccalaureate and post-Master's levels. Some graduates choose to obtain post-Master's credentials in an area of professional interest such as trauma and holistic studies. Students work closely with a faculty of scholar-practitioners who have achieved leadership roles in their professions.

Through coursework and supervised field-based experiences, students are trained to work with a variety of populations in school and agency settings. Students may specialize in areas in which Lesley has built a distinguished reputation: Holistic Studies, School Counseling, Professional Counseling, Clinical Mental Health Counseling, and Trauma Studies. The division also offers a PhD program in Counseling and Psychology with an emphasis on Transformative Leadership, Education, and Applied Research.

Learning is seen as an ongoing process that incorporates cognitive, affective, and social dimensions. Students develop knowledge in the fields of counseling and psychology, acquiring skills for clinical inquiry and intervention, with an understanding of both the relational aspects of psychological change and the sociocultural contexts of individual functioning and professional practice. Coursework and programs foster self-awareness and an understanding of ethical and professional guidelines for practice.

The Counseling and Psychology programs lead to two types of credentials: licensure as mental health counselors and Initial licensure as school counselors and school adjustment counselors. Licensure for Master's degree-level practitioners has helped to define the professional identity of counselors by ensuring appropriate academic and clinical competencies and allowing for independent

practice. Currently, 49 states credential mental health professionals with Master's degrees.

Licensed Mental Health Counselors (LMHCs) are authorized by the Commonwealth of Massachusetts to receive third-party (insurance) reimbursement from commercial insurers. Further, Health Maintenance Organizations (HMOs) must now consider LMHCs when their panels are opened. In Massachusetts, after July 1, 1998, sixty (60) credits of graduate study are required to meet the educational eligibility requirements for licensure as a mental health counselor. If you plan to practice in a state other than Massachusetts, please contact the state licensing board for practice requirements.

## **MASTER OF ARTS (M.A.) DEGREE PROGRAMS**

### **M.A. in Counseling Psychology 48 credits**

This program is designed for individuals who wish to practice counseling interventions and consultation skills with children and adults in community settings. The program allows students to become generalists in the field.

This program is appropriate for students entering graduate study with the intention to continue on to doctoral studies in psychology. To be eligible for licensure in mental health counseling in Massachusetts, graduates of this program must complete an additional 12 credits of graduate coursework in counseling.

- This program can be completed in two academic years of full-time study.
- A minimum of 700 hours of field experience are required.

#### PROGRAM OF STUDY

##### **Required Core Courses**

GCOUN 6007	Psychopathology*	3
	or	
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
	or	
GCOUN 6300	Theories of Holistic Counseling and Psychotherapy I and	3
GCOUN 6301	Theories of Holistic Counseling and Psychotherapy II*	3

GCOUN 6205	Assessments for Counseling and Psychology: Adults	3
	or	
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

GPSYC 6301: satisfies 3 credits of elective

##### **Field Experience Courses**

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3

##### **Electives (6 credits)**

### **M.A. in Counseling Psychology, School Counseling Specialization 48 credits**

The M.A. in Counseling Psychology, School Counseling Specialization program provides the required graduate training for individuals who wish to work as school counselors in primary and secondary school settings. Graduates are eligible for Initial Licensure in school counseling from the Massachusetts Department of Elementary and Secondary Education at grade levels PreK-8 or 5-12.

- This program can be completed in two academic years of full-time study.
- 700 hours of field experience are required.
- Students must pass the Communication and Literacy section of the Massachusetts Tests for Educator Licensure (MTEL) prior to field training.

#### PROGRAM OF STUDY

##### **Required Core Courses**

GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

**Required Specialization Courses**

GCOUN 6260	Issues in School Counseling for School Guidance Counselors	3
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6252	Counseling the Young Child and Play Therapy	3
GCOUN 6254	Counseling Adolescents	3
GCOUN 6031	Counseling Young Children and Adolescents	3

**Field Experience Courses**

GCOUN 7712	Clinical Practice and Supervision I: School Setting**	3
GCOUN 7713	Clinical Practice and Supervision II: School Setting**	3

For current information on state testing requirements for Initial Licensure programs and for Massachusetts Tests for Educator Licensure (MTEL) test administration dates in Massachusetts, see Lesley's Certification Office website at <https://lesley.edu/academics/graduate-school-of-education/certification-and-educator-licensure> or the Massachusetts Department of Elementary and Secondary Education's website at [www.doe.mass.edu/mTEL/](http://www.doe.mass.edu/mTEL/). Students should also review Lesley University's MTEL policy, which can be found at the end of the School of Education program listings in this catalog.

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**M.A. in Clinical Mental Health Counseling, Professional Counseling Specialization 60 credits**

This program is designed for individuals who wish to practice professional counseling in the community. This program meets the educational requirements for licensure as a mental health counselor in Massachusetts and many other states.

- This program is offered in Cambridge and at off-campus sites in Massachusetts.
- This program can be completed in three academic years of full-time study on campus or approximately four years of part-time study on campus and at Massachusetts off-campus sites.
- 700 hours of field experience are required.

## PROGRAM OF STUDY

**Required Core Courses**

GCOUN 6007	Psychopathology*	3
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 6300	Theories of Holistic Counseling and Psychotherapy I and	3
GCOUN 6301	Theories of Holistic Counseling and Psychotherapy II*	3
GCOUN 6205	Assessments for Counseling and Psychology: Adults	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

GPSYC 6301: satisfies 3 credits of elective

**Field Experience Courses**

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3

**Electives\*\*\* (18 credits)**

Students select electives in consultation with their faculty advisor

\*\*\* For students enrolled at off-campus learning sites in Massachusetts, the elective sequence will expose them to interventions with children, adolescents, and families; time-effective approaches to psychotherapy; and treatment of substance abuse.



## M.A. in Clinical Mental Health Counseling 60 credits

The Clinical Mental Health Counseling program is intended for individuals who wish to have the most comprehensive training available at the Master's level to prepare for mental health counseling practice.

The program is appropriate for students with limited prior clinical experience and/or for those students for whom a Master's degree is likely to be the final educational experience. Graduates will meet the educational requirements for Master's-level counseling licensure in most states.

- This program can be completed in three academic years of full-time study.
- 1,300 hours of field experience are required.

### PROGRAM OF STUDY

#### Required Core Courses

GCOUN 6007	Psychopathology*	3
	or	
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
	or	
GCOUN 6300	Theories of Holistic Counseling and Psychotherapy I and	3
GCOUN 6301	Theories of Holistic Counseling and Psychotherapy II*	3
GCOUN 6205	Assessments for Counseling and Psychology: Adults	3
	or	
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

GPSYC 6301: satisfies 3 credits of elective

#### Field Experience Courses

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
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GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 7714	Clinical Practice and Supervision III: Clinical Setting**	3
GCOUN 7715	Clinical Practice and Supervision IV: Clinical Setting**	3

#### Electives (12 credits)

Students select electives in consultation with their faculty advisor.

## M.A. in Clinical Mental Health Counseling, Holistic Studies Specialization 60 credits

This specialization is designed for students who view psychology from a holistic perspective and who wish to apply holistic principles to careers in counseling. Students are taught traditional psychological theory and intervention skills while integrating this knowledge with holistic theory, holistic intervention strategies, and personal explorations of the integration of mind, body, and spirit. Students are exposed to current developments in health psychology, transpersonal psychology, and spiritual traditions and practices. Graduates will meet the educational requirements for Master's-level counseling licensure in most states.

- This program can be completed in three academic years of full-time study.
- 1,300 hours of field experience are required.

### PROGRAM OF STUDY

#### Required Core Courses

GCOUN 6007	Psychopathology*	3
	or	
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6205	Assessments for Counseling and Psychology: Adults	3
	or	
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

#### Required Specialization Courses

GCOUN 6044	Spirituality: Resource for Psychological and Social Well-Being	3
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GCOUN 6305	or Counseling and Spirituality	3
GCOUN 6300	Theories of Holistic Counseling and Psychotherapy I	3
GCOUN 6301	Theories of Holistic Counseling and Psychotherapy II*	3
GCOUN 6303	Psychology of Illness and Wellness	3

**Field Experience Courses**

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 7714	Clinical Practice and Supervision III: Clinical Setting**	3
GCOUN 7715	Clinical Practice and Supervision IV: Clinical Setting**	3

**Electives (3 credits)****M.A. in Clinical Mental Health Counseling, Trauma Studies Specialization 60 credits**

This specialization is designed to help students develop expertise in psychosocial trauma work. The curriculum includes an overview of trauma theory and practice, as well as focus on specific client populations and topics. The program meets the educational requirements for Master's-level counseling licensure in Massachusetts and most states.

- This program can be completed in three academic years of full-time study.
- 1,300 hours of field experience are required.

## PROGRAM OF STUDY

**Required Core Courses**

GCOUN 6007	Psychopathology*	3
	or	
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
	or	
GCOUN 6300	Theories of Holistic Counseling and Psychotherapy I	3

GCOUN 6301	and Theories of Holistic Counseling and Psychotherapy II*	3
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GCOUN 6205	Assessments for Counseling and Psychology: Adults	3
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	or	
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3

GCOUN 6211	Professional Integrative Seminar	1
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GCOUN 7100	Biological Bases of Behavior	3
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GPSYC 6301: satisfies 3 credits of elective

**Required Specialization Courses**

GCOUN 6035	Psychological Trauma and Post- Trauma Therapy	3
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GCOUN 7200	Disaster Mental Health and Community Crisis Intervention	3
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GCOUN 7201	Trauma in the Lives of Children and Adolescents and Play Therapy	3
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**Field Experience Courses**

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
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GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
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GCOUN 7714	Clinical Practice and Supervision III: Clinical Setting**	3
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GCOUN 7715	Clinical Practice and Supervision IV: Clinical Setting**	3
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**Electives (3 credits)**

Students select electives in consultation with their faculty advisor.

**M.A. in Clinical Mental Health Counseling, School and Community Specialization 60 credits**

This specialization is designed for students who wish to work in both school and community settings. Candidates are required to engage in training at both community and school placement sites. There are two program options in this specialization:

The **School Adjustment Counseling** option is designed for students who wish to provide counseling to address the mental health treatment needs of children and adolescents within a school setting. It meets the educational requirements of Master's-level counseling licensure and the requirements for Initial licensure in school adjustment counseling in Massachusetts.

The **School Counseling** option is designed for students who wish to provide counseling to address the normal developmental needs (academic and psychological) of children and adolescents within a school setting. It meets the educational requirements of Master's-level counseling licensure and the requirements for Initial licensure in school counseling (levels PreK-8 or 5-12) in Massachusetts.

- Either program can be completed in three academic years of full-time study.
- 1,300 hours of field experience are required.
- Students must pass the Communication and Literacy section of the Massachusetts Tests for Educator Licensure (MTEL) prior to field training.

## SCHOOL ADJUSTMENT COUNSELING OPTION:

**Required Core Courses**

GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

**Required Specialization Courses**

GCOUN 5007	Introduction to Family Therapy	3
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6031	Counseling Young Children and Adolescents	3
GCOUN 6259	Issues in School Counseling for the School Adjustment Counselor	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6258	Consultation Skills for Counselors and Mental Health Professionals	3

**Field Experience Courses**

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 7719	Clinical Practice and Supervision IV: School Setting**	3

## SCHOOL COUNSELING OPTION:

**Required Core Courses**

GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3

GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

**Required Specialization Courses**

GCOUN 5007	Introduction to Family Therapy	3
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6252	Counseling the Young Child and Play Therapy or Counseling Adolescents	3
GCOUN 6254	Counseling Adolescents	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6260	Issues in School Counseling for School Guidance Counselors	3
GCOUN 6261	Psychoeducational Approaches to Counseling and Prevention	3

**Field Experience Courses**

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 7718	Clinical Practice and Supervision III: School Setting**	3
GCOUN 7719	Clinical Practice and Supervision IV: School Setting**	3

**POST-MASTER'S PROGRAMS****Post-Master's Program for Initial Licensure in School Counseling**

Individuals who wish to receive Initial licensure as school guidance counselors or school adjustment counselors, and who already hold a Master's degree in counseling or a related field, may choose to apply to the Post-Master's Program for Initial Licensure in School Counseling. This program is designed to provide the theoretical coursework and field training experience necessary to apply for state guidance counselor or adjustment counselor licensure. The total number of credits varies as a function of the individual's prior graduate coursework and experience. Applicants wishing to apply to this program should indicate their intention as a part of their admission application. On-campus enrollment is required.

*Students must pass the Communication and Literacy test of the Massachusetts Tests for Educator Licensure (MTEL) prior to field training.* Information about MTEL testing can be found at the Lesley University Certification Office website, [www.lesley.edu/certification](http://www.lesley.edu/certification), or at the Massachusetts Department of Elementary and Secondary Education website, [www.doe.mass.edu](http://www.doe.mass.edu).

**Initial Licensure in School Guidance Counseling:**

GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 6252	Counseling the Young Child and Play Therapy	3
GCOUN 6254	Counseling Adolescents	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6260	Issues in School Counseling for School Guidance Counselors	3
GCOUN 7100	Biological Bases of Behavior	3
GCOUN 7712	Clinical Practice and Supervision I: School Setting**	3
GCOUN 7713	Clinical Practice and Supervision II: School Setting**	3

**Initial Licensure in School Adjustment Counseling:**

GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 7100	Biological Bases of Behavior	3
GCOUN 5007	Introduction to Family Therapy	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3

GCOUN 6258	Consultation Skills for Counselors and Mental Health Professionals	3
GCOUN 6259	Issues in School Counseling for the School Adjustment Counselor	3
GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 7718	Clinical Practice and Supervision III: School Setting**	3
GCOUN 7719	Clinical Practice and Supervision IV: School Setting**	3

**C.A.G.S. in Counseling Psychology 36 credits**

Candidates who already hold a Master's degree in psychology or a related field may pursue a Certificate of Advanced Graduate Study (C.A.G.S.). This certificate option is for experienced professionals who wish to expand their clinical skills, engage in scholarly reflection, and enhance theoretical understanding. On-campus enrollment is required.

PROGRAM OF STUDY

**Required Discipline/Specialization Courses**

GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6258	Consultation Skills for Counselors and Mental Health Professionals	3
GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 6211	Professional Integrative Seminar	1

**Electives (21 credits)**

Students select electives in consultation with their faculty advisor.

**GRADUATE CERTIFICATES**

**Curriculum**

Students enrolled in the certificate program may be taking courses with students pursuing Master's degree programs within the University. Students in the certificate program are not eligible to take some of the courses that are limited to degree candidates.

**Location**

Lesley University, Cambridge, Massachusetts. For directions and a campus map, please visit <https://lesley.edu/about/location-transportation>.

**Admissions**

Current Lesley University students pursuing Master's degrees in Counseling Psychology or Expressive Therapies need to be accepted into the certificate program. Admissions requirements for all students include an interview by a Division Director, a letter of recommendation from a current clinical employment site, a 1-2 page personal statement describing the relevance of this certificate to your professional goals, and submission of a transcript demonstrating at least a 3.0 graduate GPA and appropriate clinical

training. Normally applicants meet the educational requirements for the Mental Health Counselor License or equivalent.

**For more information or to apply, contact:**

Lesley University  
Office of Admissions for Graduate Programs  
29 Everett Street  
Cambridge, MA 02138  
P: 888.LESLEY.U  
F: 617.349.8313  
E: info@lesley.edu  
www.lesley.edu

## Graduate Certificate in Counseling and Psychology for Educators, Clergy, Managers, and Health and Human Service Professionals

### Program Overview

This post-baccalaureate certificate is designed for professionals who have not been trained as mental health counselors to gain knowledge and skills in establishing helping relationships within the contexts of their areas of professional commitment. The goal of this program is to provide the opportunities for learning that would build on the professional expertise that the individuals already possess.

Standard continuing education programs cannot offer the quality or depth of educational experience available in a graduate certificate program. Lesley University excels in working with mature, adult learners; in combining theory with professional practice; and in developing reflective practitioners. This program also offers an integrated curriculum.

In addition, the educational experience is enhanced by participating in the program with a group of like-minded professionals. Students enrolled in this program will be taking courses with students pursuing Master's degree programs within the division, except for those courses limited to degree candidates. Students who subsequently apply to a Master's degree program in the Division of Counseling and Psychology may transfer credits earned in courses taken in this certificate program into the degree program.

### PROGRAM OF STUDY

#### Required Courses (6 credits)

GOUN 6026	Developmental Psychology Across the Lifespan*	3
GOUN 6202	Theories of Counseling and Psychotherapy*	3

#### Electives\* (6 credits)

Students select electives in consultation with their faculty advisor.

\* Prerequisite course requirements must be met for eligibility to register for certain courses.

## Graduate Certificate for Professional Development in Counseling and Psychology

### Program Overview

This program offers the opportunity for post-Master's professional counselors and other post-Master's practitioners-clinical social workers, school psychologists, pastoral counselors-to create an individualized program of study to pursue learning in content areas that would enhance and expand their professional expertise. It will provide the opportunity to retool and learn about how to work with specific client populations associated with contemporary mental

health or adjustment problems that are addressed by courses in the curriculum.

Candidates must have a Master's degree in counseling or a related field to apply to this program.

### PROGRAM OF STUDY

Students admitted into this certificate program, in consultation with their assigned faculty advisor, will develop an individualized program of study, drawing on the curricular offerings of the division. The nature of the course selection will be based on the student's learning goals and professional development needs.

Prerequisite course requirements must be met for eligibility to register for certain courses. Students in the certificate program are not eligible to take some of the courses that are limited to degree candidates.

### Program Overview

This program offers the opportunity for post-Master's professional counselors and other post-Master's practitioners-clinical social workers, psychologists, psychiatrists-to develop expertise in psychosocial trauma work. The curriculum includes an overview of trauma theory and practice, as well as focus on specific client populations and topics.

## Graduate Certificate in Trauma Studies in Counseling and Psychology

### Program Overview

- A 12-credit post-Master's certificate program
- Provides specialization in Trauma Studies
- Advanced clinical training for professionals with related graduate degrees and clinical background who practice in the trauma field

This program offers the opportunity for post-Master's professional counselors and other post-Master's practitioners-clinical social workers, psychologists, psychiatrists-to develop expertise in psychosocial trauma work. The curriculum includes an overview of trauma theory and practice, as well as focus on specific client populations and topics.

### PROGRAM OF STUDY

#### Required Courses

GOUN 6035	Psychological Trauma and Post-Trauma Therapy	3
GOUN 7200	Disaster Mental Health and Community Crisis Intervention	3
GOUN 7201	Trauma in the Lives of Children and Adolescents and Play Therapy	3
GOUN 7202	Special Topics in Trauma Studies	3

## Dual Degree Programs (with College of Liberal Arts and Sciences Students)

The dual degree programs with College of Liberal Arts and Sciences are developed for students who are interested in accelerating their educational experience. The programs combine the curriculum of the Bachelor of Science in Human Services with a minor in Psychology and the Master of Arts in Counseling Psychology or Clinical Mental Health Counseling. They are designed for students who demonstrate a high level of maturity and academic potential. Essentially an honors program, the integrated programs demand that students be

able to achieve the academic rigor of graduate education by the time they reach their junior year of traditional undergraduate study.

The dual degree programs in Counseling Psychology and School Counseling specialization are designed to be completed in approximately five years. The dual degree programs in Clinical Mental Health Counseling (with or without a specialization) are designed to be completed in approximately six academic years.

(Descriptions of these dual degree programs can be found in the *Lesley Undergraduate Catalog*.)

## DOCTORAL PROGRAM IN COUNSELING AND PSYCHOLOGY

### PH.D. Program in Counseling and Psychology - Low Residency 48 credits

Transformative leadership, education, and applied research in Counseling and Psychology advances social justice, the capacity for critical inquiry and self-reflection, health-promoting behavior, and inclusive communities that affirm the dignity of every human being and culture. This is consistent with the mission of Lesley University and there is an urgent need in society to incorporate these transformative values and applied research objectives into mental health programs, schools and higher education.

The Division of Counseling and Psychology at Lesley University has developed this program for licensed mental health professionals and school counselors to pursue doctoral level careers in transformative leadership, education, and applied research. Consistent with our philosophical orientation toward pragmatic reflective practice, this program emphasizes skills that deepen critical inquiry and enable students to articulate an area of study that is professionally meaningful and socially transformative.

#### Program Overview

Lesley University's cohort-based model supports the continual professional and scholarly development of our students, providing doctoral-level education for mental health professionals who strive to be leaders in the field, continuing to research, teach, and promote well-being and healing. Unique in its concept, the program provides an accessible forum that empowers individuals to further their knowledge and abilities to positively transform individuals, and the world.

The 48-credit, post-Master's low residency program of study is structured by year, with a blend of online and on-campus classroom hours. The program requires a minimum of 4 years for completion, with dissertation attempted after successful completion of year 3.

#### Program Prerequisites

- Master's Degree in Counseling or equivalent field license as mental health counselor, school counselor, or equivalent profession
- Demonstration of good communication skills in the English language, both written and oral, at a level appropriate to doctoral study.
- 3-5 years professional experiences as a licensed mental health counselor or equivalent profession

## PROGRAM OF STUDY

### Doctoral Year 1

GCOUP 8001	Doctoral Seminar: Transformative Leadership I	1
GCOUP 8002	Research I (Qualitative Methods)	3
GCOUP 8003	Promoting Social Justice in Counseling and Psychology: Clinical, Educational, and Global Perspectives	3
GCOUP 8004	Doctoral Seminar: Transformative Leadership II	1
GCOUP 8005	Doctoral Seminar: Transformative Leadership III	1
GCOUP 8006	Research II (Quantitative Methods)	3
GCOUP 8007	Trauma-Informed Leadership in Agencies, Schools and Organizations	3
GCOUP 8008	Research III: Participatory Action Research in Schools and Communities	3

### Doctoral Year 2

GCOUP 8010	Doctoral Seminar: Transformative Education I	1
GCOUP 8011	Applied Research I	3
GCOUP 8012	Applied Practice I	3
GCOUP 8013	Doctoral Seminar: Transformative Education II	1
GCOUP 8014	Doctoral Seminar: Transformative Education III	1
GCOUP 8015	Applied Practice II	3
GCOUP 8016	Applied Research II	3
GCOUP 8017	Social Entrepreneurship: Program Development, Evaluation, and Funding	3

### Doctoral Year 3

GCOUP 8019	Doctoral Seminar: Transformative Applied Research I	1
GCOUP 8020	Dissertation I	3
GCOUP 8021	Doctoral Seminar: Transformative Applied Research II	1
GCOUP 8022	Doctoral Seminar: Transformative Applied Research III	1
GCOUP 8023	Dissertation II	3

### Electives

GCOUP 8009	Interpersonal Neurobiology	3
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## DIVISION OF EXPRESSIVE THERAPIES

Lesley's Expressive Therapies program trains students who engage in the healing process by working through the arts. Expressive therapists integrate the modalities of dance, drama, literature, music, poetry, and the visual arts with the practices of psychotherapy and clinical mental health counseling. The program offers the Master's degree with specializations in Art Therapy, Dance/Movement Therapy, Drama Therapy, Expressive Arts Therapy, Music Therapy, a Certificate of Advanced Graduate Study in Expressive Therapies, a Graduate Certificate in Expressive Therapies for Mental Health Professionals, as well as a Ph.D. in Expressive Therapies.

More than forty years ago, when the Expressive Therapies program was established, Lesley was a pioneer, the first graduate school in the United States to train professionals in this emerging, highly creative field. Today, the program, the largest of its kind in the world,

continues to stand at the forefront in expressive therapies training. Its vanguard reputation and outstanding faculty, all of whom are practitioners in the arts, attract students from around the world. Its distinct focus on training students to use all the modalities of art in their practice remains as unique today as it was three decades ago.

The success and growth of Lesley's Expressive Therapies program has been attributed to the combination of experiential and creative learning with applied clinical practice and continued artistic work. Students are encouraged to develop their identities as artists and facilitators of the creative process as well as their skills in mental health counseling. The Expressive Therapies program perceives all learning as a process of transformation.

The Expressive Therapies program is based on the following curriculum objectives and training assumptions:

- Work in the arts and enhancement of creative expression is an essential part of the healing process.
- Basic knowledge in counseling and psychology-human development, psychopathology, and psychological theories - is fundamental to all training in expressive therapies
- Applied clinical practice is important to training in the expressive arts; therefore, two years of fieldwork are required to meet credentialing and licensure requirements.
- Students in training continue to develop as artists and performers.
- Participation in a learning community is important to understanding group dynamics and systems.
- Exposure to a variety of the arts is necessary for all expressive therapists.
- While specialization in one art form-visual arts, dance, music, psychodrama/drama or intermodal arts-is offered, any specialization is in addition to one's core development as an expressive therapist.

#### **On-Campus and Low-Residency Learning Models**

the Art, Dance/Movement, Drama, Expressive Arts, and Music specializations are offered in both an on-campus and low-residency learning model. On-campus and low-residency students follow the same program of study for their degree specialization. Students accepted into a low-residency program attend a three-week intensive residency on Lesley's Cambridge campus each year during the summer, during which they engage in face-to-face classroom time, meet with faculty advisors, and network with their peers. During the traditional academic school year, students continue their studies online, and complete clinical internships in their home communities. This format allows for the best of community inspiration and individual attention.

#### **Student Body**

Expressive Therapies students are folks typically ranging in age from 22 to 65, with a segment of international students. Students bring a stimulating mix of personal, academic, and career backgrounds to the program. A large number have had formal training and professional experience as artists. Some have already received advanced degrees in related fields. Others have less professional background in the arts, but nevertheless share the creativity, energy, and strong commitment to helping people that are common bonds among expressive therapies students. Students who enroll directly from undergraduate school generally have had clinical experience as part of their undergraduate academic requirements.

#### **Field Experience**

Clinical fieldwork is emphasized throughout the Expressive Therapies program and is overseen by the Field Training Office in Expressive Therapies. The Field Training Office works closely with students, placement sites and instructors to facilitate the student's learning experience. There is a database of approved field training sites which include such placements as psychiatric hospitals, community mental health centers, adult day-treatment programs, geriatric centers, and schools, as well as clinics that provide treatment for specialized populations such as families and substance abusers. In addition to being supervised by expressive therapists, students generally work with multidisciplinary teams and receive supervision from licensed psychiatrists, psychologists, social workers, mental health counselors, and other mental health professionals. A small seminar class accompanies all field training experiences to provide additional supervision and support for students while in field training. In the first year of placement, students complete 450-500 hours at internship, with a minimum of 15 hours per week at the site. After completion of the first year, students engage in a minimum 700-hour clinically supervised second-year internship with a minimum of 20 hours per week in the field.

#### **Orientation to Expressive Therapies**

Orientation to Expressive Therapies is the first required core course. The orientation is a time when all members of the Expressive Therapies community, both students and faculty, come together to foster connection and to begin exploring the arts as a vehicle for self-expression and transformation.

This course marks the beginning of core studies. During the orientation, students begin to meet in core groups and become oriented to each other as well as to members of the faculty. At this time, students continue to develop their academic course of study and finalize plans for field placements.

#### **Licensure, Credentialing, and Accreditation for 60 Credit Masters Programs:**

Lesley University's Masters of Clinical Mental Health Counseling in the expressive therapies (the "Program"), including modality specializations in Art Therapy, Dance/Movement Therapy, Drama Therapy, Expressive Arts Therapy, and Music Therapy is designed to meet the current educational requirements for national modality credentialing in each of the five modality specializations.

Lesley University's Masters of Clinical Mental Health Counseling: **Art Therapy** program is accredited by the New England Commission of Higher Education (NECHE), approved by the American Art Therapy Association (AATA), and currently meets the educational requirements to apply for the national Registered Art Therapist (ATR) credential. Lesley University's Masters of Clinical Mental Health Counseling: **Dance/Movement Therapy** program is accredited by the New England Commission of Higher Education (NECHE), approved by the American Dance Therapy Association (ADTA), and currently meets the educational requirements to apply for the national Registered Dance/Movement Therapist (R-DMT) credential. Lesley University's Masters of Clinical Mental Health Counseling: **Drama Therapy** program is accredited by the New England Commission of Higher Education (NECHE) and currently meets the educational requirements established by the North American Drama Therapy Association (NADTA) to apply for the national Registered Drama Therapist (RDT) credential. Lesley University's Masters of Clinical Mental Health Counseling: **Expressive Arts Therapy** program is accredited by the New England Commission of Higher Education (NECHE) and currently meets the educational requirements established by the International Expressive Arts Therapy Association

(IEATA) to apply for the national Registered Expressive Arts Therapist (REAT) credential. Lesley University's Masters of Clinical Mental Health Counseling: **Music Therapy** program is accredited by the New England Commission of Higher Education (NECHE), approved by the American Music Therapy Association (AMTA), and currently meets the educational requirements to apply for the national Board Certified Music Therapist (MT-BC) credential.

Our Program meets the current educational requirements for Licensed Mental Health Counselor (LMHC) licensure in the Commonwealth of Massachusetts. Our program of study is consistent with Massachusetts' current professional licensure framework, which includes the expressive therapies as a "related field". Due to our Program's unique focus on the expressive therapies modality specializations, and the variations of professional mental health counseling licensure standards from state to state, our Program does not completely align with the educational requirements for licensure as a professional mental health counselor in other states. Individuals who enroll in our Program and intend to pursue out-of-state mental health counseling licensure are strongly encouraged to request guidance from state licensing boards as to whether supplemental coursework or other actions would be necessary to make them eligible to apply for professional mental health counseling licensure in that state.

In addition to the national modality credential (see above), some states require licensure or registration specific to the practice of the expressive therapies. State licensure requirements are separate and distinct from national modality credentialing. All states require licensure for the practice of professional mental health counseling. Some states require licensure or registration specific to the practice of the expressive therapies.

## MASTER OF ARTS (M.A.) DEGREE PROGRAMS

### M.A. in Clinical Mental Health Counseling: Expressive Arts Therapy (60 credits)

#### On-Campus and Low-Residency Options

The Master of Arts in Clinical Mental Health Counseling: Expressive Arts Therapy is a 60-credit program that integrates coursework, clinical work and supervision in expressive arts therapy and mental health counseling.

- The specialization can be completed in two or three years of study.
- A first field placement of 450 supervised hours, and a second field placement of 700 clinically supervised hours are required.
- On-Campus and Low-Residency students follow the same program of study

#### Program Prerequisites

- A minimum of six credits in psychology: three credits in abnormal psychology and three credits in developmental psychology with grades of B or better.
- Evidence of some form of creative expression. This could be presented either as an mp3/mp4 of music, dance or dramatic performance, a portfolio of visual art work, and/or a collection of poetry or examples of creative writing. Applicants should have a basic familiarity with the full experience of the creative process in at least one art form.

## PROGRAM OF STUDY

### Required Core Courses (42 credits)

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 5102	Theories in Expressive Arts Therapy	3
GEXTH 5103	Theory and Practice of Group Work: Expressive Arts Therapy	3
GEXTH 5122	Expressive Arts Therapy Studio	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Standards and Ethics in Clinical Practice	3
GEXTH 6105	Examining Power, Privilege and Oppression in Clinical Practice	3
GEXTH 6106	Research and Evaluation	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH XXXX	Students select one special treatment issues course	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Mental Health Counseling	3
GEXTH 7017	Thesis Seminar	3

### Electives (6 credits)

Students may choose 6 credits of elective coursework in consultation with their faculty advisor.

### Field Experience Courses (12 credits)

GEXTH 5119	Clinical Skills and Applications***	3
GEXTH 7700	Supervision in Expressive Arts Therapy and Counseling I****	3
GEXTH 7719	Supervision in Expressive Arts Therapy and Counseling II****	3
GEXTH 7721	Supervision in Expressive Art Therapy and Counseling III****	3

### M.A. in Clinical Mental Health Counseling: Art Therapy (60 credits)

#### On-Campus and Low-Residency Options

The Master of Arts in Clinical Mental Health Counseling: Art Therapy is a 60-credit program that integrates coursework, clinical work and supervision in art therapy and mental health counseling.

- The specialization can be completed in two or three years of study.
- A first field placement of 450 supervised hours, and a second field placement of 700 clinically supervised hours are required.
- On-Campus and Low-Residency students follow the same program of study

#### Program Prerequisites

- 12 credits in psychology, including abnormal psychology and developmental psychology with grades of B or better.
- 18 credits of studio art courses. Applicants must send a minimum of 15-20 slides, or digital copy, of their art work along with their application. The slides should represent a variety of media, including two- and three-dimensional work, self-expression, and a range of technical abilities.



## PROGRAM OF STUDY

**Required Art Therapy Courses (9 credits)**

GEXTH 5112	Theories in Art Therapy	3
GEXTH 5113	Theory and Practice of Group Work	3
GEXTH 6015	Art Therapy Assessment	3

**Required Core Courses (30 credits)**

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Standards and Ethics in Clinical Practice	3
GEXTH 6105	Examining Power, Privilege and Oppression in Clinical Practice	3
GEXTH 6106	Research and Evaluation	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Mental Health Counseling	3
GEXTH 7017	Thesis Seminar	3

**Electives (9 credits)**

Students must select 3 electives: 2 Art Therapy Courses, and 1 non-Art Therapy specific course. One of the three courses must fulfill the special treatment issues requirement.

Choose SIX credits from the following Art Therapy courses:

GEXTH 5024	Art Therapy with Older Adults	3
GEXTH 6029	Art Therapy with People with Severe Mental Illness	3
GEXTH 6353	Family Art Therapy	3
GEXTH 6360	Drawing from Within: A Studio Course	3
GEXTH 6363	Jungian Art Therapy	3
GEXTH 6364	Art Therapy with Children and Adolescents	3
GEXTH 6367	Art Therapy Studio	3
GEXTH 6368	Art Therapy with Traumatized Adults	3

**Field Experience Courses (12 credits)**

GEXTH 5119	Clinical Skills and Applications***	3
GEXTH 7702	Supervision in Art Therapy and Counseling I****	3
GEXTH 7716	Supervision in Art Therapy and Counseling II****	3
GEXTH 7720	Supervision in Art Therapy and Counseling III****	3

**M.A. in Clinical Mental Health Counseling: Dance/Movement Therapy (60 credits)****On-Campus and Low-Residency Options**

The Master of Arts in Clinical Mental Health Counseling: Dance/Movement Therapy is a 60-credit program that integrates coursework, clinical work and supervision in dance therapy and mental health counseling.

- The specialization can be completed in two or three years of on-campus study, and three years for the low-residency option.
- A first field placement of 450 supervised hours, and a second field placement of 700 clinically supervised hours are required.

- On-Campus and Low-Residency students follow the same program of study.

**Program Prerequisites**

- A minimum of six credits in psychology: three credits in abnormal psychology and three credits in developmental psychology with grades of B or better, as well as a prerequisite course in Anatomy and Kinesiology.
- Applicant should have varied dance experience. A 3-5 minute dance video featuring the applicant is required.

## PROGRAM OF STUDY

**Required Dance Therapy Courses (15 credits)**

GEXTH 5108	Dance/Movement Therapy: Theories and Practice I	3
GEXTH 5109	Dance/Movement Therapy: Theories and Practice II	3
GEXTH 6256	Group Process in Dance/Movement Therapy	3
GEXTH 6258	Body/Movement Observation and Assessment I	3
GEXTH 6106	Research and Evaluation	3
GEXTH 7013	Body/Movement Observation and Assessment II	3

**Required Core Courses (33 credits)**

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Standards and Ethics in Clinical Practice	3
GEXTH 6105	Examining Power, Privilege and Oppression in Clinical Practice	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH XXXX	Students select one special treatment issues course	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Mental Health Counseling	3
GEXTH 7017	Thesis Seminar	3

GEXTH 5010 and GEXTH 5032: Taken before starting second year internship.

**Dance Therapy Field Experience Courses (12 credits)**

GEXTH 5119	Clinical Skills and Applications***	3
GEXTH 7708	Supervision in Dance/Movement Therapy and Counseling I***	3
GEXTH 7713	Supervision in Dance/Movement Therapy and Counseling II****	3
GEXTH 7717	Supervision in Dance/Movement Therapy and Counseling III****	3

GEXTH 5119 and GEXTH 7708: Taken before starting second year internship.

**M.A. in Clinical Mental Health Counseling: Drama Therapy (60 credits)**

The Master of Arts in Clinical Mental Health Counseling: Drama Therapy is a 60-credit program that integrates coursework, clinical

work, and supervision in drama therapy and mental health counseling. The program is intended for those who wish to practice drama therapy interventions with a variety of clinical populations and in a range of settings.

- The specialization can be completed in two or three academic years of full-time study.
- A first field placement of 450 supervised hours, and a second field placement of 700 clinically supervised hours are required.

#### Program Prerequisites

- A minimum of six credits in psychology (usually abnormal and developmental psychology) with grades of B or better.

#### PROGRAM OF STUDY

##### Required Drama Therapy Courses (15 credits)

GEXTH 5103	Theory and Practice of Group Work: Expressive Arts Therapy	3
GEXTH 5110	Theories of Drama Therapy	3
GEXTH 6027	Performance and Practice: Art, Education, and Therapy	3
GEXTH 6300	Introduction to Psychodrama	3
GEXTH 6301	Drama Therapy and for Children and Adolescents	3
GEXTH 6009	or Developmental Transformations with Children and Adults	3

##### Required Core Courses (33 credits)

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Standards and Ethics in Clinical Practice	3
GEXTH 6105	Examining Power, Privilege and Oppression in Clinical Practice	3
GEXTH 6106	Research and Evaluation	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH XXXX	Students select one special treatment issues course	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Mental Health Counseling	3
GEXTH 7017	Thesis Seminar	3

GEXTH 5010 and GEXTH 5032: Taken before starting second year internship.

##### Field Experience Courses (12 credits)

GEXTH 5119	Clinical Skills and Applications***	3
GEXTH 7700	Supervision in Expressive Arts Therapy and Counseling I****	3
GEXTH 7719	Supervision in Expressive Arts Therapy and Counseling II****	3
GEXTH 7721	Supervision in Expressive Art Therapy and Counseling III****	3

## M.A. in Clinical Mental Health Counseling: Music Therapy (60 credits)

### On-Campus and Low-Residency Options

The Master of Arts in Clinical Mental Health Counseling: Music Therapy is a 60-credit program that includes clinical work and supervision in music therapy and training in the integration of the arts in the practice of psychotherapy.

- The specialization can be completed in two or three academic years of full-time study.
- A first field placement of 500 supervised hours, and a second field placement of 700 clinically supervised hours are required.
- On-Campus and Low-Residency students follow the same program of study.

#### Program Prerequisites

- A minimum of six credits in psychology with grades of B or better.
- One three-credit course in the Principles and Practices of Music Therapy or GEXTH 6200 in addition to the 60 credit program of study.
- A musical audition as part of the interview process

#### PROGRAM OF STUDY

##### Required Music Therapy Courses (9 credits)

GEXTH 5117	Theories in Music Therapy	3
GEXTH 5118	Theory and Practice of Group Work	3
GEXTH 6101	Music Proficiency Audition	
GEXTH 6212	Clinical Musicianship	3

##### Music Therapy Elective (3 credits)

Select one course from the following:

GEXTH 6020	Music, Imagery and Psychotherapy	3
GEXTH 6208	Community and Therapeutic Applications of Drumming	3
GEXTH 6206	Voice and Music Therapy	3

##### Required Core Courses (33 credits)

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Standards and Ethics in Clinical Practice	3
GEXTH 6105	Examining Power, Privilege and Oppression in Clinical Practice	3
GEXTH 6106	Research and Evaluation	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH XXXX	Students select one special treatment issues course	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Mental Health Counseling	3
GEXTH 7017	Thesis Seminar	3

GEXTH 5010 and GEXTH 5032: Taken before starting second year internship.

**Expressive Therapies Elective (3 credits)****Music Therapy Field Experience Courses (12 credits)**

GEXTH 5119	Clinical Skills and Applications***	3
GEXTH 7704	Supervision in Music Therapy and Counseling I****	3
GEXTH 7714	Supervision in Music Therapy and Counseling II****	3
GEXTH 7718	Supervision in Music Therapy and Counseling III****	3

GEXTH 5119 and GEXTH 7704: Taken before starting second year internship.

Note: Students who fail the music proficiency exam must take individual music lessons until the proficiency is passed.

**GRADUATE CERTIFICATES****Curriculum**

Students enrolled in the certificate program may be taking courses with students pursuing Master's degree programs within the University. Students in the certificate program are not eligible to take some of the courses that are limited to degree candidates.

**Location**

Lesley University, Cambridge, Massachusetts. For directions and a campus map, please visit [www.lesley.edu](http://www.lesley.edu)

**Admissions**

Current Lesley University students pursuing Master's degrees in Counseling Psychology or Expressive Therapies need to be accepted into the certificate program. Admissions requirements for all students include an interview by the Coordinator for Certificate Programs, a letter of recommendation from a current clinical employment site, a 1-2 page personal statement describing the relevance of this certificate to your professional goals, and submission of a transcript demonstrating at least a 3.0 graduate GPA and appropriate clinical training. For more information or to apply, contact:

Lesley University  
Office of Admissions for Graduate and Adult Baccalaureate Programs  
29 Everett Street  
Cambridge, MA 02138  
P: 888.LESLEY.U  
F: 617.349.8313  
E: [info@lesley.edu](mailto:info@lesley.edu)  
[www.lesley.edu](http://www.lesley.edu)

**Graduate Certificate in Arts in Health**

The clinical application of expressive arts therapies is used in the care of patients at hospitals, community health centers, nursing homes, and other healthcare settings around the world to enhance the processes of healing and recovery.

The Graduate Certificate in Arts in Health is a 15-credit program designed for mental health and health care professionals, artists, educators, human service professionals, social workers, psychologists, guidance and adjustment counselors, and others who are seeking advanced, treatment-oriented skills. The program provides professional training in the use of expressive therapy modalities and their applications in the field of healthcare.

## PROGRAM OF STUDY

**Elective Courses (choose 2) (6 credits)**

Possible electives include, but are not limited to:

GEXTH 5001	Techniques of Play Therapy	3
GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5908	Transcultural Identity: Psyche, Soma, and Sojourning	3
GCREA 6050	Creativity and Leadership	3
GCREA 6051	Creative Conflict Transformation	3
GCREA 6052	Spiritual Dimensions of Leadership	3
GEXTH 6020	Music, Imagery and Psychotherapy	3
GEXTH 6206	Voice and Music Therapy	3
GEXTH 6301	Drama Therapy and for Children and Adolescents	3
GEXTH 6360	Drawing from Within: A Studio Course	3
GEXTH 6400	Holistic Approach to Pain and Stress	3
GEXTH 6412	Yoga and Therapeutic Touch	3

**Required Core Courses (9 credits)**

GEXTH 5045	Arts and Healing	3
GEXTH 6028	The Arts in Health: Cultural Context and Meaning	3
GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3

All courses are being offered throughout the year within the Master's programs in Expressive Therapies. Once accepted into the certificate program, students can begin to take courses as they fit into their individual and professional schedules.

**Graduate Certificate in Expressive Therapies Studies**

The 15-credit Graduate Certificate in Expressive Therapies Studies is designed for mental health and health care professionals, human service professionals, social workers, school psychologists, guidance and adjustment counselors, and others who are looking for innovative approaches to enhance their professional lives. The program offers specific training in the uses of different expressive therapy modalities. Participants study the principles and practices of expressive therapies and the various modalities of art therapy, dance therapy, music therapy, drama therapy and psychodrama. Coursework will demonstrate how expressive therapy skills can be integrated into clinical work with a variety of populations. The courses are designed to build on each participant's professional practice and offer skills in combining innovative techniques and strategies for effecting positive change.

This certificate is not intended for those who require full professional training for licensure or accreditation in the Expressive Arts Therapies specialization.

**Application:**

Prospective students must have a Master's degree or equivalent in a relevant field of study. For further application information, interested professionals can contact the Graduate Admissions Office.

For additional program information, please contact:

Mitchell Kossak  
Coordinator for Certificate Programs, Expressive Therapies  
5 Phillips Place, Cambridge, MA 02138  
617.349.8166  
[mkossak@lesley.edu](mailto:mkossak@lesley.edu)

**Required Course (3 credits)**

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
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(this course must be taken first)

**Possible Elective Courses (choose 4) (12 credits)**

GEXTH 5036	Imaginal Psychology	3
GEXTH 5045	Arts and Healing	3
GEXTH 6025	Expressive Therapies with Families	3
GEXTH 6364	Art Therapy with Children and Adolescents	3
GEXTH 6360	Drawing from Within: A Studio Course	3
GEXTH 6400	Holistic Approach to Pain and Stress	3
GEXTH 5029	Body-Oriented Psychotherapy With Adults	3
GEXTH 6301	Drama Therapy and for Children and Adolescents	3
GEXTH 6256	Group Process in Dance/Movement Therapy	3
GEXTH 6020	Music, Imagery and Psychotherapy	3

Students can consult the course catalog or go to the website to see an update of courses offered each semester.

**Dual Degree Programs**

There are three dual degree programs between Lesley College of Liberal Arts and Sciences and the Expressive Therapies Division of the Graduate School of Arts and Social Sciences, designed for exceptional students interested in an honors program accelerating their educational experience. The dual degree programs in Art Therapy, Dance/Movement Therapy, and Expressive Arts Therapy combine the curriculum of the undergraduate degrees in Art Therapy, Dance/Movement Therapy, and Expressive Therapy with their respective graduate-level degrees. The dual For more information about these honors programs, please refer to the Lesley Undergraduate Academic Catalog.

**CERTIFICATE OF ADVANCED GRADUATE STUDY (C.A.G.S.)**

**C.A.G.S. in Expressive Therapies 36 credits**

Candidates who hold a Master of Arts in Expressive Therapies, or a closely related degree, may pursue a Certificate of Advanced Graduate Study. This certificate option is for experienced professionals who wish to expand their clinical work, continue their personal artistic work, engage in scholarly reflection, and enhance research skills.

PROGRAM OF STUDY

**Required Core Courses (3 credits)**

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
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**Independent Study Requirement (3 credits)**

GEXTH 7999	Independent Study: Final Integrative Project	
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**Electives in Expressive Therapies (30 credits)**

**DOCTORAL PROGRAM IN EXPRESSIVE THERAPIES**

**PH.D. Program in Expressive Therapies - Low Residency 45 credits**

When Lesley's Expressive Therapies Program was established in 1975, it was one of the first ever to train professionals in this emerging, creative, and vital field. More than 30 years later, the program is the largest of its kind in the world, and continues to push the boundaries of expressive therapies knowledge and training.

Lesley University's Ph.D. in Expressive Therapies, low-residency model, makes it easier for expressive therapy professionals to develop scholarship that expands the knowledge base in the expressive therapies.

**Program Overview**

Lesley University's cohort-based model supports the continual development of arts therapies approaches, providing doctoral-level education for expressive therapists who strive to be leaders in the field, continuing to research, teach, and promote well-being and healing using arts therapies. Unique in its concept, the program provides an accessible forum that empowers individuals to further their knowledge and abilities to positively transform individuals, and the world.

The 45-credit, post-Master's low residency program involves three summer intensive residencies in Cambridge, Massachusetts, for approximately three weeks each summer, with continued coursework throughout the academic years on-line and through email, peer group meetings, phone, and videoconferencing. Students are expected to devote approximately 15 hours per week toward doctoral study.

The program of study is structured by year, with a blend of online and residency hours. Each doctoral year includes a 9-credit residency seminar, followed by two online 3-credit doctoral seminars. Each course is broken down into sections designed to address specific competencies.

The program requires a minimum of 4 years for completion. On-campus residency is required only for years 1 through 3 of the program, with dissertation attempted after successful completion of year 3.

**Program Prerequisites**

- An earned master's degree from a regionally accredited institution.
- Certification or registration in one of the expressive therapy modalities (art therapy, music therapy, dance therapy, drama therapy, poetry therapy, expressive therapy, psychodrama).
- Demonstration of good communication skills in the English language, both written and oral, at a level appropriate to doctoral study.
- Demonstration of satisfactory performance on the GRE or the MAT examination. The Lesley University CEEB number is 3483 for the GRE and 1214 for the MAT.
- A minimum of 3-5 years of professional experience as an expressive therapist.

PROGRAM OF STUDY

**Doctoral Year 1 (15 credits)**

GEXTP 8008	Residency I	9
GEXTP 8011	Doctoral Seminar I	3

GEXTP 8012	Doctoral Seminar II	3
<b>Doctoral Year 2 (15 credits)</b>		
GEXTP 8009	Residency II	9
GEXTP 8013	Doctoral Seminar III	3
GEXTP 8014	Doctoral Seminar IV	3
<b>Doctoral Year 3 (15 credits)</b>		
GEXTP 8010	Residency III	9
GEXTP 8015	Doctoral Seminar V	3
GEXTP 8016	Doctoral Seminar VI	3

GINTC 6100	Identity and Belonging in a Categorized World	3
GINTC 6105	Student Learning and Development Through International Higher Education	3
GINTC 6103	Intercultural Communication	3
GINTC 6109	Global Perspectives on International Higher Education	3
GINTC 7107	Applied Research in Professional Practice	3

## INTERNATIONAL HIGHER EDUCATION

In today's increasingly interdependent global community, the demand for skilled, culturally aware leadership has never been greater in higher education and beyond. In response to this need, Lesley University's International Higher Education Master's program prepares students to effectively understand and work with culturally diverse populations in settings ranging from higher education institutions to small community groups. The program's unique focus on the human dimension of international education sets it apart from the traditional macro-political approach of international relations and higher education administration programs. Students go on to pursue careers in not only in higher education, but also in areas such as managing diverse human resources, intercultural management, intercultural training and consulting, conflict resolution, and intercultural human services.

### Master of Arts in International Higher Education Program: 33 credits

The Master of Arts in International Higher Education prepares students for professional careers in study abroad, international student advising and administration, international admissions and recruitment, managing global volunteer and internship programs, and multicultural/intercultural student services, among many others. Foundational courses focus on U.S. and global perspectives on international higher education and essential administrative tools and practices required for the field. These are coupled with other core courses emphasizing intercultural skill building, identity exploration, student learning and development, and applied research. The themes of enhancing inclusion and belonging, and ethical considerations in higher education institutions are interwoven throughout the curriculum.

Electives focus on building professional skills relevant to the contemporary international higher education context. Many of our diverse faculty are also practitioners in their fields, bringing first-hand experience and knowledge of current issues to their courses.

For those new to the field, an internship either in the U.S. or abroad may be counted as an elective. For those already working in the field, and seeking more professional development, other advanced electives may be more relevant.

Students may enroll in the 33-credit program on a full-time or part-time basis. Full-time students can complete all requirements in 4 semesters (16 months)

### PROGRAM OF STUDY

#### Required Courses (18 credits)

GINTC 6000	Foundations of International Higher Education	3
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#### Elective Courses (15 credits)

GINTC 5002	Immigration: Laws, Issues, and Practices	3
GINTC 5012	Education Abroad: Principles, Policies, and Practice	3
GINTC 6001	International Student Advising	3
GINTC 6003	Intercultural Helping Skills	3
GINTC 6006	Leading and Managing in Diverse Organizations	3
GINTC 6107	International Admission and Recruitment	3
GINTC 6108	Grant Writing for Educational and Non-Profit Settings	3
GINTC 6110	Values Differences and Moral Judgments in Contemporary Contexts	3
GINTC 6111	Enhancing Inclusion in Organizations	3
GINTC 7700	Internship: USA	3
GINTC 7701	Internship: International	3
GINTC 7750	Thesis	3

## MINDFULNESS STUDIES

### M.A. in Mindfulness Studies (36 Credits)

Academically and experientially rigorous, the M.A. in Mindfulness Studies is the first graduate program of its kind in the United States. Students are immersed in the theory and practice of mindfulness, mindful communications, mindful leadership and social engagement, and the roots of contemplative practice in Buddhist traditions, as well as emerging research on effects of mindfulness on the brain. Graduates will be well versed in the history of mindfulness in the west, and its origins in classical mindfulness and the continued development of these practices in the east. Graduates will emerge from the program personally grounded in mindfulness and knowledgeable of the applications of mindfulness across a wide variety of fields. Particular emphasis is placed on the neuro-scientific effects and applications of mindfulness practice.

The M.A. in Mindfulness Studies is especially suitable for those aspiring to be mindful citizens, prepared to promote social good, and to apply their training in their professional endeavors, including health and wellness, education, business and leadership, and other forms of social entrepreneurship.

This two-year program is offered in a low-residency format, in which students attend a 7-day residency on Lesley's campus in Cambridge, Massachusetts. During the residency students participate in daily meditation, attend classes, meet with faculty members, attend advisory sessions and program-related workshops, conduct research, network with peers, and participate in community-building events.

## PROGRAM OF STUDY

**Required Core Courses**

GMIND 6032	Graduate Academic Writing	3
GMIND 6042	Mindfulness: Practice, Theory, and Science	3
GMIND 6047	Mindful Communication: Theory and Practice of Insight Dialogue	3
GMIND 6049	Foundations of Contemplative Practice: The Buddhist Traditions	3
GMIND 6050	Mindful Leadership and Social Change	3
GMIND 6056	Mindful Internship: Mindfulness as Social Engagement	3
GMIND 6057	Meditation Retreat: Toward Insight Concentration and Wisdom	3
GMIND 6058	Meditation and the Brain: Introduction to Contemplative Neuroscience	3
GMIND 7001	Thesis Proposal Seminar: Research and Methodology	3
GMIND 7500	Thesis/Capstone	3
GWKSP 6062	Mindfulness Residency	

**Elective Courses**

Students select two elective courses in consultation with their faculty advisor.

GMIND 6059	Mindful Education	3
GMIND 6061	Qi Gong: Introduction to Mindful Movement	3
GWKSP 6062	Mindfulness Residency	
GMIND 6127	Restorative Justice	3
GMIND 6888	Special Topics in Mindfulness Studies	3
GMIND 6999	Independent Study	3

*Students may do 6 credits of elective courses in subjects pertinent to their educational and professional interests; or 6 credits of independent studies, overseen by Lesley faculty; or a combination thereof (3 credits elective course, 3 credit independent study). With permission from the Faculty Program Coordinator, students may attend short courses at Barre Center for Buddhist Studies, which offers 1-7 day courses throughout the year on appropriate topics with renowned Buddhist Studies teachers.*

Subtotal: 36

**Graduate Certificate in Mindfulness Studies 15 credits**

The Graduate Certificate in Mindfulness Studies will provide students with a strong foundation in the history, theory, and practice of mindfulness so that they may integrate mindfulness into their professional practices and personal lives. This program is especially suitable for health and wellness professionals, social workers, counselors, educators, and who wish to develop their own practice of mindfulness and to share these practices with students, clients and colleagues.

Students in the 15-credit certificate may apply to transfer into the Mindfulness Studies master's degree program at any time during the certificate program.

## PROGRAM OF STUDY

**Required courses (15 credits)**

GMIND 6042	Mindfulness: Practice, Theory, and Science	3
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GMIND 6047	Mindful Communication: Theory and Practice of Insight Dialogue	3
GMIND 6049	Foundations of Contemplative Practice: The Buddhist Traditions	3
GMIND 6050	Mindful Leadership and Social Change	3
GMIND 6058	Meditation and the Brain: Introduction to Contemplative Neuroscience	3
GMIND 6057	Meditation Retreat: Toward Insight Concentration and Wisdom	3
GWKSP 6062	Mindfulness Residency	

**MASTER OF FINE ARTS IN CREATIVE WRITING**

The Master of Fine Arts (MFA) in Creative Writing is a low-residency program that allows students, with the oversight of a faculty mentor, to design their own concentrations in fiction, graphic novels and comics, poetry, nonfiction, writing for stage and screen, or writing for young people. The Lesley program embodies an axiom: life experience is the raw material for literature, but the writers we read and re-read have shaped their experiences—whether personal, intellectual, or cultural—into fresh aesthetic forms. Therefore, the best creative writers are passionately creative readers, thinkers, observers, and listeners, constantly re-examining their habits and premises.

Lesley's MFA in Creative Writing program focuses on preparing students to become such writers-adventurous artists and active professionals. At least two attributes distinguish Lesley's MFA in Creative Writing from other low-residency programs. First, the interdisciplinary component encourages students to expand their abilities as writers by widening the angles, and deepening the fields, of their vision. While the multi-genre expertise of our faculty mentors and visiting faculty will be the student's key resource, those with an interest in the visual arts will have the opportunity to work with faculty from Lesley University College of Art and Design; and those seeking to integrate their writing with such disciplines as art therapy, psychology, and education will have the resources of Lesley's Graduate School of Arts and Social Sciences. Moreover, students develop a wide range of independent projects, including publishing internships, teaching assistantships, and other literary activities. Second, with its residencies taking place in Cambridge, Massachusetts, Lesley's program draws energy from one of the literary capitals of the United States. Many of our faculty members have for years thrived in this epicenter of writing and publishing. Their experiences make them uniquely astute advisors for student writers, who will need to understand the complexities and opportunities of contemporary literary culture.

Given these advantages, graduates of Lesley's program will be equipped to give themselves new challenges as they continue to write, explore new genres and art forms, and participate in a serious community of writers and artists.

**The Residency**

Over two years, students will attend a nine-day residency at the beginning of each of four six-month semesters. The residency will include workshops, seminars, lectures, and readings, providing a forum for intensive study, collaboration, and constructive critique of student work. In addition, students will be matched with faculty mentors to create individualized study plans that incorporate rigorous reading lists. After each residency, students work on their own, under the guidance of faculty mentors. Following the fourth semester, graduating students return for the final portion of a fifth

residency to conclude the program, offering a craft seminar and giving an optional reading from their creative thesis.

### Application Requirements

A writing sample is required as part of the application:

- In fiction or nonfiction, approximately 20 double-spaced pages
- In poetry, approximately 10 single-spaced pages
- In writing for stage and screen, approximately 15 script pages
- In writing for young people, approximately 10-15 double-spaced pages of middle grade or young adult prose, or 2-3 picture book stories
- In graphic novels and comics, 4-10 comic book/comic script pages or approximately 12 script pages in addition to a visual portfolio composed of 4-5 still images. Although these visual images may represent work in the comics medium, you may submit other types of work such as illustration, painting, photography, and graphic design.

Indicate your name and genre on each page and submit your writing sample to [writingsamples@lesley.edu](mailto:writingsamples@lesley.edu) in PDF or Microsoft Word format. Please title your file: last name\_genre (eg. Smith\_poetry). Your writing sample may consist of one longer piece or several shorter pieces. If applying in more than one genre, submit a separate writing sample for each genre. For graphic novel submissions, submit your written statement to Slideroom with your visual portfolio and writing sample.

In the same email, please include your written personal statement as a separate document, labeled last name\_personal statement (e.g. Smith\_personal statement). Your statement should consist of 750-1250 words, on double-spaced pages, answering the following questions:

1. Discuss the work of a writer, in any genre, who has profoundly influenced your writing. Additionally, discuss several of the most memorable books you've read in the last year.
2. What have you done creatively and critically to prepare for a master's program?
3. What do you consider to be the strengths and weaknesses of your work?
4. What are your goals for your writing, and what do you hope to accomplish in the program?

In addition to the writing sample and personal statement, you should include:

- Lesley application form and fee
- All official transcripts, including one from the institution that conferred your Bachelor's degree
- Two letters of recommendation from individuals who have worked closely with you on your writing, or in a professional or academic capacity

- No standardized test scores are required.

### Credits, Grades, and Graduation Requirements

Students earn 49 credits over two years: 24 credits in Creative Writing, 9 credits in Craft and Reflection, 9 credits in Interdisciplinary Studies, 3 credits in Craft Seminar Preparation, and 3 credits in Creative Thesis Preparation. Grades for each semester will be pass/fail, accompanied by a narrative evaluation by the faculty mentor. As a final, one-credit requirement for graduation, students return for the final portion of a fifth residency to present a craft seminar and give an (optional) reading of their work.

## Master of Fine Arts (MFA) in Creative Writing

### PROGRAM OF STUDY

#### Semester I:

GCRWT 6000	Creative Writing I	6
GCRWT 6001	Craft & Reflection I	3
GCRWT 6002	Interdisciplinary Studies I	3

#### Semester II:

GCRWT 6500	Creative Writing II	6
GCRWT 6501	Craft & Reflection II	3
GCRWT 6502	Interdisciplinary Studies II	3

#### Semester III

GCRWT 7000	Creative Writing III	6
GCRWT 7001	Craft & Reflection III	3
GCRWT 7002	Interdisciplinary Studies III	3

#### Semester IV

GCRWT 7500	Creative Writing IV	6
GCRWT 7501	Graduating Seminar Preparation	3
GCRWT 7502	Creative Thesis	3
GCRWT 7503	Final Residency Requirement: Graduating Seminar Presentation	1

## GRADUATE CERTIFICATE IN PEACE JUSTICE AND RESTORATIVE PRACTICES

### Graduate Certificate in Peace, Justice, and Restorative Practices

The Graduate Certificate in Peace, Justice and Restorative practices is a 15-credit, two semester program designed to offer students knowledge and experience in Restorative Practices. The Certificate draws from the fields of Peacebuilding, Restorative Justice, Trauma and Resilience, and Arts and Conflict Transformation. The focus of the certificate is on building skills that can be proactively applied to building relationships, strengthening community and transforming conflicts in diverse contexts.

The certificate is offered in a low-residency model, with students attending an 8-day January residency. Students will complete one course in-person during the residency (Arts and Peacebuilding), with all remaining coursework to be done online.

## **GRADUATE SCHOOL OF EDUCATION**

Dear Student,

I am delighted to welcome you to the Graduate School of Education, our special and vibrant learning community. Over the course of your studies you will work with exceptional faculty, interact with a supportive academic advising team, and develop your academic and professional identity as you pursue your program of study.

Our Initial licensure programs offer a variety of options and grade levels. Our school-based programs include a year-long residency in a school that reflects your interest and/or approach, from a child-centered private school to an urban residency with a multilingual student body. Our professional or post-licensure programs allow you to continue to enhance your skills and extend your effectiveness to all of your students. Our doctoral programs transform students into scholars and leaders in their settings of practice.

A binding thread connecting all of our education programs is a deep commitment to inclusion, equity, and social justice. I encourage you to examine how this commitment is lived in your own life, and how you may deepen your understanding and practice of social justice in your classrooms, schools, and communities. In every case, we work with you to ensure that you not only know more but are supported in taking that knowledge into your classrooms, your communities, and to other formal and informal learning contexts.

Relationship is at the center of our work together, and I encourage you to be an active participant in our learning community; participate in our events, speakers, graduate student activities, and partner with your faculty on your learning journey. Regardless of your chosen pathway in our school, you will be preparing to join an exceptional group of alumni who demonstrate excellence in education.

I look forward to meeting you, and invite you to introduce yourself at an event or stop by my office at University Hall.

Congratulations on taking this important next step in your development,

Dr. Amy Rutstein-Riley  
Interim Dean, Graduate School of Education



## INTRODUCTION TO THE GRADUATE SCHOOL OF EDUCATION

Throughout the Commonwealth of Massachusetts and beyond, Lesley has long been identified with the field of education. The professional contributions of its graduates and faculty continue to have a profound impact on the lives and futures of children and adults, from urban schools to rural and suburban school districts, in human service agencies, and in universities. Today, committed women and men are engaged in graduate study at Lesley that supports their professional goals.

The Graduate School of Education offers its students a superior education through challenging coursework, experiential exploration, arts, interdisciplinary connections, classroom-based reflection, research, and clinical experiences that model a strong commitment to and belief in cultural pluralism, inclusive communities, and the integration of technology and the arts in education. These experiences inspire graduates to take leadership roles in helping to initiate reform in their schools and communities, and to contribute to the restructuring of education for future generations.

The education faculty, in their various roles as teacher-mentors, facilitators, researchers, consultants, writers, conference speakers, and members of educational boards and commissions, are the primary force in setting the high academic standards and visionary goals of the Graduate School of Education.

## GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT

### **Mission**

The Graduate School of Education at Lesley University prepares and supports educators who effectively facilitate learning for every student. We believe learning is a collective endeavor that involves students, educators, families, and communities and thrives in rich, flexible, creative environments. Our faculty and students are committed to developing and implementing innovative pedagogical and technological practices that foster such learning.

### **Vision**

The Graduate School of Education envisions a world in which educators, schools, families, and communities meet the intellectual, creative, emotional, and physical needs of all learners.

### **Core Values: Enduring Values that Guide our Practice**

#### ***Democracy***

The fundamental purpose of education in a democratic society is to provide opportunities for all to participate fully in the cultural, political, and economic life of the nation and the world.

#### ***Equity***

We honor, value, and respect all students and their communities for their unique backgrounds and capacities. As educators, our purpose is to enable all students to flourish.

#### ***Community***

Learning is most meaningful when students move beyond their school settings and actively participate along with other adults in their local communities. Likewise, students need to develop the skills to actively participate in creating a safe and supportive school community.

#### ***Inquiry***

Facilitated inquiry is a crucial element of the learning process. Students need to construct knowledge and negotiate ideas with other students and adults. Teachers thus must be fluent in both pedagogy and content knowledge so they can craft developmentally appropriate curricula that actively engage all students in acquiring deep understanding and skills.

#### ***Professionalism***

As life-long learners who deeply value our profession, we strive constantly to improve our practice. We cultivate this pursuit of excellence and creativity in our educator-students, and we inspire them to cultivate this pursuit in their students.

#### ***Leadership***

We expect educators to make a difference by taking an active role in the lives of their students, promoting effective collaboration and innovation in their schools, and empowering themselves and their students to improve their own lives and communities.

Accepted April 4, 2007

## EDUCATOR LICENSURE REGULATIONS

All the education licensure programs at Lesley are approved through July 2021 by the Massachusetts Department of Elementary and Secondary Education (ESE). Because of this state approval, Lesley programs are recognized by the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement 2015-2020. The NASDTEC Interstate Agreement means that undergraduate and graduate educators with an initial or professional license are eligible to apply for an educator license in other states based on a Massachusetts license.

The Educator/Counselor Preparation and Professional Development Program at Lesley University received accreditation through the Council for the Accreditation of Educator Preparation (CAEP), formerly the Teacher Education Accreditation Council (TEAC), for a period of seven years, 2014 to 2021.

The Lesley Certification and Educator Licensure Office is located within the Graduate School of Education, 1815 Massachusetts Avenue, Cambridge. The Certification and Educator Licensure website is the primary source for information on educator licenses. The process for applying for Initial and Professional licenses, and information regarding both licensure and Massachusetts Tests for Educator Licensure (MTEL), are highlighted. Information regarding adding a license, license renewal, and licensure regulations outside Massachusetts is also available, along with the latest MTEL information and study resources. This website has MTEL workshop and math course schedules and registration instructions. Specific links to the Massachusetts Department of Elementary and Secondary Education keep the Lesley community aware of current and emerging changes to regulations and procedures.

All teacher licensure programs are aligned to the new Professional Standards for Teachers (PSTs). Revised Subject Matter Knowledge will be finalized later in 2018. Pre-practicum Guidelines for Teachers were finalized in May 2018, and teacher licensure programs will be revised and updated accordingly. License name changes will be made in 2018-2019.

The Massachusetts Department of Elementary and Secondary Education (MA ESE) is located at 75 Pleasant Street, Malden, MA. You may visit ESE's Walk-in Welcome Center Service Counter Monday through Friday, 8:45 am - 4:45 pm or call 781.338.6600, Monday through Friday 9:00am - 12:00pm or 2:00pm - 5:00pm (hours may vary; check the Office of Educator Licensure website for updates).

ESE's 24-hour automated line can be reached at 781.338.3000; press "2" to obtain the status of an existing license application.

## **MASSACHUSETTS EDUCATOR LICENSE RENEWAL**

Lesley University is a state-approved professional development provider, offering courses, seminars, institutes, workshops, and other activities that fulfill Massachusetts renewal requirements. A broad range of professional development activities are offered on weekends, weekdays, and evenings and are available on campus, off campus, and online.

Massachusetts teachers, administrators, and professional support personnel must apply to the Department of Elementary and Secondary Education for renewal every five years, as noted on their individual licenses. This requirement applies only to those who hold Professional licenses. Information is available through the Lesley University Certification and Educator Licensure Office or at the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA, 02148-5023, or 781.338.6600.

To keep your license current, you must earn at least 15 Professional Development Points (PDPs) related to Sheltered English Instruction (SEI) or English as a Second Language (ESL) and at least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles. Remaining 105 PDPs may be earned through a combination of subject-related activities.

## **MASSACHUSETTS EDUCATOR LICENSURE REQUIREMENTS**

### **Educator Licensure and Recruitment (ELAR) Account**

ELAR is the state's online portal for completing most licensure-related transactions. Through ELAR, candidates apply for or advance a license online, renew a Professional license, check the status of a license/application, make a payment, upload a transcript(s), view what documents are scanned into the file, review Massachusetts Test for Educator Licensure (MTEL) history, request a hard copy license, update contact information, view correspondence from the MA Office of Educator Licensure, and print unofficial license information.

**Required Immediately:** Upon starting a program leading to a license, each candidate creates a personal password-protected ELAR account at the Massachusetts Department of Elementary and Secondary Education and receives a unique Massachusetts Educator Personnel ID number, or MEPID, which must be reported immediately and accurately to Lesley University through Lesley's Online Information Service (LOIS). For more detailed information about how to set up the required electronic account, obtain a MEPID and submit it to Lesley, visit Lesley's Certification and Educator Licensure website.

### **Sheltered English Immersion (SEI) Endorsement**

Because candidates for Initial teacher and reading specialist licenses are required to have an SEI endorsement, all of Lesley's Initial licensure programs include a MA ESE approved Sheltered English Instruction course.

Professional license renewals require at least 15 Professional Development Points (PDPs) related to SEI or English as a second language and at least 15 PDPs related to training strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles. Remaining 105 PDPs may be earned through a combination of subject-related activities.

### **Massachusetts Tests for Educator Licensure (MTEL)**

Candidates seeking Initial license as a teacher, specialist, or counselor are required by the state to pass Massachusetts Tests for Educator Licensure (MTEL), a series of pass/fail tests designed to measure readiness for educator licensure. All MTEL exams are computer-based. The Communication and Literacy Skills MTEL, required for all educator licenses, has a reading subtest and writing subtest, and is offered year round. Candidates can opt to take both subtests in the same test administration (4 hours), or each subtest can be taken in a separate 4-hour administration. In addition, subject matter tests are required for teaching and specialist licenses (not for counseling, digital literacy and computer science, or instructional technology), and some licenses require the Foundations of Reading MTEL. The Massachusetts Department of Elementary and Secondary Education website contains a list of required MTEL exams for each license area, as does Lesley's MTEL Student Guide, which can be found on the MTEL page.

In recognition of the need for increased and enhanced math proficiency for teachers and students, the General Curriculum (GC) MTEL subject test includes a separately-scored mathematics subtest and a multi-subject subtest. GC is required for students in elementary (1-6), moderate disabilities (PreK-8), and severe disabilities (all levels) programs. Candidates in these license areas take an online math diagnostic; elementary and/or moderate disabilities license candidates take the diagnostic while enrolled in EEDUC 5012 Teaching Elementary School Mathematics, or earlier if desired. Online math diagnostic results help determine whether students should register for an 18-hour Math General Curriculum workshop or 36-hour Math General Curriculum course.

Candidates for Initial license in early childhood, elementary, or moderate disabilities (PreK-8 or 5-12), take an online phonics diagnostic with an instruction module while enrolled in their first literacy course, or earlier if desired. Information gained will help with the focus and additional study needed to prepare candidates for the Foundations of Reading MTEL, as well as the Reading Specialist MTEL.

## **LESLEY UNIVERSITY'S REQUIREMENTS PERTAINING TO THE MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE**

Taking MTELS early and passing all required exams before the practicum provides educator licensure candidates with early identification of issues that potentially could affect their ability to be licensed to teach or work in schools. The university is committed to providing students with information and resources that will help them address any academic needs identified by the results of this test(s) or by other evaluative tools in the academic programs.

### **For all graduate (post-baccalaureate) programs leading to an Initial License in Massachusetts:**

- All applicants seeking admission to an Initial licensure program are strongly advised to take the Communication and Literacy Skills MTEL as soon as possible.
- All candidates seeking an Initial license must pass all portions of the MTEL(s) required for their Initial license to be eligible for student teaching or practicum. (Exception: Reading Specialist candidates are required to take, but are not required to pass, the Reading Specialist MTEL prior to the practicum.)

### **For all undergraduate (baccalaureate) programs leading to an Initial License in Massachusetts:**

- In order to be eligible for senior student teaching, students must pass all portions of the MTEL(s) required for their Initial license.

## **OFF-CAMPUS PROGRAMS IN NEW ENGLAND AND ACROSS THE UNITED STATES**

The Graduate School of Education offers Master's degree programs at sites in New England and across the country. In addition, Master's degree programs leading to Initial license are offered off campus in Massachusetts. All programs are approved by the appropriate state agencies. In selected states, Lesley offers licenses or other credentials approved by the appropriate agency separate from or as part of the Master's degree programs.

Lesley's off-campus programs replicate on-campus offerings. They are taught by faculty from the Graduate School of Education and by other experienced educators. Students in these programs, like their on-campus counterparts, use their own professional settings to implement and evaluate the theories and practices addressed in their programs.

## **ONLINE PROGRAMS**

### **Prerequisite Technology Competencies and Skills**

For a description of the prerequisite technology equipment, competencies, and skills necessary to be successful in an online program, see our Information and Technology eLearning System Requirements page. Additional student support relating to academic technology, including technology purchase discounts, can be found at [support.lesley.edu](http://support.lesley.edu).

### **Academic Support Services**

Students in our online programs have access to the same support services as all other graduate students.

In addition, they are assigned an academic advisor and a faculty advisor. Academic advisors serve as liaisons between students and university support offices. Students are also assigned a faculty advisor, who can work with them regarding career and professional issues and offer academic support and guidance. Students may find their faculty advisor's name through the Lesley Online Information Service (LOIS).

## **ACADEMIC ADVISING**

Comprehensive academic advising is a priority in the Graduate School of Education. All matriculated students are part of a program-affiliated advising team consisting of an academic advisor and a faculty advisor. Our advising philosophy is grounded in student development theory, highlighting themes of collaboration, student empowerment, shared responsibility, and support. We continually strive to improve the quality of academic advising, strengthen university-wide relationships, and respond to the ever-changing needs of our students.

Academic advisors facilitate all aspects of the advising process, offering advice on a broad range of topics including university policies, course selection and sequence, registration procedures, and Massachusetts Tests for Educator Licensure (MTEL) requirements. Academic advisors serve as liaisons to their advisees, highlighting Lesley's support services and providing general program guidance.

Upon acceptance, students meet with their academic advisor to begin the advising process and program planning.

Faculty advisors help students to define a clear pathway to their chosen career and guide them throughout their program to achieve their professional goals. Faculty advisors are assigned within the first semester, and students are urged to schedule an appointment as early in their program as possible.

Although academic and faculty advisors provide advice and counsel, students ultimately bear the primary responsibility for maintaining ownership over progress in their programs. They are encouraged to seek out information; read carefully through all materials regarding grading, academic integrity, and related policies; and take advantage of the many opportunities for support to ensure that they are actively participating in the graduate school experience.

## **TWELVE-CREDIT OPTION FOR PROFESSIONAL LICENSE**

For those who already hold a Master's degree and a Massachusetts Initial teacher license, 12 credits of appropriate graduate coursework in the subject matter knowledge of the Initial license can be used to meet part of the requirements for the Professional license in that same field. This is an individual option listed in the Massachusetts state regulations. Those interested in taking advantage of this option should consult with an academic advisor in the Graduate School of Education before enrolling in courses.

## **PH.D. PROGRAM**

The Ph.D. in Educational Studies program is designed for students who wish to pursue advanced study and scholarship. Educational Studies is defined at Lesley as an interdisciplinary area of inquiry that includes the examination of the individual and social processes of learning and teaching in institutional and social contexts. The Educational Studies Ph.D. program builds on Lesley's commitment to scholarship and generation of new knowledge, and recognizes the value of relating theory to practice.

### **Ph.D. in Educational Studies: Specializations**

(p. 107)

Ph.D. in Educational Studies: Human Development and Learning Specialization (p. 107)

Ph.D. in Educational Studies: Educational Leadership Specialization (p. 108)

Ph.D. in Educational Studies: Jewish Educational Leadership Specialization (p. 108)

Ph.D. in Educational Studies: Individually Designed Specialization (p. 109)

Each specialization requires an equivalent of 45 credits of coursework beyond the Master's degree.

### **Certificate in Advanced Graduate Studies**

C.A.G.S. in Educational Studies (p. 110)

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## **Ph.D. in Educational Studies: Human Development and Learning Specialization 45 credits**

This is a low-residency, face-to-face and online cohort program that provides advanced study in the social, psychological, and biological conditions that affect the development of human beings throughout

the lifespan. The course of study addresses theories of cognitive and emotional development with particular emphasis given to adult development and mental health, culture and conflict, the relationship between learning and development, organizational development, and research methodologies. In two separate benchmark papers, students address their socio-cultural perspective and create an extensive review of the literature in a qualifying paper. The program culminates in the writing and subsequent defense of the dissertation that represents an original contribution to the field of educational studies and human development and learning.

**Program Prerequisite:** Master's degree or Certificate of Advanced Graduate Study

#### PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

#### Year I (18 credits):

##### Summer

EAGSR 8206	Developmental Science	3
EAGSR 7118	Nature of Inquiry: Below the Surface of Research	3

##### Fall

EAGSR 8205	Theories and Research in Human Development	3
EAGSR 7200	Writing in Doctoral Studies	3
EAGSR 9151	Doctoral Study	N/A

##### Spring

EAGSR 7103	Qualitative Research Methods I	3
EAGSR 7004	Adult Learning and Development	3
EAGSR 9151	Doctoral Study	N/A

#### Year II (18 credits):

##### Summer

EAGSR 8207	Culture and Human Development	3
EAGSR 8204	Adult Development and Mental Health	3

##### Fall

EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 8110	Change is a Process	3
EAGSR 9151	Doctoral Study	N/A

##### Spring

EAGSR 8201	Advanced Adult Learning and Development	3
EAGSR 7104	Qualitative Research Methods II	3
EAGSR 9151	Doctoral Study	N/A

#### Year III (9 credits):

##### Summer

EAGSR 8112	Ph.D. Dissertation Seminar	3
EAGSR 7502	Doctoral Seminar Part 1	3

##### Fall

EAGSR 8501	Doctoral Seminar Part 2	3
EAGSR 9151	Doctoral Study	N/A

##### Spring

EAGSR 9151	Doctoral Study	N/A
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### Ph.D. in Educational Studies: Educational Leadership Specialization 45 Credits

Educational leadership involves creative intelligence, an understanding of the disciplines that influence education, systems thinking, strategic planning, cultural responsiveness, trust building, and facilitation of collaborative efforts. This specialization is designed to develop educational leaders with the knowledge and skills to initiate, facilitate, support, and sustain school- or district-wide improvement of teaching, learning, and leading.

Students meet as a cohort in three nine-day summer residencies and attend online classes over the three-year duration of the program. Program faculty are committed to promoting a scholarly and collegial community that informs and sustains both the academic work and professional responsibilities of cohort members.

**Program Prerequisite:** Master's degree or Certificate of Advanced Graduate Study

#### REQUIRED COURSES (45 CREDITS):

**Courses may have prerequisites for registration; please check course descriptions before registering.**

#### Year I (18 credits)

EAGSR 8102	Interdisciplinary Seminar I	3
EAGSR 8108	The Purposes of School in a Democratic Society	3
EAGSR 7121	Technology for Innovation and Transformation	3
EAGSR 8107	Critical Contexts for School Leaders	3
EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 7004	Adult Learning and Development	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

#### Year II (18 credits)

EAGSR 8109	Schools as Systems	3
EAGSR 7115	Building Communities of Practice	3
EAGSR 7103	Qualitative Research Methods I	3
EAGSR 8110	Change is a Process	3
EAGSR 8104	Interdisciplinary Seminar II	3
EAGSR 7104	Qualitative Research Methods II	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

After successfully completing a qualifying paper, a student is advanced to Year III.

#### Year III (9 credits)

EAGSR 8112	Ph.D. Dissertation Seminar	3
EAGSR 7502	Doctoral Seminar Part 1	3
EAGSR 8501	Doctoral Seminar Part 2	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

### Ph.D. in Educational Studies: Jewish Educational Leadership Specialization 45 Credits

This collaboration between Lesley University and Hebrew College is designed for Jewish educators and professionals who seek to take greater responsibility in Jewish educational institutions and

organizations. Students in the Jewish Educational Leadership Specialization take 33 credits with students in the Educational Leadership Specialization through Lesley University and 12 credits through Hebrew College.

Graduates will receive a PhD from Lesley University and a Doctoral Certificate in Jewish Educational Leadership from Hebrew College.

**Program Prerequisite:** Master's degree or Certificate of Advanced Graduate Study

#### REQUIRED COURSES (45 CREDITS):

**Courses may have prerequisites for registration; please check course descriptions before registering.**

##### Year I (12 credits)

EAGSR 8102	Interdisciplinary Seminar I	3
EAGSR 8108	The Purposes of School in a Democratic Society	3
EAGSR 8107	Critical Contexts for School Leaders	3
EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

##### Year II (15 credits)

EAGSR 8109	Schools as Systems	3
EAGSR 7115	Building Communities of Practice	3
EAGSR 7103	Qualitative Research Methods I	3
EAGSR 7104	Qualitative Research Methods II	3
EAGSR 8110	Change is a Process	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

After successfully completing a qualifying paper, a student is advanced to Year III.

##### Year III (6 credits)

EAGSR 8112	Ph.D. Dissertation Seminar	3
EAGSR 7502	Doctoral Seminar Part 1	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

##### Courses Approved for Transfer (12 credits)

As permitted by Lesley University's existing transfer policy for doctoral study, the following 12 credits of transfer from Hebrew College have been reviewed by Lesley University and accepted for the doctoral program. The following courses are approved for transfer to the Ph.D. in Educational Studies: Jewish Educational Leadership Specialization:

- Philosophies of Education and Leadership in Jewish Thought and Practice (3 credits)
- Curriculum and Ethics in Jewish Education (3 credits)
- Research Trends in Jewish Education (3 credits)
- Case Studies in Jewish Educational Leadership (3 credits)
- Jewish Education Leadership Seminar (no transferable credit)

## Ph.D. in Educational Studies: Individually Designed Specialization 45 credits

The Ph.D. in Educational Studies builds on Lesley's commitment to scholarship and generation of new knowledge, encourages interdisciplinary study, and recognizes the value of relating theory to practice. Working closely with senior advisors drawn from across the university, students enjoy a great deal of flexibility as they outline and structure an individually-designed interdisciplinary doctoral study plan that is precisely suited to their educational goals.

**Program Prerequisite:** Master's degree or Certificate of Advanced Graduate Study

#### PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

##### Phase I: Courses (15 credits)

Phase I of this program requires that a student complete a minimum of 15 credits of advanced graduate study, including several required courses in research methodology and participation in a yearlong interdisciplinary seminar. An essential feature of Phase I is the student's responsibility, under the supervision of a senior advisor, to complete a doctoral study plan--a detailed description of the study that a student will undertake in a domain of educational studies. The student will prepare a written plan identifying the domain of doctoral study to be undertaken and the manner in which such a study will be completed.

EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 7103	Qualitative Research Methods I	3
EAGSR 8102	Interdisciplinary Seminar I	3
EAGSR 8104	Interdisciplinary Seminar II	3
EAGSR 7118	Nature of Inquiry: Below the Surface of Research	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

##### Phase II: Doctoral Study (30 credits)

In Phase II, the student completes the major academic requirements of the degree, including the coursework and study identified in the doctoral study plan devised in Phase I. Students must also meet the sociocultural perspective standard requirement. The culminating experience in Phase II is the completion of a written qualifying paper, evaluated by the faculty members of the doctoral study committee.

EAGSR 9151	Doctoral Study	N/A
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EAGSR 9151: taken fall and spring semesters

##### Phase III: Dissertation

Upon successful completion of Phase II, a student is advanced to Phase III, or dissertation status. In this final phase, a student undertakes the writing of a doctoral dissertation that represents an original contribution to the field of educational studies. This work is completed under the guidance of a dissertation committee. Phase III requires approval of the doctoral thesis by the faculty members of the dissertation committee and an oral defense of the dissertation. In Phase III, students meet the residency requirement by making a public presentation of the dissertation to the Lesley community.

EAGSR 9151	Doctoral Study	N/A
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EAGSR 9151: taken fall and spring semesters

**C.A.G.S. in Educational Studies 36 credits**

This program is designed to serve the needs of educators who seek to move their theoretical and professional knowledge to an advanced level, specifically those students who have matriculated in a Lesley University Ph.D. in Educational Studies program but have not completed the requirements for the Ph.D. specialization.

Matriculated students may apply credits earned during their Ph.D. enrollment toward fulfillment of C.A.G.S. requirements.

**Program Requirement:** Eligibility is restricted to Lesley Ph.D. in Educational Studies students who decide not to complete their doctoral work.

**PROGRAM OF STUDY**

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Required Courses (6 credits):**

EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 7103	Qualitative Research Methods I	3

**Elective Courses (30 credits):**

**Ten** 3-credit advanced graduate courses, selected in consultation with the advisor, may be chosen from EAGSR courses or other 7000-level or 8000-level courses. Elective course choices are subject to approval by the division director.

**CREATIVE ARTS IN LEARNING**

The Creative Arts in Learning programs have earned a far-reaching reputation for their innovative perspectives in the arts and education. Through stimulating courses and hands-on experiences, students discover the power and potential of the arts to reach children and adults in new and effective ways. The emphasis on dynamic interdisciplinary and critical pedagogy approaches creates a rich learning environment.

**M.Ed. Programs Leading to Initial Teacher License in Massachusetts:**

M.Ed. in Teacher of Visual Art (PreK-8) or (5-12) (p. 110)

**M.Ed Programs Leading to Professional Teacher License in Massachusetts:**

M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts (p. 112) (also available as a non-licensure M.Ed.)

**M.Ed. Non-licensure Programs:** (p. 111)

M.Ed. in Arts, Community, and Education (p. 111)

**Graduate Certificate:**

Graduate Certificate in Arts Integration Strategies (p. 111)

Graduate Certificate in Designing 21st Century Curriculum and Instruction for Young Adults (p. 112)

**ART EDUCATION: TEACHER OF VISUAL ART**

Designed for artists who wish to become artist-teachers, the Teacher of Visual Art program combines the strengths of art and pedagogy. The Graduate School of Education provides courses on arts-integrated teaching, history and philosophy, education, and a

supervised student teaching experience. The College of Art and Design provides advanced studio art courses and art history.

**M.Ed. Teacher of Visual Art Programs Leading to Initial Teacher License****M.Ed. in Teacher of Visual Art (PreK-8) or (5-12) 45 credits**

**This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Visual Art (PreK-8) or (5-12) in the Commonwealth of Massachusetts.**

This program is designed for students who hold an undergraduate degree in the visual arts (or equivalent).

Prior to the practicum, students must complete a semester long, two day per week (around 200 hrs) pre-practicum experience in a classroom appropriate to the license sought.

**PROGRAM OF STUDY**

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Required Courses (39 credits):**

In this program, EARED 6002 must be taken for **2** credits.

All courses must be completed prior to the practicum, and many courses include field-based assignments.

EARED 6111	Principles and Practices of Art Education (PreK-8)	3
	or	
EARED 6112	Principles and Practices of Art Education (5-12)	3
EARED 6110	Arts and Education: History and Philosophy	3
IFINE	Graduate-level studio art courses for a total of 6 credits (selected in consultation with faculty advisor)	6
EARED 6113	Teaching the Fundamental Elements of Visual Art	3
EARED 5018	Arts and Human Development	3
EARTS 6393	Interactive New Media	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3
IAHIS	Graduate-level art history course (selected in consultation with faculty advisor)	3
EARED 6114	Rites and Rituals: Assessment in Art Education	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
	or	
EECLD 6116	Sheltered English Instruction (5-12)	4
EARED 7703	Seminar in Teacher Inquiry for Art Educators (K-8)	3
	or	
EARED 7706	Seminar in Teacher Inquiry for Art Educators (5-12)	3

IFINE graduate-level studio art courses require a prerequisite of the equivalent of 18 credit hours or more of undergraduate studio art work.

EARED 6111 and EARED 6112 include a weekly pre-practicum visit to a field site.

#### Practicum (6 credits):

Practicum prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EARED 7701	Practicum and Seminar in Art Education (PreK-8)	6
	or	
EARED 7704	Practicum and Seminar in Art Education (5-12)	6

## COMMUNITY ARTS

### M.Ed. in Arts, Community, and Education 36 credits

This program provides a dynamic and interdisciplinary foundation in community arts work, including grant writing, arts administration, networking, fundraising, curriculum planning, assessment, and advocacy. In addition, the program requires students to pursue more in-depth knowledge in one of five specializations: arts in health; integrated arts; multicultural education; theater studies; and visual art. Research and field experiences that expose students to the power of community arts as an instrument for social change are integral to the program.

#### PROGRAM OF STUDY

***Courses may have prerequisites for registration; please check course descriptions before registering.***

#### Required Core Courses (9 credits):

EARTS 6001	Collaborative Symposium: Power of the Arts in Communities and Schools	3
EARED 6117	Theory and Practice in Community Arts: Ideas Into Action	3
EARED 7106	Multiple Literacies: Social and Political Investigation	3

#### Required Inquiry and Practice Courses (9 credits):

EARED 7100	Arts Integrated Inquiry: Seminar and Thesis Project	3
EARED 7700	Internship and Seminar in Community Arts	3
EARED 7102	Arts-Based Research	3

#### Program Specializations (18 credits):

Each student will choose, in consultation with advisor, one of the specializations below for the duration of his or her program, and will take the courses associated with that specialization for a total of 18 credits.

#### Arts in Health Specialization

GEXTH 5045	Arts and Healing	3
GEXTH 6028	The Arts in Health: Cultural Context and Meaning	3
	or	

GCREA 6028	The Arts in Health: Cultural Context and Meaning	3
GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH/GCREA	Expressive Therapies/Creativity, Leadership and Social Change: Two courses chosen in consultation with advisor	6
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: One course chosen in consultation with Community Arts and Arts in Health faculty advisors	3

#### Integrated Arts Specialization

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARTS 6105	Multiple Perspectives Through Music	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

#### Multicultural Education Specialization

EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3
EARTS 6101	Art and Culture in Community	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

#### Theater Studies Specialization

EARED 5009	Drama and Critical Literacy	3
EARED 6091	Transformational Leadership Through Drama	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

#### Visual Art Specialization

EARTS 6103	Literacy and the Arts: Vision and Voice	3
EARTS 6006	Power of the Image: Media Literacy	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

## GRADUATE CERTIFICATES

### Graduate Certificate in Arts Integration Strategies 15 credits

This program enhances the individual creativity of teachers and serves as advanced training for educators who wish to integrate the arts across curriculum to increase student engagement and meet the needs of diverse groups of learners. Educators will actively engage, explore, experience, and create arts strategies that directly link to their curriculum. The strategies also support Common Core State Standards, Universal Design for Learning, and Differentiated Instruction. *If desired, participants can transfer the five courses to enroll in the 33-credit Integrated Teaching through the Arts M.Ed program.*

#### PROGRAM OF STUDY

***Courses may have prerequisites for registration; please check course descriptions before registering.***

**Required Courses (15 credits):**

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARTS 6104	Art and Visual Inquiry	3
EARTS 6203	The Language of Poetry	3
EARED 5009	Drama and Critical Literacy	3
EARTS 6101	Art and Culture in Community	3

**Graduate Certificate in Designing 21st Century Curriculum & Instruction for Young Adults**

This program addresses critical current needs in education for today's secondary educators. Participants will gain pedagogical expertise to enhance the teaching and learning of adolescents using the creative process as a basis for transforming pedagogy, as well as develop the knowledge and skills required to design and implement innovative curriculum and instruction. Educators will learn how to develop a culture of creative learning within the classroom and across the school and district.

**PROGRAM OF STUDY**

*Courses may have prerequisites for registration; please check course descriptions before registering.*

**Required Core Courses (15 credits):**

EECLD 6001	Culturally Responsive Teaching	3
EEDUC 6310	Designing a New Context for Learning	3
EARED 6118	Developing Approaches for Content and Formative Assessment	3
EARED 6119	Designing Creative Learning Experiences	3
EARED 7102	Arts-Based Research	3

**CURRICULUM AND INSTRUCTION**

Lesley University's programs in curriculum and instruction are designed to address the needs of experienced educators who wish to enhance and expand their current knowledge and skills. Core courses address current issues in educational practice and policy, curriculum theory and development, practical and applied action research, equity in education, and the synthesis of coursework and research into an original collaborative project. Elective and specialization courses broaden the academic scope.

**M.Ed. Programs leading to Professional License in Massachusetts:**

M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts (p. 112)

M.Ed. in Curriculum and Instruction: Elementary Education Generalist (p. 112)

**M.ED. CURRICULUM AND INSTRUCTION PROGRAMS LEADING TO PROFESSIONAL TEACHER LICENSE****M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts 33 credits**

**This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for**

**Professional Teacher License in Early Childhood (PreK-2) or Elementary (1-6) in the Commonwealth of Massachusetts.**

This program, which may be taken for licensure or as a non-licensure program, serves as advanced training for educators who wish to integrate the arts across the curriculum to increase student engagement and meet the needs of diverse groups of learners. Teachers will develop a more effective approach to their teaching allowing students to construct and demonstrate their learning through various art forms including visual arts, music, drama, storytelling, poetry, and creative movement. The connection of the arts to other subject areas allows students to meet district, state, national, and common core standards.

For Washington students: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Massachusetts. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to Professional Educator Standards Board-Washington for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

**Program Prerequisites:**

For Professional License in Early Childhood: Massachusetts Initial License in Early Childhood (PreK-2)

For Professional License in Elementary: Massachusetts Initial License in Elementary (1-6)

For Non-licensure: A signed non-licensure agreement

**PROGRAM OF STUDY**

***Courses may have prerequisites for registration; please check course descriptions before registering.***

**Core Education Courses (15 credits):**

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARED 6109	Curriculum, Instruction, and Assessment: Visions and Versions	3
EARED 5009	Drama and Critical Literacy	3
EARED 5010	Creative Movement: Kinesthetic Learning Across the Curriculum	3
EARED 7100	Arts Integrated Inquiry: Seminar and Thesis Project	3

**Integrated Arts Courses (18 credits):**

EARTS 6008	Arts and Technology	3
EARTS 6101	Art and Culture in Community	3
EARTS 5351	Cultural History Through Storytelling	3
EARTS 6105	Multiple Perspectives Through Music	3
EARTS 6104	Art and Visual Inquiry	3
EARTS 6203	The Language of Poetry	3

**M.Ed. in Curriculum and Instruction: Elementary Education Generalist (1-6) 33 credits**

**This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional Teacher License in Elementary (1-6) in the Commonwealth of Massachusetts.**

This program is designed to address the needs of experienced educators who wish to enhance their knowledge and skills. Core courses focus on current issues in educational practice and policy; curriculum theory and development; practical and applied action



**M.ED. PROGRAMS LEADING TO INITIAL TEACHER LICENSE IN EARLY CHILDHOOD (PREK-2)**

research; and equity in education. Elective and specialization courses broaden the academic scope.

**Program Prerequisite:** Massachusetts Initial Teacher License in Elementary (1-6) or a signed non-licensure agreement

**PROGRAM OF STUDY**

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Curriculum and Instruction Courses (15 credits):**

EEDUC 6125	Dimensions of Teaching and Learning	3
EEDUC 7111	Curriculum, Assessment, and Instruction: Assumptions, Relationships, and Design	3
EEDUC 6128	Dimensions of Equity	3
EEDUC 6126	Classroom and School Inquiry	3
EEDUC 6127	Action Research and Seminar	3

**Content Area Courses (9 credits):**

Three 3-credit graduate level content courses, approved by the advisor, may be chosen from the following disciplines: creative arts, general science, literacy, mathematics, special education, or technology. The three courses may be in a single discipline or from a combination of the above disciplines.

**Specialization Courses (9 credits):****English Language Learners**

EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
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**Mathematics**

EMATH 6107	Constructing Mathematical Understanding: Number and Operations	3
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**Literacy**

Select one 3-credit course, in consultation with advisor:

EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6101	Content Literacy	3

**EARLY CHILDHOOD EDUCATION**

The Early Childhood Education program is designed to engage students with educational theory and hands-on application. Respect for the competence and curiosity of young children is at the heart of the program, along with a focus on developing curriculum that challenges children as unique individuals and stresses inclusive practices. Students will develop skills that prepare them to teach and learn with children in classroom context.

**M.Ed. program leading to Initial Teacher License in Massachusetts:**

M.Ed. in Early Childhood (PreK-2) (p. 113)

M.Ed. in Early Childhood (PreK-2) with Add-License Preparation for English as a Second Language (p. 114)

**M.Ed. programs leading to Professional Teacher License in Massachusetts:**

M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts (PreK-2) (p. 112)

**M.Ed. in Early Childhood (PreK-2) 40 credits**

**This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Early Childhood (PreK-2) in the Commonwealth of Massachusetts.**

This program consists of courses that lead to an initial teacher license in early childhood education, with an emphasis on the inclusion of all children. In addition to challenging and engaging coursework, students will gain a rich and relevant preparation for teaching by participating in a full-time practicum in early childhood classrooms.

**PROGRAM OF STUDY**

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Required Courses (34 credits):**

All of the following required courses, except EEDUC 5115 and EEDUC 6058, must be completed prior to EEDUC 7727, and many courses include field-based assignments.

EEDUC 5131	Developments in Cultural Contexts	3
EEDUC 6109	Observation, Documentation, and Assessment	3
EEDUC 5139	Learning Mathematics in Early Childhood	3
EEDUC 5137	Language and Literacy Development in the Early Years	3
EEDUC 5138	Literacy, Literature, and the Arts in the Early Childhood Classroom	3
ESPED 5037	Strategies for Inclusive Schooling	3
EEDUC 5130	Early Childhood STEAM and Health	3
EARED 6116	Early Childhood Arts, History and Social Science	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EEDUC 5115	Families, Society, and Schools	3
EEDUC 6058	Anti-Bias Communities in Early Childhood	3

*EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, which would reduce total number of program credits to 36.*

**Practicum (6 credits):**

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee. Approximately one-third of the semester will be in a PreK or kindergarten classroom, and two-thirds will be in a first or second grade classroom.

EEDUC 7727	Practicum and Seminar in Early Childhood Education (PreK-2)	6
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**M.Ed. in Early Childhood (PreK-2) with Add License Preparation for English as a Second Language (PreK-6)**

**The early childhood portion of this program is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Early Childhood (PreK-2) in the Commonwealth of Massachusetts.**

This program consists of courses that lead to an Initial teacher license in early childhood education, with an emphasis on the inclusion of all children. In addition to challenging and engaging coursework, students will gain a rich and relevant preparation for teaching by participating in a full-time practicum in early childhood classrooms.

While this program endorses candidates for only the early childhood license, it prepares them well to add the English as a Second Language (ESL) license through a year-long internship in a diverse school/classroom, which includes field experiences in PreK-2 classrooms with ESL, sheltered English immersion, or bilingual learners.

Program prerequisite: An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5131 Developments in Cultural Contexts.

Language Requirement: Documentation of having earned a minimum of 3 college credits in a language other than English or equivalent must be submitted prior to program completion. For non-native English speakers, English is considered to be the foreign language.

**PROGRAM OF STUDY**

***Courses may have prerequisites for registration; please check course descriptions before registering.***

**Required Courses 40 credits**

All of the following required courses, except EEDUC 5115 and EEDUC 6058, must be completed prior to EEDUC 7727, and many courses include field-based assignments.

EECLD 6004	First and Second Language Acquisition and Oral Development	3
EEDUC 5115	Families, Society, and Schools	3
EEDUC 5139	Learning Mathematics in Early Childhood	3
EEDUC 5130	Early Childhood STEAM and Health	3
EEDUC 6109	Observation, Documentation, and Assessment	3
EEDUC 5138	Literacy, Literature, and the Arts in the Early Childhood Classroom	3
EEDUC 6058	Anti-Bias Communities in Early Childhood	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
ESPED 5037	Strategies for Inclusive Schooling	3
EARED 6116	Early Childhood Arts, History and Social Science	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3

EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3
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*EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, which would reduce total number of program credits to 42.*

**Practicum (6 credits):**

Prerequisites: successful completion of required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-year experience is accompanied by a weekly seminar (one semester) and requires a field experience fee. Approximately half the year will be in a Pre-K or kindergarten classroom, and the other half will be in a first or second grade classroom.

EEDUC 7727	Practicum and Seminar in Early Childhood Education (PreK-2)	6
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**ELEMENTARY EDUCATION**

Lesley's Elementary Education programs prepare teacher candidates to be competent generalists who are able to meet the needs of the diverse student population in an elementary school classroom. They emphasize attention to the child as an individual; inclusive education; linguistic/cultural diversity; inquiry; technology; and the place of assessment in the education process.

**M.Ed. programs leading to Initial Teacher License in Massachusetts:**

M.Ed. in Elementary Education (1-6) (p. 114)

M.Ed. in Elementary Education (1-6) with Add License Preparation for English as a Second Language (PreK-6): Elementary Education Urban Initiative (p. 115)

**M.Ed. programs leading to Professional Teacher License in Massachusetts:**

M.Ed. in Curriculum and Instruction: Elementary Education Generalist (1-6) (p. 112)

M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts (p. 112)

M.Ed. in Science in Education (1-8) (p. 127)

M.Ed. in Mathematics Education (1-8) (p. 130)

**Licensure-only program leading to Initial Teacher License in Massachusetts:**

Licensure Only: Elementary Education (1-6) (p. 116)

*For current information on state testing requirements for Initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure web page.*

**M.ED. PROGRAMS LEADING TO INITIAL TEACHER LICENSE IN ELEMENTARY (1-6)****M.Ed. in Elementary Education (1-6) 40 credits**

**This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Elementary (1-6) in the Commonwealth of Massachusetts.**

This program provides participants with the knowledge, skills, experiences, and supports needed to become effective, licensed teachers in 21st century schools. The program, featuring courses delivered in four phases, incorporates Lesley's commitment to culturally responsive teaching, equity, the arts, inclusive classrooms, differentiated instruction, interdisciplinary teaching, a focus on Common Core Standards, and the integration of theory with practice. Candidates build deep relationships with schools as they practice teaching in a variety of settings through coursework, early field experience, and practicum. Candidates are eligible to apply for paid, year-long school-based internships. Appropriate for students with undergraduate degrees who wish to become teachers of children in grades 1-6.

While early field-based experiences are encouraged and courses have field-based assignments, the 75-hour early field experience required for EEDUC 7733 Practicum and Seminar in Elementary Education (1-6) is integrated within the course EEDUC 6635 Theory and Practice: Establishing a Contemporary Context for Teaching.

The pathway to licensure is fully supported through ongoing advising, and a wide range of content and state testing supports. If candidates choose to continue their studies, some courses within the program can count toward additional and/or Professional licenses.

**Program Prerequisite:** An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 Development and Learning: Psycho-social Perspectives in Education in their first semester of study.

#### PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

Program phases parallel the recommended course sequence. Any changes must be approved in consultation with academic advisor. Students meet for an advising support session following each phase, and more often if needed.

#### Phase I (12 credits):

EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3
EEDUC 5400	Literacy and Literature: Methods and Materials (1-6)	3
EEDUC 5102	Teaching Elementary School Mathematics	3
ESPED 5037	Strategies for Inclusive Schooling	3
EMATH 6108	Constructing Mathematical Understanding for Number Theory	3

#### Phase II (7 credits):

EECLD 6115	Sheltered English Instruction (PreK-6)	4
EEDUC 6635	Theory and Practice: A Contemporary Context for Teaching	3

*EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, which would reduce total number of program credits to 36.*

#### Phase III (12 credits):

EEDUC 6173	Literacy in the Disciplines (1-6)	3
EEDUC 5135	STEM in the Elementary School: Thinking with Evidence	3
EEDUC 5136	Integrating Social Studies into the Elementary Classroom	3

#### Phase IV (9 credits):

EEDUC 6310	Designing a New Context for Learning	3
EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6

EEDUC 7733 Requirements: Before enrolling, students must have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

### M.Ed. in Elementary Education (1-6) with Add License Preparation for English as a Second Language (PreK-6) 46 credits

#### Elementary Education Urban Initiative (EEUI): District-Based Clinical Collaborative Program

**The elementary portion of this program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Elementary (1-6) in the Commonwealth of Massachusetts.\***

While this program endorses candidates for only the elementary license, it prepares them well to add the English as a Second Language (ESL) license through a year-long internship in a diverse school/classroom, which includes field experiences in elementary with ESL, sheltered English immersion, or dual bilingual classrooms. Key competencies relating to culturally responsive teaching, equity, inclusion, differentiated instruction, interdisciplinary teaching, and a focus on Common Core Standards, are integrated throughout the program, as are related ESL competencies. The ESL-related courses, which focus on second language acquisition, linguistics, methods and assessment, add to the skills developed through the elementary courses to assure that candidates are well prepared to address the needs of English language learners no matter what program/classroom instructional model is in place.

The year-long internship aspect of the EEUI program more than addresses the 75-hour early field experience required for EEDUC 7733 Practicum and Seminar in Elementary Education (1-6). Early field experience is also integrated within the course EEDUC 6635 Theory and Practice: A Contemporary Context for Teaching.

\*To obtain a Massachusetts ESL license, students will need to apply for an Initial ESL license with the Department of Elementary and Secondary Education (DESE) and have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). DESE also requires students to complete 150 hours in an ESL classroom to qualify for add ESL license. EEUI students will meet this requirement through a year-long placement in a district-based clinical setting.

**Program Prerequisite:** An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 Development & Learning: Psycho-social Perspectives in Education in their first semester of study.

**Language Requirement:** Documentation of having earned a minimum of 3 college credits in a language other than English or equivalent is required for ESL Initial license and must be submitted prior to taking EECLD 7006. For non-native English speakers, English is considered to be the foreign language.

#### PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

Program phases parallel the recommended course sequence. Any changes must be approved in consultation with academic advisor. Students meet for an advising support session following each phase, and more often if needed.

With the exception of EECLD 6002, EECLD 6004, EECLD 6007, and EECLD 6012, all courses in each phase must be taken prior to EEDUC 7733, unless approved by academic advisor, and many courses include field-based assignments.

#### Phases I and II (15 credits):

EEDUC 5102	Teaching Elementary School Mathematics	3
EEDUC 5400	Literacy and Literature: Methods and Materials (1-6)	3
EEDUC 5135	STEM in the Elementary School: Thinking with Evidence	3
EEDUC 5136	Integrating Social Studies into the Elementary Classroom	3
EMATH 6108	Constructing Mathematical Understanding for Number Theory	3

#### Phase III (16 credits):

EEDUC 6635	Theory and Practice: A Contemporary Context for Teaching	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
ESPED 5037	Strategies for Inclusive Schooling	3

*EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, which would reduce total number of program credits to 43.*

#### Phase IV (15 credits):

EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3
EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3
EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6

EEDUC 7733 Requirements: Before enrolling, students must have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee

### LICENSURE-ONLY PROGRAM LEADING TO INITIAL TEACHER LICENSE IN ELEMENTARY (1-6)

#### Licensure Only: Elementary Education (1-6) 34 credits

**This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Elementary (1-6) in the Commonwealth of Massachusetts.**

This licensure-only program is designed for career changers and others who may want to teach but do not require (or may already have) a full Master's degree. It will prepare participants to work with

children in 21st century schools, as well as to meet Massachusetts state regulations for teacher licensure. Appropriate for students with undergraduate degrees, the program incorporates Lesley's commitment to inclusive classrooms, differentiated instruction, and the integration of theory with practice. Classroom inquiry is a focus, as teachers move through their coursework, early field experience, a pre-practicum course, and a full-semester practicum experience.

#### Program Prerequisites:

- Bachelor's degree from a regionally accredited college or university
- An approved child development course completed with a grade of B or better

*Without such a course, students may be accepted into the program but must take EEDUC 5122 Development & Learning: Psycho-social Perspectives in Education in their first semester of study.*

#### PROGRAM OF STUDY

*Courses may have prerequisites for registration; please check course descriptions before registering. Courses required for completion of this program may be waived based on previous coursework or past experience. Courses waived will reduce the total number of program credits (maximum number of credits that can be waived: 16).*

Program phases parallel the recommended course sequence. Any changes must be approved in consultation with academic advisor. Students meet for an advising support session following each phase, and more often if needed.

All courses in each phase must be taken prior to EEDUC 7733, unless approved by academic advisor, and many courses include field-based assignments.

#### Phase I (12 credits):

EEDUC 5400	Literacy and Literature: Methods and Materials (1-6)	3
EEDUC 5102	Teaching Elementary School Mathematics	3
EMATH 6108	Constructing Mathematical Understanding for Number Theory	3
ESPED 5037	Strategies for Inclusive Schooling	3

#### Phase II (7 credits):

EECLD 6115	Sheltered English Instruction (PreK-6)	4
EEDUC 6635	Theory and Practice: A Contemporary Context for Teaching	3

EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement.

#### Phase III (9 credits):

EEDUC 6173	Literacy in the Disciplines (1-6)	3
EEDUC 5135	STEM in the Elementary School: Thinking with Evidence	3
EEDUC 5136	Integrating Social Studies into the Elementary Classroom	3

#### Phase IV (6 credits):

EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6
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EEDUC 7733 Requirements: Before enrolling, students must have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

## HIGH SCHOOL EDUCATION

Lesley's Master's degree and licensure-only high school programs draw on resources in education and the liberal arts to prepare outstanding teachers who will be highly effective educators in today's high schools. Students learn practical classroom skills for working with diverse student populations; receive a thorough grounding in best practices for instruction and assessment in their subject area; encounter the most current research and theory on adolescence and high schools; think critically about contemporary high schools; broaden their subject area knowledge base; engage actively with current educational technologies; conduct action research; and practice new-found skills in high school classrooms. Programs include a 14-week practicum experience accompanied by a weekly seminar.

*For current information on state testing requirements for Initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure web page.*

## M.ED. PROGRAMS LEADING TO INITIAL TEACHER LICENSE IN HIGH SCHOOL (8-12)

### M.Ed. in High School Education (8-12 or 5-12) 34 credits

Lesley University's High School Education programs are approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in the Commonwealth of Massachusetts in the following subject areas: English (5-12), History (5-12), Biology (8-12), Chemistry (8-12), Earth and Space Science (8-12), Physics (8-12), Mathematics (8-12), and Social Sciences (5-12).

Program prerequisite: Completion of a college or university's requirements for a major in the discipline or have passed the Massachusetts Tests for Educator Licensure (MTEL) in content area of the license sought.

Practicum Prerequisites:

Completion of a semester long, two day a week (around 200 hrs) pre-practicum experience in a classroom appropriate to the license sought; satisfactory completion of pre-practicum courses and appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. These full-time, full-semester student teaching experiences are accompanied by a weekly seminar and require a field experience fee.

### PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

#### Required Courses for All Subject Areas (19 credits):

All of the following required courses must be completed prior to the practicum, and many courses include field-based assignments.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6210	Adjusting Teaching Practices to Student Needs	3

EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EECLD 6116	Sheltered English Instruction (5-12)	4

*EECLD 6116 may be waived with state approved Sheltered English Immersion (SEI) endorsement, which would reduce total program credits by four (4).*

#### Biology (8-12) (15 credits):

6 elective credits selected in consultation with faculty or academic advisor.

EEDUC 6206	Teaching High School Science	3
EEDUC 7780	Practicum and Seminar in Biology (8-12)	6

#### Chemistry (8-12) (15 credits)

6 elective credits selected in consultation with faculty or academic advisor.

EEDUC 6206	Teaching High School Science	3
EEDUC 7781	Practicum and Seminar in Chemistry (8-12)	6

#### Earth and Space Science (8-12) (15 credits)

6 elective credits selected in consultation with faculty or academic advisor.

EEDUC 6206	Teaching High School Science	3
EEDUC 7782	Practicum and Seminar in Earth Science (8-12)	6

#### English (5-12) (15 credits)

3 elective credits selected in consultation with faculty or academic advisor.

EEDUC 5060	Teaching English Language Arts in Grades 5-12	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 7770	Practicum and Seminar in English (8-12)	6

#### History (5-12) (15 credits)

EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 5160	Civics and Democracy	3
EEDUC 7771	Practicum and Seminar in History (8-12)	6

#### Mathematics (8-12) (15 credits)

6 elective credits selected in consultation with faculty or academic advisor.

EEDUC 6202	Teaching Mathematics in Grades 8-12	3
EEDUC 7772	Practicum and Seminar in Mathematics (8-12)	6

#### Physics (8-12) (15 credits)

6 elective credits selected in consultation with faculty or academic advisor.

EEDUC 6206	Teaching High School Science	3
EEDUC 7783	Practicum and Seminar in Physics (8-12)	6

**Social Sciences (5-12) (15 credits)**

Three elective credits chosen in consultation with faculty or academic advisor.

EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 7771	Practicum and Seminar in History (8-12)	6

**LICENSURE-ONLY PROGRAMS LEADING TO INITIAL TEACHER LICENSE IN HIGH SCHOOL (8-12)****Licensure Only: High School Education (8-12 or 5-12) 18-25 credits**

This program is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in the Commonwealth of Massachusetts in the following subject areas: Biology (8-12), Chemistry (8-12), Earth Science (8-12), English (5-12), History (5-12), Mathematics (8-12), Physics (8-12), and Social Sciences (5-12).

**Program Prerequisite:**

Completion of a college or university's requirements for a major in the subject area for which Initial teacher license is sought.

**Practicum Prerequisites:**

Prior to practicum, students must complete a semester long, two day a week (around 200 hrs) pre-practicum experience in a classroom appropriate to the license sought; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. These full-time, full-semester experiences are accompanied by a weekly seminar and require a field experience fee.

**PROGRAM OF STUDY**

*Courses may be waived based on previous coursework, which may reduce the total number of program credits. Minimum program credits: 18.*

*Courses may have prerequisites for registration; please check course descriptions before registering.*

**Required Courses for All Subject Areas (16 credits):**

All of the following required courses must be completed prior to the practicum, and many courses include field-based assignments.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development	3
EEDUC 6210	Adjusting Teaching Practices to Student Needs	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EECLD 6116	Sheltered English Instruction (5-12)	4

*EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, which would reduce total number of program credits by four (4).*

**Biology 8-12 (9 credits):**

EEDUC 6206	Teaching High School Science	3
EEDUC 7780	Practicum and Seminar in Biology (8-12)	6

**Chemistry 8-12 (9 credits):**

EEDUC 6206	Teaching High School Science	3
EEDUC 7781	Practicum and Seminar in Chemistry (8-12)	6

**Earth and Space Science 8-12 (9 credits):**

EEDUC 6206	Teaching High School Science	3
EEDUC 7782	Practicum and Seminar in Earth Science (8-12)	6

**English 5-12 (9 credits):**

EEDUC 5060	Teaching English Language Arts in Grades 5-12	3
EEDUC 7770	Practicum and Seminar in English (8-12)	6

**History 5-12 (9 credits):**

EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 7771	Practicum and Seminar in History (8-12)	6

**Mathematics 8-12 (9 credits):**

EEDUC 6202	Teaching Mathematics in Grades 8-12	3
EEDUC 7772	Practicum and Seminar in Mathematics (8-12)	6

**Physics 8-12 (9 credits):**

EEDUC 6206	Teaching High School Science	3
EEDUC 7783	Practicum and Seminar in Physics (8-12)	6

**Social Sciences 5-12 (9 credits):**

EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 7773	Practicum and Seminar in Political Science/Political Philosophy (8-12)	6

**INDIVIDUALLY DESIGNED****M.Ed. Individually Designed Program for Educators 33 credits**

This program gives participants the opportunity to design an advanced level degree tailored to their personal and professional goals. With 27 credits of online and/or on-campus electives, the student can design an area of concentration, an interdisciplinary plan, or complete an endorsement or second license program. The last two courses of the program are two research courses designed to help students consolidate their coursework and develop an action research study.

Each student will work with an academic advisor or faculty advisor to develop a degree study plan by the end of the first semester of study. The plan will be used as a flexible contract and road map toward degree completion. In addition, it will document progress toward completion of an endorsement, add-on license, or another interdisciplinary course of study that meets a more individualized professional goal. Students may also design independent study courses, in consultation with their faculty advisor, to complement their study plan.

**PROGRAM OF STUDY**

***Courses may have prerequisites for registration; please check course descriptions before registering.***

CAGS in Specialist Teacher of Reading (All Levels) leading to Initial License (p. 120)

### Required Core Courses (6 credits):

EEDUC 6126	Classroom and School Inquiry	3
EEDUC 6127	Action Research and Seminar	3

EEDUC 6127: taken as final course in the program

### Elective Courses (27 credits):

Options for earning elective credits include the following:

- Choose any combination of graduate level courses from across the university, many of which are online.
- Complete one of the certificate programs below in its entirety. With this option, the student's transcript will reflect a specialization in the chosen area, and the credits earned can be applied to the elective requirement. Additional courses must be completed as needed to total 27 credits.

Mathematics Education (p. 131) (18 credits)\*

Science in Education (p. 128) (15 credits)\*

Teaching English to Speakers of Other Languages (TESOL) (p. 124) (18 credits)\*

Autism Spectrum Disorder: Allies and Advocates (p. 135) (12 credits)

Developing Literacy Expertise through Responsive Classroom Teaching (K-8) (p. 122) (18 credits)

*\*Program completion leads to endorsement in multiple states. It is the student's responsibility to know and monitor state requirements and regulations for the endorsement or second license.*

## READING, LITERACY LEARNING, AND LANGUAGE

The Lesley reading, literacy learning, and language programs for educators focus on responding to the diverse literacy needs of K-12 students. An emphasis is placed on the following: connecting reading and writing across the curriculum, connecting assessment and instruction to inform ongoing teaching and to guide students' learning, and meeting the needs of English language learners. The power of narrative and informational literature to teach reading and to model writing across the disciplines is evident in each program option.

## SPECIALIST TEACHER OF READING

The Specialist Teacher of Reading programs are highly regarded for their outstanding professional training and for the expertise and diverse backgrounds of the Lesley faculty who specialize in literacy. The teaching of reading, narrative and expository writing, and speaking and listening skills are included in the program of study, along with a thorough grounding in theory and an emphasis on the skills and practices of consultation and collaboration. Students have opportunities to engage in field experiences as tutors and interns in school and clinical settings at a variety of levels, as well as an opportunity to build a repertoire of assessment practices appropriate for diverse populations at varying ages and grade levels.

### M.Ed. Programs leading to Initial Teacher License in Massachusetts:

M.Ed. in Specialist Teacher of Reading (All Levels) leading to Initial License (p. 119)

### CAGS Program leading to Initial Teacher License in Massachusetts:

### Non-Degree/Licensure Only:

Specialist Teacher of Reading (All Levels) leading to Initial License (p. 120)

### M.Ed. Programs Leading to Initial License in Specialist Teacher of Reading

## M.Ed. in Specialist Teacher of Reading (All Levels) 36 credits

**This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Specialist Teacher of Reading (All Levels) in the Commonwealth of Massachusetts.**

This Master's degree program offers thorough training in a variety of literacy strategies and approaches to meet the needs of diverse learners and is highly regarded for its outstanding professional training and for the expertise and diverse backgrounds of the faculty who specialize in literacy. Emphasis is on the teaching of reading, narrative and expository writing, assessment informing instruction, and staff development. The coursework for the specialist teacher of reading program can be used to move an Initial license in early childhood, elementary, or special education to the professional level.

*Note: An Initial or Professional license and at least one year of teaching experience under that license are required by the Massachusetts Department of Elementary and Secondary Education to be eligible for a license as a specialist teacher of reading.*

### Program Prerequisites

- Initial or Professional license for classroom teacher or special education teacher
- EEDUC 5400 (p. 175) Literacy and Literature: Methods and Materials (1-6) (or equivalent)
- EEDUC 5122 (p. 173) Development and Learning: Psycho-social Perspectives in Education (or a course in child development and a course in adolescent development)
- EECLD 6115 (p. 171) Sheltered English Instruction (PreK-6), EECLD 6116 (p. 171) Sheltered English Instruction (5-12), or documented state approved SEI endorsement.

### PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

### Required Courses (30 credits):

EEDUC 6164	Perspectives on Literacy, Learning, and Teaching	3
EECLD 6001	Culturally Responsive Teaching	3
EEDUC 6174	Literature for Children, Tweens, and Teens in a Diverse Society	3
EEDUC 6101	Content Literacy	3
EEDUC 6032	Exploring Nonfiction for the Elementary and Middle School Classroom	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3

EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6136	Struggling Readers and Writers	3
EEDUC 6135	Assessment: A Literacy Perspective	3
EEDUC 7103	Roles of the Language Arts Professional: Consultation and Collaboration	3

EEDUC 7103 may be taken concurrently with EEDUC 7105.

#### Practicum (6 credits):

Prerequisites: Successful completion required pre-practicum courses and satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This 150-hour practicum is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7105	Practicum: Interactive Assessment and Instruction for Literacy	6
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### Certificate of Advanced Graduate Study (CAGS) Program Leading to Initial License in Specialist Teacher of Reading

This advanced degree program is designed for experienced professionals who already hold a Master's degree in education and is of particular value to individuals seeking positions with responsibility for curriculum, staff development, and supervision.

#### CAGS in Specialist Teacher of Reading (All Levels) 45 credits

**This program is approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Specialist Teacher of Reading (All Levels) in the Commonwealth of Massachusetts.**

This program offers thorough training in literacy strategies and approaches to meet the needs of diverse student learners. Candidates work with faculty on the cutting edge of literacy research, pedagogy, and policy, and focus on staff development as well as direct services to students across the grades.

Ideal for established K-12 practitioners looking to further develop their literacy skills and move to a higher-level degree while acquiring their specialist teacher of reading license, this advanced degree is of particular value to individuals who seek positions with responsibility for curriculum, staff development, and supervision.

*Note: An Initial or Professional license and at least one year of teaching experience under that license are required by the Massachusetts Department of Elementary and Secondary Education to be eligible for a License as a specialist teacher of reading.*

#### Program Prerequisites:

- Master's degree in education
- Initial or Professional license for classroom or special education teacher
- EEDUC 5400 (p. 175) Literacy and Literature: Methods and Materials (1-6) (or equivalent)
- EEDUC 5122 (p. 173) Development and Learning: Psycho-social Perspectives in Education (or a course in child development and a course in adolescent development)
- EECLD 6115 (p. 171) Sheltered English Instruction (PreK-6) or EECLD 6116 (p. 171) Sheltered English Instruction (5-12)

#### PROGRAM OF STUDY

***Courses may have prerequisites for registration; please check course descriptions before registering.***

#### Required Core Courses (21 credits):

All of the following required core courses must be completed prior to the practicum, and many courses include field-based assignments

EEDUC 6174	Literature for Children, Tweens, and Teens in a Diverse Society	3
EEDUC 6101	Content Literacy	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6136	Struggling Readers and Writers	3
EEDUC 6135	Assessment: A Literacy Perspective	3
EEDUC 7103	Roles of the Language Arts Professional: Consultation and Collaboration	3

EEDUC 7103: may be taken concurrently with EEDUC 7105

#### Practicum (6 credits):

Prerequisites: Successful completion of required pre-practicum courses and satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This 150-hour practicum is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7105	Practicum: Interactive Assessment and Instruction for Literacy	6
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#### Required Research Courses (9 credits):

EEDUC 7102	Research in Reading	3
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#### Select two of the following 3-credit research courses, in consultation with advisor:

EAGSR 7210	Program Evaluation	3
EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 7102	Quantitative Research Methods II: Research Design	3
EAGSR 7103	Qualitative Research Methods I	3

#### CAGS Courses (6 credits):

EEDUC 8001	Advanced Professional Seminar or	3
EARED 8000	Advanced Professional Seminar	3
EEDUC 7003	Directed Study: Reading and Language Arts	3

#### Capstone and CAGS Qualifying Examinations (3 credits):

EEDUC 7999	Independent Study: Qualifying Portfolio and Oral Examination	3
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### Licensure Only: Specialist Teacher of Reading (All Levels) 33 credits

**This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Specialist Teacher of Reading (All Levels) in the Commonwealth of Massachusetts.**



This licensure-only program is for teacher candidates and initially licensed classroom teachers with a Master's degree who seek further certification as a specialist teacher of reading. It allows teachers to add an additional license and use 12 credits to advance initial licenses to Professional (Early Childhood, Elementary Education, Moderate Disabilities). The program offers thorough training in literacy strategies to meet the needs of diverse learners across grades K-12. Students work with professors on literacy research, pedagogy, and policy, and focus on staff development and direct services to students. Students apply their coursework to a practicum experience and return to their schools with a wealth of specialized knowledge applicable to a range of settings, student populations, and consultant roles.

*Note: An Initial or Professional license and at least one year of teaching experience under that license are required by the Massachusetts Department of Elementary and Secondary Education to be eligible for a license as a specialist teacher of reading. Teacher candidates may still apply for the license before that year of teaching is complete. Upon documentation of the completed year of teaching, the license will be issued by the Massachusetts Department of Education.*

#### Program Prerequisites

- Completed Master's degree and Initial or Professional license for classroom teacher or special education teacher, or documented enrollment in a Master's degree program leading to Initial license at the time of application.
- EEDUC 5400 (p. 175) Literacy and Literature: Methods and Materials (1-6), (or equivalent)
- EEDUC 5122 (p. 173) Development and Learning: Psycho-social Perspectives in Education (or a course in child development and a course in adolescent development)
- EECLD 6115 (p. 171) Sheltered English Instruction (PreK-6), EECLD 6116 (p. 171) Sheltered English Instruction (5-12), or documented state-approved SEI endorsement.

#### PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Required courses may be waived based on previous coursework or past experience. Courses waived will reduce the total amount of credits. Minimum program credits: 18.**

#### Required Courses (27 credits):

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6101	Content Literacy	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6032	Exploring Nonfiction for the Elementary and Middle School Classroom	3
EEDUC 6174	Literature for Children, Tweens, and Teens in a Diverse Society	3
EEDUC 6136	Struggling Readers and Writers	3
EEDUC 6135	Assessment: A Literacy Perspective	3
EEDUC 7103	Roles of the Language Arts Professional: Consultation and Collaboration	3

#### Practicum (6 credits):

Prerequisites: Successful completion of required pre-practicum courses and satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This 150-hour practicum is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7105	Practicum: Interactive Assessment and Instruction for Literacy	6
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### LITERACY FOR CLASSROOM TEACHERS

#### Non-Licensure M.Ed. Program:

M.Ed. in Language and Literacy (p. 121)

#### Graduate Certificates:

Graduate Certificate in Developing Literacy Expertise through Responsive Classroom Teaching (K-8) (p. 122)

Graduate Certificate in Literacy Coaching and Teacher Leadership (p. 122)

### M.Ed. in Language and Literacy 33 credits

This 33-credit online program addresses the needs of experienced educators who wish to enhance and expand their knowledge and skills in the area of literacy. The program provides educators with a foundation in literacy learning and language and its application across diverse populations and content areas. The program has a particular focus on meeting the needs of English Language Learners through the integration of reading and writing, the use of assessment to inform instruction, the integration of technology to enhance a multiple literacies approach, and the knowledge and use of authentic literature, narrative and informational, to effectively match readers and text.

**Program Prerequisite:** Teaching license or documented education-related experience

#### PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

#### Required Courses (30 credits):

EEDUC 6164	Perspectives on Literacy, Learning, and Teaching	3
EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6059	Literature and Learning in the K-8 Classroom	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6101	Content Literacy	3
EEDUC 6156	Assessment for the Classroom Teacher of Literacy	3
EECLD 6010	TESOL in Content Areas: Engaging Students	3
EEDUC 6136	Struggling Readers and Writers	3
EECLD 6008	Teaching Reading and Writing for Speakers of Other Languages and Dialects	3

**Capstone Course (3 credits):**

All other courses in the program should be taken before the capstone course.

EEDUC 7130	Professional Development-New Role for the Classroom Teacher of Literacy	3
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**Graduate Certificate in Literacy for the Classroom Teacher (K-8) 15 credits**

This 15-credit online program is designed for experienced educators who wish to enhance and expand their knowledge and skills in the area of literacy. The program provides educators with a foundation in literacy learning and its application across diverse populations and content areas. The focus of the program is on the integration of reading and writing; using technology to enhance a multiple literacies approach; and the knowledge and use of authentic literature, narrative and informational, to analyze text complexities and to match readers and text.

The program may also be used as a specialization to fulfill some of the requirements for the M.Ed. in Language and Literacy program, the M.Ed. Individually Designed Program for Educators, and the M.Ed. in Educational Technology. Appropriate for those pursuing Lesley's TESOL graduate certificate who wish to combine in an M.Ed.

**Program Prerequisite:** Bachelor's degree from a regionally accredited college or university

## PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Required Courses (12 credits):**

EEDUC 6059	Literature and Learning in the K-8 Classroom	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6101	Content Literacy	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3

**Elective Courses (3 credits):**

Select **one** of the following 3-credit courses:

EECLD 6010	TESOL in Content Areas: Engaging Students	3
EECLD 6001	Culturally Responsive Teaching	3

**Graduate Certificate in Developing Literacy Expertise through Responsive Classroom Teaching (K-8) 18 credits****Center for Reading Recovery and Literacy Collaborative**

Developed by the Lesley University Center for Reading Recovery and Literacy Collaborative, this certificate is distinguished by its systematic focus on building an integrated approach to literacy across all of the important elements of instructional practice, blending social constructivist teaching and learning environments; Clay's complex theory of literacy learning; and the explicit descriptions of language and literacy development described in *The Continuum of Literacy Learning K-8: A Guide to Teaching* developed by Fountas and Pinnell.

Participants will learn specific core teaching practices within a literacy framework for improving teaching in reading, writing,

language and word study/phonics for all students, including English language learners. These teaching practices include whole group, small group, and individual teaching within different elements of the literacy workshops, as well as a strong focus on using systematic assessment to inform instruction at all levels.

**Note:** Participants should be teaching in a classroom or have access to students in order to successfully complete the coursework.

**Program Prerequisite:** Bachelor's degree from a regionally accredited college or university

## PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Required Courses (6 credits):**

EEDUC 6165	Linking Assessment to Teaching: Reading, Writing, and Word Study (K-8)	3
EEDUC 6169	Thinking, Talking, and Writing about Texts (K-8)	3

**Elective Courses (12 credits):**

Select **four** of the following 3-credit courses in consultation with advisor:

EEDUC 6047	Guided Reading: Responsive Teaching (K-2)	3
EEDUC 6180	Intentional Teaching in a Readers' Workshop (K-2)	3
EEDUC 6176	Intentional Teaching in a Writers' Workshop (K-2)	3
EEDUC 6039	Phonics, Vocabulary, and Spelling in the Reading/Writing Classroom (K-3)	3
EEDUC 6045	Guided Reading: Differentiating Literacy Instruction (3-8)	3
EEDUC 6168	Intentional Teaching in a Readers' Workshop (3-8)	3
EEDUC 6185	Intentional Teaching in a Writers' Workshop (3-8)	3
EEDUC 6049	Word Study: Teaching Phonics, Spelling, and Vocabulary (3-8)	3

**Graduate Certificate in Literacy Coaching and Teacher Leadership 12 credits****Center for Reading Recovery and Literacy Collaborative**

Developed by the Lesley University Center for Reading Recovery and Literacy Collaborative, this 12-credit graduate certificate is designed for literacy coaches, teacher leaders, or administrators who want to gain expertise in literacy coaching, shared leadership, and developing a culture of professional learning across a school or district. Participants should be working in or have access to a school or district environment in order to put into practice aspects of the coursework.

**Program Prerequisite:** Master's degree in education, literacy, or related field or Bachelor's degree in education with a minimum of five years teaching experience

## PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

## PROGRAM OF STUDY

**Required Courses (12 credits):**

EEDUC 6403	Acquiring Coaching and Teacher Leadership Expertise	3
EEDUC 6404	Elevating Literacy Expertise Through Coaching	3
EEDUC 6405	Building Capacity through Continuous Professional Learning	3
EEDUC 6406	Shared Leadership for School Improvement	3

**TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**

The mission of TESOL programs at Lesley University is to prepare competent, caring, inclusive, reflective, and proactive TESOL professional educators who make a difference in their students' lives. The programs are based on the philosophy that being proficient in two or more languages is an asset and an important priority for American education in a global world community. Program participants acquire meaningful, innovative, and culturally responsive research-based learning for culturally and linguistically diverse (CLD) students.

**M.Ed. Programs leading to Initial Teacher License in Massachusetts:**

M.Ed. in TESOL, ESL, and Bilingual Education (p. 123)

M.Ed. in Elementary Education (1-6) with Add License Preparation for English as a Second Language (PreK-6) (p. 115)

**Licensure Only Programs leading to Initial Teacher License in Massachusetts:**

Licensure Only: English as a Second Language (PreK-6) (p. 123)

Licensure Only: English as a Second Language (5-12) (p. 124)

**Graduate Certificate:**

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (p. 124)

**M.Ed. in TESOL, ESL, and Bilingual Education 33 credits****This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in English as a Second Language (PreK-6 or 5-12) in the Commonwealth of Massachusetts.**

Participants will develop deep understanding of the unique languages, cultures, and identities of linguistically diverse student populations. The program provides research-based best practices for teaching emergent bilingual learners, students learning the language, culture, and content of schools in the United States. Participants will learn to teach engaging lessons through coursework on culturally and linguistically responsive pedagogy, first and second language acquisition, bilingualism and biliteracy, and scaffolding content and language demands of academic tasks and texts. Participants will learn to work effectively in culturally and linguistically diverse environments in collaboration with multilingual families and school communities to enact a commitment to social justice.

Program prerequisite: Prior to completing this program, participants need to submit documentation of having earned a minimum of six (6) college credits, or equivalent, in a language other than English. For non-native English speakers, English is the foreign language.

*Courses may have prerequisites for registration; please check course descriptions before registering.*

**Electives (3 credits):**

Choose one:

EARED 5009	Drama and Critical Literacy	3
EEDUC 6174	Literature for Children, Tweens, and Teens in a Diverse Society	3
EEDUC 6032	Exploring Nonfiction for the Elementary and Middle School Classroom	3

**Electives (3 credits):**

Choose one:

EEDUC 5131	Developments in Cultural Contexts	3
EEDUC 6100	Adolescent Development	3
ESPED 5037	Strategies for Inclusive Schooling	3

**Practicum (6 credits)**

EECLD 7005	Practicum and Seminar in ESL (5-12)	6
	or	
EECLD 7006	Practicum and Seminar in ESL (PreK-6)	6

**Required Courses (21 credits):**

EECLD 6001	Culturally Responsive Teaching	3
	or	
EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6010	TESOL in Content Areas: Engaging Students	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3
EECLD 6003	Family and Community Engagement	3
EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3

**Licensure Only: English as a Second Language (PreK-6) 24 credits**

This program is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in English as Second Language (PreK-6) in the Commonwealth of Massachusetts.

This program features courses aligned with Teachers of English to Speakers of Other Languages (TESOL) standards and the National Council for Accreditation of Teacher Education (NCATE) domains. After successfully completing the practicum, students will be eligible for Initial license in ESL.

*Courses may be waived based on previous coursework or past experience. Courses waived will reduce the total number of program credits (up to 9 credits may be waived).*

**Program Requirements:**

- Initial or Professional license(s) in Early Childhood (PreK-2), Elementary (1-6), and/or Moderate Disabilities (PreK-8)
- Documentation of having earned a minimum of 6 college credits in a language other than English or equivalent must be submitted prior to program completion. For non-native English speakers, English is considered to be the foreign language.

Practicum prerequisites: Completion of a semester long, two day/week (around 200 hours) pre-practicum experience in a classroom appropriate to the license sought; satisfactory completion of pre-practicum courses and appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. These full-time, full-semester student teaching experiences are accompanied by a weekly seminar and require a field experience fee.

**PROGRAM OF STUDY**

***Courses may have prerequisites for registration; please check course descriptions before registering.***

**Required Courses (18 credits):**

All of the following required courses must be completed prior to EECLD 7006, and many courses include field-based assignments.

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3
EECLD 6010	TESOL in Content Areas: Engaging Students	3
EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3

**Practicum (6 credits):**

EECLD 7006	Practicum and Seminar in ESL (PreK-6)	6
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**Licensure Only: English as a Second Language (5-12) 24 credits**

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in English as Second Language (5-12) in the Commonwealth of Massachusetts.

This program features courses aligned with Teachers of English to Speakers of Other Languages (TESOL) standards and the National Council for Accreditation of Teacher Education (NCATE) domains. After successfully completing the practicum, students will be eligible for Initial license in ESL.

*Courses may be waived based on previous coursework or past experience. Courses waived will reduce the total number of program credits (up to 9 credits may be waived).*

**Program Requirements:**

- Initial or Professional license(s) in Middle School (5-8) or High School (9-12)
- Documentation of having earned a minimum of 6 college credits in a language other than English or equivalent must be submitted prior to program completion. For non-native English speakers, English is considered to be the foreign language.

Practicum Prerequisites: Completion of a semester long, two day a week (around 200 hrs) pre-practicum experience in a classroom appropriate to the license sought; satisfactory completion of pre-practicum courses and appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. These full-time, full-semester student teaching experiences are accompanied by a weekly seminar and require a field experience fee.

**PROGRAM OF STUDY**

***Courses may have prerequisites for registration; please check course descriptions before registering.***

**Required Courses (18 credits):**

All of the following courses must be completed prior to EECLD 7005, and many courses include field-based assignments.

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6107	Teaching English to Speakers of Other Languages: Literacy and Literature (5-12)	3
EECLD 6111	Teaching English to Speakers of Other Languages: Content Areas (5-12)	3
EECLD 6120	Assessment for Equity and Inclusion of Bilingual Learners (5-12)	3

**Practicum (6 credits):**

EECLD 7005	Practicum and Seminar in ESL (5-12)	6
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**Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) 18 credits**

This online program, which meets endorsement requirements in multiple US states, is designed to enhance the knowledge, skills, and dispositions of licensed teachers who wish to teach English Language Learners. It offers a theoretical foundation as well as practical strategies for the classroom and empowers teachers with the most current technologies, research-based strategies, and culturally responsive teaching. It is aligned with TESOL/National Council for Accreditation of Teacher Education (NCATE) National Standards in the five domains: Language; Culture; Planning, Implementing, and Managing Instruction; Assessment; and Professionalism. This certificate program may also be used as a specialization to fulfill some of the requirements for the M.Ed. Individually Designed Program for Educators.

Please note: In certain states, a student may receive an endorsement/second license by completing this program. It is important to check with your teacher licensing office, as additional steps may be necessary in order to meet state requirements.

## PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Required Courses (18 credits):**

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3
EECLD 6010	TESOL in Content Areas: Engaging Students	3
EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3

### Graduate Certificate in Family and Community Engagement in Culturally and Linguistically Responsive Education

Teacher collaboration with parents, families, and community members has long been understood as beneficial to the academic advancement of all students, but especially emerging bilinguals, also known as English Learners (ELs). This four-course certificate will strengthen teachers' knowledge of applied linguistics, second language acquisition, and culturally responsive teaching in relation to their understanding of the role of families and communities in schooling. A critical lens is used to examine existing barriers and impediments to effective parent, family, and community engagement in schools. Teachers in the program apply an ecological model in which families and communities are centrally involved in the various aspects of school life.

**Program Prerequisite:** Bachelor's degree from a regionally accredited college or university

## PROGRAM OF STUDY

*Courses may have prerequisites for registration; please check course descriptions before registering.*

**Required Courses**

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6003	Family and Community Engagement	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3

### MIDDLE SCHOOL EDUCATION

The importance of creating the appropriate school environments, curriculum designs, and classroom teaching strategies that best support the intellectual, emotional, and social growth of early adolescents are emphasized throughout Lesley's middle school programs. This includes heterogeneous grouping, integrated studies that correlate with national standards, classroom management techniques that create a community of self-monitoring learners, interdisciplinary teacher teams, community-based projects, small learning communities, differentiated assessment practices, and

parental involvement. Programs are offered on campus and at selected off-campus sites.

### M.ED. PROGRAM LEADING TO INITIAL TEACHER LICENSE IN MIDDLE SCHOOL EDUCATION

#### M.Ed. in Middle School Education (5-8 or 5-12) 34 or 37 credits

Lesley University's Middle School Education programs are approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in the Commonwealth of Massachusetts in the following subject areas: English (5-12), General Science (5-8), History (5-12), Humanities (5-8), Mathematics (5-8), Mathematics/Science (5-8), and Social Sciences (5-12).

Programs in Humanities and Mathematics/Science are 37 credits; all others are 34 credits.

**Program Prerequisites:**

English, History, General Science, Mathematics, or Social Science: Completion of a college or university's requirements for a major in the discipline or have passed the Massachusetts Tests for Educator Licensure (MTEL) in the content area of the license sought.

Humanities: Completion of a college or university's requirements for a major in either English or History and a minor in the other subject, or have passed the corresponding MTEL subject area exam in place of the minor, or have passed a combination of appropriate MTEL subject area exams: English (5-12) and History (5-12) or the MTEL Middle School Humanities exam.

Mathematics/Science: Completion of a college or university's requirements for a major in either Math or Science and a minor in the other subject or have passed the corresponding MTEL subject area exam in place of the minor or have passed the MTEL subject exam in both Mathematics (5-8) and General Science (5-8) or the combination MTEL Middle School Math/Science exam.

**Practicum Prerequisites:**

Completion of a semester long, two day a week (around 200 hrs) pre-practicum experience in a classroom appropriate to the license sought; satisfactory completion of pre-practicum courses and appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. These full-time, full-semester student teaching experiences are accompanied by a weekly seminar and require a field experience fee.

## PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Required Courses for All Subject Areas (19 credits):**

All of the following required courses must be completed prior to the practicum, and many courses include field-based assignments.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6210	Adjusting Teaching Practices to Student Needs	3

EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EECLD 6116	Sheltered English Instruction (5-12)	4

*EECLD 6116 may be waived with state approved Sheltered English Immersion (SEI) endorsement, which would reduce total program credits by four (4).*

#### Mathematics 5-8 (15 credits):

Six elective credits chosen in consultation with faculty/academic advisor.

EEDUC 5110	Teaching Mathematics in Grades 5-8	3
EEDUC 7729	Practicum and Seminar in Mathematics (5-8)	6

#### General Science 5-8 (15 credits):

Six elective credits chosen in consultation with faculty/academic advisor.

EEDUC 5013	Curriculum, Instruction, and Assessment in General Science	3
EEDUC 7732	Practicum and Seminar in General Science (5-8)	6

#### History 5-12 (15 credits):

EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 5160	Civics and Democracy	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 7741	Practicum and Seminar in History (5-8)	6

#### Humanities 5-8 (18 credits):

EEDUC 5060	Teaching English Language Arts in Grades 5-12	3
EEDUC 5160	Civics and Democracy	3
EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 7728	Practicum and Seminar in Humanities (5-8)	6

#### Mathematics/Science 5-8 (18 credits):

Six elective credits chosen in consultation with faculty/academic advisor.

EEDUC 5110	Teaching Mathematics in Grades 5-8	3
EEDUC 5013	Curriculum, Instruction, and Assessment in General Science	3
EEDUC 7738	Practicum and Seminar in Mathematics/Science (5-8)	6

#### English 5-12 (15 credits):

3 elective credits selected in consultation with faculty and/or academic advisor

EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 5060	Teaching English Language Arts in Grades 5-12	3
EEDUC 7730	Practicum and Seminar in English (5-8)	6

#### Social Sciences 5-12 (15 credits):

Three elective credits chosen in consultation with faculty/academic advisor.

EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 7741	Practicum and Seminar in History (5-8)	6

### LICENSURE-ONLY PROGRAM LEADING TO INITIAL TEACHER LICENSE IN MIDDLE SCHOOL EDUCATION (5-8)

#### Licensure Only: Middle School Education (5-8 or 5-12) 18-28 credits

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in English (5-12), General Science (5-8), History (5-12), Humanities (5-8), Mathematics (5-8), Mathematics/Science (5-8), and Social Sciences (5-12) in the Commonwealth of Massachusetts.

Program Prerequisites: Completion of a college or university's requirements for a major in the discipline or have passed the Massachusetts Tests for Educator Licensure (MTEL) in content area of the license sought.

Practicum prerequisite: Prior to practicum, students must complete a semester long, two day per week (around 200 hours) pre-practicum experience in a classroom appropriate to the license sought; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. The practicum is a full-time, full-semester experience accompanied by a weekly seminar and requires a field experience fee.

General Science and Mathematics are 25 credits; English, Mathematics/Science, and Social Sciences are 28 credits; History is 31 credits; and Humanities is 34 credits.

#### PROGRAM OF STUDY

***Courses may be waived based on previous coursework, which may reduce the total number of program credits. Minimum program credits: 18.***

***Courses may have prerequisites for registration; please check course descriptions before registering.***

#### Required Courses for All Subject Areas (16 credits):

All of the following required courses must be completed prior to the practicum, and many courses include field-based assignments.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development	3
EEDUC 6210	Adjusting Teaching Practices to Student Needs	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EECLD 6116	Sheltered English Instruction (5-12)	4

*EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, which would reduce total number of program credit by four (4).*

**English 5-12 (9 credits):**

EEDUC 5060	Teaching English Language Arts in Grades 5-12	3
EEDUC 7730	Practicum and Seminar in English (5-8)	6

**General Science 5-8 (9 credits):**

EEDUC 5013	Curriculum, Instruction, and Assessment in General Science	3
EEDUC 7732	Practicum and Seminar in General Science (5-8)	6

**History 5-12 (9 credits):**

EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 7741	Practicum and Seminar in History (5-8)	6

**Humanities 5-8 (12 credits):**

EEDUC 5060	Teaching English Language Arts in Grades 5-12	3
EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 7728	Practicum and Seminar in Humanities (5-8)	6

**Mathematics 5-8 (9 credits):**

EEDUC 5110	Teaching Mathematics in Grades 5-8	3
EEDUC 7729	Practicum and Seminar in Mathematics (5-8)	6

**Mathematics/Science 5-8 (12 credits):**

EEDUC 5110	Teaching Mathematics in Grades 5-8	3
EEDUC 5013	Curriculum, Instruction, and Assessment in General Science	3
EEDUC 7738	Practicum and Seminar in Mathematics/Science (5-8)	6

**Social Sciences 5-12 (9 credits):**

EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 7731	Practicum and Seminar in Political Science/Political Philosophy (5-8)	6

**SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)**

The Graduate School of Education recognizes the importance of teaching STEM courses to K-12 students of the twenty-first century. Students in these innovative programs will benefit from highly qualified faculty, challenging and inspiring coursework, the integration of theory and practice, and cross- and interdisciplinary connections between these disciplines and with other subject areas. Participants will emerge from their programs as skilled, reflective practitioners, ready to engage their students in STEM knowledge, skills, and thinking.

**Programs include the following:**

Science in Education Programs (p. 127)  
 Educational Technology Programs (p. 128)  
 Mathematics Education Programs (p. 130)

**SCIENCE IN EDUCATION PROGRAMS****M.Ed. leading to Professional Teacher License in Massachusetts:**

M.Ed. in Science in Education Leading to Professional Teacher License in Elementary (1-6) or Middle School General Science (5-8) (p. 127) *This program can also be taken as a non-licensure program.*

**Graduate Certificate:**

Graduate Certificate in Science in Education (p. 128)

**M.Ed. in Science in Education (1-8) 33 credits**

**This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional Teacher License in Elementary (1-6) or Middle School General Science (5-8) in the Commonwealth of Massachusetts.**

The online Science in Education program, which is aligned with national and state science education standards, is designed for classroom teachers and curriculum specialists responsible for elementary and/or middle school science education. This program focuses on the integration of STEM content areas, infuses local environmental issues as an authentic learning context, and mentors teachers in how educational research is translated into classroom practice. The program encourages Master's degree candidates to take a hands-on approach to teaching science and engineering through inquiry-based pedagogy, within the context of our local communities, integrated into daily practices. Students in the program are required to take five science content courses, four pedagogy courses, and two elective courses.

**Program Prerequisites:**

- For Professional Teacher License in Elementary (1-6): Massachusetts Initial Teacher License in Elementary (1-6)
- For Professional Teacher License in Middle School General Science (5-8): Massachusetts Initial Teacher License in Middle School General Science (5-8)
- For non-licensure: a signed non-licensure agreement

**PROGRAM OF STUDY**

***Courses may have prerequisites for registration; please check course descriptions before registering.***

**Required Courses (27 credits):**

CNSCI 5100	Introduction to Physical Science	3
EDSCI 5200	Engineering STEM Solutions	3
EDSCI 6120	Physics of Mechanics	3
EDSCI 6110	Life Science	3
EDSCI 6115	Earth and Space Science	3
EEDUC 7117	Investigating Equitable Science Classrooms	3
EEDUC 6134	Science Curriculum Designed for Understanding	3
EEDUC 7115	Assessment for Learning in the Science Classroom	3
EEDUC 7122	Science and Science Education Research Seminar	3

EEDUC 7122: capstone course, taken as last course in the program

**Electives (6 credits):**

Select **two** of the following 3-credit courses:

EDSCI 6100	Green Chemistry	3
EDSCI 6105	Natural Disasters	3
CNSCI 5101	Investigations in Space Science	3

CNSCI 6104	Investigations in Particles, Fields and Waves	3
EDSCI 6018	Learning, Design, and Robotics: Gateway to Critical Thinking	3
EDSCI 6125	Sustainable Engineering	3
EDSCI 6130	The Great Diseases: Teaching Infectious Diseases	3

### Graduate Certificate in Science in Education 15 credits

This certificate integrates STEM content areas, infuses local environmental issues, and mentors teachers in how educational research is translated into classroom practice. The program, which meets endorsement requirements in multiple US states, is designed for classroom teachers, curriculum specialists, and instructional resource persons responsible for science education in grades 1-8. This program may also be used as a specialization to fulfill some of the requirements of the M.Ed. Individually Designed Program for Educators.

Please note: In certain states, a student may receive an endorsement/second license by completing this 15-credit program. It is important to check with your teacher licensing office, as additional steps may be necessary in order to meet state requirements.

**Program Prerequisite:** Initial teacher license or signed non-licensure agreement

#### PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

#### Required Core Courses (6 credits):

CNSCI 5100	Introduction to Physical Science	3
EDSCI 5200	Engineering STEM Solutions	3

#### Electives (9 credits):

Select **three** of the following 3-credit online courses:

EDSCI 6120	Physics of Mechanics	3
EDSCI 6110	Life Science	3
EDSCI 6115	Earth and Space Science	3
EDSCI 6100	Green Chemistry	3
EDSCI 6105	Natural Disasters	3
CNSCI 5101	Investigations in Space Science	3
CNSCI 6104	Investigations in Particles, Fields and Waves	3
EDSCI 6018	Learning, Design, and Robotics: Gateway to Critical Thinking	3
EDSCI 6125	Sustainable Engineering	3
EDSCI 6130	The Great Diseases: Teaching Infectious Diseases	3

### EDUCATIONAL/INSTRUCTIONAL TECHNOLOGY

The Educational Technology program attracts a wide range of educators world-wide seeking to acquire competency in the constantly changing field of technology in education. Program graduates have achieved a national reputation for their pioneering roles in integrating technology into schools and classrooms. Program faculty have developed curricula and research projects funded by the National Science Foundation and other major research and development centers. The program has become a blueprint for educational technology graduate programs nationwide.

### M.Ed. Program leading to Initial Teacher License in Massachusetts:

M.Ed. in Digital Literacy and Computer Science (5-12) (p. 128)

#### Licensure Only Program:

Digital Literacy and Computer Science (5-12) (p. 129)

Instructional Technology Specialist (K-12) (p. 129)

M.Ed. and Licensure Only Programs Leading to Initial Teacher License in Instructional Technology

### M.Ed. in Digital Literacy and Computer Science (5-12) 34 credits

**This program of study is pending full approval by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Digital Literacy/Computer Science (5-12) in the Commonwealth of Massachusetts.**

*Please note that informal approval is a limited approval. Individuals who complete informally approved programs will be eligible to receive licensure in Massachusetts, but may not enjoy full reciprocity benefits for licensure in other states that have signed the NASDTEC Interstate Agreement with Massachusetts.*

"Meaningful participation in modern society requires fluency in the uses of, impact of, and ability to manipulate technology for living, learning, and working. Students of all backgrounds should be prepared for personal and civic efficacy in the 21st century and should have the opportunity to consider innovative and creative technology-based careers of the future" (Mitchell Chester, former Commissioner of Elementary and Secondary Education, 2016). With this mandate in mind, the M.Ed. in Digital Literacy and Computer Science program offers grades 5-12 educators the opportunity to teach all students the elements of computer programming and digital literacy.

Program prerequisites: Bachelor's degree from a regionally accredited college or university.

#### PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering. All courses must be completed prior to the practicum, and many courses include field-based assignments.

#### Education Courses (16 credits):

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state-approved Sheltered English Immersion (SEI) endorsement, which would reduce total number of program credits.



**Digital Literacy and Computer Science Courses (12 credits):**

ECOMP 6205	Leaning into the Future with the Pedagogy of Making	3
ECOMP 6206	Principles of Computer Science	3
ECOMP 6207	Coding and Design	3
EDSCI 6018	Learning, Design, and Robotics: Gateway to Critical Thinking	3

**Practicum and Seminar (6 credits):**

ECOMP 7201	Practicum & Seminar in Digital Literacy & Computer Science 5-12	6
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Practicum prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

**Licensure Only: Digital Literacy and Computer Science (5-12) 34 credits**

**This program of study is pending full approval by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Digital Literacy/Computer Science (5-12) in the Commonwealth of Massachusetts.**

*Please note that informal approval is a limited approval. Individuals who complete informally approved programs will be eligible to receive licensure in Massachusetts, but may not enjoy full reciprocity benefits for licensure in other states that have signed the NASDTEC Interstate Agreement with Massachusetts.*

"Meaningful participation in modern society requires fluency in the uses of, impact of, and ability to manipulate technology for living, learning and working. Students of all backgrounds should be prepared for personal and civic efficacy in the 21st century and should have the opportunity to consider innovative and creative technology-based careers of the future" (Mitchell Chester, former Commissioner of Elementary and Secondary Education, 2016). With this mandate in mind, this licensure-only program offers educators the opportunities to teach all students the elements of computer programming and digital literacy.

*Courses required for completion of this non-degree, licensure-only program may be waived based on equivalent previous coursework or past experience. Courses waived will reduce the total number of program credits. Minimum credits required: 18.*

Program prerequisites: Bachelor's degree from a regionally-accredited college or university.

**PROGRAM OF STUDY**

Courses may have prerequisites for registration; please check course descriptions before registering. All courses must be completed before the practicum, and many courses include field-based assignments.

**Education Courses (16 credits)**

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EECLD 6116	Sheltered English Instruction (5-12)	4

**Digital Literacy and Computer Science Courses (12 credits)**

ECOMP 6205	Leaning into the Future with the Pedagogy of Making	3
ECOMP 6206	Principles of Computer Science	3
ECOMP 6207	Coding and Design	3
EDSCI 6018	Learning, Design, and Robotics: Gateway to Critical Thinking	3

**Practicum and Seminar (6 credits)**

ECOMP 7201	Practicum & Seminar in Digital Literacy & Computer Science 5-12	6
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Practicum prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

**Instructional Technology Specialist 24 credits**

**This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Instructional Technology Specialist (K-12) in the Commonwealth of Massachusetts.**

This licensure program prepares teacher specialists to provide informed coaching and mentoring support for their school community, grades K-12, as they explore, adopt, and integrate educational technology. Through hands-on and real-world experiences, these teacher leaders will experience how digital literacy and computer science practices and standards are used as a vehicle to enhance the curriculum and amplify student learning. Emphasis is on learning different models and pedagogical strategies that foster a positive culture for inclusive learning opportunities, inspire collaboration and participation in professional learning communities, and support culturally responsive practices in a 21st-century digital context.

**PROGRAM OF STUDY**

**Program Prerequisites:** Bachelor's Degree from a regionally accredited college or university, a prior teaching credential in any classroom level of content area recognized by the MA Department of Elementary and Secondary Education, and evidence of course work in human development and Sheltered English Instruction. If unable to provide evidence of this course work, EEDUC 5122 Development and Learning and EECLD 6115 or 6116 Sheltered English Instruction will be added to the program of study.

**Additional Requirements Prior to Program Completion:** One year as a teacher or an education role accepted by the MA Department of Elementary and Secondary Education and passing the Communication and Literacy MTEL.

**Required Courses 18 credits**

ECOMP 6016	Teaching and Learning with Digital Media	3
ECOMP 6102	Assessment and Technology	3
ECOMP 6206	Principles of Computer Science	3
ECOMP 6205	Leaning into the Future with the Pedagogy of Making	3

EDSCI 6018	Learning, Design, and Robotics: Gateway to Critical Thinking	3
EEDUC 6405	Building Capacity through Continuous Professional Learning	3
<b>Practicum 6 credits</b>		
ECOMP 7101	Practicum and Seminar in Instructional Technology	6

## MATHEMATICS EDUCATION PROGRAMS

The mathematics programs offered by the Lesley University Graduate School of Education are designed to provide new and veteran teachers with ways to update and deepen their background in mathematics. Programs contain core and mathematics specialization courses that address mathematics content, current issues in educational practice and policy, curriculum theory and development, practical and applied action research, equity in education, and the synthesis of coursework and research.

*For current information on state testing requirements for initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure web page.*

### M.Ed. Programs leading to Initial Teacher License in Massachusetts:

M.Ed. in Middle School Mathematics (5-8) (p. 125)

M.Ed. in Middle School Mathematics/Science (5-8) (p. 125)

M.Ed. in High School Mathematics (8-12) (p. 117)

### M.Ed. Programs leading to Professional Teacher License in Massachusetts:

M.Ed. in Mathematics Education (1-6) or (5-8) (p. 130)

### Non-Licensure M.Ed. Program:

M.Ed. in Elementary/Middle School Mathematics Education (p. 130) (grant-related program)

### Graduate Certificate:

Graduate Certificate in Mathematics Education (p. 131)

## M.Ed. in Mathematics Education (1-8) 33 credits

**This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional Teacher License in Elementary (1-6), Mathematics (1-6) or Mathematics (5-8) in the Commonwealth of Massachusetts.**

This online mathematics education program emphasizes deep mathematics content knowledge and ways to connect and apply that knowledge to classroom practice. It may be taken either for a Massachusetts Professional license (elementary or middle school) or as a non-licensure program.

Designed to help teachers, curriculum specialists, and instructional resource specialists learn effective methods for teaching mathematics to all learners in grades 1-8, participants will study operations of arithmetic, number theory, algebra, geometry, probability, statistics, and calculus, as well as summative and formative assessment.

### Program Prerequisites

- For Professional Teacher License in Elementary (1-6): Massachusetts Initial Teacher License in Elementary (1-6)
- For Professional Teacher License in Mathematics (1-6): Massachusetts Initial Teacher License in Mathematics (1-6)
- For Professional Teacher License in Mathematics (5-8): Massachusetts Initial Teacher License in Mathematics (5-8)
- For non-licensure: a signed non-licensure agreement

### PROGRAM OF STUDY

***Courses may have prerequisites for registration; please check course descriptions before registering.***

#### Required Courses (33 credits):

EMATH 6107	Constructing Mathematical Understanding: Number and Operations	3
EMATH 6108	Constructing Mathematical Understanding for Number Theory	3
EMATH 6109	Functions and Algebra I: Building Mathematical Understanding	3
EMATH 6110	Functions and Algebra II: Broadening the Base	3
EMATH 6111	Geometry and Measurement I: From Polygons to Pythagoras	3
EMATH 6112	Geometry and Measurement II: Circles, Symmetry, and Solids	3
EMATH 6113	Probability: The Mathematics of Uncertainty	3
EMATH 6114	Statistics and Data Analysis	3
EMATH 6115	Concepts of Calculus: Change and Infinity	3
EEDUC 6154	Meeting Diverse Needs in the Mathematics Classroom	3
EEDUC 7121	Assessment Issues in Mathematics: Summative and Formative	3

## M.Ed. in Elementary/Middle School Mathematics Education 33 credits

With an emphasis on deep mathematics content knowledge and ways to connect and apply that knowledge to classroom practice, this program is designed to help teachers, curriculum specialists, and instructional resource specialists learn effective methods for teaching mathematics in grades 1-8. Participants will study operations of arithmetic, number theory, algebra, geometry, probability, statistics, and calculus; teaching for all learners; and summative and formative assessment. This program is closely aligned with the Massachusetts Curriculum Frameworks for Mathematics and the Common Core State Standards, and is designed to be a hands-on experience that will augment classroom presentations.

### PROGRAM OF STUDY

***Courses may have prerequisites for registration; please check course descriptions before registering.***

#### Required Courses (6 credits):

EEDUC 6154	Meeting Diverse Needs in the Mathematics Classroom	3
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## PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Required Core Courses (15 credits):**

Select **five** of the following 3-credit online courses:

EMATH 6107	Constructing Mathematical Understanding: Number and Operations	3
EMATH 6108	Constructing Mathematical Understanding for Number Theory	3
EMATH 6109	Functions and Algebra I: Building Mathematical Understanding	3
EMATH 6110	Functions and Algebra II: Broadening the Base	3
EMATH 6111	Geometry and Measurement I: From Polygons to Pythagoras	3
EMATH 6112	Geometry and Measurement II: Circles, Symmetry, and Solids	3
EMATH 6113	Probability: The Mathematics of Uncertainty	3
EMATH 6114	Statistics and Data Analysis	3
EMATH 6115	Concepts of Calculus: Change and Infinity	3

**Education Courses (3 credits):**

Select **one** of the following 3-credit online courses:

EEDUC 6154	Meeting Diverse Needs in the Mathematics Classroom	3
EEDUC 7121	Assessment Issues in Mathematics: Summative and Formative	3
ECOMP 6003	Using Technology to Integrate Mathematics Across the Curriculum	3

**SPECIAL EDUCATION**

The special education programs at Lesley provide teachers with the knowledge and skills to teach, support, and advocate for individuals with disabilities in their schools and communities. Lesley's programs emphasize a humanistic and inclusive approach to special education, an approach in which problem solving, active learning, and a sense of social justice are promoted for all.

**M.Ed. Programs leading to Initial Teacher License in Massachusetts**

M.Ed. in Inclusive Special Education (Moderate PreK-8 or 5-12 or Severe All Levels) (p. 132)

M.Ed. in Inclusive Special Education Dual License (Moderate PreK-8 and Severe; Moderate 5-12 and Severe; or Moderate PreK-8 and Moderate 5-12) (p. 133)

**Non-Degree/Licensure-Only Programs leading to Initial Teacher License in Massachusetts**

License Only in Inclusive Special Education: Teacher of Students with Moderate Disabilities PreK-8 or 5-12 or Severe All Levels) (p. 134)

**Non-Licensure M.Ed. Programs**

M.Ed. in Moderate or Severe Disabilities: Individually Designed (p. 134)

**Graduate Certificates and Endorsement Programs**

EEDUC 7121	Assessment Issues in Mathematics: Summative and Formative	3
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**Elective Courses (27 credits):**

CSTEM 5106	Operations and Algebraic Thinking	3
EMATH 6107	Constructing Mathematical Understanding: Number and Operations	3
EMATH 6108	Constructing Mathematical Understanding for Number Theory	3
CSTEM 5103	Using Fraction as Number	3
EMATH 6110	Functions and Algebra II: Broadening the Base	3
CSTEM 5104	Ratio, Rate, and Proportion	3
EMATH 6112	Geometry and Measurement II: Circles, Symmetry, and Solids	3
EMATH 6114	Statistics and Data Analysis	3
EMATH 6115	Concepts of Calculus: Change and Infinity	3

*One CMATH or CSTEM course may be selected from any of the 2-course groupings below. Credit will be given for only 1 course taken in each group.*

EMATH 6109	Functions and Algebra I: Building Mathematical Understanding or	3
CSTEM 5105	Expressions and Equations	3
EMATH 6111	Geometry and Measurement I: From Polygons to Pythagoras or	3
CSTEM 5107	Measurement and Data	3
EMATH 6113	Probability: The Mathematics of Uncertainty or	3
CSTEM 5108	Statistics and Probability	3

**Graduate Certificate in Mathematics Education 18 credits**

Lesley University's online Graduate Certificate in Mathematics Education, which meets endorsement requirements in multiple US states, emphasizes deep mathematics content knowledge and helps teachers connect this knowledge to classroom practice and their own students' understanding of mathematics. The program consists of six courses, of which five are content courses and one is a pedagogy course.

This certificate program may also be used as a specialization to fulfill some of the requirements for the M.Ed. Individually Designed Program for Educators and the M.Ed. in Educational Technology.

Please note: In certain states, a student may receive an endorsement/second license by completing Lesley's 18-credit program in mathematics education. It is important to check with your teacher licensing office, as additional steps may be necessary in order to meet state requirements. For more information on this process, please visit the state pages at the National Center for Teachers, Counselors, and School Leaders.

**Program Prerequisite:** Initial teacher license or signed non-licensure agreement

Graduate Certificate in Autism Spectrum Disorder: Allies and Advocates (p. 135)

Graduate Certificate in Teaching Students with Autism (p. 135)

Graduate Certificate in Trauma and Learning (p. 135)

Transition Specialist Certificate (p. 136)

## **MED. PROGRAMS LEADING TO INITIAL TEACHER LICENSE IN SPECIAL EDUCATION**

The Special Education Initial licensure programs are geared toward an inclusive disposition and prepare teachers to work with a diversity of learners in a variety of settings. The major goal of the programs is to educate knowledgeable, skilled, passionate, and reflective practitioners. The programs seek to inspire life-long learning, to develop and enhance the expertise of teachers in supporting diverse populations within a collaborative framework, and to model theory to practice in our teaching. Philosophical underpinnings as well as essential strategies for inclusive learning, metacognition, new technologies, transition planning, nondiscriminatory quality assessment, social justice advocacy, and multicultural and bilingual perspectives are addressed, both in distinct courses and in the conceptual framework's themes threaded throughout the programs. The goals of our programs are met through coursework, field-based experiences, and a collaborative team supervision approach to practicums.

### **M.Ed. in Inclusive Special Education: 41 credits**

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Teacher of Students with Moderate Disabilities (PreK-8); Teacher of Students with Moderate Disabilities (5-12); or Teacher of Students with Severe Disabilities (All Levels) in the Commonwealth of Massachusetts.

This program provides the knowledge and skills to teach, support, and advocate for individuals with disabilities in their schools and communities. It requires a combination of content and pedagogical course work with field-based assignments, a supervised pre-practicum experience, and a supervised 14-week practicum experience that provides application of skills across a variety of settings serving students with Individual Educational Programs.

Program prerequisites:

Active Initial or Professional teaching license with Sheltered English Immersion (SEI) endorsement

OR the following courses, completed with a grade of B or better

- an approved child development or adolescent course (requirement varies depending on licensure area)
- an approved general education math methods course
- an approved general education literacy methods course
- a Department of Elementary and Secondary Education-approved SEI course/endorsement

Prerequisites may be waived based on previously-completed coursework or professional experience. Prior coursework must be completed with a grade of B or better. Students may be accepted into the program without the prerequisites and will develop an advisor-approved plan for completion of equivalent courses.

Orientation requirement: accepted students must complete a new student orientation at the start of their first semester (taken in conjunction with ESPED 5020).

Practicum prerequisites: Satisfactory completion of core and license-specific courses, pre-practicum hours, and appropriate Massachusetts Tests for Educator Licensure (MTEL). This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

All courses must be completed prior to each practicum, and many courses include field-based assignments.

### PROGRAM OF STUDY

***Courses may have prerequisites for registration; please check course descriptions before registering.***

Courses may be waived based on previous coursework, which may reduce the total number of program credits. Minimum program credits: 34.

#### **Core courses (29 credits)**

Please note that students will need to register for a zero-credit pre-practicum workshop, EWKSP 6131, concurrent with ESPED 6130.

ESPED 5020	The Special Education Profession: Orientation & Overview	1
ESPED 5100	Inclusion, Social Justice, and Disability	3
ESPED 6130	Speech, Language, and AAC	3
EWKSP 6131	Pre-Practicum: Inclusive Special Education	
ESPED 5114	Universal Curriculum Design and Assistive Technology	3
ESPED 6124	Formal Assessment in Special Education	3
ESPED 6134	Developing IEPs in Collaboration with Schools and Families	3
ESPED 6107	Assessment for Instructional Design and Decision Making	3
ESPED 6014	Targeted Reading and Writing Instruction	3
ESPED 6128	Targeted Math and Science Instruction: Access and Fluency	3
ESPED 6143	Positive Behavior Support: Shifts in Paradigms and Practices	4

#### **Moderate PreK-8 Courses (12 credits)**

One elective selected under the advisement of the academic advisor (3 credits)

EEDUC 6173	Literacy in the Disciplines (1-6)	3
ESPED 7717	Practicum and Seminar in Moderate Disabilities (PreK-8)	6

#### **Moderate 5-12 Courses (12 credits)**

EEDUC 6170	Middle and High School Content Literacy	3
ESPED 6150	Laying the Groundwork: Fundamentals of Transition	3
ESPED 7718	Practicum and Seminar in Moderate Disabilities (5-12)	6

#### **Severe Courses (12 credits)**

ESPED 6154	Curriculum, Instruction, and Supports: Severe Disabilities	3
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ESPED 6150	Laying the Groundwork: Fundamentals of Transition	3
ESPED 7719	Practicum and Seminar in Severe Disabilities	6

### **M.Ed. in Inclusive Special Education: Dual License Program 50 credits**

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Students with Moderate Disabilities (PreK-8), Moderate Disabilities (5-12) or Severe Disabilities (All Levels) in the Commonwealth of Massachusetts.

This program leads to a Master's degree and one of the following dual license options:

- Teacher of Students with Moderate Disabilities (PreK-8) and Teacher of Students with Severe Disabilities (All Levels)
- Teacher of Students with Moderate Disabilities (5-12) and Teacher of Students with Severe Disabilities (All Levels)
- Teacher of Students with Moderate Disabilities (PreK-8) and Teacher of Students with Moderate Disabilities (5-12)

It provides the knowledge and skills to teach, support, and advocate for individuals with disabilities in their schools and communities. Grounded in evidence-based practices, including curriculum, assessment, specialized instruction, positive behavioral support, and collaboration, the program emphasizes a humanistic and inclusive approach to special education, an approach in which problem solving, engagement, self-determination, and a sense of social justice are promoted for all.

Program Prerequisites:

Active Initial or Professional teacher license with SEI endorsement OR

- An approved child development or adolescent course (varies depending on licensure area)
- An approved general education math methods course
- An approved general education literacy methods course
- A DESE-approved SEI course/endorsement

Prerequisites may be waived based on previously-completed coursework or professional experience. Prior coursework must be completed with a grade of B or better. Students may be accepted into the program without the prerequisites and will develop an advisor-approved plan for completion of equivalent courses.

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester (taken in conjunction with ESPED 5020).

Courses may have prerequisites for registration; please check course descriptions. Courses may be waived based on previous coursework, which may reduce the total number of program credits. Minimum program credits: 43

Satisfactory completion of core and license-specific courses, pre-practicum hours, and appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

### PROGRAM OF STUDY

Please note that students will need to register for a zero-credit pre-practicum workshop, EWKSP 6131, concurrent with ESPED 6130.

#### **Core Coursework (29 credits):**

ESPED 5020	The Special Education Profession: Orientation & Overview	1
ESPED 5100	Inclusion, Social Justice, and Disability	3
ESPED 6130	Speech, Language, and AAC	3
EWKSP 6131	Pre-Practicum: Inclusive Special Education	
ESPED 5114	Universal Curriculum Design and Assistive Technology	3
ESPED 6124	Formal Assessment in Special Education	3
ESPED 6134	Developing IEPs in Collaboration with Schools and Families	3
ESPED 6107	Assessment for Instructional Design and Decision Making	3
ESPED 6014	Targeted Reading and Writing Instruction	3
ESPED 6128	Targeted Math and Science Instruction: Access and Fluency	3
ESPED 6143	Positive Behavior Support: Shifts in Paradigms and Practices	4

#### **Moderate Disabilities (PreK-8) Coursework (9 credits):**

EEDUC 6173	Literacy in the Disciplines (1-6)	3
ESPED 7717	Practicum and Seminar in Moderate Disabilities (PreK-8)	6

#### **Moderate Disabilities (5-12) Coursework (12 credits):**

EEDUC 6170	Middle and High School Content Literacy	3
ESPED 6150	Laying the Groundwork: Fundamentals of Transition	3
ESPED 7718	Practicum and Seminar in Moderate Disabilities (5-12)	6

#### **Severe Disabilities (All) Coursework 12 credits**

ESPED 6150	Laying the Groundwork: Fundamentals of Transition	3
ESPED 6154	Curriculum, Instruction, and Supports: Severe Disabilities	3
ESPED 7719	Practicum and Seminar in Severe Disabilities	6

### **NON-DEGREE/LICENSURE-ONLY PROGRAMS LEADING TO INITIAL LICENSURE IN SPECIAL EDUCATION**

For educators who already possess an appropriate Initial teacher license and wish to seek an Initial License in Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) or an Initial License in Teacher of Students with Severe Disabilities (All Levels), Lesley University offers three non-degree, licensure-only programs. These programs are variable credit; courses may be waived based on previous coursework. A 14-week practicum is required to complete the program.

**Licensure Only: Inclusive Special Education 18-41 credits**

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Students with Moderate Disabilities (PreK-8), Moderate Disabilities (5-12) or Severe Disabilities (All Levels) in the Commonwealth of Massachusetts.

This non-degree program leads to one of three licenses: Teacher of Students with Moderate Disabilities PreK-8, Teacher of Students with Moderate Disabilities 5-12, or Teacher of Students with Severe Disabilities All Levels. It provides the knowledge and skills to teach, support, and advocate for individuals with disabilities in their schools and communities. Grounded in evidence-based practices, including curriculum, assessment, specialized instruction, positive behavioral support, and collaboration, the program emphasizes an inclusive approach to special education, in which problem solving, engagement, self-determination, and social justice are promoted for all.

Program Prerequisites: active Initial or Professional teacher license with SEI endorsement.

Practicum prerequisites: Satisfactory completion of core and license-specific courses, pre-practicum hours, and satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL). This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester (taken in conjunction with ESPED 5020).

*Courses may have prerequisites for registration; please check course descriptions. Courses may be waived based on previous coursework, which may reduce the total number of program credits. **Minimum program credits: 18***

**PROGRAM OF STUDY****Core Courses (29 credits):**

ESPED 5020	The Special Education Profession: Orientation & Overview	1
ESPED 5100	Inclusion, Social Justice, and Disability	3
ESPED 6130	Speech, Language, and AAC	3
EWKSP 6131	Pre-Practicum: Inclusive Special Education	
ESPED 5114	Universal Curriculum Design and Assistive Technology	3
ESPED 6124	Formal Assessment in Special Education	3
ESPED 6134	Developing IEPs in Collaboration with Schools and Families	3
ESPED 6107	Assessment for Instructional Design and Decision Making	3
ESPED 6014	Targeted Reading and Writing Instruction	3
ESPED 6128	Targeted Math and Science Instruction: Access and Fluency	3

ESPED 6143	Positive Behavior Support: Shifts in Paradigms and Practices	4
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**Moderate PreK-8 coursework (9 credits)**

EEDUC 6173	Literacy in the Disciplines (1-6)	3
ESPED 7717	Practicum and Seminar in Moderate Disabilities (PreK-8)	6

**Moderate 5-12 Coursework (12 credits)**

EEDUC 6170	Middle and High School Content Literacy	3
ESPED 6150	Laying the Groundwork: Fundamentals of Transition	3
ESPED 7718	Practicum and Seminar in Moderate Disabilities (5-12)	6

**Severe All Levels Coursework (12 credits)**

ESPED 6150	Laying the Groundwork: Fundamentals of Transition	3
ESPED 6154	Curriculum, Instruction, and Supports: Severe Disabilities	3
ESPED 7719	Practicum and Seminar in Severe Disabilities	6

**M.ED. NON-LICENSURE PROGRAM IN SPECIAL EDUCATION****M.Ed. in Moderate or Severe Disabilities: Individually Designed 33 credits**

This 33-credit Master's in Moderate or Severe Disabilities program is an individually-designed program for students who have a moderate or severe disabilities license, or those who are not seeking a license but who would like to design an advanced-level program in special education. It offers individuals an opportunity to pursue those studies most conducive to their own personal and intellectual growth.

Each student selects an area of concentration, and, with the help of a faculty advisor, constructs a tailored program in an area of interest, choosing courses from special education as well as from other program areas at the university. Suggested areas of concentration include: bilingual/ESL, technology and assistive technology, autism spectrum disorder, learning disabilities, early childhood, curriculum development, assessment, and literacy.

Students are required to take a minimum of 15 credits in their area of concentration and ESPED 6116 Seminar in Special Education. Students in ESPED 6116 will define and reflect upon their goals and future directions in special education and complete a research or field-based project related to their area of concentration. The remaining credits in the program are elective credits.

**Orientation Requirement:** Accepted students must complete a new student orientation at the start of their first semester.

**PROGRAM OF STUDY**

*Courses may have prerequisites for registration; please check course descriptions before registering.*

**Required Courses (3 credits):**

ESPED 6116	Seminar in Special Education	3
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**Area of Concentration (15 credits)****Electives (15 credits)****GRADUATE CERTIFICATE PROGRAMS IN SPECIAL EDUCATION****Graduate Certificate in Autism Spectrum Disorder: Allies and Advocates 12 credits**

This online 12-credit certificate program is designed for those interested in a deeper understanding of Autism Spectrum Disorder (ASD) through the lens of self-advocates. With courses centering around disability policies and practices, it focuses on the roles and choices of family members, friends, allies, and advocates who support those with ASD as they encounter barriers to a meaningful quality of life throughout the lifespan.

All courses are structured to move from an exploration of advocacy, behavior, quality of life, and the criminal justice system to a call for action by allies and advocates in each of these areas.

This certificate program may be used as a specialization to fulfill some of the coursework requirements of the M.Ed. Individually Designed Program for Educators.

**Program Prerequisite:** Bachelor's degree from a regionally accredited college or university

**PROGRAM OF STUDY**

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Required Courses (12 credits):**

ESPED 6020	ASD: Roles of Allies and Advocates	3
ESPED 6021	ASD: Challenges of the Criminal Justice System	3
ESPED 6022	ASD: Focus on Individual Strengths - a Different View of Behavior	3
ESPED 6023	ASD: Quality of Life - Transition and Adulthood	3

**Graduate Certificate in Teaching Students with Autism 15 credits**

**This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Autism Endorsement in the Commonwealth of Massachusetts.**

This graduate certificate program focuses on improving teacher knowledge to best support students with autism to reach their full potential, with content ranging from etiology/physiology to educational and community supports. Graduate students will study research and learn strategies designed to successfully support students with autism in educational settings from pre-kindergarten through transition to adulthood. A field experience and assessment seminar are required.

Students not interested in, or not eligible for, the state credential may enroll for the certificate only.

**Program Prerequisites:**

For Graduate Certificate

- Bachelor's degree from a regionally accredited college or university

- Permission of program coordinator
- Additional coursework may be required

For Massachusetts Autism Endorsement: Massachusetts Initial or Professional teacher license in one of the following:

- Teacher of Students with Moderate Disabilities
- Teacher of Students with Severe Disabilities
- Teacher of the Deaf and Hard-of-Hearing
- Teacher of the Visually Impaired

**Orientation Requirement:** Accepted students must complete a new student orientation during their first semester.

**PROGRAM OF STUDY**

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Required Courses (15 credits):**

ESPED 6018	Physiology and Foundations: Autism Spectrum Disorder	3
ESPED 6017	Socialization and Communication Supports: Autism Spectrum Disorder	3
ESPED 6016	Understanding Complex Behavior: Autism Spectrum Disorder	3
ESPED 6010	Assessment and Curriculum Planning: Seminar and Field Experience	3
ESPED 6015	Collaboration, Advocacy, and Ethics: Autism Spectrum Disorder	3

**Graduate Certificate in Trauma and Learning 12 credits****Center for Inclusive and Special Education**

This certificate, offered through Lesley's Center for Inclusive and Special Education, is designed for educators seeking to become knowledgeable about trauma and its impact on children's learning. The program focuses on examining the impact of traumatic experience on student learning, both academic and social/emotional; identifying and implementing classroom and school-wide approaches that remove trauma as a barrier to learning; and conducting action research projects designed to improve the trauma sensitivity of schools.

**Program Restriction:** Only offered through a school or district cohort model

**PROGRAM OF STUDY**

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Required Courses (12 credits):**

EEDUC 5256	The Impact of Trauma on Learning: An Overview	3
EEDUC 5257	The Impact of Trauma on Learning: Classroom and Student Supports	3
EEDUC 5258	The Impact of Trauma on Learning: Creating Trauma Sensitive Schools	3
EEDUC 5259	The Impact of Trauma on Learning: Action Research and Seminar	3

**Transition Specialist Certificate Program 15 credits**

Able to be completed in two semesters, the Transition Specialist Certificate program prepares educators and counselors to take a leadership role in federally-mandated transition planning and service provision for students with disabilities.

Licensed special educators, guidance counselors, school social workers, rehabilitation counselors, and others with related experiences are eligible to enroll in this program. Participants will engage in study that focuses on the educational and social/emotional needs and the quality of life of students with disabilities, aged 14-22, as they prepare for work, community participation, and post-secondary learning. Through 150 hours of field-based transition-related experiences that actively engage them in the transition process, candidates develop the knowledge and skills to assess, plan, and deliver transition services; promote the self-determination of people with disabilities; work effectively with culturally and linguistically diverse families; and build partnerships with local agencies and employers. Emphasis is placed on the critical importance of self-determination and self-advocacy in the transition process.

Completion of this program can lead to:

1. Eligibility to apply for the Massachusetts Department of Elementary and Secondary Education for Transition Specialist Endorsement in the Commonwealth of Massachusetts.
2. Eligibility for a Transition Specialist Graduate Certificate from Lesley University.

Prerequisite requirements for a Transition Specialist Endorsement:

- An Initial or Professional license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, School Guidance Counselor, or School Social Worker/School Adjustment Counselor and a minimum of 2 years of experience under one of these licenses, **or**
- A license or certification as a Rehabilitation Counselor and a minimum of 2 years of experience under one of these credentials

**Note:** *In certain states, reciprocity may be offered. It is important to check with your state certification/licensure office, as additional steps may be necessary in order to meet state requirements.*

Prerequisite requirements for a Transition Specialist Graduate Certificate:

- An undergraduate degree from a regionally accredited college or university, and
- A minimum of 2 years of experience supporting persons with disabilities

**PROGRAM OF STUDY**

**Courses may have prerequisites for registration; please check course descriptions before registering.**

**Required Courses (15 credits):**

ESPED 6150	Laying the Groundwork: Fundamentals of Transition	3
ESPED 6151	Building Partnerships for Transition	3
ESPED 7727	Transition Field Experience I	1

ESPED 6152	Individualizing Transition Assessment and Planning	3
ESPED 6153	Navigating Transition Systems and Supports	3
ESPED 7728	Transition Field Experience II	1
ESPED 7729	Transition Field Experience III	1

**ACCELERATED M.ED. PROGRAMS**

The Graduate School of Education's accelerated Master's degree programs offer undergraduate students in Lesley University's College of Art and Design and College of Liberal Arts and Sciences, including the Center for the Adult Learner, the opportunity to earn both a Bachelor's degree and a Master's degree, many leading to a Massachusetts Initial or Professional teacher license, in as little as five years. Undergraduate students apply for acceptance into an accelerated Master's degree program by early spring of their sophomore year and can complete 6 to 12 credits of graduate level coursework during their junior and senior years. Following conferral of the Bachelor's degree, students enter into the Master's degree component of the program.

Accelerated M.Ed. Programs with College of Art and Design (p. 136)

Accelerated M.Ed. Programs with College of Liberal Arts and Sciences (p. 138)

**ACCELERATED M.ED. PROGRAMS WITH COLLEGE OF ART AND DESIGN**

Open to all Bachelor of Fine Arts students in any major at the Lesley University College of Art and Design, each of these innovative accelerated Master's degree programs is part of a dual degree program that can be completed in five and a half years. With an M.Ed. in Teacher of Visual Art (PreK-8 or 5-12), students are prepared to become highly capable artists working successfully as licensed visual art teachers in public schools and in other arts education settings such as private schools and community-based arts programs.

**Note:** Students apply for acceptance into one of the accelerated Master's degree programs below by early spring of their sophomore year. A maximum of twelve graduate-level credits earned during the junior and senior years of undergraduate study can be applied toward the Master's degree. However, students must successfully complete their undergraduate program with conferral of the Bachelor's degree before beginning the Master's degree component.

**Accelerated Master's Degree Programs leading to Initial Teacher License in Massachusetts:**

M.Ed. in Teacher of Visual Art (PreK-8) (p. 136)

M.Ed. in Teacher of Visual Art (5-12) (p. 137)

*For current information on state testing requirements for Initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure web page.*

**Accelerated M.Ed. in Teacher of Visual Art (PreK-8) 45 credits****Part of a Dual Degree Program for College of Art and Design Bachelor of Fine Arts Students**



This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Visual Art (PreK-8) in the Commonwealth of Massachusetts.

This innovative program is part of a dual degree program that can be completed in five and a half years. Students prepare to become highly capable artists working successfully as licensed visual art teachers in schools and other settings. Undergraduate students can apply by early spring of their sophomore year, and can complete 12 credits of graduate level coursework during their junior and senior years. The Master's degree portion of the program is flexible and may be completed part time, if desired.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

#### PROGRAM OF STUDY

***Courses may have prerequisites for registration; please check course descriptions before registering.***

#### **Required Courses (39 credits):**

In this program, EARED 6002 must be taken for **2** credits.

All of the following courses, except EARED 7703 and IFINE (graduate-level studio art courses), must be completed prior to EARED 7701, and many courses include field-based assignments.

EARED 6111	Principles and Practices of Art Education (PreK-8)	3
EARED 6110	Arts and Education: History and Philosophy	3
IFINE	Graduate-level studio art courses for a total of 6 credits (selected in consultation with faculty advisor)	6
EARED 6113	Teaching the Fundamental Elements of Visual Art	3
EARED 5018	Arts and Human Development	3
EARTS 6393	Interactive New Media	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3
IAHIS	Graduate-level art history course (selected in consultation with faculty advisor)	3
EARED 6114	Rites and Rituals: Assessment in Art Education	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EARED 7703	Seminar in Teacher Inquiry for Art Educators (K-8)	3

IFINE graduate-level studio art courses require a prerequisite of the equivalent of 18 credit hours or more of undergraduate studio art work.

EARED 6111 includes a weekly pre-practicum visit to a field site.

EARED 6111, EARED 6110, EARTS 6393, and EARED 6003 are taken in the junior or senior year of undergraduate study.

#### **Practicum (6 credits):**

Practicum prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EARED 7701	Practicum and Seminar in Art Education (PreK-8)	6
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#### **Accelerated M.Ed. in Teacher of Visual Art (5-12) 45 credits**

#### **Part of a Dual Degree Program for College of Art and Design Bachelor of Fine Arts Students**

This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Visual Art (5-12) in the Commonwealth of Massachusetts.

This innovative program is part of a dual degree program that can be completed in five and a half years. Students prepare to become highly capable artists working successfully as licensed visual art teachers in schools and other settings. Undergraduate students can apply by early spring of their sophomore year, and can complete 12 credits of graduate level coursework during their junior and senior years. The Master's degree portion of the program is flexible and may be completed part time, if desired.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

#### PROGRAM OF STUDY

***Courses may have prerequisites for registration; please check course descriptions before registering.***

#### **Required Courses (39 credits):**

In this program, EARED 6002 must be taken for **2** credits.

All of the following courses, except EARED 7706, and IFINE (graduate-level studio art courses), must be completed prior to EARED 7704, and many courses include field-based assignments.

EARED 6112	Principles and Practices of Art Education (5-12)	3
EARED 6110	Arts and Education: History and Philosophy	3
IFINE	Graduate-level studio art courses for a total of 6 credits (selected in consultation with faculty advisor)	6
EARED 6113	Teaching the Fundamental Elements of Visual Art	3
EARED 5018	Arts and Human Development	3
EARTS 6393	Interactive New Media	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3

IAHIS	Graduate-level art history course (selected in consultation with faculty advisor)	3
EARED 6114	Rites and Rituals: Assessment in Art Education	3
EECLD 6116	Sheltered English Instruction (5-12)	4
EARED 7706	Seminar in Teacher Inquiry for Art Educators (5-12)	3

IFINE graduate-level studio art courses require a prerequisite of the equivalent of 18 credit hours or more of undergraduate studio art work.

EARED 6112 includes a weekly pre-practicum visit to a field site.

EARED 6112, EARED 6110, EARTS 6393, and EARED 6003 are taken in the junior or senior year of undergraduate study

#### Practicum (6 credits):

Practicum prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EARED 7704	Practicum and Seminar in Art Education (5-12)	6
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### ACCELERATED M.Ed. PROGRAMS WITH COLLEGE OF LIBERAL ARTS AND SCIENCES

Lesley's College of Liberal Arts and Sciences education majors and students enrolled in programs offered through the Center for the Adult Learner who wish to meet the requirements for a Bachelor's and Master's degree in one accelerated program may apply at the start of their sophomore year, with a GPA of 3.3 or higher during the first four semesters of their undergraduate program.

**Note:** A maximum of **six** graduate-level credits earned as an undergraduate can be applied toward the Master's degree. However, **students must successfully complete their undergraduate program with conferral of the Bachelor's degree before beginning the Master's degree component.**

#### Accelerated Master's Degree Programs Leading to Initial Teacher License in Massachusetts:

M.Ed. in Early Childhood (PreK-2) (p. 138)

M.Ed. in Early Childhood (PreK-2) with Add-License Preparation for ESL (p. 140)

M.Ed. in Elementary Education (1-6) (p. 139)

M.Ed. in English as a Second Language (PreK-6) (p. 139)

M.Ed. in Inclusive Special Education (p. 141)

#### Accelerated Master's Degree Programs Leading to Professional Teacher License in Massachusetts:

M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts (p. 141)

#### Accelerated Master's Degree Program, Non-licensure:

M.Ed. in Arts, Community, and Education (p. 142) (p. 141)

#### Accelerated M.Ed. Programs Leading to Initial Teacher License

### Accelerated M.Ed. in Early Childhood (PreK-2) 36-40 credits

#### Part of a Dual Degree Program for BS in Early Childhood Studies Students: Lesley University Center for the Adult Learner (LCAL) and Bunker Hill Community College (BHCC)

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Early Childhood (PreK-2) in the Commonwealth of Massachusetts.

This program consists of a core of courses that lead to an Initial teacher license in early childhood education, with an emphasis on the inclusion of all children. In addition to challenging and engaging coursework, students gain a rich and relevant preparation for teaching by participating in a full-time practicum in early childhood classrooms. LCAL students take 7 of the program credits at the undergraduate level; BHCC students take 6 credits at the undergraduate level.

#### PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.**

#### Core Courses (28 credits):

**The following courses will be taken by B.S. Early Childhood Studies students from LCAL and BHCC.**

**BHCC students:** Take EEDUC 5128 in junior year and EEDUC 5130 in senior year.

**LCAL students:** Take EEDUC 5131 in junior year and EECLD 6115 in senior year.

EEDUC 5128	Integrated Curriculum for Early Childhood: Social Studies and Classroom Life	3
EEDUC 5131	Developments in Cultural Contexts	3
EEDUC 5130	Early Childhood STEAM and Health	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EEDUC 5115	Families, Society, and Schools	3
EEDUC 5120	Young Children with Special Needs	3
EEDUC 5137	Language and Literacy Development in the Early Years	3
EEDUC 7727	Practicum and Seminar in Early Childhood Education (PreK-2)	6

EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6115 is waived.

#### LCAL Courses (12 credits):

**The following courses will be taken by B.S. Early Childhood Studies students from LCAL.**

**Note:** EEDUC 5815 must be taken for 3 credits.

EEDUC 5300	Environment and Materials in Reggio-Inspired Teaching and Learning	3
EEDUC 5815	The Reggio Emilia Approach to Early Childhood Education	2-3
EEDUC 6058	Anti-Bias Communities in Early Childhood	3
	or	

EEDUC 6111	Constructing the Equitable Classroom: From Theory to Practice	3
EEDUC 6139	A Pedagogy of Play	3

**BHCC Courses (12 credits):****The following courses will be taken by B.S. Early Childhood Studies students from BHCC.**

EEDUC 5138	Literacy, Literature, and the Arts in the Early Childhood Classroom	3
EEDUC 5139	Learning Mathematics in Early Childhood	3
EEDUC 6058	Anti-Bias Communities in Early Childhood	3
EEDUC 6109	Observation, Documentation, and Assessment	3

**Accelerated M.Ed. in English as a Second Language (PreK-6) 36 credits****Part of a Dual Degree Program for College of Liberal Arts and Sciences Elementary and Special Education Majors**

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in English as Second Language (PreK-6) in the Commonwealth of Massachusetts.

This program is designed to prepare teachers for the schools of the twenty-first century, as well as to respond to state regulations. Appropriate for College of Liberal Arts and Sciences students majoring in elementary or special education, the program incorporates Lesley's commitment to inclusive classrooms, differentiated instruction, and the integration of theory with practice. Classroom inquiry is a focus, as students move through their coursework, early field experience, and a full-semester practicum experience in a classroom setting.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

**Program Requirements:**

- An Initial Teacher License in Elementary (1-6) or an Initial License in Teacher of Students with Moderate Disabilities (PreK-8)
- Level I and II in a foreign language at the undergraduate level (can be waived with demonstrated proficiency)

## PROGRAM OF STUDY

**Courses may have prerequisites for registration; please check course descriptions before registering.****Required Courses (24 credits):**

All of the following required courses except EARED 6115 must be completed prior to the practicum, and many courses include field-based assignments.

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3

EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3
EECLD 6010	TESOL in Content Areas: Engaging Students	3
EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3
EEDUC 6022	Cooperative Learning	3
EARED 6115	Interdisciplinary Curriculum: Arts, History, and Social Science	3

Taken in Junior Year: EECLD 6001

Taken in Senior Year: EECLD 6002

**Elective Courses (6 credits):****Choose one of the following 3-credit courses:**

EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6032	Exploring Nonfiction for the Elementary and Middle School Classroom	3

**Choose one of the following 3-credit courses:**

EMATH 6107	Constructing Mathematical Understanding: Number and Operations	3
EMATH 6109	Functions and Algebra I: Building Mathematical Understanding	3

**ESL Practicum (6 credits):**

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full semester practicum is accompanied by a weekly seminar and requires a field experience fee.

EECLD 7006	Practicum and Seminar in ESL (PreK-6)	6
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**Accelerated M.Ed. in Elementary Education (1-6) 30 credits****For College of Liberal Arts and Sciences Special Education Majors**

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Elementary (1-6) in the Commonwealth of Massachusetts.

Program Requirement: An Initial License in Teacher of Students with Moderate Disabilities (PreK-8)

**Note:** The SEI Endorsement will be obtained at the undergraduate level.

Courses may have prerequisites for registration; please check course descriptions before registering. All required courses must be taken prior to EEDUC 7733 unless approved by academic advisor, and many courses include field-based assignments.

## PROGRAM OF STUDY

Taken in Junior Year: either EMATH 6108 or EMATH 6109

Taken in Senior Year: EEDUC 6174

**Required Courses (15 credits):**

EEDUC 6635	Theory and Practice: A Contemporary Context for Teaching	3
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EEDUC 5135	STEM in the Elementary School: Thinking with Evidence	3	endorses candidates for only the elementary license, but prepares them to add the English as a Second Language (ESL) license through a year-long internship in a diverse school/classroom. Key competencies relating to culturally responsive teaching, equity, inclusion, differentiated instruction, and a focus on common-core standards are integrated throughout the program, as are related ESL competencies. The ESL-related courses assure that candidates are well prepared to address the needs of English language learners no matter what instructional model is in place.
EEDUC 6174	Literature for Children, Tweens, and Teens in a Diverse Society	3	
EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3	
EARED 6115	Interdisciplinary Curriculum: Arts, History, and Social Science	3	

**Elective Courses (9 credits):****Choose one of the following 3-credit courses (Junior Year):**

EMATH 6108	Constructing Mathematical Understanding for Number Theory	3
EMATH 6109	Functions and Algebra I: Building Mathematical Understanding	3

**Choose one of the following 3-credit courses:**

EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6032	Exploring Nonfiction for the Elementary and Middle School Classroom	3

**Choose one of the following 3-credit courses:**

EDSCI 5200	Engineering STEM Solutions	3
CNSCI 5100	Introduction to Physical Science	3
EDSCI 6018	Learning, Design, and Robotics: Gateway to Critical Thinking	3

**Practicum (6 credits):**

## Practicum Prerequisites:

Completion of a semester long, two day/week (around 200 hours) pre-practicum experience in a classroom appropriate to the license sought; satisfactory completion of pre-practicum courses and appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. These full-time, full-semester student teaching experiences are accompanied by a weekly seminar and require a field experience fee.

EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6
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**Accelerated M.Ed. in Elementary Education (1-6) with Add License Preparation for English as a Second Language (PreK-6) 43 credits**

The Elementary portion of this program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Elementary (1-6) in the Commonwealth of Massachusetts.

To obtain Massachusetts ESL licensure, students will need to apply for an Initial ESL license with the Department of Elementary and Secondary Education (DESE) and have passed the appropriate MTEs. DESE also requires students to complete 150 hours in an ESL classroom to qualify for add ESL license. Students will meet this requirement through a year-long placement in a district-based clinical setting.

This program creates a pathway to licensure for students enrolled in the BS, Liberal Studies with an Education Studies Concentration. It

The year-long internship aspect of this program more than addresses the early field experience required for EEDUC 7733 Practicum and Seminar in Elementary Education (1-6). Early field experience is also integrated within the course EEDUC 6635 Theory and Practice: A Contemporary Context for Teaching.

Program Prerequisite: An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 Development & Learning: Psycho-social Perspectives in Education in their first semester of study.

Practicum prerequisite: Satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL).

Language Requirement: Documentation of having earned a minimum of 3 college credits in a language other than English or equivalent must be submitted prior to program completion. For non-native English speakers, English is considered to be the foreign language.

*Courses may have prerequisites for registration; please check course descriptions before registering.*

*Program phases parallel the recommended course sequence. Any changes must be approved in consultation with academic advisor. Students meet for an advising support session following each phase, and more often if needed.*

**Phases I and II**

EEDUC 5102	Teaching Elementary School Mathematics	3
EMATH 6108	Constructing Mathematical Understanding for Number Theory	3
EEDUC 5135	STEM in the Elementary School: Thinking with Evidence	3
EEDUC 5136	Integrating Social Studies into the Elementary Classroom	3

EEDUC 5102 taken in junior year (or equivalent course based on advisor recommendation)

**Phase III**

EEDUC 6635	Theory and Practice: A Contemporary Context for Teaching	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
ESPED 5037	Strategies for Inclusive Schooling	3

## PROGRAM OF STUDY

*Courses may have prerequisites for registration; please check course descriptions before registering.*

**Shared Coursework (29 credits)**

All of the required courses must be completed prior to the practicum, and many courses include field-based assignments.

ESPED 5020	The Special Education Profession: Orientation & Overview	1
ESPED 5100	Inclusion, Social Justice, and Disability	3
ESPED 6130	Speech, Language, and AAC	3
EWKSP 6131	Pre-Practicum: Inclusive Special Education	
ESPED 5114	Universal Curriculum Design and Assistive Technology	3
ESPED 6124	Formal Assessment in Special Education	3
ESPED 6134	Developing IEPs in Collaboration with Schools and Families	3
ESPED 6107	Assessment for Instructional Design and Decision Making	3
ESPED 6014	Targeted Reading and Writing Instruction	3
ESPED 6128	Targeted Math and Science Instruction: Access and Fluency	3
ESPED 6143	Positive Behavior Support: Shifts in Paradigms and Practices	4

Taken in Junior Year: ESPED 5100

Taken in Senior Year: ESPED 5114

**Moderate Disabilities (PreK-8) Courses (9 credits):**

EEDUC 6173	Literacy in the Disciplines (1-6)	3
ESPED 7717	Practicum and Seminar in Moderate Disabilities (PreK-8)	6

**Moderate Disabilities (5-12) Courses (9 credits)**

ESPED 6150	Laying the Groundwork: Fundamentals of Transition	3
ESPED 7718	Practicum and Seminar in Moderate Disabilities (5-12)	6

**Severe Disabilities Required Coursework 12 credits**

ESPED 6154	Curriculum, Instruction, and Supports: Severe Disabilities	3
ESPED 7719	Practicum and Seminar in Severe Disabilities	6
ESPED 7719	Practicum and Seminar in Severe Disabilities	6

**Accelerated M.Ed. Program Leading to Professional Teacher License****Accelerated M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts 33 credits****Part of a Degree Program for College of Liberal Arts and Sciences Early Childhood and Elementary Education Majors**

EECLD 6115 May be waived with documented state approved SEI endorsement, reducing total program credits by four (4).

EECLD 6001 **or** ESPED 5037 senior year or equivalent based on advisor recommendation. Whichever one was not taken senior year, take during Master's program.

**Phase IV**

EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3
EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3
EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6

**Accelerated M.Ed. in Inclusive Special Education (38 or 41 credits)**

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Teacher of Students with Moderate Disabilities (PreK-8); Teacher of Students with Moderate Disabilities (5-12); or Teacher of Students with Severe Disabilities (All Levels) in the Commonwealth of Massachusetts.

This program provides the knowledge and skills to teach, support, and advocate for individuals with disabilities, and is grounded in evidence-based practices including curriculum, assessment, specialized instruction, positive behavioral support, and collaboration. Each licensure option requires coursework with field-based assignments, a supervised pre-practicum experience, and a supervised 14-week practicum that provides application and refinement of skills across settings serving students with Individual Educational Programs.

Program Prerequisites: Initial Teacher License from Lesley University College of Liberal Arts and Sciences in Early Childhood (PreK-2), Elementary (1-6), Middle School (5-8) or High School (8-12) with SEI endorsement. All courses must be completed with a grade of B or better.

Practicum Prerequisites: Satisfactory completion of core and license-specific courses, pre-practicum hours, and appropriate Massachusetts Tests for Educator Licensure (MTEL). This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

Practicum prerequisites: Successful completion of a pre-practicum requirement and required pre-practicum course; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

Orientation Requirement: accepted students must complete a new student orientation at the start of their first semester (taken in conjunction with ESPED 5020).

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional License in Early Childhood (PreK-2) or Elementary (1-6) in the Commonwealth of Massachusetts.

This program enhances the ability of teachers to reach all learners in their classrooms and to re-invigorate and enliven their teaching. Many alumni report that a chief benefit of the program is the ability to develop effective classroom teaching strategies to meet the challenges of today's educational climate. Undergraduate students may apply for admission to the program at the end of their sophomore year. In order to be accepted into the program, students must have a GPA of 3.3 or higher during the first four semesters of college. Formal application involves creating a portfolio application that is reviewed by a team of graduate and undergraduate faculty.

#### Program Requirement:

- For Professional License in Early Childhood: Massachusetts Initial License in Early Childhood (PreK-2)
- For Professional License in Elementary: Massachusetts Initial Teacher License in Elementary (1-6)

#### PROGRAM OF STUDY

***Courses may have prerequisites for registration; please check course descriptions before registering.***

#### Core Education Courses (15 credits):

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARED 6109	Curriculum, Instruction, and Assessment: Visions and Versions	3
EARED 5009	Drama and Critical Literacy	3
EARED 5010	Creative Movement: Kinesthetic Learning Across the Curriculum	3
EARED 7100	Arts Integrated Inquiry: Seminar and Thesis Project	3

Taken in Senior Year: EARED 6100

#### Integrated Arts Courses (18 credits):

EARTS 6008	Arts and Technology	3
EARTS 6101	Art and Culture in Community	3
EARTS 5351	Cultural History Through Storytelling	3
EARTS 6105	Multiple Perspectives Through Music	3
EARTS 6104	Art and Visual Inquiry	3
EARTS 6203	The Language of Poetry	3

Taken in Junior Year: EARTS 6105

#### Accelerated M.Ed. Program: Non Licensure

#### Accelerated M.Ed. in Arts, Community, and Education 36 credits

#### Part of a Dual Degree Program for Lesley Center for the Adult Learner (LCAL) Bachelor's Degree Students

This accelerated M.Ed. in Arts, Community, and Education program provides a dynamic and interdisciplinary foundation in community arts work, including arts-based work, grant writing, arts administration, networking, fundraising, curriculum planning, assessment, and advocacy. In addition, the program requires students to pursue more in-depth knowledge in one of five specializations. Research and field experiences that expose students

to the power of community arts as an instrument for social change are integral to the program.

Open to LCAL students enrolled in any Bachelor of Arts or Bachelor of Science program, candidates must apply with no fewer than 6 credits left to complete their Bachelor's degree. After completing a minimum of 100 credits toward their Bachelor's degree, students will consult with an academic advisor and register for 6 graduate credits. Official admission to the Master's degree program is contingent upon conferral of the Bachelor's degree. Successful applicants will have 30 out of 36 credits remaining for the Master's degree.

#### Program Specializations:

##### Arts in Health

This specialization is ideal for students who want to incorporate the arts into services and programs that promote health for individuals within various communities and care settings, including, but not limited to, veterans, families, and older adults.

##### Integrated Arts

Students interested in exploring multiple arts modalities, including art, drama, music, poetry, and storytelling, will learn to facilitate an integrated arts approach for school curriculum, community organizations, and other environments.

##### Multicultural Education

An ideal choice for those who want a better understanding of diversity in social contexts and for work in community settings. Themes explored in related courses include social and personal identity; socio-political context; multiple perspectives; and power and privilege in social context.

##### Theater Studies

Participants get an opportunity to develop artistic skills necessary to facilitate a drama-based approach for school curriculum, community organizations, and other environments. Students work with practicing drama educators and directors.

##### Visual Art

Appropriate for current teachers, artists, or other professionals who want to develop the artistic skills to facilitate a visual arts-based approach for school curriculum, community organizations, and other environments. Students work with practicing artists and art educators to understand the ways in which communities are vital in our framing and teaching of visual art.

#### PROGRAM OF STUDY

***Courses may have prerequisites for registration; please check course descriptions before registering.***

In consultation with advisor, LCAL students will take **2** of the courses below at the undergraduate level for a total of **6** credits.

#### Required Core Courses (9 credits):

EARTS 6001	Collaborative Symposium: Power of the Arts in Communities and Schools	3
EARED 6117	Theory and Practice in Community Arts: Ideas Into Action	3
EARED 7106	Multiple Literacies: Social and Political Investigation	3

#### Required Inquiry and Practice Courses (9 credits):

EARED 7100	Arts Integrated Inquiry: Seminar and Thesis Project	3
EARED 7700	Internship and Seminar in Community Arts	3

EARED 7102	Arts-Based Research	3
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### Program Specializations (18 credits):

Each student will choose, in consultation with advisor, one of the specializations below for the duration of his or her program and will take the 3-credit courses designated for each specialization.

#### Arts in Health Specialization

GEXTH 5045	Arts and Healing	3
GEXTH 6028	The Arts in Health: Cultural Context and Meaning	3
GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH/GCREA	Expressive Therapies/Creativity, Leadership and Social Change: Two courses chosen in consultation with advisor	6
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: One course chosen in consultation with Community Arts and Arts in Health faculty advisors	3

#### Integrated Arts Specialization

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARTS 6105	Multiple Perspectives Through Music	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

#### Multicultural Education Specialization

EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3
EARTS 6101	Art and Culture in Community	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

#### Theatre Studies Specialization

EARED 5009	Drama and Critical Literacy	3
EARED 6091	Transformational Leadership Through Drama	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

#### Visual Art Specialization

EARTS 6103	Literacy and the Arts: Vision and Voice	3
EARTS 6006	Power of the Image: Media Literacy	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

## LESLEY/SCHOOL PARTNERSHIP PROGRAMS

### TEACHER RESIDENCY PROGRAMS

The Graduate School of Education's affiliations with local independent schools and public school districts offer students the opportunity to complete a full-year field placement while taking graduate education courses that lead to a Master's degree and, with the exception of Berwick Academy, an Initial teacher license in early childhood, elementary, middle school, moderate disabilities, or severe disabilities. These programs connect theory with practice in

an integrated manner and include courses and seminars held at the school sites as well as at our campus in Cambridge.

These programs are completed in approximately one year, beginning in the summer semester. Student-teacher interns engage in all aspects of school and classroom life: working with students, developing curriculum, participating in teacher-parent conferences, and joining in many other school activities.

**Collaborative Internship Programs:** Lesley works in partnership with independent schools and public school districts in Massachusetts to offer students the opportunity to complete a full-year field placement while taking graduate education courses that lead to a Master's degree and an Initial teacher license in early childhood, elementary, middle school, high school, moderate disabilities, or severe disabilities. An Individually Designed Master's degree, non-licensure, is also offered in South Berwick, Maine.

**Elementary Education with ESL Preparation:** In this Urban Initiative program, offered in collaboration with participating urban school districts in Massachusetts, students take courses and complete a year-long internship at a school, finishing with a Master's degree and an Initial teacher license in Elementary Education (1-6). This program also prepares students for the Massachusetts Tests for Educator Licensure in English as a Second Language (ESL).

**Early Childhood Education with ESL Preparation:** This residency program is based in Somerville, Massachusetts. Through this year-long program, students earn an M.Ed. in Early Childhood and an Initial Massachusetts teacher license. This program also prepares students for the Massachusetts Tests for Educator Licensure in English as a Second Language (ESL).

### PROFESSIONAL DEVELOPMENT SCHOOL PARTNERSHIPS

Lesley's professional development school partnerships with elementary schools in Cambridge were established for the purpose of enhancing the pre-service preparation of Lesley students, the professional development of veteran teachers and university faculty, and the education of children. A Lesley faculty member is assigned to each school; clusters of student teachers are placed in the schools and practitioners are actively involved in the education and mentoring of the student teachers, both at the school and as speakers and adjunct faculty at the university. Lesley and school faculty engage in professional exchanges such as study groups, workshops, curriculum development, and classroom inquiry projects. The schools are exciting, diverse communities of learners, dedicated to the continuous growth of all participants. They provide a unique opportunity for Lesley students to experience the integration of theory and practice and join together with professionals and parents to collaboratively generate new ideas about effective teaching practices.

### YEAR LONG INTERNSHIPS

Lesley has developed year-long internships with several schools in Cambridge and Newton. Students in these internships commit to spending the full academic year (September–June) in the schools and are paid a stipend for their work. These placements provide immersion in a collaborative teaching relationship with excellent classroom teachers, as well as the opportunity to participate in all aspects of school and classroom life such as faculty meetings, parent meetings, and ongoing professional development. Practicum and seminar requirements are generally met during the spring semester.

## **GRADUATE SCHOOL OF EDUCATION PROFESSIONAL DEVELOPMENT**

The Graduate School of Education is home to four centers that offer professional development opportunities for teachers and administrators, as well as a wealth of resources to individuals and districts involved in activities for educational improvement and institutional reform. The common goal of the centers is to engage individuals and districts in activities related to the improvement of learning outcomes for children and youth. Their focus is on developing and disseminating innovative, research-based models for teaching and learning, particularly in literacy, mathematics, and special education; on providing professional development and training programs for individuals and districts aimed at school-wide improvement; and on the expansion of best practice through program evaluation, research, and scholarship.

### **THE CENTER FOR INCLUSIVE AND SPECIAL EDUCATION**

The Center for Inclusive and Special Education is dedicated to understanding and promoting the knowledge needed by educators to improve the teaching of students with exceptional learning needs. The center seeks to create collaborations among families, schools, and communities that will enhance learning and development for every child, adolescent, and adult. Through forums and conferences, the center disseminates information about current instructional technologies and approaches; it also conducts research and develops products to aid teachers and provides resources for students, teachers, families, school systems, and policymakers to ensure an equitable education for all.

Current research and development focuses on the effects of trauma on learning. In collaboration with the Trauma and Learning Policy Initiative of Massachusetts Advocates for Children, Harvard Law School, and a grant from the Oak Foundation, the center has developed courses on the impact of trauma on learning. The Lesley Institute for Trauma Sensitivity (LIFTS) partners with many districts throughout Massachusetts and is expanding our reach nationally and internationally.

The center has also developed a twelve-credit Graduate Certificate in Trauma and Learning program, offered through a school, low residency, or district cohort model, that focuses on examining the impact of traumatic experience on student learning and developing strategies to cultivate trauma sensitive environments.

### **THE CENTER FOR MATHEMATICS ACHIEVEMENT**

The Center for Mathematics Achievement assists teachers in honing their mathematics content knowledge. Research has shown that teachers who have enriched their own mathematical content knowledge are better suited to provide richer, more effective mathematics opportunities to their students. The center has provided sustained professional development in partnership with districts across Massachusetts through grants from the Massachusetts Department of Elementary and Secondary Education and the United States Department of Education. In addition, the center also provides Massachusetts teacher educator licensure test preparation workshops, content institutes, and professional development for elementary and middle school teachers. Center for Mathematics Achievement.

### **THE CENTER FOR READING RECOVERY AND LITERACY COLLABORATIVE**

The Center for Reading Recovery and Literacy Collaborative (CRRLC) is dedicated to providing high quality professional development to administrators, literacy coaches, classroom teachers, and other literacy teachers and specialists. Reading Recovery® is a reading intervention designed to help first graders who find literacy learning difficult achieve average grade-level proficiency in 12 to 20 weeks. Literacy Collaborative, a whole-school literacy model, is a comprehensive, standards-based approach to teaching that brings together teachers, teacher leaders, literacy coaches, school leadership teams, and school and district administrators to support the district's literacy vision. Districts make a long-term commitment to implement and sustain the model by supporting two years of initial coursework, followed by annual ongoing professional development.

The CRLLC supports improvement in literacy outcomes for students PreK-8 with a variety of other professional development opportunities such as literacy institutes and conferences, on-site offerings for schools and districts, and graduate courses in specific aspects of literacy teaching.

The CRRLC has two certificate programs. The Graduate Certificate in Developing Literacy Expertise Through Responsive Classroom Teaching (K-8) (p. 122) is an 18-credit online certificate program, distinguished by its systematic focus on building an integrated approach to literacy across all of the important elements of instructional practice. A prominent feature of the program is its application of Clay's complex theory of literacy learning and its use of *The Continuum of Literacy Learning K-8: A Guide to Teaching* developed by Fountas and Pinnell. The Graduate Certificate in Literacy Coaching and Teacher Leadership (p. 122) is new for 2018-2019.

For information on current offerings, go to Center for Reading Recovery and Literacy Collaborative.

### **THE CENTER FOR ADVANCED PROFESSIONAL STUDIES**

The Center for Advanced Professional Studies (CAPS) serves educators throughout their careers by providing professional development that addresses critical content areas in teaching and learning. Such areas include the arts, literacy, environmental education, ELL/bilingual education, civic engagement, social and emotional learning, special education, STEM (science, technology, engineering, and math), and trauma in learning. Center for Advanced Professional Studies.

## **GRADUATE SCHOOL OF EDUCATION CORE FACULTY AND ADMINISTRATION**

Dana Bentley, Assistant Professor. Ed.D., Teachers College, Columbia University; M.Ed., Harvard University; BA, Georgetown University.

Margaret Burns, Assistant Professor. PhD, University of Colorado, Boulder; MA, University of Massachusetts; BA, Vassar College.

Gail Cahill, Assistant Professor. Ed.D., University of Massachusetts-Lowell; M.Ed., University of Massachusetts-Boston; M.Ed., Boston University; BS Fitchburg State College.

Mary Ann Cappiello, Professor. Ed.D., EdM, Columbia University; BA, Haverford College



Tina Carter De La Cruz, Assistant Dean of Administration. MA, Lesley University; BA, Framingham State College.

Summer R. Clark, Assistant Professor. PhD, University of Maryland; Ed.S., University of Georgia; M.Ed., University of Mississippi; BA, Covenant College

Patricia Crain de Galarce, Associate Dean, Director of Center for Special and Inclusive Education. Ed.D., University of Pennsylvania; CAGS, Lesley University; MA, Lesley University; BS, Westfield State University

Maureen Creegan-Quinquis, Professor. PhD, Lesley University, Tufts University/Boston Museum School; M.Ed., Endicott College; Professional Studio Arts Diploma, School of Museum of Fine Arts Boston

Sue Cusack, Assistant Professor. M.Ed., Emmanuel College; BA, Skidmore College

Frank Daniello, Assistant Professor. PhD, M.Ed., Boston College; BS, University of Vermont

Erika Thulin Dawes, Professor. Ed.D., Columbia University Teachers College; M.Ed., Lesley University; BA, University of Massachusetts-Amherst

Cynthia Downend, Instructor; Assistant Director, Center for Reading Recovery and Literacy Collaborative. Ed.S., Nova University; MA, Western Michigan University; BA, Kalamazoo College

Grace Enriquez, Associate Professor. Ed.D., Columbia University; M.S.Ed., University of Pennsylvania; BA, Boston College

Beverly Cush Evans, Associate Professor. PhD, University of Pittsburgh; MS, Duquesne University; BA, Marquette University

Brooke B. Eisenbach, Assistant Professor. PhD, M.Ed., BA, University of South Florida

Lily Fessenden, Assistant Professor. PhD, California Institute for Integral Studies; MA, Goddard College; BA, Bowdoin College

Lisa B. Fiore, Professor. PhD, Boston College; MAT, Tufts University; BA, Brandeis University

Irene Fountas, Professor; Director, Center for Reading Recovery and Literacy Collaborative. Ed.D., CAGS, M.Ed., BS, Boston University

Roser Gine, Assistant Professor. Ed.D., University of Massachusetts-Boston; M.Ed., Harvard University; BA, Dartmouth College

Amy Gooden, Assistant Professor. Ed.D., Boston University; Ed.M., Harvard University; BA, Emerson College

Rita Gordon, Instructor. CAGS, State College at Boston; M.Ed., BS, Boston University

Stephen Gould, Assistant Professor. Ed.D., University of Massachusetts-Amherst; M.Ed., Fitchburg State College; BM, Berklee College of Music

Barbara L. Govendo, Associate Professor. PhD, Boston College; M.Ed., Lesley College; B.Ed., State University of New York-Buffalo

Lorraine J. Greenfield, Assistant Professor. Ed.D., Boston University; CAGS, Bridgewater State College; M.Ed., Boston University; BS, Boston University

Caroline Heller, Professor. Ed.D., M.Ed., University of California-Berkeley; MFA, Bennington College; BA, University of Chicago

Ulas Kaplan, Associate Professor. Ed.D., Harvard University; Ed.M., Harvard University; MA, Boğaziçi University; BSc, Istanbul Technical University

Michael Kemeah, Assistant Professor. PhD, MA, Kansas State University; Teacher's Certificate, Ghana

Mary Beth Lawton, Assistant Professor; Director, Undergraduate Education Division. Ed.D., University of Massachusetts-Amherst; MS, Wheelock College; BS, Colby College

Linda Lengyel, Associate Professor. PhD, M.Ed., University of Pittsburgh; BS, Pennsylvania State University

Brenda Matthis, Associate Professor, PhD Division Chair. EdD, EdM, Harvard University; BBA, University of Wisconsin, Milwaukee

Martha B. McKenna, University Professor. Ed.D., M.Ed., MA, Columbia University; BA, Emmanuel College

Paul Naso, Assistant Professor. Ed.D., Harvard University; CAS, Harvard Graduate School of Education; MPH, Newton College; BS, University of Scranton

David Nurenberg, Associate Professor. PhD, Lesley University; MA, Tufts University; BA, Brandeis University

Michael Pabian, Assistant Professor. PhD, Lesley University; M.Ed., Boston State College; BA, Boston College

Louise Pascale, Professor; Director, Integrated Teaching Through the Arts Program. PhD, M.Ed., Lesley University; BA, University of California

Susan Patterson, Associate Professor. PhD, University of Alabama; M.Ed., University of Tennessee; BSE, Delta State University

Susan Rauchwerk, Professor. Ed.D. and M.Ed., Harvard University; BS, Rutgers

Robin Roth, Professor. PhD, MA, New School for Social Research; BA, City College of City University of New York

Amy Rutstein-Riley, Interim Dean, Associate Professor. PhD, Lesley University; MPH, Boston University; BA, Simmons College

Janet Story Sauer, Associate Professor. Ed.D., University of Northern Iowa; M.Ed., Ohio University; BS, Emerson College

Laura Schall-Leckrone, Associate Professor. PhD, Boston College; MA, School for International Training; BA, Swarthmore College

Valerie Shinas, Associate Dean, Associate Professor. PhD, University of Delaware; M.Ed., University of Massachusetts-Lowell; BA, Anna Maria College

Helen Sisk, Instructor. M.Ed., George Mason University; BS, New York State University-Oswego

Stephanie Spadorcia, Associate Professor. PhD, M.Ed., University of North Carolina at Chapel Hill; BS, Lesley University

Barbara Steckel, Professor. Ed.D., Boston University; MS, AB, Herbert H. Lehman College, City University of New York

Linda Mensing Triplett, Associate Professor. Ed.D., University of Massachusetts; M.S.Ed., University of Wisconsin; BA, University of Minnesota

Susan Twombly, Instructor. MS in Early Childhood Education, Wheelock College; BA in Psychology, Elmira College;

**Emeriti**

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George Blakeslee, Professor Emeritus. Ed.D., M.Ed., Boston University; BS, Miami University

Linda Brion-Meisels, Professor Emerita. PhD, Boston College; MS, Wheelock College; BA, Grinnell College

Marcia Bromfield, Professor Emerita. PhD, M.Ed., Syracuse University; BA, Tufts University

Vivian Dalila Carlo, Professor Emerita. Ed.D., Boston University; M.Ed., Lesley College

Nancy Carlsson-Paige, Professor Emerita. Ed.D., University of Massachusetts-Amherst; MS, Lesley College; BS, Syracuse University

Richard Carter, Professor Emeritus. PhD, Massachusetts Institute of Technology; M.Ed., Lesley College; BA, Vassar College

June Fox, Professor Emerita. PhD, MA, Ohio State University; BS, Northwestern University

George Hein, Professor Emeritus. PhD, MS, University of Michigan; BA, Cornell University

Eva Konstantellou, Professor Emerita. PhD, MA, The Ohio State University; BA, National University, Athens, Greece

Sondra Langer, Professor Emerita. MA, Simmons College; BS, City College, New York

Anne Larkin, Professor Emerita. PhD, Boston College; M.Ed., BS, Boston State College

Mary C. McMackin, Professor Emerita. EdD, University of Massachusetts-Lowell; M.Ed., BS, Boston State College

Margery Staman Miller, Professor Emerita. EdD, MS, University of Pennsylvania; BA, Simmons College

Mary Mindess, Professor Emerita. EdM, Boston University; BS, Simmons College

Maria de Lourdes B. Serpa, Professor Emerita. EdD, Boston University; M.Ed., University of Massachusetts-Boston; BS, Boston State College and Magisterie Primario, Portugal

Maureen Riley, Associate Professor Emerita. M.Ed., Harvard University; BS, Boston College

Nancy Roberts, Professor Emerita. EdD, EdM., AB, Boston University

Arlyn Roffman, Professor Emerita. PhD, Boston College; M.Ed., Lesley College; BA, Connecticut College

Priscilla Sanville, Professor Emerita. PhD, Union Institute; MA, Lesley University; BA, University of Denver

William Stokes, Professor Emeritus. EdD, M.Ed., Boston University; BA, State University of New York, Stony Brook

Joanne M. Szamreta, Professor Emerita. PhD, Boston College; M.Ed., Erikson Institute; BA, Smith College

Joan Thormann, Professor Emerita. PhD, University of Oregon; MA, Boston College; BS, University of Wisconsin

Maureen Brown Yoder, Professor. EdD, Boston University; M.Ed., Lesley College; BA, George Washington University

# COLLEGE OF ART + DESIGN

Welcome MFA Candidates,

What makes the Lesley University College of Art and Design unique? Our two Masters in Fine Arts programs, the full residency MFA in Photography and Integrated Media and MFA in Visual Arts Low-Residency, merge craft, concept, context, personality, and professional priority. Our curriculum incorporates rigorous studio practice, with critical and cultural exposure, which infuses traditional knowledge and skill with the professional power to influence, in a mercurial world.

In creating our Masters in Fine Art Degrees, our task was to build a community of passionate artist-scholars with a powerful work ethic, who would exemplify the value of play and its relationship to learning. Students who explore and experiment in the process of creating can better engage in a critical dialogue with like-minded souls. The College of Art and Design proves a collaborative adventure and invents new models for MFA programs.

Integrating creative work and artistic vision into daily life, our Low-Residency program, the MFA in Visual Arts, provides structure to complete your graduate degree while living in your community, thus integrating your art making within your diverse schedules and needs as adults. Once each semester, an intensive ten-day residency at the Lesley campus ignites conversation and critique. After, you return home and continue your work off-site. Dedicated to helping artists excel in their body of work, mentors and artists unite to craft a course of study that nurtures each artist's individual point of view while providing the analytical tools necessary for vibrant cultural dialogue.

The interdisciplinary focus of the MFA in Visual Arts Low-Residency program evokes exploration as students explore integration of a variety of visual arts media over a sustained exploration of the cultural context. The MFA in Visual Arts provides students with the educational environment in which to develop the tools and expertise to refine their individual vision. Students advance their study of art history, culture and critical thinking through the rigorous academic exposure. Students increase awareness of how their work relates to contemporary audiences and increasingly global themes. The MFA broadens knowledge of visual arts as a profession by offering seminars in professional development, including gallery approaches, grant and proposal preparation, commissions, and media presentation skills.

Our esteemed MFA in Photography and Integrated Media program at the College of Art and Design was created to emphasize craft and concept driven photography with emphasis on rigorous studio practice, art and cultural context, critical and professional studies, and the fluid integration of contemporary media within traditional and alternative photographic practice. This was predicated upon the philosophy that photography is no longer a single entity but is unique among the visual arts in its ability to successfully merge established and contemporary technologies investigating the art of making impressions with light. It is, more than any other form of visual expression, an ideal nexus of art and culture. Our recent thesis catalogues have featured projects in alternative processes, artist's books, video, installation, performance, music, chemistry, digital imaging, photo integrated sculpture, and fine arts such as ceramics, painting, and drawing.

Students have access to state of the art digital technologies as well as alternative, historical, and integrated media related resources.

Traditional media finds new life in the hands of 21st century visual communicators and artists. A major component of the MFA in Photography program is our Visiting Artist / Scholars integration with Graduate Studio Seminar, as the program fully integrates these outstanding guests as a key component of the learning experience. Recent, current, and future Visiting Artist / Scholars include Dan Estabrook, Vicki Goldberg, Keith Carter, Luis Gonzalez Palma, Lyle Rexer, Susan Bright, Roy Flukinger, Holly Roberts, Matt Saunders, David Hilliard, John Stilgoe, Deborah Luster, Andy Grundberg, Merry Foresta, Alison Nördstrom, Elinor Carucci, Sebastião Salgado, Jose Falconi, Mark Dion, and Lucy Soutter.

Both Masters in Fine Art programs at the Lesley University College of Art and Design were developed on the premise that artistic media reside in a state of flux. Thus its identity is forming now, as we speak, by young contemporary artists cognitively defining its future. What makes us unique? You. As you move through this program, your deeply personal body of work will become synonymous with media integration and innovation.

Amy Deines  
Dean, College of Art and Design

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## Master of Fine Arts in Photography and Integrated Media

### An Emphasis on Craft and Concept

From its inception in 2011, our MFA in Photography and Integrated Media program at the Lesley University College of Art and Design has been designed and nurtured as a collaborative work in progress, created to emphasize craft and concept driven photography. It is comprised of an artist / scholar community of faculty, Visiting Artists and candidates, all of whom share a passionate respect for the hand-made traditions of photographic practice while embracing, with equal passion, what is rapidly being recognized as "the new photography" ... a marriage of contemporary analog and digital photographic technologies emphasizing rigorous studio practice, art and cultural context, critical and professional studies, and the fluid integration of inter-disciplinary and contemporary media. Our philosophy embraces the concept that photography is in a state of flux and no longer a single entity. It is unique in the visual arts in its ability to merge established and contemporary technologies in the art of making impressions with light and is an ideal nexus of art and culture. We invite you to join our thriving community of contemporary photographic artists who will be defining the future of photography.

### Program Format

Full-time residency requirement: 4 terms

Maximum number of years for residency: 2 years

Typical number of credit hours per term for a full-time student: 15 credits

Total number of credit hours required for graduation: 60

Total in Graduate Seminar I – IV: 24

Total in Critical Studies and Art History: 9

(Includes Issues in Visual Culture in first semester)

Total in Studio Electives: 9

Total in Photography as Cultural Practice: 3

Total in Professional Studies: 9

(Includes internships, teaching assistantships, independent studies, adjunct faculty Teaching Fellowships)

Total in Graduate Thesis Seminar: 6

Of the 60 credits, 33 credits (or 55%) are graduate-level courses, 15% are Professional Studies opportunities for internships, mentoring, and teaching assistantships and adjunct faculty Teaching Fellowships. The remaining 30% are electives chosen from existing College of Art and Design studio, critical studies, and art history offerings. Content will be delivered in a variety of formats: in class, electronic, and online when appropriate.

A key attribute of the MFA Photography and Integrated Media program is the Visiting Artist / Scholar component that is full integrated into graduate seminar and jury experiences. MFA candidates will work with outstanding Visiting Artists throughout the semester in each of their 4 semesters.

### Degree Requirements

Successful completion of four semesters in residence in the program, earning a total of 60 graduate credits. This will include full participation and satisfactory evaluations from all components of the program. These will include writing, physical work, presentation at juries, and engagement in all seminars.

Ability to demonstrate a professional level of accomplishment in their self-selected arena of artistic work. This will be realized through aesthetic and technical achievement, conceptual ideas working with integrated photographic / light marking practice in compatible media that reflects the development of personal imagery. Graduate Thesis seminar is all writing and exposition of ideas

Ability to demonstrate an understanding of the various criteria used for making critical judgments about the visual arts, especially photography, including the relationship of visual culture to a societal context. Evaluation will be done through a jury process that will include 2 mid-year in-process juries and 2 end-of-year final juries. Evaluation will be Pass, Fail, or Still In Progress.

Active participation, involvement and dialogue in the seminar critiques of other candidate's work during the course of study. Generosity of expression is highly valued.

Participation in a final group thesis exhibition and catalogue of their work and writing. Both must be satisfactorily reviewed by the MFA program faculty, Visiting Artists and jurors.

### Program Structure

#### Two-year program (4 semesters) — 60 credits

#### Semester 1

Graduate Studio Seminar I — 6  
Issues in Art History & Visual Culture — 3  
Photography as a Cultural Practice — 3  
Studio Elective — 3

#### Semester 2

Graduate Studio Seminar II — 6  
Art History or Critical Studies Elective — 3  
Art in Context or Professional Studies Elective — 3  
Studio Elective — 3

#### Semester 3

Graduate Studio Seminar II — 6  
Art History or Critical Studies Elective — 3

Professional Studies Elective II — 3  
Studio Elective — 3

#### Semester 4

Graduate Studio Seminar IV — 6  
Thesis Studio (studio exclusively for thesis work) — 6  
Professional Studies Elective II — 3

#### Graduate Studio Seminar I-IV

Consisting of a full day of activity on a weekly basis, the Graduate Studio Seminar is a team taught course with a core faculty and Visiting Artist/Scholar. Engaging with a variety of aspects surrounding their work, students will be consistently producing and refining their portfolios in Seminar, while simultaneously relating their work to historical and contemporary art concerns. Each week includes studio critique, discussion of conceptual issues, and response to course readings. Through four semesters of Graduate Studio Seminar and Graduate Thesis Seminar, students will produce a strong and resolved portfolio that will culminate with their graduate thesis exhibition and catalogue.

#### Visiting Artist Component

The Visiting Artist/Scholar component is a key element of the MFA in Photography and Integrated Media program and is intended to promote curricular flexibility and a timely reflection, and response, to the constantly changing identity of photography in the 21st century.

Each semester, a Visiting Artist/Scholar will be teamed with a core faculty member and 12 MFA in Photography and Integrated Media candidates for an intensive studio and critical studies experience. Visiting Artists will be leaders in the medium and will include contemporary artists, historians, curators, and theorists. Recent and upcoming Visiting Artists include Luis González Palma, Vicki Goldberg, Keith Carter, Sebastião Salgado, Holly Roberts, Dan Estabrook, David Hilliard, Lyle Rexer, Roy Flukinger, Matt Saunders, John Stilgoe, Susan Bright, Deborah Luster, Alison Nordström and Eleanor Carucci, Lucy Soutter, and Deb Todd Wheeler.

#### Studio Elective

Students choose three studio electives from a list of eligible courses offered at the College of Art and Design, largely inclusive of most current studio courses. Advanced studio work may be requested in the form of independent study

#### Art History or Critical Studies Elective

Students will take Photography as a Cultural Practice in Semester I. In following semesters they will take two additional courses from a pre-selected list of eligible Art History/Critical Studies offerings from within the University. Advanced art history and critical studies work may be requested in the form of independent study.

#### Photography as a Cultural Practice

Considering the capacity of Photography to reflect and define cultural mores, this seminar will explore the historical and contemporary nuances of the medium as a social and political object. The complex shifts within photography in a digital context will be discussed, as well as the technological, conceptual, and artistic relationships between photography and other mediums. Creative engagement with these concerns will be a major component of the seminar, and class projects will provide a means for students to apply their own photographic interests and refine their practice. A variety of contemporary methodologies to engage with culture will be presented, such as the use of composite, erasure, integration of text, and appropriation of media images. Classes will also be

comprised of field trips to area exhibits, resources, and talks, as well as class visits by working artists.

### Issues in Visual Culture

This course accounts for 3 of the art history and critical studies requirements and focuses on the interrelationship between art and society. Accordingly, students examine the role of visual culture and artistic practice within the context of everyday life. To accomplish this task, we address a wide range of contemporary issues relating to the many connections between art and society. To help tackle these issues, we read essays by artists, critics, and theoreticians who have been instrumental in defining our understanding of visual culture over the past three decades.

### Professional Studies Elective

Candidates select three / 3-credit options during their course of study to advance their individual professional aspirations. These can include (but are not limited to): internships, undergraduate teaching assistantships, mentored independent studies, traditional coursework (in areas such as art therapies, business, or art education, and 3 to 4 competitive adjunct faculty teaching fellowships per year.

### Thesis Studio Seminar

The MFA in Photography and Integrated Media thesis is the capstone of the graduate school experience and asks the candidate to critically reflect on their creative practice, work and methodologies, and to construct a scaffolding where their concepts and process are contextualized, clearly defined and visualized... it is the artist's voice on multiple levels. MFA candidates will be expected to discuss their individual plans for a thesis during the mid-year juries at the conclusion of their third semester, and subsequently required to write a multi-page synopsis detailing their proposal and direction. This synopsis must be submitted to the Director of the MFA program and the Visiting Artist / Scholar who will be co-teaching the MFA Thesis Studio Seminar for approval before the MFA candidate begins the writing process and visual component. MFA Thesis Studio Seminar is a Pass / Fail or SIP (Still in Progress) course where the written component is emphasized. The visual components will carry equal weight in the final jury but will be the focus of Graduate Studio Seminar IV. Seminar participation, thesis exhibition and catalogue, and final MFA Thesis jury defense are integrated into the final evaluation.

## DEGREE REQUIREMENTS

### Required Core Graduate Photography Courses (33 credits)

IGRPH 5100	Photography as a Cultural Practice	3
IGRPH 6100	Graduate Studio Seminar and Critical Studies I	6
IGRPH 6200	Graduate Studio Seminar and Critical Studies II	6
IGRPH 7300	Graduate Studio and Critical Studies Seminar III	6
IGRPH 7400	Graduate Studio and Critical Studies Seminar IV	6
ITHPH 7500	Thesis Studio Seminar	6

### Thesis Studio- a one-semester course taken in the final semester

\*: 6 credits MFA students would be required to attend a Critique and Core Studies Seminar for each semester of the program, and to complete the Thesis Studio in order to graduate.

### Professional Studies Electives (9 credits)

IPHOT 5740	Art in Context	3
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	or	
IGRPH	Professional Studies Electives	3
IGRPH/IPHOT/IAPRO	Professional Studies Electives	3
IGRPH/IPHOT/IAPRO	Professional Studies Electives	3

### Professional Studies Electives (9 credits)

The following courses may fulfill the professional studies elective requirements.

IGRPH 7089 Studio Assistantship

IGRPH 7880 Internship

IGRPH 7992 Teaching Fellowship

IGRPH 7999 Independent Study

IPHOT 5122 Professional Directions

IPHOT 5740 Art in Context

IAPRO 5100 Business Skills for Artist

**Professional Studies Elective-** Choose three 3 credit options: 9 credits Options can include: internships, adjunct faculty teaching fellowships, teaching assistantships, mentored independent studies, practicum or traditional course work in an area such as business management or art education. IPHOT 5740 Art In Context and IPHOT 5122 Professional Directions will satisfy this requirement.

### Art History and Critical Studies Requirements (9 credits)

IAHIS 5100	Issues in Art History and Visual Culture	3
IAHIS/IPHOT	Art History & Critical Studies Courses	3
	or	
IGRPH 5200	Advanced Topics in Photography	3
IAHIS/IPHOT	Art History & Critical Studies Courses	3

### Following is a sample of Art History & Critical Studies Electives

MFA Photography students must take a minimum of two, 3 credit, Art History (IAHIS) or Critical Studies (IPHOT) Electives

IAHIS 5200	History of Photography	3
IAHIS 5220	The Power of German Film & Photography	3
IPHOT 5330	Contemporary Trends in Photography	3
IPHOT 5340	Beauty & Fact: 19th Century Photography	3
IPHOT 5460	Cinema and Visual Reaction	3
IAHIS 5460	History of Animation	3
IAHIS 5025	Cinema Eye, Cinema Art: A History of Film	3
IAHIS 5043	Curators, Critics & Collectors	3
IAHIS 5211	Testament: A History of Documentary	3
IAHIS 5311	Gender in Focus: History Women in Photography	3
IAHIS 5313	Photography and the Multicultural	3
IAHIS 5380	History of New Media	3
IPHOT 5390	Photography and Power	3
IPHOT 5440	The Constructed Image	3
IPHOT 5480	The Critical Eye	3
IPHOT 5581	Media + Society	3
IPHOT 5585	Video Projects & Installation	3
IAHIS 5600	Art Since 1945	3
IAHIS 5610	Design Discourse	3
IPHOT 5715	Landscape of Memory: Histories	3
IPHOT 5740	Art in Context	3

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IAHIS 5900	Alternating Currents: Experimental Film	3
IPHOT 5180	Horror in Photography & Film	3
IAHIS 5220	Representing Representation	3
IAHIS 5500	Art and Popular Culture	3
IAHIS 5605	Postmodernism	3
IAHIS 5620	Hyperculture - Art & Technology	3
IAHIS 5910	Critical Theory	3
IAHIS 5290	Art & Photography in Contemporary China	3
IPHOT 5321	Documenting Village Life: Mexico	3

**Studio Electives (9 credits)**

Studio Elective	3
Studio Elective	3
Studio Elective	3

**MFA in Photography Additional Requirements in Studio Electives**

Any course cross-listed as a MFA in Photography Studio Elective must have additional assignments/expectations to reflect the appropriate level or the amount of student learning expected of the MFA candidate. This can be in the form of extra writing, studio projects, critical thinking research, communications and / or participation. This will need to be reflected in the syllabus and defined for the MFA student. Every MFA student is required to accomplish the added requirements and demonstrate a higher level of achievement and / or proficiency in the studio electives as determined and required by the instructor.

**Choose 3 Courses**

IPHOT 5120	Color: Digital	3
IPHOT 5340	Beauty & Fact: 19th Century Photography	3
IPHOT 5660	Advanced Commercial Projects	3
IPHOT 5365	Journalism: Photojournalism	3
IPHOT 5201	Color Photography	3
IPHOT 5310	Portrait: Traditional & Contemporary	3
IPHOT 5370	Documentary Projects	3
IPHOT 5390	Photography and Power	3
IPHOT 5680	Conceptual Editorial Photography	3
IPHOT 5440	The Constructed Image	3
IPHOT 5470	Photo Noir	3
IPHOT 5122	Professional Directions	3
IPHOT 5130	Special Projects in Artist's Books	3
IPHOT 5180	Horror in Photography & Film	3
IPHOT 5200	Color: Special Projects	3
IPHOT 5215	Taking In: Best of LUCAD Photography	3
IPHOT 5220	Visual Books I	3
IPHOT 5221	Visual Books II	3
IPHOT 5300	Rites and Celebrations	3
IPHOT 5540	Still in Motion	3
IPHOT 5460	Cinema and Visual Reaction	3
IPHOT 5480	The Critical Eye	3
IPHOT 5510	Digital Media I	3
IPHOT 5560	Digital Printing I	3
IPHOT 5565	Fine Digital Photography	3
IPHOT 5580	The Web as an Art Form	3
IPHOT 5585	Video Projects & Installation	3
IPHOT 5600	Advanced Printing	3
IPHOT 5610	Advanced Printing II: Digital	3
IPHOT 5625	Seeing: Photography & Science	3
IPHOT 5660	Advanced Commercial Projects	3
IPHOT 5700	Landscape & Architecture	3

IPHOT 5715	Landscape of Memory: Histories	3
IPHOT 5740	Art in Context	3
IPHOT 5745	Photography & Identities	3

**Internships**

Harvard University Ceramics Program  
 Photographic Resource Center, Boston  
 Paul Taylor Printmaking  
 Project Nica, Nicaragua  
 Maine Media Workshops  
 Santa Fe Photography Workshops  
 Institute of Contemporary Art, Boston  
 Boston Magazine  
 Boston Public Schools  
 Cambridge Public Schools

*"We see our program as a collaborative adventure inventing a new model for MFA programs in Photography. We are cognizant that the medium itself is currently undergoing great change and rather than become yet another traditional MFA, we want to lead the way into what is becoming the new photography, both in how it is taught and practiced."*

*-Christopher James  
 Director  
 MFA in Photo and Integrated Media Program*

*"The program has been a unique mix of intensive group seminars and individualized meetings, as well as a variety of choice in electives. The visiting artist program is particularly valuable, providing informed outside perspectives and important connections within the greater artistic community."*

*-Lindsay Rogers,  
 MFA candidate*

**Blurbs**

"Many prestigious graduate programs are built upon decades old reputations and philosophies that have a void between traditional practices and contemporary media. The new LUCAD MFA program is creating a new path in the medium of photography, theory, and practice; I simply wanted to be here at the beginning of a program that is innovative.

*Michael Donner, MFA Photography and Integrated Media graduate*

"I would tell someone considering applying to the program to do it! At LUCAD there is a commitment to individual goals. This individualized approach paired with access to a wide range of instructors who are also practicing photographers and artists, with expertise in a variety of genres, make LUCAD the ideal place to earn an MFA in photography. I decided to enroll in the MFA program because I desired a support system of peers and educators to help me strengthen my voice as a photographer. I was looking for a way to have a clearer understanding of the "why" I make photographs and the best way to communicate that "why." At LUCAD I am finding the answers to why.

*Jess Somers, MFA Photography and Integrated Media graduate*

I wanted to go somewhere that was open to experimentation through time and media and did not limit me to a prescribed idea of what contemporary photography is and should be. I was also very interested with the fact that this is a brand new

program. Being one of the first students in a MFA program gives a unique ability to really help shape the program and make a name for it.

*Aris Sandoval, MFA Photography and Integrated Media graduate*

### Core Faculty

**CHRISTOPHER JAMES**, University Professor, Director, MFA Photography

MAT, Rhode Island School of Design, 1971

[www.christopherjames-studio.com](http://www.christopherjames-studio.com)

**CHRISTINE COLLINS**, Chair BFA Photography, MFA, Massachusetts College of Art and Design

[www.christinemcollins.com](http://www.christinemcollins.com)

**DAN ESTABROOK**, Photography, B.A. Harvard University, MFA University of Illinois, Urbana-Champaign

[www.danestabrook.com](http://www.danestabrook.com)

**ZIAD HAMZEH**, Photography, Film, Screenwriting, MA, California State University, Los Angeles

[www.hamzehmystiquefilms.com](http://www.hamzehmystiquefilms.com)

**BENJAMIN SLOAT**, Photography, MFA, School of the Museum of Fine Arts, Boston

[www.bensloat.com](http://www.bensloat.com)

**ANGELA MITTIGA**, Photography, Ed.M. Harvard University and MFA Massachusetts College of Art & Design

[www.angelamittiga.com](http://www.angelamittiga.com)

**SUNANDA SANYAL**, Photography (History), Critical Theory, Associate Professor, PhD, Emory University

<http://globalthek.com/film.html>

### RECENT & UPCOMING VISITING ARTIST FACULTY

**SUSAN BRIGHT**, Author & Curator, National Portrait Gallery, Acting Director MA Photography at Sotheby's, London

**KEITH CARTER**, Photographer & author, University Professor, Lamar University, Beaumont, Texas

**ELINOR CARUCCI**, Photographer & author, School of Visual Arts, NYC

**JOSE FALCONI**, Curatorial Studies, PhD, Harvard University

**ROY FLUKINGER**, PhD, Senior Curator of Photography & Film, Ransom Humanities Research Center, U. Texas, Austin

**MERRY FORESTA**, Curatorial Studies & author, Founding Director of the Smithsonian Photography Initiative

**VICTORIA GOLDBERG**, Author of 20 photographic monographs & critic, New York Times for 13 years

**LUIS GONZALEZ PALMA**, Photographer, author & educator

**ANDY GRUNDBERG**, Photography critic New York Times, author, Corcoran College of Art & Design

**DAVID HILLIARD**, Photographer & author, Harvard University and Massachusetts College of Art & Design

**DEBORAH LUSTER**, Photographer, author, artist & educator

**ALISON NORDSTROM**, PhD, former Senior Curator & Director of Exhibitions, George Eastman House

**LYLE REXER**, Author, curator, critic and educator, Professor, School of Visual Arts, NYC University

**HOLLY ROBERTS**, Photographer & author, Corrales, NM

**SEBASTIAO SALGADO**, Photographer, author, journalist, educator

**MATT SAUNDERS**, Photographer, filmmaker, artist & educator, professor, Harvard University

**LUCY SOUTTER**, Author, artist, curator, Sotheby's Institute and Royal College of Art, London

**JOHN STILGOE**, Author and Educator, Harvard University

**DIANA STOLL**, Curatorial Studies, former Senior Editor of Aperture Magazine

**DEB TODD WHEELER**, Photographer and educator, Massachusetts College of Art & Design

**JOE WOLIN**, Author, critic & historian, Professor, Parson School of Design and SMFA

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## Master of Fine Arts in Visual Arts

### Master of Fine Arts in Visual Arts

The Master of Fine Arts in Visual Arts program at the College of Art and Design is dedicated to creating a structure where growth and exploration are fostered not only while the student is enrolled but for the entire course of a lifetime of creative work. The program's low-residency format provides a structure in which artists seeking a graduate degree can develop their artistic vision while integrating their creative work into the fabric of their daily lives. Through seminars in critical theory, aesthetics, and visual culture, critiques of their work, and directed independent study, the program encourages students to define, refine, and strengthen their vision as artists.

With the guidance of their MFA faculty academic advisor, students design their own studio and academic plan for each semester. The interdisciplinary focus of the MFA program encourages students to explore the integration of a variety of visual arts media over a sustained exploration of the context in which visual culture is located. Students advance their study of art history, culture, and critical thinking through the rigorous academic components of the program. Students increase their awareness of how their work relates to worldwide traditions of visual culture and art making. Alongside the development of the student's studio practice, the MFA program broadens the student's knowledge of visual arts as a profession by offering seminars in professional development—including relationships with galleries, grant and proposal preparation, public and private commissions, and the ongoing development of art making and media presentation skills.

The College of Art and Design MFA in Visual Arts program is designed to be completed in two years and is comprised of five ten-day residencies separated by four approximately six-month-long semesters of independent creative work and study.

### Degree Requirements

The Master of Fine Arts in Visual Arts degree requires the following:

- Successful completion of 4 semesters in the MFA program including attendance and participation in all 5 residencies and post-residency studio and academic work for a total of 60 credits as below:

Studio components: 48 credits, 12 credits per semester

IGRST 5100, IGRST 5200, IGRST 6100, and IGRST 6200 Graduate Independent Studio Project I-IV

Academic components: 12 credits, 3 credits per semester

IGRCT 5100, IGRCT 5200, IGRCT 6100, and IGRCT 6200 Graduate Critical Theory I-IV

IGRFS 6200 Graduate Final Seminar: Thesis (Non-credit)

- Mastery of chosen artistic media from both a technical and an aesthetic perspective. Evidence of this will vary from medium to medium, but must include a consistent and sustained body of work in the student's chosen discipline or disciplines.
- Mastery of the context in which the student's work is situated, very broadly defined as visual culture. While this will vary from discipline to discipline, the student must demonstrate a substantive engagement with the critical issues that define the studio practice.
- Participation in the graduate exhibition with the studio work at the final residency.
- Thesis presentation at the final residency. The thesis should demonstrate a clear understanding of various criteria for making judgments about studio work and the student's chosen media as well as evidencing the ability to engage in a sustained research project.
- Presentation of an artist talk with visual illustrations. The talk should be a discussion of the student's work as a visual artist in relation to the student's thesis.

Final approval for granting the Master of Fine Arts in Visual Arts is made by the MFA faculty and with the approval of the program director.

### The Residencies

During the residencies, student show their work to the MFA community and hear the responses it generates in group and individual critiques. Students participate in required and elective seminars in critical theory, aesthetics, art history, and professional practices; visit the area's great public art collections; and attend lectures, demonstrations, and presentations by guest artists and the faculty.

During the residency, each student, in consultation with faculty advisors, develops an individualized plan for studio and academic work. The student accomplishes this in their home community during the six month semester prior to the next ten-day intensive residency. The ten-day residencies are high-intensity conversations about the production of visual art. Time during the residencies is very structured. The combination of critiques, seminars, lectures, panels, conversations, and advisor meetings during the residencies are designed to make the student a stronger visual artist. Lectures and seminars are presented by MFA faculty, visiting artists, critics, and curators. Each residency includes at least one field trip to a cultural institution in the greater Boston area. The residencies are an opportunity for each student to develop, expand, and question their artistic vision in a process that culminates in studio and academic work plans (developed in consultation with faculty advisors) for the period of the semester that takes place between residencies.

**Exhibitions:** Each graduating student must participate in a final exhibition in one of several exhibition spaces at the college. During the final residency, each student delivers an artist talk on

his/her work and submits a written thesis paper. To graduate, the student must be approved by the faculty and the director of the program.

**Critiques:** All students participate in both group and individual critiques with MFA faculty and with visiting artists, critics, and curators. The goal of these critiques is two-fold: to give each student an opportunity to hear how his or her work communicates to others and to give students an opportunity to hear how artworks are discussed. Students have multiple opportunities throughout the residencies to hone these skills.

**Visiting Artists:** During the residencies, artists, art critics, and art historians from throughout the art world present lectures, lead panels, and become active participants in the dialogues about art and art making. Complementing the expertise of College of Art and Design faculty, the visiting artists discuss and present their work and ideas, and participate in critiques of student work.

**Required Seminars:** During each residency, every student participates in seminars on art critical, theoretical, and historical topics. The goal of these seminars is for each student to locate his or her work in a cultural/historical context.

**Elective Seminars:** Small groups of students meet with a faculty member to discuss selected topics in visual arts. These topics may include technical or formal issues, professional considerations, and questions of the relation of art to society. Announcement of topics of elective seminars is made before the beginning of each ten-day residency.

**Planning Sessions:** During the latter half of each residency, in consultation with their faculty advisor, students devise their studio and academic plans for the coming semester, which include readings, papers to be completed, and studio goals to be achieved prior to the next residency period. Students are expected to relate their academic work to their own work as artists.

### Studio Work

IGRST 5100, IGRST 5200, IGRST 6100, and IGRST 6200 Graduate Independent Studio Project I-IV: 12 credits per semester

All students work in their community in their own studios with a local artist mentor who has expertise in the student's discipline. Occasionally students elect to travel to work with an artist who does not reside in the student's local area. The artist mentor is a practicing artist or teacher for whom the student has an affinity. This mentor must be approved by LUCAD. The student, in conjunction with their MFA faculty advisor at LUCAD, devises a scope of work to be accomplished over the course of the semester. The artist mentor then meets with the student at least once a month, for a minimum of four times over the semester, to discuss the student's progress. Over the course of the semester, the artist mentor sends the program a mid-term evaluation, which is shared with the student and faculty advisor. At the close of the semester, the artist mentor submits a final evaluation to the program, which is also shared with the student and faculty advisor. These evaluations are used to help the student understand the strengths and weaknesses of their studio project for the semester. For each residency the student brings the work that was produced over the course of the previous semester for critique, discussion, and grading. The student is expected to devote at least 20 hours per week to studio work. All grades are pass/fail.

### Academic Work



IGRCT 5100, IGRCT 5200, IGRCT 6100, and IGRCT 6200 Graduate  
 Critical Theory I-IV: 3 credits per semester  
 IGRFS 6200 Graduate Final Seminar: Thesis (Non-credit)

During the residency the student, in conjunction with the student's MFA faculty advisor, devises a program of individual study. This study is conceived as a sustained inquiry into the student's own artistic interests through an examination of relevant issues in art history, critical theory, aesthetics, and the work of other artists. Over the course of the semester, the student reads articles and books, visits relevant exhibitions, and often attends conferences and workshops. During the semester, the student is in monthly contact with the faculty advisor to discuss the progress of his or her academic progress. Three short papers, each no more than 1,500 words, explore the themes and issues of the study in relation to the student's work. Additionally, the student is expected to write an artist statement at the end of the semester that can be used as a basis for discussion of the student's interests and work during the ensuing residency. The student is expected to devote at least 5 hours per week to academic work. All grades are pass/fail.

### **Critical Theory Seminars**

During the first four residencies, the student participates in a mandatory Critical Theory Seminar. For each of these seminars, prior to the residency, the student receives a link to online readings or a list of readings to obtain, and an outline of the upcoming seminar meetings. The readings are to be completed before the beginning of the residency. These Critical Theory Seminars provide a basis for discussions both within the seminar meetings and during the critique sessions. Additionally, one of the student's 1,500 word papers should address the critical theory readings from the previous semester.

### **The Thesis**

In the final semester, the student writes a 15-20 page (4,000-5,000 words) thesis. The thesis is a discussion of the student's work and interests situated within the critical, artistic, and cultural landscapes of contemporary art discourse. The purpose of the thesis is to provide the basis of a public dialogue about the student's work. By the end of the second semester, the student should identify a thesis topic and discuss with the MFA faculty advisor how to best address the issues in the thesis. Over the third semester, the student should investigate the ideas underlying the thesis and perform any necessary additional research. An outline of the theses is due at the end of the third semester. The fourth semester is spent writing the thesis. If the student has been systematic in his or her research, then it should be possible to craft the thesis topic, outline, and parts of the thesis by revisiting the short research papers that the student has written over the previous semesters. The thesis is defended by the student in the fifth and final residency and also is the basis of the Artist Talk, which is given in the fifth and final residency.

# COLLEGE OF LIBERAL ARTS AND SCIENCES

## Master of Science in Management (33 credits)

We will no longer accept students into this program after the fall '19 semester.

The Lesley Master of Management program is designed to inspire and challenge the next generation of decision-makers. You will enhance your career opportunities through building a comprehensive skill set to improve your critical thinking and doing.

Sifting through what information is salient and how it helps explicate problem solving is the core of the learning experience. The Lesley MSM will build two essential skills:

- To think creatively and rigorously when approaching a web of problems or opportunities.
- To lead and execute thoughtfully in fast-moving markets and complex organizations.

The Lesley MSM reflects the velocity of how “good” organizations become “great” organizations and how “great” organizations execute in the 21st Century. The Lesley University MSM graduate will identify opportunities, leverage customer data and insights to maximize the organizations assets and execute swiftly. That is how the Lesley MSM is designed: a totally online curriculum that is a blend of theory and practice. Our competitive difference is the “Ripped from the headlines” multidimensional approach to management learning: these are living case studies, reflecting the realities of managing today. Each day a leader is either awash in information or operating blind of insights.

### REQUIREMENTS

#### Required Core (18 Credits)

CMGMT 6700	Leading and Managing in the 21st Century	3
CMGMT 6710	What Outstanding Organizations Do Differently	3
CMGMT 6720	Allocating & Managing Resources	3
CMGMT 6730	Systems Management	3
CMGMT 6740	Entrepreneurship	3
CMGMT 6750	Go to Market: Transforming Opportunities into Success	3

#### Specializations

##### General Management (15 Credits)

CMGMT 6770	Business Models	3
CMGMT 6888	Measuring Success	3
CMGMT 6780	Customer Value	3
CMGMT 6790	Global Emerging Markets	3
CMGMT 6800	Simplicity/Innovation/Disruption	3

##### Non-Profit Management (15 Credits)

CMGMT 6100	Social Entrepreneurship	3
CMGMT 6105	Donors	3
CMGMT 6110	Program Development and Evaluation	3
CMGMT 6115	Strategic Communication & Social Media	3
CMGMT 6120	Accounting & Financial Management for Non-Profits	3

## ACCREDITATIONS AND STATE APPROVALS

Lesley University was founded in 1909 and is recognized as a nonprofit organization under Massachusetts law and as a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code.

Lesley University is accredited by the New England Commission of Higher Education (NECHE) [www.necche.org](http://www.necche.org). Many individual programs are also accredited or endorsed by the Commonwealth of Massachusetts and other organizations.

The Massachusetts Department of Higher Education (<http://www.mass.edu/>) has granted Lesley University degree-granting authority for: Bachelor of Fine Arts, Bachelor, Master, Master of Fine Arts in Visual Arts and Master of Fine Arts in Creative Writing, Certificate of Advanced Graduate Study, education leading to the degree of Associate in education and human services, and Doctor of Philosophy in: Expressive Therapies, Educational Studies, and Counseling and Psychology. See school-by-school accreditation information: [lesley.edu/about/accreditations-state-approvals](http://lesley.edu/about/accreditations-state-approvals)

### State Authorization Reciprocity Agreements

Lesley University has been approved to participate in the National Council for State Authorization Reciprocity Agreements (<http://nc-sara.org/>). A State Authorization Reciprocity Agreement (SARA) establishes comparable national standards for interstate offering of post-secondary distance-education courses and programs. SARA is approved in 49 states, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands. California does not participate in SARA, for more about California authorization, see the additional state-by-state information below.

### Programs Leading to Professional Licensure

Lesley University cannot confirm whether the course or program of study will meet the educational requirements for professional licensure or certification in any state other than Massachusetts. We advise all applicants and students to determine whether the program meets requirements for licensure or certification in the state in which they reside or plan to practice.

### Complaint Process for Online and Low-Residency Students

At Lesley, we attempt to resolve student complaints within our academic and administrative departments. Online and low-residency students who have a complaint about a University process or procedure may submit a written complaint at [online.resolution@lesley.edu](mailto:online.resolution@lesley.edu). We'll forward the complaint to the appropriate academic or administrative department, and email you to let know that the issue is being reviewed. We'll attempt to resolve the complaint quickly.

The Massachusetts Department of Higher Education (DHE) reviews and evaluates student complaints regarding online and distance learning programs offered by Massachusetts-based institutions that are members of SARA. Students must first attempt to resolve their complaint using Lesley's internal complaint process, described above. After exhausting this process, students may submit a complaint to the Massachusetts DHE. If you are a resident of Massachusetts and your complaint is not resolved at the institutional level, you may proceed to the DHE's resident consumer complaint procedure ([mass.edu/forstufam/complaints/complaints.asp](http://mass.edu/forstufam/complaints/complaints.asp)).

If you are a resident of a SARA member-state (other than Massachusetts) (see [nc-sara.org/sara-states-institutions](http://nc-sara.org/sara-states-institutions)) and your complaint is not resolved at the institutional level, you may proceed to the DHE's non-resident SARA consumer complaint procedure at [mass.edu/foradmin/sara/complaints.asp](http://mass.edu/foradmin/sara/complaints.asp). Please note that complaints about student grades and student conduct violations are expressly excluded from SARA review. Information about complaint procedures is available below in the "Additional State-by-State Approvals" section for enrolled students from California and other specifically stated programs that are operating beyond the scope of SARA.

### Additional State-by-State Approvals

#### California

Lesley University is approved to operate pursuant to California Education Code (CEC) section 94890(a)(1), which approves Lesley University due to its accreditation by the New England Association of Schools and Colleges.

California consumer complaint process: <http://www.bppe.ca.gov/enforcement/complaint.shtml>

California Bureau for Private Postsecondary Education  
P. O. Box 980818  
W. Sacramento, CA 95798-0818  
Phone: 888-370-7589 Fax: 916-263-1897

#### Colorado

Colorado participates in the National Council for State Authorization Reciprocity Agreements. Lesley University is recognized by the Colorado Commission on Higher Education under state statutes (23-1-101 et seq., C.R.S. 1973, amended 1981) to award degrees and degree credit in Colorado based on Lesley's ongoing accreditation by the New England Association of Schools and Colleges.

Colorado consumer complaint process:  
<http://highered.colorado.gov/academics/complaints/>

Colorado Department of Higher Education

1560 Broadway, Suite 1600  
Denver, CO 80202  
Phone: 303-866-2723; 303-866-4266

#### Idaho

Idaho participates in the National Council for State Authorization Reciprocity Agreements. Lesley University holds a Certificate of Registration certifying that it is registered, as required by law, with the Idaho State Board of Education as an accredited post-secondary institution to offer the *Master of Education in Curriculum and Instruction with a Specialization in Integrated Teaching through the Arts*.

Idaho consumer complaint process:  
<https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/>  
Idaho State Board of Education  
PO Box 83720  
Boise, ID 03720-0037  
208-332-1587

#### Maine

Maine participates in the National Council for State Authorization Reciprocity Agreements.

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The Maine State Board of Education has approved authorization to Lesley University to offer the following programs.

Maine consumer complaint information: <http://www.maine.gov/doe/>  
Maine Department of Education Attention: Complaint Investigator  
23 State House Station Augusta, ME 04333-0023 207.624.6846

### Massachusetts

Lesley University is recognized as a nonprofit organization under Massachusetts law and as a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code. The Massachusetts Department of Higher Education has granted Lesley University degree-granting authority for: Bachelor of Fine Arts, Bachelor, Master, Master of Fine Arts in Visual Arts and Master of Fine Arts in Creative Writing, Certificate of Advanced Graduate Study, education leading to the degree of Associate in education and human services, and Doctor of Philosophy in: Expressive Therapies, Educational Studies, and Counseling and Psychology.

Massachusetts consumer complaint process:  
<http://www.mass.edu/forstufam/complaints/complaints.asp>

Massachusetts Department of Higher Education  
One Ashburton Place, Room 1401, Boston, MA 02108  
617-994-6913

### Montana

Montana participates in the National Council for State Authorization Reciprocity Agreements. The Montana Board of Regents grants Lesley University exemption due to accreditation by the New England Association of Schools and Colleges.

Montana consumer complaint process:  
<https://app.doj.mt.gov/apps/Oscar/default.aspx>

Montana Board of Regents, Office of Commissioner of Higher Education

Montana University System, 2500 Broadway Street  
PO Box 203201  
Helena, MT. 59620-3201  
406-444-6570

### New Hampshire

New Hampshire participates in the National Council for State Authorization Reciprocity Agreements. The State of New Hampshire Higher Education Commission authorizes Lesley University continuing approval to offer post-secondary programs to any educator at any school site in the State of New Hampshire. All site locations must be approved by the Executive Director based on compliance with all regulations and requirements of the Commission.

New Hampshire consumer complaint process:  
<http://www.education.nh.gov/highered/compliance-allegation.htm>

New Hampshire Division of Higher Education  
101 Pleasant Street, Concord, NH 03301-3493  
Phone: 603-271-2555 ext. 350

### South Carolina

South Carolina participates in the National Council for State Authorization Reciprocity Agreements. Licensed by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201, Tel. 803-737-2260. Licensure indicates only

that minimum standards have been met; it is not an endorsement or guarantee of quality.

South Carolina consumer complaint process:  
<http://www.che.sc.gov/Home.aspx>  
South Carolina Commission on Higher Education  
1333 Main St., Suite 200, Columbia, SC 29201  
Phone: 803-737-2260 | Fax: 803-737-2297

### Washington

Washington participates in the National Council for State Authorization Reciprocity Agreements.

Lesley University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Lesley University to offer specific degree programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at [DegreeAuthorization@wsac.wa.gov](mailto:DegreeAuthorization@wsac.wa.gov) or [wasc.wa.gov](mailto:wasc.wa.gov).

The transferability of credits earned at Lesley University is at the discretion of the receiving college, university or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Lesley University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Lesley University to satisfy an admission requirement of another institution is at the discretion of the receiving institution.

Accreditation does not guarantee credentials or credits earned at Lesley University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Washington consumer complaint process:  
<http://www.wsac.wa.gov/protecting-education-consumers>

### Wyoming

Wyoming participates in the National Council for State Authorization Reciprocity Agreements. The State of Wyoming grants Lesley University authorization to offer educational services to Wyoming students.

Wyoming Department of Education student complaint form:  
<https://edu.wyoming.gov/downloads/schools/student-complaint-form.pdf>

## **School-by-School Accreditation Information**

### **Graduate School of Education**

- All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education (NECHE)
- Lesley University's Educator/Counselor Preparation and Professional Development Program is accredited under the Teacher Education Accreditation Council (TEAC)

The Graduate School of Education is also affiliated with:

- American Association of Colleges for Teacher Education
- National Association of State Directors of Teacher Education and Certification Interstate Agreement

#### **Graduate School of Arts and Social Sciences**

- All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education.

Accreditations for the Division of Counseling and Psychology:

- Lesley University's Educator/Counselor Preparation and Professional Development Program is accredited under the Teacher Education Accreditation Council (TEAC)
- School guidance counseling and school adjustment counseling programs are approved by the Massachusetts Department of Elementary and Secondary Education
- MA in Counseling Psychology is accredited by the Master's in Psychology Accreditation Council

Program Approvals for the Division of Expressive Therapy:

- The Clinical Mental Health Counseling: Art Therapy Program by the American Art Therapy Association
- The Clinical Mental Health Counseling: Dance Therapy Program by the American Dance Therapy Association
- The Clinical Mental Health Counseling: Drama Therapy Program by the North American Drama Therapy Association
- The Clinical Mental Health Counseling: Music Therapy by the American Music Therapy Association

#### **College of Liberal Arts and Sciences**

- All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education
- Our Educator/Counselor Preparation and Professional Development Program is accredited under the Teacher Education Accreditation Council (TEAC)
- The baccalaureate Business Management program is fully accredited by the Accreditation Council for Business Schools & Programs (ACBSP)

#### **College of Art and Design**

- All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education and the National Association of Schools of Art and Design
- Member of the Association of Independent Colleges of Art and Design

Email: [state.approvals@lesley.edu](mailto:state.approvals@lesley.edu) with questions about Lesley University accreditations and state approvals.

## COURSES

### CNSCI - GRADUATE LIBERAL ARTS AND SCIENCES

#### CNSCI 5100 - Introduction to Physical Science (3)

In this introductory course on science inquiry, participants investigate common everyday phenomena. This course invites participants to uncover the complexity of a simple glass of water. They observe physical processes at play in this familiar system and develop scientific "habits of mind." Participants see how scientific principles can be applied to understanding the world around us. The following key physical science concepts are explored: density displacement buoyancy melting freezing equilibrium and energy transfers.

#### CNSCI 5101 - Investigations in Space Science (3)

This course focuses on the study of the Universe - the totality of all space, time, matter, and energy. The organization of course content will take an "Earth Out" approach by studying the relatively familiar solar system before the discussion of stars and galaxies. The following topics will be explored: the history and tools of astronomy the solar system the Sun and stellar evolution and Cosmology - the fate of the universe.

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#### CNSCI 6103 - Perspectives in Biology (3)

This course presents an overview of recent major advances made in the field of biology. The course explores the impact of these advances upon the lives of people by familiarizing the students with current research methods and tools that led to these discoveries. The students will grapple with some of the controversial aspects surrounding topics including, but not limited to, evolution, stem cell research, and genetic modification. The challenging content requires students to be open-minded in dealing with the multiple perspectives explored in the class.

#### CNSCI 6104 - Investigations in Particles, Fields and Waves (3)

Participants develop their understanding of the physics of fields and waves through guided inquiry. They investigate electricity, magnetism, sound, waves and light through observation, hands-on experimentation, simulation, video, graphical representations and discussions. Participants apply their understanding of the physics that lay beyond the range of our senses to everyday occurrences and devices.

Prerequisite: EDSCI 6120.

### CSTEM - GRADUATE LIBERAL ARTS AND SCIENCES

#### CSTEM 5103 - Using Fraction as Number (3)

Using Fraction as Number will focus on fractions as numbers in mathematics and in the world around us. This course focuses on exploring fraction as a continuous model representing units of measure and quantities, as opposed to a discrete model which is the

comparison of two numbers (ratio). This course also focuses on developing an understanding of what a fraction is, how it fits into our base 10 number system, what it means, how to perform calculations with them, and how to interpret those calculations.

#### CSTEM 5104 - Ratio, Rate, and Proportion (3)

Ratio, Rate, and Proportion is a course designed by Lesley University Center for Mathematics Achievement, which will focus on exploring the role of ratio and proportion in mathematics and the world around us. This course focuses on the development of ratio through the use of scale factors and graphing models; rate in terms of unit rates; and proportion through linear, inverse, and joint proportionality models. The course will develop the concepts using multiple representations and through problem solving. Individual and group problem solving tasks will permit students to observe, analyze, and contrast various representations and discuss the advantage of each. Each student will keep a learning log noting insights into his or her own understanding of ratio, rate, and proportions and the various ways in which they might be represented. A portfolio will also be developed illustrating what each student learned.

#### CSTEM 5105 - Expressions and Equations (3)

Expressions and Equations is a course designed for elementary and middle school teachers as a precursor for Functions and Algebra I. The Common Core State Standards specifically identifies the need to write everyday experiences using algebraic representations. This course will take the arithmetic understandings of finding and representing percents of increase and decrease and raise those representations to ones that use equations. The work with order of operations that is done arithmetically in the Number System will be raised to the level of algebraic representations. Variables will be explored and used in the solution of problems that previously were solved without equations or expressions. This course provides strategies for representing algebraically that which in the elementary grades is represented arithmetically.

#### CSTEM 5106 - Operations and Algebraic Thinking (3)

Operations and Algebraic (OA) Thinking deals with the basic operations-the kinds of quantitative relationships they model and consequently the kinds of problems they can be used to solve as well as their mathematical properties and relationships. Most of the standards organized under the OA heading involve whole numbers, but the importance of how the standards progress is much more general because it describes concepts, properties, and representations that extend to other number systems, to measures, and to algebra. The generality of the concepts involved in OA means that students' work in this area should be designed to help them extend arithmetic beyond whole numbers and understand and apply expressions and equations in later grades. Participants in this course will engage in representing Counting and Cardinality through to generalizing arithmetic to algebra. As OA develops across the grades, the level of sophistication expected in the computation methods will be calibrated to be coherent and to foster growth from one grade to another. This coherence will enable all participants to understand what is being taught and learned in their own grade as well as the grades that precede a participant's grade and that which succeeds their grade.

**CSTEM 5107 - Measurement and Data (3)**

Measurement and Data is a mathematics content course designed by Lesley University Center for Mathematics Achievement which will focus on exploring the role of measurement and data in mathematics and the world around us. This course focuses on the development of measurement models as outlined in the Common Core State Standards, the necessity for precision in measurement, linear and spatial measurement, nets and cubic prisms. As indicated in the CCSS-M students will convert within same units and among different units. Students will explore area, perimeter, and volume. They will think about volume in reference to the area of the base of a given figure and the number of layers that make up that object. The course will develop the concepts using multiple representations and through problem solving. Individual and group problem solving tasks will permit students to observe, analyze and contrast various representations and discuss the advantage of each. Each student will keep a learning log noting insights into his or her own understanding of measurement and data and the various ways in which they might be represented. A portfolio will also be developed illustrating what each student learned.

**CSTEM 5108 - Statistics and Probability (3)**

Statistics and Probability is a course designed by Lesley University Center for Mathematics Achievement which will focus on exploring the role of statistics and probability in mathematics and the world around us. This course focuses on the development of statistical models as outlined in the Common Core State Standards, strategies for interpreting data models, and examining probabilities of events. The course will develop the concepts using multiple representations and through problem solving. Individual and group problem solving tasks will permit students to observe, analyze, and contrast various representations and discuss the advantage of each. Each student will keep a learning log noting insights into his or her own understanding of statistics and probability and the various ways in which they might be represented. A portfolio will also be developed illustrating what each student learned.

**CSTEM 6101 - The Mathematics of Force and Motion (3)**

Mathematical and scientific literacy is a core requirement of life in the 21st century. More and more, participation in today's world requires the use and understanding of mathematics and science. Every citizen should be proficient in these fields and be able to utilize their solid reasoning as a tool to critically evaluate claims and ideas and to creatively solve problems. This course invites you to look at and explore the mathematics of force and motion-through the lens of investigative inquiry. While courses of this nature are often presented from a mathematical vantage point; i.e., after a mathematical topic has been introduced and learned, an effort is made to apply that knowledge to a specific scientific (or other) concept; here, specific concepts of force and motion will be explored, and the mathematics will be studied in order to support those concepts. Once a particular mathematic topic has been identified, it will be rigorously developed and thoroughly examined. Through investigations, readings, and discussions, you will explore basic methods and concepts of the theory of force and motion, along with typical real-world applications. Students prepare and evaluate these investigations. The presentation is based on problem solving and mathematical/scientific discussion.

**EAGSR - PH.D. IN EDUCATIONAL STUDIES****EAGSR 7004 - Adult Learning and Development (3)**

This course will review the theories, research, and models on adult learning and development. It explores the social context in which adults learn and develop, and the influences of race, class, gender, and culture. Students will be required to apply the material to a practice setting. This is a seminar designed for advanced graduate students.

For Ph.D. or CAGS students only.

**EAGSR 7101 - Quantitative Research Methods I: Statistics for Research (3)**

This course is designed to introduce graduate students to basic statistical methods and involves two broad topics: descriptive statistics and inferential statistics. In addition, students are introduced to statistical model building through the technique of regression analysis and correlational analysis. While the course centers on parametric statistical techniques, a brief introduction to non-parametric statistical methods, such as the chi-square test, is included.

For Ph.D. or CAGS students only.

**EAGSR 7102 - Quantitative Research Methods II: Research Design (3)**

Discussion of a variety of experimental designs stressing applications to participants' research interests. Includes analysis of variance, multiple regression, and non-parametric analysis.

Prerequisite: EAGSR 7101.

**EAGSR 7103 - Qualitative Research Methods I (3)**

Students learn basic qualitative research methods with special emphasis given to formulating research questions, conducting database research, and writing literature reviews. The research methods they learn are essential to the completion of action research projects that focus on school reform through teacher leadership inside and outside the classroom, and become the core of each student's thesis.

For Ph.D. or CAGS students only.

**EAGSR 7104 - Qualitative Research Methods II (3)**

This course combines theory and practice in advanced qualitative research methods. Participants will engage in ethnographic, case study, and other methods of qualitative analysis involving observation and interviewing. There will be emphasis on data collection, analysis, theory building, and presentation, so class members need to have a research site in place at the beginning of the semester. Coursework will involve historical/theoretical and exemplary readings, individual analytic memo writing, group consultations, and completion of a research project.

Prerequisite: EAGSR 7103.

For Ph.D. or CAGS students only.

**EAGSR 7106 - Leadership in an Adult Learning Context (3)**

The purpose of this course is to explore the concept of leadership" in contemporary society with specific focus on the connections between leadership and ways in which we foster community. A primary underlying objective of the course is for students to become more aware of issues surrounding the topic of leadership and more able to think critically about how we approach topics of leadership in our varied communities. Doctoral students only.

**EAGSR 7115 - Building Communities of Practice (3)**

If true reform is to occur in schools, school change leaders need to utilize approaches aimed at mobilizing student, teacher and parent communities. This course will examine a variety of ways school leaders may develop 1) a community of student learners that addresses self-responsibility academically and socially, 2) a supportive culture for teachers through induction, coaching and mentoring and 3) a plan to engage parents in the agenda of the school. Students will explore the literature that frames the importance of social learning, delve into historical beginnings of communities of practice and explore promising approaches in the US and in international settings. The course will also reference and reinforce the literature on professional learning communities and discuss the skills and processes necessary to build and sustain the professional capacities of building-based faculties.

**EAGSR 7116 - Learning and the Brain: Fitting the Nurture of Teaching to the Nature of Learning (3)**

In this course, educators will explore how neuroscience can be used to improve student learning. Learning occurs through the biological medium of the brain. Activating and altering neurobiological processes within the nervous system is key to learning. Participants will examine the physiological mechanisms involved in memory, executive function, attention, emotion, motivation, stress, and resilience, and investigate practical applications for improved teaching methods and curricular design.

**EAGSR 7117 - Narrative Writing for Qualitative Researchers (3)**

In this seminar, we will look at both formal qualitative studies and journalistic studies as venues for opening ourselves to the process of writing well about our chosen areas of inquiry. It is an intensive writing course that looks at the style and craft of works and points to questions of what it means in method of inquiry and form of writing to understand and represent another human being, another setting, to a reading audience.

Prerequisite: EAGSR 7103.

For Ph.D. or CAGS students only.

**EAGSR 7118 - Nature of Inquiry: Below the Surface of Research (3)**

This course's aim is to inquire about the very nature of inquiry--on issues that reside below the surface of the inquiry: assumptions about human nature and conduct, about the place of perception, prior knowledge, belief, ethics, and expectation in making sense of the human world. These assumptions all point to ways of knowing that both inform and result from inquiry, but are too rarely examined in courses focused on methods of educational inquiry, which dominate traditional doctoral program offerings.

For Ph.D. or CAGS students only.

**EAGSR 7121 - Technology for Innovation and Transformation (3)**

This course considers how technology may be used to innovate and transform education. Attention is placed on harnessing technology and the new media environment to transform current thinking about learning and to thoughtfully engage students in their work. The potential of technology to innovate and bring a renewed significance to schooling will be examined.

**EAGSR 7200 - Writing in Doctoral Studies (3)**

This course will provide instruction about writing basics, organization, APA, flow, and voice. Students will move into narrative and synthesis through writing a sample literature review based on their own topics of interest. The literature review will focus on writing a problem statement, organizing studies into themes, looking for theories and methods, building a solid outline, and beginning synthesis. Peer review will be used to deepen learning and widen the scope of writing.

For Ph.D. or CAGS students only.

**EAGSR 7205 - Sociocultural Perspectives in Adult Learning and Development (3)**

This course provides learners with opportunities to study the sociocultural foundations of the field of adult education and adult learning and development. This course will investigate the role of identities and subjectivities in contemporary adult life. Theories of identity including the development of a critical disposition related to race, ethnicity, class, age, gender, religion, disability, national affiliation, and other forms of diversity will be investigated. The impact of globalization and ecology will be examined and ecojustice and feminisms will be highlighted in relationship to current issues in the field.

**EAGSR 7206 - Research Inquiry in Adult Learning and Development (3)**

This course builds on previous work and encourages doctoral level students to focus closely on one area of their own research. At the same time, students will expand their in-depth knowledge of adult learning and development theory and identify adult learning and development theories and practices that currently contribute to their research. The assignments will help students to synthesize the literature and become stronger experts in their fields of study.

Prerequisite: Permission required.

**EAGSR 7210 - Program Evaluation (3)**

An introduction to systematic, interactive program evaluation with an emphasis on underlying theories, current practices, techniques for collecting and analyzing data, and report writing.

**EAGSR 7502 - Doctoral Seminar Part 1 (3)**

This seminar supports deepened inquiry into the development of the dissertation proposal.

Prerequisite: EAGSR 8112.

For Ph.D. students only.



**EAGSR 8102 - Interdisciplinary Seminar I (3)**

This seminar includes lectures and discussions by faculty, visiting faculty, and participants concerning advanced professional roles. The focus of the seminar is the teaching/therapy interface and how it affects each advanced professional in the human service field.

Ph.D. candidates or CAGS students only.

**EAGSR 8104 - Interdisciplinary Seminar II (3)**

Participants in this seminar examine the political, economic, and sociocultural forces that impact upon and shape the roles of professionals within institutions of social change. The seminar is structured around the consideration of a select number of critical issues and controversies surrounding professional work within institutions of social change. Presentations by invited professional practitioners supplement seminar readings and discussions.

Ph.D. candidates or CAGS students only.

**EAGSR 8107 - Critical Contexts for School Leaders (3)**

In this seminar, students will examine the principles, values and beliefs that inform contemporary educational leadership and look critically at the contextual factors that influence how leaders function in schools and school districts. Students will consider the social, economic, historical and political forces that shape school conditions and review the changing impact of federal policy and national strategies on local educational settings.

For Educational Leadership Ph.D. students only.

**EAGSR 8108 - The Purposes of School in a Democratic Society (3)**

This seminar will concentrate on beliefs about the overarching purposes of education, the role of education in a democratic society, and competing ideas about how to attain those purposes and fulfill that role. Students will consider 1) historical perspectives about the purposes of education and the reasons for schools, 2) different perspectives about the needs of students and society and how schools serve those needs, and 3) views about standards in public education.

For Educational Leadership Ph.D. students only.

**EAGSR 8109 - Schools as Systems (3)**

This seminar will examine the factors that affect a school's capacity to improve and sustain student achievement. Participants will analyze school conditions proposed by current research and theory. Organizing principles for schools, approaches for using data, and challenges related to closing achievement gaps will receive particular attention.

For Educational Leadership Ph.D. students only.

**EAGSR 8110 - Change is a Process (3)**

The overall goal of this course is to help leaders become catalysts for improvement through the use of a systems thinking approach to organizational development and transformation. In this this course, knowledge constructed from course of study readings and assignments will be reviewed, reinforced and applied to

exploring the process of change. Students will re-examine the role of leaders, identify essential supports and conditions necessary to improve organizations and discuss their implications for leadership practice. Students will use a conceptual framework to initiate, facilitate, coordinate, support and sustain organizational improvement. This course helps students identify leadership issues that surfaced during the course that may serve as possible topics for dissertation proposals.

For Ph.D. or CAGS students only.

**EAGSR 8111 - Issues in Research (3)**

This course provides a forum for the presentation and discussion of student and faculty research current at Lesley University, as well as a critical examination of a variety of research methods.

**EAGSR 8112 - Ph.D. Dissertation Seminar (3)**

EAGSR 8112 Ph.D. Dissertation Seminar is a prerequisite to, and offered in conjunction with, EAGSR 7502 Doctoral Seminar Part I. In these face-to-face seminars, candidates will write and prepare a dissertation proposal that states a purpose and focus for the dissertation as well as advance a plan for conducting research. In EAGSR 8112 candidates will begin by sharing aspects of their Qualifying Papers that are foundational to developing a successful dissertation and dissertation proposal. The content and organizational format for the dissertation proposal and dissertation will be detailed. Students will identify a dissertation topic, be able to clearly state what they want to learn and consider data needed for their topic.

For Ph.D. students only.

**EAGSR 8201 - Advanced Adult Learning and Development (3)**

This course presents an in-depth, critical examination of theories, research, and models of adult learning and development with particular emphasis on their similarities and differences. Particular attention will be paid to the variety of assumptions underlying models of development and learning. Critical knowledge gaps will be explored through an examination of gender, race, class, sexual orientation, and culture. This is a seminar designed for advanced graduate students.

Prerequisite: EAGSR 7004.

For Ph.D. or CAGS students only.

**EAGSR 8202 - New Directions in Adult Learning and Development (3)**

This course provides learners with opportunities to study a particular current topic in the field of adult learning and development. Adult learning theories and theories of adult development will be integrated into the course topic. Course topics may include: adult health education, popular culture in adult education, environmental adult education, international adult education, or cosmopolitanism in adult learning and development. Learners will advance their understanding of the field through a sustained inquiry of a relevant topic in the field.

**EAGSR 8203 - Program and Curriculum Design in Adult Learning and Development (3)**

This course provides learners with an overview of philosophy, theory, and models of curriculum development and program planning in the teaching of adults. The current literature in adult teaching, adult learning, and adult development related to curriculum development and program planning will be examined, particularly as it relates to what it means to develop effective adult education programs in general.

**EAGSR 8204 - Adult Development and Mental Health (3)**

This course examines therapeutic development from the perspectives of psychiatrists such as Carl Jung, Karen Horney, and Roberto Assagioli. In addition, the course explores the possibilities of development and transformation in the aftermath of trauma by focusing on Posttraumatic Growth. Both theoretical perspectives and empirical studies are covered. Particular emphasis is placed on resilience and the complexity of adult development. Students in the course focus on the complex nature of well-being and adaptation in adulthood from a developmental perspective.

For Ph.D. or CAGS students only.

**EAGSR 8205 - Theories and Research in Human Development (3)**

In this course, students learn some of the major theories of human development, including empirical studies that support and challenge those theories. A major aim of the course is to explore human development as it occurs in real-life contexts. The course will involve theories and research studies that represent the multi-faceted and complex nature of human development. As an essential quality of human development, intra-individual variability is an important phenomenon that the course examines. This course has a major focus on moral development as a process of life-span human development that brings together cognitive and emotional dynamics.

For Ph.D. or CAGS students only.

**EAGSR 8206 - Developmental Science (3)**

This course provides an overview of some of the traditional and contemporary theoretical perspectives of various scholars in developmental science. These scholars include early pioneers such as Vygotsky and Piaget, and contemporary theorists such as Paul van Geert, Richard Lerner, Willis Overton, and Esther Thelen. The course will focus on the development of individuals, as students will discuss how to examine and understand the uniqueness of individual development in real-life contexts.

For Ph.D. or CAGS students only.

**EAGSR 8207 - Culture and Human Development (3)**

This course explores the complex and dynamic relationship between culture and human development. Students examine human development as it occurs in specific cultural contexts, and develop an appreciation and understanding of how cultural factors are integral aspects of the developmental process. Students learn about differences in developmental experiences across and within cultural groups in the U.S. and around the world.

For Ph.D. or CAGS students only.

**EAGSR 8208 - Academic Writing for Doctoral Students (3)**

This course is designed to help doctoral students develop the writing skills needed to navigate the field and culture of academia, as well as enter and contribute to academic discussions through writing. Students will learn how to write in an academic voice, critique scholarly work, write research goals and purposes, and write literature reviews. Students will thus build the academic writing and discourse skills needed throughout their academic career. Available to students considering doctoral study.

**EAGSR 8501 - Doctoral Seminar Part 2 (3)**

This seminar supports deepened inquiry into the development of the dissertation.

Prerequisite: EAGSR 7502 and EAGSR 8112.

For Ph.D. students only.

**EAGSR 9151 - Doctoral Study (N/A)**

Students register for this course every semester while taking coursework, and after, while completing the qualifying examination or dissertation.

For Ph.D. students only.

**EARED - CREATIVE ARTS IN LEARNING****EARED 5009 - Drama and Critical Literacy (3)**

Drama and Critical Literacy uses theatre-based learning to bridge literacy skills with meaningful community interactions within the school and in the larger community. The course will explore diverse cultural perspectives and multiple paths to learning. It will also enable teachers to engage in critical questioning, explore language as social practice; create and employ spoken, written, visual, and spatial texts across the curriculum. This process supports integration of drama into subject areas such as language arts and social studies. The course also investigates issues of diversity and differences in schooling, applying dramatic learning strategies to the social dimensions of classroom, family and community dynamics.

**EARED 5010 - Creative Movement: Kinesthetic Learning Across the Curriculum (3)**

This course integrates kinesthetic modes of learning with the use of movement as a language for interdisciplinary inquiry. Students will explore embodied approaches to curriculum applications, and the critical questioning and exploration that exists at the heart of creative movement as an art form will deepen the students' comprehension and retention of curriculum themes. Furthermore, students' work with the social, cultural, and political dimensions of non-verbal communication will allow them to engage with issues of cultural diversity, critical pedagogy, and democratic schooling.

**EARED 5014 - Environmental Arts and Education (3)**

This course will promote understanding, appreciation, and responsible action toward the environment through hands-on arts

activities, including Music, Bookmaking, Poetry Outdoors, Storytelling, Eco-Web Galleries, YouTube, and Eco-Blogs. Students will study history of environmental arts including ecological artists, materials and processes. Students will research key environmental issues and develop lesson plans using the arts.

### **EARED 5018 - Arts and Human Development (3)**

This course familiarizes students with stages of human development from childhood through adulthood. Knowledge of human development is enhanced through interaction with art materials, music, movement, drama, and writing.

### **EARED 6002 - Integrated Arts Strategies for Inclusive Settings (2-3)**

This course explores how arts integration provides learning opportunities that enhance teachers' abilities to respond to the needs of diverse student populations. Teachers will engage in visual and performing arts strategies to consider the multiple ways people learn and interact in the world. Universal Design for Learning (UDL) and Differentiated Instruction will be used as frameworks to address the challenge of designing flexible curriculum to allow all learners to experience success.

### **EARED 6003 - Equity, Access, and Inclusion through Arts Based Inquiry (3)**

This course explores ways to approach human diversity and build understanding about similarities and differences through drama, movement, visual arts, music, poetry, and literature. Application is made for the classroom and other work settings.

Prerequisite: none. Corequisite: none. Cross-Listed as: none.

### **EARED 6013 - Media Images, Ethics, and Advocacy (3)**

This course examines selected representational works of art (primarily film photography) to explore such issues pertaining to identity as transnationalism, gender, reflexivity, and cultural mediation. The class will view films in the genres of ethnography and transcultural filmmaking. Students will analyze works for their form, content, artists' intentions, and audience perception, and will develop a critical perspective of understanding visual documents in terms of questions as authorship, intentionality, power and epistemology as a result of cultural encounter.

### **EARED 6014 - Museum Partnerships with School and Community (3)**

Educators often underutilize museum resources. Students will learn how to access museum collections, build partnerships with museums, and use technology to incorporate museum resources in teaching and learning. Students will examine and critically view the social contexts of museums, visit actual and digital museums, conceptualize and curate exhibits, and use digital means such as podcasts, YouTube, and blogs to integrate museum resources and share their own work.

### **EARED 6091 - Transformational Leadership Through Drama (3)**

This course orients students to the use of drama for education, issue resolution, empowerment, and leadership for change in schools and communities. There will also be opportunities to explore various interactive applications of drama to foster democratic education, multicultural education, and social justice in the classroom and beyond. We will examine how the process supports the curricular standards of the state.

### **EARED 6100 - Arts Integration, Literacy, and Common Core (3)**

This course will investigate how arts integration can support literacy skills by directly linking to Common Core State Standards and twenty-first century skills while building a more democratic culturally responsive classroom. Teachers will learn strategies in drama, visual arts, music, creative movement, and poetry to provide flexible options for their students to access curriculum and diverse ways of expressing understanding. Teachers will discover the role of arts-based learning in differentiated instruction and performance assessment. Teachers will have the opportunity to examine in-depth the meaning of arts integration and to construct curriculum and instruction designed to meet the needs of their particular students.

### **EARED 6109 - Curriculum, Instruction, and Assessment: Visions and Versions (3)**

In this course students engage with theories and practices of arts-integrated curriculum and the implications and manifestations of these for responsible educational decision-making. The integration of curriculum, instruction and assessment will be explored from historical, theoretical and practical dimensions. Topics addressed include critical perspectives on contemporary curricular trends and issues, personal constructs of curriculum, exploration of various instructional strategies, ideological orientations, and alternative methods of assessment.

Limited to students enrolled in Creative Arts Master's program at off-campus locations.

### **EARED 6110 - Arts and Education: History and Philosophy (3)**

This course will consider the history and philosophy of American schools, with use of the arts to support course content. Students will explore the American experience of schooling through the eyes of diverse groups. The course's primary questions are "Why were public schools established?" and "What are schools for in our society?" We will explore education from a broader perspective than the classroom and become aware of social issues and their effects on education.

### **EARED 6111 - Principles and Practices of Art Education (PreK-8) (3)**

This course is designed as an introduction to art education focusing on current trends, various movements and approaches, and curriculum and instruction. A pre-practicum field placement will be required to ground student learning in the field. Reflections from the field will be part of ongoing class discussions.

NOTE: EARED 6111 is for the PreK-9 level, and EARED 6112 is for the 5-12 level.

**EARED 6112 - Principles and Practices of Art Education (5-12) (3)**

This course is designed as an introduction to art education focusing on current trends, various movements and approaches, and curriculum and instruction. A pre-practicum field placement will be required to ground student learning in the field. Reflections from the field will be part of ongoing class discussions.

NOTE: EARED 6111 is for the PreK-9 level, and EARED 6112 is for the 5-12 level.

**EARED 6113 - Teaching the Fundamental Elements of Visual Art (3)**

This course for students in the Initial Licensure strands of the Master of Education Degree as a Teacher of Visual Art students (preK-8 and 5-12 grades) is designed to provide ways for students to become effective art makers and art teachers. The 6-hour per week format provides for the focusing on the major components of being art educators: art skills and techniques that can be used in the classroom; artmaking in the context of pedagogy and curriculum development; and effective classroom management. Students will examine their own views on art education and through presentation, collaboration, critique, and reflection will develop curricular and pedagogical approaches that will aid in the development of their own philosophies of art and teaching.

Prerequisite: EARED 6111 or EARED 6112.

**EARED 6114 - Rites and Rituals: Assessment in Art Education (3)**

In this course, students will develop comprehensive formal and informal assessment and evaluation techniques and methods. These methods will lead to improving teaching practice through knowledge of student learning, teacher reflection, and an understanding of the impact of students' individual differences on learning.

**EARED 6115 - Interdisciplinary Curriculum: Arts, History, and Social Science (3)**

This course is designed to provide the participants with an introduction to integrating the arts into the teaching of history and social science in the elementary classroom. The course will provide the participants with an opportunity to explore the arts as a powerful language to express and integrate knowledge in the teaching domains of history, geography, civics, economics, and social studies.

**EARED 6116 - Early Childhood Arts, History and Social Science (3)**

This course is designed to introduce pre-service teachers to the practice of using the arts to enhance teaching and learning in the history and social science classroom. A variety of hands-on approaches for planning and integrating the arts-storytelling, visual arts, music, drama, literature, poetry, and movement-into the history and social science content areas for PreK-2 students will be applied. We will explore materials and strategies desirable for facilitating higher order thinking, oral and written communication competencies, different learning styles, different points of view, and diversity and social issues in the classroom and beyond. We will examine theories of arts-integrated curriculum as they relate to Massachusetts History and Social Science Framework and National Standards.

**EARED 6117 - Theory and Practice in Community Arts: Ideas Into Action (3)**

In this course, we will examine the historical and contemporary theoretical frameworks that have shaped community arts in a wide span of artistic disciplines. Why has the community arts movement taken hold in the United States of America and across the international spectrum? Research proves that the arts bolster economic development, serve as connectors between neighborhoods and cultural/ethnic groups, and revitalize (physically and emotionally) urban and rural places. To achieve these dynamic possibilities, we must know how to turn ideas into action by gaining crucial skills in arts administration, audience development, and project development.

**EARED 6118 - Developing Approaches for Content and Formative Assessment (3)**

This course explores how 21st Century Learning skills and the arts provide learning opportunities that consider multiple ways people learn and interact in the world. University Design for Learning (UDL) and Differentiated Instruction will be used as frameworks to address the challenge of designing flexible curriculum that addresses the needs of all learners. Teachers will develop formative assessments for 21st century teaching and learning and will learn to use data to enhance student learning.

**EARED 6119 - Designing Creative Learning Experiences (3)**

This course is designed to create 21<sup>st</sup> century learning experiences that integrate the creative process of imaging, designing, implementing and evaluating curriculum and instruction across the disciplines in the middle and high school curricula. Teachers will explore Design Thinking strategies as a means to engage secondary students via multiple access points including arts and technology integration, content and assessment, cultural responsiveness, brain research, Differentiation (DI) and Universal Design in Learning (UDL).

**EARED 7100 - Arts Integrated Inquiry: Seminar and Thesis Project (3)**

In this final course, students combine research, practice, and theory in order to reflect critically on their teaching and learning. Students identify skills and understandings gleaned from the program and assess the impact of these learnings on their teaching practice. They consider new roles for themselves as agents of change in the field of education. Their work culminates in a substantive project that makes an original contribution to the greater educational community.

**EARED 7102 - Arts-Based Research (3)**

This course focuses on arts-based research as practiced in the arts, education, and social sciences. Students will explore various arts-based research methods such as narrative inquiry, autoethnography, dramatic forms, and poetry. Using the arts (visual art, drama, music, movement/dance, storytelling, photography, video, and other media) students will apply methods of artistic inquiry into a research project.

**EARED 7106 - Multiple Literacies: Social and Political Investigation (3)**

The course is designed to involve participants in the process of exploring the creative use of some of the arts, including, visual arts, poetry and telling stories. Participants will use the arts to redefine literacy, understand their students' literacies, and to enhance students' skills. The course will involve three major elements, research, artmaking, and curriculum development all of which draw on what participants discover about the lives, families and communities of their students and themselves. We will use a critical pedagogy approach in finding and using the voices and experiences of participants and their students in shaping curriculum, in understanding the broader contexts of schooling, and in creating knowledge together. The course will also focus on the use of the arts for basic literacy and numeracy in the classroom.

**EARED 7700 - Internship and Seminar in Community Arts (3)**

This course is a seminar delivered in a hybrid model. Students participate in on-line discussions and attend a bi-weekly faculty sponsored seminar. Students will complete a 150-hour field based experience, conduct arts-based research, and examine issues in the field of community arts pertaining to their area of specialization. Students will also create a reflective portfolio documenting and assessing their learning in community arts.

**EARED 7701 - Practicum and Seminar in Art Education (PreK-8) (6)**

This practicum and seminar focuses on current issues in art education and classroom practice through assigned readings, inquiry, reflection, and discussions about field experiences in the art classroom.

**EARED 7703 - Seminar in Teacher Inquiry for Art Educators (K-8) (3)**

In this seminar, students will develop, plan, and carry through a research project that examines their teaching practice in art as it relates to various community contexts. This course includes a field site component designed to ground the research in teaching practice within multiple contexts that include classroom, school, and community. Field-based research for Initial licensure. EARED 7703 is for the K-8 level, and EARED 7706 is for the 5-12 level.

**EARED 7704 - Practicum and Seminar in Art Education (5-12) (6)**

This practicum and seminar focuses on current issues in art education and classroom practice through assigned readings, inquiry, reflection, and discussions about field experiences in the art classroom.

**EARED 7706 - Seminar in Teacher Inquiry for Art Educators (5-12) (3)**

In this seminar, students will develop, plan, and carry through a research project that examines their teaching practice in art as it relates to various community contexts. This course includes a field site component designed to ground the research in teaching practice within multiple contexts that include classroom, school, and

community. Field-based research for Initial licensure. EARED 7703 is for the K-8 level, and EARED 7706 is for the 5-12 level.

**EARED 7790 - Art Education (PreK-8) Practicum for Compass, Pt 1 (3)**

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs

**EARED 7791 - Art Education (PreK-8) Practicum for Compass, Pt 2 (3)**

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs
- Practicum for Compass, Pt 1

Prerequisite: EARED 7790.

**EARED 8000 - Advanced Professional Seminar (3)**

This seminar will focus on professional identity development and issues of professional practice. Students will be introduced to reflective practice, systems analysis, and action research. Students from diverse disciplines will learn in teams about collaborative problem solving for the systems in which they have to function as professionals. Emphasis will be placed on understanding the cultural, social, and community contexts of professional practice from a critical perspective. Restricted to CAGS candidates or by permission of the instructor.

**EARTS - CREATIVE ARTS IN LEARNING****EARTS 5351 - Cultural History Through Storytelling (3)**

Students explore stories and story types from various oral and written traditions. Drawing on culture and family, students develop original stories while integrating other art forms. Finally, students explore curriculum uses for storytelling in order to bring subject matter to life and motivate student learning.

**EARTS 6001 - Collaborative Symposium: Power of the Arts in Communities and Schools (3)**

Series of workshops led by artists and leaders in multicultural education offering a variety of arts modalities and avenues to understanding cultural differences. Participants will explore the integration of drama, dance, music, visual arts, storytelling, and poetry into multicultural approaches to teaching and learning. This symposium will emphasize collaborative work in the arts as a path toward democratic schooling and social justice.

**EARTS 6006 - Power of the Image: Media Literacy (3)**

This course examines the nature and origins of images, the visual representation of minority groups in the mass media, and the use of images to create a sense of place, tell one's story and affirm personal/cultural identity. Students develop sophistication about the power, sources and uses of imagery, and engage in the creative process using drawing, computer-generated imagery, and video as art forms.

**EARTS 6008 - Arts and Technology (3)**

This course will engage students in arts-based technology using a variety of software programs. Students will gain an understanding of technology and its many applications across the disciplines and in the world around them. Working collaboratively and/or independently, students will use technology in a caring, stimulating, safe, and creative learning environment.

**EARTS 6101 - Art and Culture in Community (3)**

This course will define community, both local and global. It will guide students in the process of identifying and utilizing arts and resources within communities. Students will develop an expansive definition of visual culture from the traditional to the popular and the contemporary. Through art-based work, they will obtain a complex understanding of the role of art in communities near and far while developing advocacy strategies.

**EARTS 6103 - Literacy and the Arts: Vision and Voice (3)**

Students gain an understanding of how the arts can be integral to the process of whole language, and gain skills in designing integrated learning projects. Through participating in aspects of music, drama, visual arts, movement and related language arts activities, students develop individual ways of building curricula in reading, writing, speaking and listening, based on creative modalities.

**EARTS 6104 - Art and Visual Inquiry (3)**

This course will engage students in art-based investigations using a variety of materials and processes. Students will also gain an understanding of art as an interdisciplinary medium that can address learning across the curriculum. Art will also be presented as a language that enables students to utilize voice as an agent for social change. Art as a vehicle for seeing and knowing will further students' ability to interpret, analyze, and speak about art.

**EARTS 6105 - Multiple Perspectives Through Music (3)**

This course opens the door to rethinking music from broader and deeper perspectives. Students examine their cultural assumptions about the role of music in their lives and in education. Through practice and theory, the many connections between music and curriculum are actively explored. Students are challenged to reconsider and expand their definition of music and to move beyond the traditional Western framework. The course takes students on a path of inquiry that examines multiple musical concepts.

**EARTS 6106 - Creative Process as Pedagogy (3)**

Through this in-depth exploration of the creative process from multiple perspectives and art forms, students will develop capacities to apply the creative process in their personal and professional lives. Through a focus on pedagogy as a creative process, we will develop examples of innovative teaching using digital and creative art resources. Literature, videos, and other online resources such as Joy2Learn, will help us contextualize culturally, historically and socially, the theory and practice of engagement in the creative process.

**EARTS 6107 - Public Art and Art Activism (3)**

Public art, tied to ideas about democracy and citizenship, has evolved as a medium that reflects and shapes public discourse. Students will learn the different theoretical frameworks that have supported artists' work in the public arena. Using a variety of media and art forms such as drawing, map-making, process art, installation art, conceptual art, performance art, text art and photography, students will investigate and respond to a pressing social issue located in the surrounding community.

**EARTS 6203 - The Language of Poetry (3)**

By writing, sharing, and reading contemporary and traditional poetry, course participants gain skills in using poetry to augment language, writing, and literacy skills in their own students. Students develop ways to combine poetry with other art forms and to integrate poetry into elementary and secondary curriculum.

**EARTS 6205 - Creative Writing Studio (3)**

Through the exploration and application of the techniques and structures of poetry and fiction, students will hone analytic, inquiry, and creative skills useful to twenty-first-century educational, academic and professional settings. Inspired by close readings of noteworthy past and contemporary writers, students will produce a portfolio of poems and a short story, and revise them during the term. Coursework includes discussion board forums and peer review.

**EARTS 6393 - Interactive New Media (3)**

This course presents as a working interface between new media, contemporary culture, and a critical investigation of new working and learning environments. Through project development, students will experiment with new technologies to produce a new idea" suited for online viewing. Theories of design and participatory methodologies will be used to enhance communication strategies and opportunities for public engagement. The course will emphasize

collaborative problem solving as the basis for new learning relevant for art educators community artists and practitioners from a variety of disciplines.

## **ECOMP - EDUCATIONAL TECHNOLOGY**

### **ECOMP 5007 - 21st Century Teaching: Supporting All Learners with Technology (3)**

This hands-on course teaches the integration of a broad range of technologies that foster a school climate and culture that actively supports learning for all students, including students with disabilities and students who are culturally and linguistically diverse. Participants develop the knowledge and skills to support diverse learners, including: understanding the learning characteristics of these students; leveraging digital media to support collaborative learning opportunities; evaluating and selecting appropriate computer-based applications and online tools; experimenting with and using assistive technologies; integrating technologies into the curriculum; and discussing trends and research that support these students in the classroom.

### **ECOMP 5110 - The Maker Mindset (3)**

Building something from nothing, or redesigning something to make it your own, is at the heart of the maker movement. In this course, we will explore the affordances of this movement and the opportunities to influence and inform divergent learning experiences within a PreK-12 education context. Through the lens of constructionist pedagogy, students will engage in hands-on activities that model learning through play, fostering opportunities for self-awareness and identity affirmation, creativity, collaboration, and problem solving.

Permission to register is required.

### **ECOMP 6003 - Using Technology to Integrate Mathematics Across the Curriculum (3)**

This course focuses on using technology to integrate mathematics with other subjects. Students will explore interdisciplinary activities focusing on using data and a visual database as tools to engage students and enhance their understanding in both math and other disciplines. In addition, we will look at collaborative web tools and video to support learning and productive collaboration. Free web resources, from high-stakes testing support to education-focused virtual reality games, will also be featured.

### **ECOMP 6012 - Cyberbullying in Schools: Awareness, Prevention & Intervention (3)**

This course will introduce educators to the world of cyberbullying. Through readings, discussions, group work, and simulations, the course will focus on how cyberbullying happens and the manifestation of it in the classroom and beyond. The legal implications for students, teachers, schools, and districts will also be explored. The course will conclude with class-created recommendations on actions that educators can take today to create a classroom/school culture that rejects cyberbullying.

### **ECOMP 6013 - iPads: Innovation and Inquiry (3)**

iPads are transforming learning environments by redefining the way the students can create content and interact with the curriculum. Take a close look at the different ways that iPads can be used to encourage critical thinking and creativity, and foster student control over their own learning. With your colleagues, tease out strategies for shared use of the iPad and explore one-to-one deployment issues in the classroom.

### **ECOMP 6014 - Apps in Your Classroom: The Mobile Technology Revolution (3)**

Explore the powerful potential of using mobile technologies in your classroom. Bring your own mobile device and use it to explore classroom based projects that empower student learning. Then create your own project. Explore a world of educational apps and join your colleagues in learning how even free apps can support your students. Learn how apps are constructed, and create your own apps. Unlock the amazing emerging potential of mobile technologies for your classroom.

### **ECOMP 6016 - Teaching and Learning with Digital Media (3)**

This course will help educators to harness the power of digital media for teaching and learning. They will learn to use that power to transform traditional teacher-centered classrooms into student-focused learning environments where students use digital media for the acquisition, analysis, construction, and presentation of knowledge. Hands-on experiences will also help them develop proficiency with the tools and skills needed for authorizing and publishing digital media in a variety of formats for student learning.

### **ECOMP 6019 - Social Media and Education (3)**

This project-based course introduces educators to social media for their teaching practice. We identify, experience, and evaluate selected social media applications and critically consider the implications for learning in and out of the classroom. Students are encouraged to apply social media features, such as authentic communication, to address ELL and accessibility. Social media is integrated into our class assignments, so rather than learn tools, we work the web."

### **ECOMP 6020 - Digital Technology: How It Works (3)**

This course focuses on conceptual understanding of how digital technologies work, both technically (internally) and practically (with humans). The course demystifies digital technology and expands students' knowledge of the deep commonalities as well as the differences between its different forms. Digital technology is studied in its social and historical contexts, revealing the relations between people and the technology they use, in and outside classrooms, and how both technology and those relations change symbiotically over time.

### **ECOMP 6022 - Global Learning: Teach the World in Your Classroom (3)**

This course will help educators harness the power of global connections for teaching and learning. Teachers will learn to integrate readily available digitized resources to transform traditional

classroom learning materials by making use of a vastly expanded horizon for the acquisition, analysis, construction, and presentation of knowledge. Hands-on experiences will help teachers use streaming media resources, primary source artifacts, webcams, and field trips. They will create new materials for shaping 21st Century global citizenship.

### **ECOMP 6101 - Technology: Facilitating Change for Education (3)**

Social networking, global learning, cyberbullying, online predators, and individual privacy - empower your students to stay safe and thrive in our digital world. Being an excellent teacher, parent, and citizen means understanding how our lives and our practices are changed by technology. You will learn strategies to manage technology for the benefit of your students. Examine how technology is changing every aspect of our lives and the ways we interact with one another: how we learn, create, work, study, and play.

### **ECOMP 6102 - Assessment and Technology (3)**

This course investigates use of classroom assessments in support of student learning. Participants will explore a broad range of assessment strategies as well as technologies that support assessment “for,” contrasted with “of,” student learning. Topics such as high stakes testing, standards alignment and common core standards, and big data analytics are examined through student-led inquiry and discussion. Formative and summative assessment as well as personalized learning for diverse learners are key areas of this course.

### **ECOMP 6106 - Design Thinking: Learning Ecologies and Technologies (3)**

At the heart of the capstone course is curriculum design with a focus on the unique affordances of technology to transform teaching and learning. Participants work through an interdisciplinary design thinking process to address complex problems of practice and collaboratively construct innovative solutions that lead to the reconceptualization of student-centric learning ecologies. This course is interactive and grounded in constructivist learning theories where learning by doing, reflecting, collaborating, and questioning are critical for success.

Prerequisite: ECOMP 5007, ECOMP 6016, and ECOMP 6102;  
Permission required.

### **ECOMP 6201 - Online Teaching: Introduction to Design and Practice (3)**

This course is designed to introduce teaching online to K-12 educators. Utilizing a constructivist learning approach, we will explore the advantages of online learning and features of online environments and online collaborative tools, and examine the best pedagogical practices for teaching and learning online. Expectations, characteristics, and needs of online learners will be examined and specific strategies to help students assess their readiness to learn online will be developed. Solutions for involving all of the K-12 stakeholders and the challenge of keeping students motivated to produce quality work through online learning will be explored.

### **ECOMP 6202 - Online Teaching: Assessment and Evaluation (3)**

This course examines assessment and evaluation in an online learning environment from the perspective of teachers and students in K-12 environments. A wide variety of effective assessment strategies are presented, including self-evaluation, authentic assessment, triangulation, continuous evaluation, pre- and post-testing, use of observational data, and others. Particular attention is paid to selecting the most appropriate and engaging assessment strategies for students and content that addresses the needs of students, keeping in mind the need to apply Universal Design for Learning (UDL) principles when selecting assessment methods.

### **ECOMP 6203 - Online Teaching: Building Communities and Facilitating Student Discussions (3)**

This course focuses on building the expertise needed to create a supportive and constructive online learning environment through appropriate facilitation techniques and strategies. Participants investigate various aspects of facilitating online discussions, including teacher and peer moderated communication, developing guidelines and modeling substantive discussions, and the use of multiple technologies to enhance contact with and among students.

### **ECOMP 6204 - Online Teaching: Course Design, Development, and Strategies (3)**

This course provides the opportunity to synthesize components of online teaching by involving participants in the development of an online course. Content and age appropriate online activities and strategies that will engage students are studied and developed. Educational theory, best practices in online learning, principles of Universal Design for Learning (UDL) and use of emerging technologies are researched, analyzed and used to produce online lessons that are viable and engage students in authentic learning.

Prerequisite: ECOMP 6201, ECOMP 6202, and ECOMP 6203.

### **ECOMP 6205 - Learning into the Future with the Pedagogy of Making (3)**

We will examine the affordances of “making” in education as an instructional vehicle for teaching digital literacy and computer science content, skills, and dispositions. Through the pedagogical lens of constructionism and student-centered learning, we will explore effective instructional strategies for sustaining inquiry, fostering problem-solving and perseverance, and inspiring creativity and innovation. We will also model how these best practices are uniquely suited to advance equity and access for all students, particularly the under-served and under-represented.

### **ECOMP 6206 - Principles of Computer Science (3)**

This course introduces educators to the essential concepts of computer science, from the binary representation of numbers and text to the interaction of humans and computers, with the goal of a broad understanding of the field. First, digital computing is introduced in its historical contexts and students research how it has progressed to the present. In the main body of the course, the fundamental topics include operating system vs. application software, abstraction, algorithms, data structures, software design and coding, networking, digital privacy and security. Students will collaborate to create computational artifacts, e.g. flowcharts and



pseudocode to solve problems. During the key assignment students will apply their new skills to the creation of a game prototype.

### **ECOMP 6207 - Coding and Design (3)**

This course introduces students to the design and coding elements of software development using the Python programming language. It addresses user-centered and universal design principles including usability and user tested principles and processes in the iterative cycle of code development. Coding topics include: data types, objects and graphics, sequencers, functions, decision and control structures, iteration, modeling and simulation, abstraction, algorithms and recursion. Students will encounter design and development challenges, collaboratively solve problems and create computational artifacts.

Prerequisite: ECOMP 6206.

### **ECOMP 7010 - Emerging Tech: Bringing the Future to Your Classroom (3)**

Learn about promising technologies including eye tracking, 3D printers, and wearable computers. Explore the possibilities for trends such as the Maker Movement and the Flipped Classroom. Discover the latest web-based resources and collaboration tools for every grade level and subject area. Learn to integrate emerging technologies into existing curricula while promoting transformative thinking and creativity. Build your expertise and gain experience in identifying the efficacy of future technologies for enhancing student learning.

### **ECOMP 7017 - Online Teaching: Issues and Implementation (3)**

This course focuses on concepts and issues related to online education. Students will advance their knowledge of teaching and learning online including development and implementation of online courses. Issues of pedagogy, methodology, challenges and current state of the field will be examined. With guided practice, students will engage in developing and leading online seminars.

### **ECOMP 7101 - Practicum and Seminar in Instructional Technology (6)**

Full-semester, full-time practicum; minimum of 150 hours at each of any two of the following levels: PreK-6, 5-8, and 8-12, which meets the requirements in MA for an Initial teacher license in Instructional Technology. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

### **ECOMP 7201 - Practicum & Seminar in Digital Literacy & Computer Science 5-12 (6)**

Full-semester, full-time practicum in digital literacy and computer science, under the supervision of a supervising practitioner and a University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

## **EDIAG - DIAGNOSTIC**

### **EDIAG 5100 - Phonics Diagnostic (0)**

This phonics diagnostic tool covers knowledge of phonics and phonics instruction that is required for passing the Foundations of Reading MTEL. It is designed to help students determine whether, and in what phonics areas, they may need additional work.

## **EDSCI - SCIENCE IN EDUCATION**

### **EDSCI 5200 - Engineering STEM Solutions (3)**

This course focuses on the use of the engineering design process to solve problems within a science context integrating STEM content. Participants investigate case studies of real engineering problems in the field, bridge content to practice, and begin to visualize research in an interdisciplinary context. Through the use of technology and design, participants deepen analytical and problem solving skills. Teachers will also become familiar with engineering education applications and learn to modify for their classroom.

### **EDSCI 6018 - Learning, Design, and Robotics: Gateway to Critical Thinking (3)**

Our robotics laboratory is a fun, engaging course that infuses engineering-based projects into K-12 instruction. We build robots from scratch; learn programming with and without electronics; experiment with simulations; develop media-rich curricula while integrating common core and STEM standards; examine trending issues in Science, Technology, Engineering, Arts and Mathematics (STEAM) education; and discuss the pedagogies that support these approaches. Encouragement of pupils under-represented in STEM K-12 classes is examined. Participants purchase robotic kits in lieu of textbooks. All levels welcome.

### **EDSCI 6100 - Green Chemistry (3)**

The primary objective of this course is to have a basic understanding of chemistry, with a special focus on being green." The class will start with an in-depth understanding of the periodic table and various properties of atoms and their implications. Participants will learn about various chemical bonds and chemical reactions followed by the principles of green chemistry emerging technology and engineering to sustain a greener society.

Prerequisite: CNSCI 5100 or EDSCI 5200.

### **EDSCI 6105 - Natural Disasters (3)**

This course provides an introduction to the causes, occurrence, and consequences of natural and human-induced disasters. Students will analyze the physical causes, as well as the distribution and frequency, of disasters in order to understand the steps that might be taken to reduce their impact. Topics to be discussed include earthquakes, tsunamis, volcanoes, tornadoes, hurricanes, floods, wildfires, and impacts with celestial objects. The engineering design process will be integrated within the course activities.

Prerequisite: CNSCI 5100 or EDSCI 5200.

### **EDSCI 6110 - Life Science (3)**

Biology is the prevalent crucial language used to describe and understand life. This course will immerse students in the words and stories interwoven in the landscape of life from ecosystems to cells.

Biological knowledge from this course allows you to engage in the world, understand what is happening around you systemically, and join the conversation of life. More than ever before, it is incredibly important to be competent in the language of life as we continue to engage in activities that have myriad, far-reaching impacts.

Prerequisite: CNSCI 5100 or EDSCI 5200.

### **EDSCI 6115 - Earth and Space Science (3)**

Processes that operate on Earth, Earth's place in the solar system, and the universe will be explored. Using a large scale to smaller scale" approach we will study the vastness of the universe: its stars first then the solar system and finally Earth's systems. Additional systems to be explored include Earth materials plate tectonics water and Earth's surface processes and bio-geology.

Prerequisite: CNSCI 5100 or EDSCI 5200.

### **EDSCI 6120 - Physics of Mechanics (3)**

The course approaches the study of physics called Mechanics. The purpose of this course is threefold: (1) to extend understanding of key physics concepts through guided investigation, (2) to understand how physics concepts apply to everyday phenomena, and (3) to understand conceptual understanding of the physics of Mechanics and the strategies for addressing them. Through both hands-on experimentation and computer simulation, you will learn to investigate nature as a physicist does.

Prerequisite: CNSCI 5100 or EDSCI 5200.

### **EDSCI 6125 - Sustainable Engineering (3)**

Through the engineering design process, educators will investigate current environmental issues within their local communities and begin to visualize solutions through an interdisciplinary lens of conservation biology, ecology, and social justice. Participation in a virtual classroom design studio will enable educators to better understand the interdependence of disciplines and to apply this understanding to their teaching practice and daily life.

Prerequisite: CNSCI 5100 or EDSCI 5200.

### **EDSCI 6130 - The Great Diseases: Teaching Infectious Diseases (3)**

This course provides the background to teach about infectious diseases (ID) using The Great Diseases curriculum, a Biology II course developed by our partnership with Boston teachers and Tufts Medical School scientists. Participants will investigate life-relevant scientific questions using authentic scientific practices to explore host-microbe interactions and challenges of identifying and treating ID. Participants will consider a variety of inquiry-based approaches to teach about ID and will learn to modify lessons for their classrooms.

## **EECLD - CULTURAL AND LINGUISTIC DIVERSITY**

### **EECLD 6001 - Culturally Responsive Teaching (3)**

This course establishes the exploration of culture, equity, and access as the foundation for effective family and community engagement in education. The course aims to support teachers as they create meaningful and responsive teaching and learning for culturally and linguistically diverse students. A critical theoretical lens is used to explore the teacher, school, and family partnership within a larger school, community, and societal context. Sociopolitical and historical perspectives are used to examine the civil rights and

educational needs of students and families, and the ways that prejudice, culture, language diversity, and socioeconomic factors influence academic success, or lack of it, within the current system and under the current policies. Historical case studies and exploration of contemporary issues in equity and achievement are used to deepen understanding of the impact of culture on learning and school achievement for under-represented groups in the United States. This knowledge is used in planning and cultivating culturally responsive instruction and communication with families and communities.

### **EECLD 6002 - Essential Linguistics: What Every Teacher Needs to Know about Language (3)**

This course takes a practical approach to the study of linguistics and of English as a new language with implications for teaching reading, writing, and grammar in monolingual or multilingual contexts. The basic nature of language, oral and written language, language variation, language change, and the relations of language to society and culture are explored. The course focuses on the development of linguistic foundational knowledge elements such as phonology, morphology, syntax and pragmatics that inform planning for teaching first or second language. Structural and semantic differences between students' first languages and English as a new language are examined and used in planning for learning. Participants will explore their own culture to deepen their understanding of the interdependency of language and culture.

### **EECLD 6003 - Family and Community Engagement (3)**

This course builds on concepts introduced in EECLD 6001 Culturally Responsive Teaching to strengthen students' theoretical and practical understandings of the role of families and communities in schooling. A critical theoretical lens, that non-dominant communities have forms of cultural capital that are not recognized in formal institutions like schools, is used to examine existing barriers and impediments to effective parent, family, and community engagement in schools. The course additionally focuses on ways to develop, improve and maintain effective parent and community engagement in education. The course will challenge students to understand and prepare for community-driven systemic education reform. Through an action-research inquiry project, students will apply an ecological model of parent engagement to their own contexts, in which parents are centrally engaged in multifaceted and varied aspects of school life.

Prerequisite: EECLD 6001.

### **EECLD 6004 - First and Second Language Acquisition and Oral Development (3)**

This course focuses on first and second language acquisition theories, research and practice, with special attention to the nature of second language learning in a multilingual/multicultural context. A primary focus of this course is the development of effective, culturally responsive and research-based language learning strategies and engaging methods for listening and speaking in two or more languages. TESOL/NCATE standards are used in lesson planning and evaluation of second language. Instructional materials including realia and a variety of media are also used.

Prerequisite: EECLD 6002.

**EECLD 6007 - Teaching English to Speakers of Other Languages: Literacy and Literature (3)**

This is a hands-on course dedicated to using outcome-based TESOL standards in multilingual/multicultural context for teaching reading, writing, and spelling in English to CLD students who are at different levels of English proficiency. Teachers acquire, evaluate, adapt, and develop materials that are responsive to the language proficiency level and cultural diversity of students in a classroom that fosters critical thinking skills and respect for all. Participants are expected to read, evaluate, and use a variety of K-8 children's literature and to learn to continuously assess and adjust their own language usage in the classroom in order to maximize student comprehension and verbal participation.

Prerequisite: EECLD 6002.

**EECLD 6008 - Teaching Reading and Writing for Speakers of Other Languages and Dialects (3)**

This course focuses on what is different and essential about teaching English reading and writing to speakers of other languages and other language varieties. It discusses the impact of students' first languages and language varieties in reading and writing in English. It discusses the role of oral language in reading and writing. It employs culturally responsive research-based methods, strategies, and materials in learning and teaching reading and writing in English as a new language and language varieties.

**EECLD 6010 - TESOL in Content Areas: Engaging Students (3)**

This course explores various research-based approaches of using classroom inquiry, small and large group projects, and community involvement to integrate the subject area content of the state frameworks with TESOL standards. Issues of group development such as inclusion, influence, cultural identity, community, structure, and mediation that support achievement are addressed. Through simulation and analysis, students deepen their understanding of the underlying structure and process of each of the content disciplines in English as a new language.

Prerequisite: EECLD 6002.

**EECLD 6012 - Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities (3)**

Appropriate assessment is essential to understanding and documenting standards-based learning and the process of distinguishing learning (dis)abilities from language differences. Second language proficiency assessment is the primary focus of this course. Participants gain the skills to administer language assessments, monitor progress, interpret results, and incorporate them into instruction. Potential linguistic and cultural biases in assessment instruments, including biases in standardized tests, are analyzed. Students are required to practice with alternative assessment measures, including portfolio and other authentic assessments.

Prerequisite: EECLD 6002.

**EECLD 6107 - Teaching English to Speakers of Other Languages: Literacy and Literature (5-12) (3)**

This course is dedicated to using outcome-based TESOL standards for teaching academic literacy: reading, writing, and spoken language in the content areas to linguistically diverse students. Multicultural literature and current research on literacy instruction for adolescent English learners, including students with interrupted

formal education, are analyzed. Teachers evaluate, adapt, and develop language-based content instruction to provide high challenge and support in secondary content classrooms that foster literacy development, critical thinking skills, and respect for all.

Prerequisite: EECLD 6002.

**EECLD 6111 - Teaching English to Speakers of Other Languages: Content Areas (5-12) (3)**

The course equips participants with essential knowledge and skills to effectively plan and implement standards based content lessons for bilingual learners by using sheltered content instruction methodologies appropriate for different levels of English proficiency. A primary focus will be on sheltered instruction methodologies, such as the Sheltered Instruction Observation Protocol (SIOP), Specifically Designed Academic Instruction in English (SDAIE), and the Cognitive Academic Language Learning Approach (CALLA) as well as on the related sheltered strategies and techniques for teaching content to secondary bilingual students.

Prerequisite: EECLD 6002.

**EECLD 6115 - Sheltered English Instruction (PreK-6) (4)**

This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms.

**EECLD 6116 - Sheltered English Instruction (5-12) (4)**

This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms.

**EECLD 6117 - Sheltered English Instruction for Licensed Teachers (PreK-12) (3)**

This course prepares PreK-12 teachers with the knowledge and skills to effectively shelter their content instruction in order for English language learners (ELLs) to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, the second language acquisition process, academic language and literacy development in Sheltered English Instruction (SEI) and bilingual classrooms.

**EECLD 6120 - Assessment for Equity and Inclusion of Bilingual Learners (5-12) (3)**

Appropriate assessment is essential to understanding and documenting standards-based learning in understanding and

speaking English as a second/new language and the process of distinguishing learning (dis)abilities from language differences. Second language proficiency assessment is the primary focus of this course. Participants gain the skills to administer language assessments, monitor progress, interpret results, and incorporate them into instruction. Potential linguistic and cultural biases in assessment instruments including biases in standardized tests are analyzed. Students are required to practice with alternative assessment measures including portfolio and other authentic assessments.

Prerequisite: EECLD 6002.

### **EECLD 7005 - Practicum and Seminar in ESL (5-12) (6)**

This is a full time, full-semester practicum in ESL/TESOL (5-12) under the supervision of a TESOL/ESL supervising practitioner and university program supervisors in TESOL. The practicum is accompanied by a weekly seminar addressing issues in the field of second language learning education, classroom practices, and action research.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

### **EECLD 7006 - Practicum and Seminar in ESL (PreK-6) (6)**

This is a full time, full-semester practicum in ESL/TESOL (PreK-6) under the supervision of a TESOL/ESL supervising practitioner and university program supervisors in TESOL/ESL. The practicum is accompanied by a weekly seminar addressing issues in the field of second language learning education, classroom practices, and action research.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

### **EECLD 7788 - ESL (PreK-6) Practicum for Compass, Pt 1 (3)**

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEls

### **EECLD 7789 - ESL (PreK-6) Practicum for Compass, Pt 2 (3)**

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses

- license specific MTEls
- Practicum for Compass, Pt 1

Prerequisite: EECLD 7788.

## **EEDUC - EDUCATION**

### **EEDUC 5013 - Curriculum, Instruction, and Assessment in General Science (3)**

This course focuses on teaching the dynamic, interdisciplinary nature of science, technology, and engineering. Student engagement is critical and is only achieved through rigorous, practice-based curriculum and instruction. Participants will learn to instill curiosity about both the natural and designed worlds through the use of engaging teaching practices in science that model the inquisitive, analytical, and skeptical nature of science. Participants will focus on teaching with thoughtful hands-on and minds-on activities, laboratories, investigations, and design challenges.

Prerequisite: EEDUC 6203 or CEDUC 2353.

### **EEDUC 5057 - Introduction to D.I.R. (Floortime): A Developmental Model for the Special Child (3)**

This course introduces the Developmental, Individual-Difference, Relationship-Based (DIR) Model for working with children with special needs. This multidisciplinary model, developed by Dr. Stanley Greenspan and Serena Wieder, Ph.D., focuses on six developmental levels a child must master in the context of emotional relationships. Students will be introduced to Floortime, a strategic way of interacting that takes into account a child's motivations, relationships, and individual differences in processing and responding to sensory information.

### **EEDUC 5060 - Teaching English Language Arts in Grades 5-12 (3)**

This course prepares students to teach **English in grades 5-12**. Familiarity is assumed in major works of literature and composition, as covered in courses required of English Majors. A significant portion of this course will be devoted to the variety of teaching strategies available for instruction of classic and young adult literature. This course also includes work in analysis of reading and writing competencies in individual students through both formal and informal assessment. Students will learn how to adapt instruction to accommodate the needs of the full range of diverse learners in today's high schools.

Prerequisite: EEDUC 6203 or CEDUC 2353.

### **EEDUC 5061 - Teaching History and Social Sciences Grades 5-12 (3)**

This course is focused on teaching history and social sciences content using instructional methods that will strengthen students' skills for informed citizenship and political participation. Skills essential to political equality and civic engagement will be explored, including analytical reading, logical writing, and speaking. Instructional methods for helping students formulate questions, conduct research, evaluate sources, and synthesize information will also be emphasized, as will news and media literacy designed to help students become discerning readers of digital news and opinion.

Prerequisite: EEDUC 6203 or CEDUC 2353.

**EEDUC 5102 - Teaching Elementary School Mathematics (3)**

Mathematics in the United States has historically been a difficult field because it has not always taken children's developmental and learning needs into account. In this course, we support learners gaining knowledge needed to teach school-age children and increase competency in the mathematics itself. A variety of materials and models are used to show connections to daily life, and many different approaches to mathematics are investigated. Relevant children's literature and technology are also emphasized.

**EEDUC 5110 - Teaching Mathematics in Grades 5-8 (3)**

Explores various pedagogical strategies appropriate in secondary school settings with a focus on engaging students in mathematically rich investigations. Through simulation, practical experience, classroom modeling, and analysis, students will deepen their understanding of the interplay between relevant teaching strategies, formative and summative assessments, and the incorporation of technology, while enlarging their repertoire of viable methodologies for use in secondary school mathematics classrooms.

Prerequisite: EEDUC 6203 or CEDUC 2353.

**EEDUC 5115 - Families, Society, and Schools (3)**

This course is designed to provide an understanding of family diversity within the context of contemporary society. The course will examine links between school performance and family involvement. Institutional structures that facilitate or impede family-school relationships will be addressed. Specific issues facing families and children will be examined to help teachers better respond to the challenges of today's classrooms. Students will have the opportunity to explore community resources and family support systems.

**EEDUC 5120 - Young Children with Special Needs (3)**

This course examines concepts relating to young children, preschool through second grade, at risk for or exhibiting developmental delays or mild to moderate disabilities. It focuses on the identification, assessment, diagnosis, and referral of young children with special needs. Class participants will analyze and reflect upon inclusive strategies for classroom structure and curricular/instructional accommodations and modifications. Strategies for collaborating with families with young children with special needs will also be addressed.

**EEDUC 5121 - Literacy: The Integration of the Language Arts (3)**

This course presents fundamental principles of elementary reading and language arts. Focus is on students understanding the interrelationship of reading, writing, listening, and speaking. Students will also become knowledgeable about current materials, instructional strategies, and classroom--based assessment for emergent reading, beginning reading, and fluent reading.

Corequisite: EDIAG 5100.

**EEDUC 5122 - Development and Learning: Psycho-social Perspectives in Education (3)**

This course focuses upon constructivist-interactionist views of child development, spanning the preschool years through adolescence and young adulthood. Topics include early development, play, children's art, cognitive development and learning, family systems and social learning, classroom instruction and organization,

communication, curriculum and cognition, evaluation and assessment, language development and literacy, moral development, gender differences, and developmental diversity among individuals and across cultures including race, ethnicity, linguistic background, and economic conditions.

**EEDUC 5128 - Integrated Curriculum for Early Childhood: Social Studies and Classroom Life (3)**

Provides an opportunity for prospective teachers of young children to reflect on how the environments of the classroom and of the world outside the classroom affect learning. The broader concept of integrated curriculum addressing social issues, the past and its impact on life today, and use of technology related to social studies are addressed. Students make informed curriculum decisions for young children who enter school with a wide variety of needs, abilities, and backgrounds.

**EEDUC 5130 - Early Childhood STEAM and Health (3)**

Young children learn in an integrated, exploratory way. Children's understanding continuously changes with the interaction between their development and their exploration of the world. In this course, teacher candidates practice using documentation and self-reflection to support young children's inquiry, and learn how to create a rich learning environment for an integrated approach to teaching science, technology, engineering, arts, math, and health.

**EEDUC 5131 - Developments in Cultural Contexts (3)**

The purpose of this course is to support teachers in establishing nuanced, critical perspectives on the construct of human development across cultures and experiences. Teachers will examine various elements of development (physical, symbolic thinking, language development, social and moral development) under a critical, multicultural lens in order to develop deeper understandings of children, and the diversity of developments across the world. This work will be done through readings, discussions, observations, and collaborations.

**EEDUC 5135 - STEM in the Elementary School: Thinking with Evidence (3)**

In this course, participants develop a scientific stance and conceptual understandings important to teaching inquiry-based science to elementary school students. Participants plan and carry out sustained investigations, reflect on their own learning, and develop strategies for implementing and assessing inquiry-based science in the classroom.

**EEDUC 5136 - Integrating Social Studies into the Elementary Classroom (3)**

The essence of this course focuses on those methods and materials that facilitate the teaching of social studies in the elementary classroom. Attention will be paid to the integration of technology as an instructional tool, the development of appropriate assessment models, and the synthesis of social studies with the humanities and natural sciences. Selecting, developing, teaching, and evaluating skills, concepts, and resources play an active role in class meetings.

**EEDUC 5137 - Language and Literacy Development in the Early Years (3)**

This course will focus on the development of language and literacy in young children. Course sessions will address theories of literacy acquisition; the role of family, culture, and home in literacy learning; and assessments of literacy development. Emphasis will be placed on understanding literacy as social practice, the continuity of oral and written language, and a view of children as diverse and active meaning makers.

Corequisite: EDIAG 5100.

**EEDUC 5138 - Literacy, Literature, and the Arts in the Early Childhood Classroom (3)**

This course is designed to support teachers of young children as they design classroom experiences to foster literacy learning. Course sessions will address: the relationship between observation, assessment, and instruction; the interaction of the arts and children's literature in a comprehensive literacy program; and family/school relationships. Emphasis will be placed on meaning-centered practices, student inquiry, and literacy as a tool for content learning.

Prerequisite: EEDUC 5137.

**EEDUC 5139 - Learning Mathematics in Early Childhood (3)**

This course is designed to develop knowledge of content and pedagogy that is essential for teaching mathematics in schools. Assessment strategies, adaptations for special needs, and classroom management are all addressed. The "big ideas" and how they develop and become represented is a strong emphasis.

**EEDUC 5146 - Issues in American Schooling: Contemporary Challenges and Historical Contexts (3)**

The course examines diverse contemporary issues in American education through a combination of field-based experiences and investigation of the social and historical forces that shape the character of schooling in a democratic society. The course opens the dialogue about the nature of teaching and learning, and the design of educational programs in the context of societal, political, and economic structures as well as within the diverse cultural values of a pluralistic society.

**EEDUC 5147 - Curriculum, Instruction and Assessment in History and Political Science (3)**

This course will help students develop an understanding of curriculum, instruction, and assessment issues in middle school history, political science, and political philosophy. Students will develop sample instructional materials such as lesson and unit plans along with strategies for differentiating instruction. Students will learn how to use state standards and essential questions to design engaging lessons and how assessment may be developed to measure student learning in a meaningful way.

Prerequisite: EEDUC 6203 or CEDUC 2353.

**EEDUC 5160 - Civics and Democracy (3)**

This course prepares teachers to provide instruction on the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. The guiding questions for this course are: "How have concepts of

liberty and justice affected the United States democratic system of government?" "How can power be balanced in government?" and "What is the role of the individual in maintaining a healthy democracy?"

**EEDUC 5219 - Transforming Mathematics Teaching through Content Coaching (1)**

Do you know how to use coaching to create a robust adult learning community in your school? Would you like to influence more teachers to teach mathematics in engaging and powerful ways? Content coaching is a powerful, research-based, and effective model of coaching designed to transform school culture and enhance student learning. This three-day content coaching course with follow-up virtual coaching sessions is designed for teacher leaders, coaches, and math specialists, along with their partnering administrators or building evaluators. Content coaching is a proven, research-based, model of coaching. Whether you have practiced cognitive coaching or instructional coaching or have not had any training as a coach, content coaching will increase your capacity to coach teachers in ways that result in significant improvement in both instruction and student learning. This course will help you and your team develop a school-wide culture for mathematics coaching to ultimately result in increased student academic achievement.

**EEDUC 5256 - The Impact of Trauma on Learning: An Overview (3)**

This course will examine the impact of traumatic experience on student learning, both academic and social/emotional, and provide a structured approach to individual and school-wide interventions. The biological, environmental, and socio-cultural aspects of traumatic experience will be analyzed. School-wide and student-specific intervention strategies will be presented, and participants will analyze the effects of their work with students impacted by traumatic experience on their own well-being (secondary trauma).

**EEDUC 5257 - The Impact of Trauma on Learning: Classroom and Student Supports (3)**

Trauma affects self-regulation, social skills and a child's sense of health and well being, along with interfering with more traditional academic skills that require language, memory, and executive function. This course will address ways to promote these non-academic and academic competencies for students impacted by trauma, including which competencies can be incorporated into the learning flow of the classroom (as they benefit all children) and which are best taught with an individual support plan.

Prerequisite: EEDUC 5256.

**EEDUC 5258 - The Impact of Trauma on Learning: Creating Trauma Sensitive Schools (3)**

This course is designed to expand knowledge of trauma, its impacts, and the process for building trauma sensitive environments through examination of the underlying change theory, processes, and tools needed to establish trauma sensitivity. Participants demonstrate their understandings by either (a) developing a plan for guiding the creation of a trauma-sensitive school or (b) conducting research grounded in trauma-informed inquiry.

Prerequisite: EEDUC 5256 and EEDUC 5257.

**EEDUC 5259 - The Impact of Trauma on Learning: Action Research and Seminar (3)**

Students demonstrate their understanding of the attributes of trauma-sensitivity by working together to design and conduct research that assesses the outcomes of efforts to improve trauma-sensitivity in classrooms, schools, or other learning environments.

Prerequisite: EEDUC 5256, EEDUC 5257, and EEDUC 5258.

**EEDUC 5300 - Environment and Materials in Reggio-Inspired Teaching and Learning (3)**

This course provides an opportunity to experience a variety of materials that form the symbolic languages children use to express ideas. Discussions focus on children's cognitive development as reflected in their use of expressive materials and on the education philosophy and processes that are characteristic of schools in Reggio Emilia, Italy. Highlighted are constructivist pedagogy, documentation, process learning, the role of the environment in teaching and learning, and the use of projects to facilitate in-depth learning.

**EEDUC 5301 - Reggio Emilia-Inspired Study Tour: Collaboration, Inspiration, and Interpretation (3)**

This experiential course will provide participants a unique opportunity to learn about the Reggio Emilia approach to Early Childhood Education, create research questions for investigation, and develop their personal and professional relationships in the process. Students in the course will meet at Lesley University prior to traveling to the Study Tour site, so to better understand the approach and to highlight perceived connections between the Reggio Emilia approach and individuals' own contexts. As part of the formal study tour, which includes visits to classrooms, presentations by/with staff, and cultural experiences, students will network with colleagues in the field to promote collaborative work and to adapt specific ideas to our own contexts. While traveling, students and faculty will meet to process individual and shared experiences. Participants will also maintain reflective journals that may include writing, drawing, photographs, or other artifacts created during the course. The course will culminate with materials prepared for presentations and/or publication. This experience will provide an avenue for course participants to share their learning with the broader community, and will serve as documentation of our individual and group experiences.

**EEDUC 5400 - Literacy and Literature: Methods and Materials (1-6) (3)**

This course presents foundational principles of literacy development, assessment, and instruction in the elementary classroom. Methods for locating, evaluating, and teaching with high quality children's literature are embedded across the course. Emphasis is placed on theory to practice connections that support language arts learning in linguistically and culturally diverse classrooms. A multi-literacies framework highlights the roles that technology, the arts, and digital resources play in literacy learning.

Corequisite: EDIAG 5100.

**EEDUC 5815 - The Reggio Emilia Approach to Early Childhood Education (2-3)**

Exploration of the history and basic philosophy of the Reggio Emilia approach. The organization of the environment, the teacher's role and the role of the atelierista, and the relationships between the

schools and the community will be considered. Special focus on the emergent curriculum and processes for documentation.

**EEDUC 6001 - The Teaching of Writing (K-12) (3)**

This course promotes the thoughtful examination of writers and writing instruction. Throughout the course, students are introduced to strategies and skills they can use to enhance their own writing and the writing of K-12 students. Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current understandings in the field, this course explores such topics as writer's workshop, conferencing, struggling writers, assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of technology to support writers, and the management of writing instruction.

**EEDUC 6020 - Read Like Writers: Study of Craft Techniques (K-2) (2-3)**

This annual primary level literacy institute is designed to engage educators in thoughtful learning experiences and hands-on work. Experts in the field of literacy will guide participants in thinking about best practices. Speakers and topics will vary year to year.

Cross-Listed as: EEDUC 6030.

**EEDUC 6022 - Cooperative Learning (3)**

This practical course is designed to facilitate understanding of various cooperative learning structures and strategies through investigation and experience. The major focus is on developing cooperative models, structures, and skills to foster inclusion, social and academic problem solving, conflict resolution, and democratic values among students with and without special needs. Working in collaborative groups, students are required to develop an action plan for implementing cooperative learning in their classrooms.

**EEDUC 6030 - Read Like Writers: Study of Craft Techniques (3-8) (2-3)**

This annual intermediate/middle level literacy institute is designed to engage educators in thoughtful learning experiences and hands-on work. Experts in the field of literacy will guide participants in thinking about best practices. Speakers and topics will vary year to year.

Cross-Listed as: EEDUC 6020.

**EEDUC 6032 - Exploring Nonfiction for the Elementary and Middle School Classroom (3)**

Utilizing children's literature as its required reading, this specialized course closely examines the often overlooked genre of nonfiction and its rich potential for integration across K-8 curricula. This in-depth study emphasizes developing critical skills for evaluation, analyzing various types of nonfiction books, highlighting notable creators in the field, and sharing strategies that increase nonfiction reading and comprehension, as well as techniques for the researching and writing of nonfiction within the classroom setting.

**EEDUC 6036 - Essential Elements of Literacy Leadership: Vision to Action (2, 3)**

This course is designed to address key topics that are essential to high-quality literacy teaching and learning and the role of leadership

and coaching in a school or district. Participants explore the content of literacy and instructional practices essential to implementing a coherent literacy program in schools with a focus on assessment that informs instruction. They examine school culture, coaching, interventions, and team work as well as elements of high-quality professional learning experiences.

Prerequisite: n/a. Corequisite: n/a. Cross-Listed as: n/a.

**EEDUC 6039 - Phonics, Vocabulary, and Spelling in the Reading/Writing Classroom (K-3) (3)**

This course offers educators the opportunity to learn the role that phonics, phonological awareness, vocabulary, spelling, and word study instruction play in learning to read and write. Participants expand their knowledge of the alphabetic principle and how words work, develop an understanding of the essential elements of a word study curriculum, learn how to assess students' reading and writing for phonics and spelling knowledge, and use a continuum of word study to plan for instruction. Attention will be given to supporting English language learners and to students who have difficulty learning to read and write.

**EEDUC 6045 - Guided Reading: Differentiating Literacy Instruction (3-8) (3)**

Participants will learn how to observe and assess the reading behaviors of intermediate and middle school students; form flexible groups; analyze and select appropriate texts; and plan guided reading lessons that address the needs of individual readers within the group. Participants will learn about the complex nature of the reading process and consider how each element of a guided reading lesson presents opportunities for teaching and learning that will support the varying needs of students, including those whose first language might not be English.

**EEDUC 6046 - Literacy Leaders (3)**

This course will develop literacy leaders who can build communities of practice and instructional coherence in their schools. Educators will expand their knowledge of the reading and writing processes, word study and oral language development. They will employ teaching practices that develop engaged and active learners in K-5 classrooms. In addition, they will design plans to support colleagues at their schools in a variety of professional learning experiences (lesson study groups, book discussions, PLCs, instructional planning grounded in student data).

Prerequisite: n/a. Corequisite: n/a. Cross-Listed as: n/a.

**EEDUC 6047 - Guided Reading: Responsive Teaching (K-2) (3)**

Participants will build a strong understanding of reading as a complex process and learn how to help students become more proficient readers through differentiated instruction in small, guided reading groups. They will use running records of oral reading behaviors to study a child's progress in reading over time and consider the role that a gradient of texts and matching books to readers has on student progress. Participants will analyze assessment data to form flexible groups, select appropriate texts, and plan guided reading lessons for effective literacy instruction of diverse students.

**EEDUC 6049 - Word Study: Teaching Phonics, Spelling, and Vocabulary (3-8) (3)**

This course examines the rationales and theories underpinning the teaching of phonics, spelling, and vocabulary in an authentic literacy classroom for grades 3-8. You will investigate essential categories of learning and consider ways in which word study fits into a broader language and literacy framework. You will analyze teaching and engage in inquiry that will deepen your understanding of how words work and serve as a set of instructional practices for effective teaching of a range of students. Participants should be teaching in a classroom at this grade level, or have access to a small group of students with whom they can work over time in order to complete assignments successfully.

**EEDUC 6058 - Anti-Bias Communities in Early Childhood (3)**

This course is designed to help students understand the complex, multi-dimensional diversity of young children and their families, and learn to create a fair, caring, and anti-bias classroom community. By studying sociolinguistics and socio-cultural theories, students will deepen awareness of their cultural perspectives, become more open minded and sensitive to young learners' development in the context of a classroom culture, and connect the stance of anti-bias education with practical curriculum ideas, classroom management, and teaching strategies.

Prerequisite: EEDUC 5131 or CEDUC 2351.

**EEDUC 6059 - Literature and Learning in the K-8 Classroom (3)**

This course will explore children's and young adult literature as teaching tools in language arts and content area instruction. With an emphasis on curriculum development, the course will focus on teaching strategies for various genres; issues related to differentiated instruction and text complexity; and the use of children's and young adult literature as a vehicle to explore multiple perspectives.

**EEDUC 6080 - Urban Ecology Field Studies: Implementing Field Research in Schools (3)**

Participants engage in authentic, community-based, urban field research alongside experienced educators and researchers from Lesley University, the Urban Ecology Institute (UEI), Boston College, and Loyola Marymount University. Coursework provides both pedagogical and content enrichment for teachers seeking to meet professional and science education standards. Participants learn how to use and access UEI materials and curricula, and develop and implement a unit of study based on their experience in the course.

**EEDUC 6100 - Adolescent Development (3)**

This course on adolescent development focuses on understanding how cognitive theory and neuroscience can be applied in educational settings. Understanding how adolescents learn allows teachers to do the best possible job in supporting students' academic achievement. This course also examines adolescent development in the areas of language, memory, sensory perception and attention. The roles of emotion in learning will be explored, along with moral and social development, particularly the changes in interpersonal relationships with family and peers.



**EEDUC 6101 - Content Literacy (3)**

Disciplinary literacies are explored as a means of accessing content knowledge in the PreK-12 classroom. The course examines constructivist reading comprehension and vocabulary strategies, and investigates how listening, speaking, reading, writing, and viewing are a means of both developing and demonstrating content area knowledge. Diverse text types and genres are examined for their complexity and content, as tools for scaffolding content learning.

**EEDUC 6103 - Curriculum, Instruction and Assessment in English (3)**

This course provides historical and structural foundations of the language for teachers of English in middle schools. Components of the course include the history of the English language; an examination of rules, conventions, and purposes of written and spoken English; a survey of selections of American, English, and world literature for middle school students; and methods of assessing students' needs as well as meeting the needs of diverse learners.

Prerequisite: EEDUC 6203 or CEDUC 2353.

**EEDUC 6109 - Observation, Documentation, and Assessment (3)**

This course provides an opportunity to examine a variety of ways to study children in their natural environment and in clinical settings. Emphasis is placed on looking at classroom settings, children's work, group interactions, and teacher behavior. Authentic assessment and work sampling systems are addressed. Strategies for presenting information about children and portfolios are developed.

**EEDUC 6111 - Constructing the Equitable Classroom: From Theory to Practice (3)**

This course will examine the goals, assumptions, and strategies of multicultural education and assist teachers to effectively apply theories of equity to classroom practice. Through a variety of cognitive and affective approaches, students will identify and analyze the cultural and structural factors that have led to unequal academic outcomes for diverse learners and explore practitioner-based strategies, resources, and materials for the development of classrooms that are culturally affirming and inclusionary. Through activities and assignments, students will both explore and demonstrate a developing awareness of how various artistic mediums can be utilized as important aspects in the development of a multicultural curriculum. Reading will be placed within the context of public schooling today in order to develop students' "cultural consciousness" of the shared societal assumptions that we bring to our teaching experiences.

Prerequisite: Completion of a curriculum development course in either early childhood, elementary, or middle school levels..

**EEDUC 6125 - Dimensions of Teaching and Learning (3)**

Dimensions of Learning and Teaching introduces graduate students to academic research, writing, critical thinking and the use of institutional supports for scholar/practitioners. A sequenced set of relevant online assignments is designed to introduce the skills and attitudes necessary for successful completion of critical inquiry, current APA usage, and the analytical writing process.

Scholar/practitioners enrolled in this course focus their efforts on writing a critical issues review of the literature associated with a self-chosen dimension of teaching and learning. Scholars new to

graduate school, as well as experienced online learners, will benefit from this course.

**EEDUC 6126 - Classroom and School Inquiry (3)**

Classroom and School Inquiry focuses on the understanding and critical analysis of educational research and methods for accurately communicating this information to the public. As teachers participate in redefining their educational roles, decision-making and action-oriented classroom practice will be critical in promoting student learning. Both require problem-solving, which is enhanced by the forming and testing of hypotheses, gathering data that is then analyzed, synthesized, and evaluated, and generating solutions. This course will engage students in this process by acquainting them with the knowledge and techniques necessary for them to become lifelong teacher researchers, and to present the results of their research effectively and professionally to a variety of audiences.

This course is a prerequisite to EEDUC 6127.

**EEDUC 6127 - Action Research and Seminar (3)**

In this course, students demonstrate their expanding understandings and competencies as teachers by collaborating with several classmates to design a research project that can have a direct impact on their classroom, school, or school community. In addition, work from this course provides students with opportunities to develop professional development presentations and their leadership skills.

Prerequisite: Successful completion of EEDUC 6126 or an equivalent research course..

**EEDUC 6128 - Dimensions of Equity (3)**

This course will examine the goals, assumptions, and strategies of multicultural and special education and prepare teachers to effectively apply theories of equity to classroom practice. Through a variety of cognitive and affective approaches, students will identify and analyze the cultural and structural factors that have led to unequal academic outcomes for diverse learners within the socio-political and historical context of the United States.

**EEDUC 6134 - Science Curriculum Designed for Understanding (3)**

This pedagogical course focuses on curriculum redesign. Participants (K-8 educators) use the Teaching for Understanding framework developed at Harvard University to guide thinking critically about how to shape inquiry-based experiences to achieve deeper understanding of important science concepts. This framework stresses the importance of establishing explicit goals of understanding, engaging students in performances of understanding—that is, experiences that require learners to use the concepts they are learning—and ongoing assessment of their understanding.

Prerequisite: CNSCI 5100.

**EEDUC 6135 - Assessment: A Literacy Perspective (3)**

This course examines principles of assessment and evaluation in the language arts, with emphasis on reading and writing, for the literacy educator. The central concern is the role of assessment in instruction for both individual students and whole classrooms. Topics of study include the nature of data collection, analysis and interpretation in

various assessment approaches, and issues related to serving diverse student populations.

Prerequisite: EEDUC 5121 or EEDUC 5400; EEDUC 6001 and EEDUC 6101. Corequisite: EDIAG 5100.

### **EEDUC 6136 - Struggling Readers and Writers (3)**

This course explores the nature of the challenges facing those students at all grade levels who struggle (for diverse reasons) to achieve expected progress in reading and writing development. Participants will describe and analyze the nature of difficulties encountered by struggling readers and writers; they will identify appropriate classroom approaches to address these difficulties and will survey the many well-established programs for learners who are struggling. Issues related to serving diverse populations are raised throughout.

Prerequisite: EEDUC 6001 and EEDUC 6101.

### **EEDUC 6139 - A Pedagogy of Play (3)**

How does one define play? What are the debates about the relationship of play to children's learning, to the development of meaning, and to creativity, PreK-2? Are there variations in play across cultures, between typically developing children and those with disabilities, and between genders? This course will examine theory and research that will help us explore these and other questions.

### **EEDUC 6154 - Meeting Diverse Needs in the Mathematics Classroom (3)**

This course considers the theory, research, and practical applications of ensuring that all children succeed mathematically. Gender, socioeconomics, culture, language, learning differences, assessment, and differentiated instruction are considered. Offered as part of an off-campus sequence.

### **EEDUC 6156 - Assessment for the Classroom Teacher of Literacy (3)**

This class is designed to support the classroom teacher in understanding the purposes of assessment including screening, progress monitoring, and diagnosing. Students will be introduced to assessment tools in the key areas of word identification, comprehension, vocabulary, spelling, phonemic awareness, emergent literacy, and selected topics in writing. Application to students from elementary through middle school will be made. Using tools with students with diverse linguistic needs and special educational needs will be incorporated throughout the content of the class. This course is designed to align to the International Reading Association's standards for Assessment and Evaluation for Classroom Teacher Candidates and is recommended for licensed teachers.

### **EEDUC 6158 - Enduring Ideas and Current Issues in the Education of Young Children (3)**

This course examines ideas that have consistently influenced thinking in early childhood education and have significantly impacted program planning for young children. Through examination of the ideas, students gain an understanding of some historical and theoretical frameworks that have shaped current educational thought. They use the theoretical frameworks as a basis for exploring current issues related to the processes of young

children's development and learning. Assessment, leadership, and advocacy efforts are integral components of the course.

### **EEDUC 6162 - Equity and Achievement: A Socio-Political Approach (3)**

This course will encourage Middle School and High School certification and advanced degree students to explore the theoretical foundations and frameworks for developing a reflective, equity-based educational practice. Through a variety of cognitive and affective approaches, students will identify and critically analyze historical, socio-cultural, and school-wide factors that have contributed to unequal academic outcomes, explore practitioner-based strategies, and develop culturally-affirming resources and materials for content-specific courses, classroom, and school-wide use.

### **EEDUC 6164 - Perspectives on Literacy, Learning, and Teaching (3)**

This course explores theories, values, goals, and assumptions underlying the ways literacy is learned and taught in school and out-of-school contexts. Emphasizing how these understandings play out in practice, students will study the histories, issues, relationships, instructional materials, and resulting policies surrounding various literacy education approaches. Students will critically examine particular perspectives to inform their own practice as literacy teachers, and experiences as literacy learners, and consider how such perspectives can shape their continued instructional practice.

### **EEDUC 6165 - Linking Assessment to Teaching: Reading, Writing, and Word Study (K-8) (3)**

This course develops the expertise of teachers in systematic observation and analysis of reading, writing, and language behaviors. Through authentic, standardized assessment and the analysis of reading records, writing, and talk, teachers will gain insight into how students are able to process, comprehend, and craft meaningful text. They will also identify the behaviors and understandings essential to the way words and language work, and design literacy instruction that meets the varying needs of all students. Participants will need access to a student at this grade level in order to complete assignments successfully.

### **EEDUC 6166 - Classroom Assessment for Middle School and High School Teachers (3)**

This course investigates formative classroom assessment for making decisions about instruction and student learning. During the course, participants will explore a broad range of assessment strategies and develop assessment instruments including: selected response assessments, essay tests, and performance assessments. Use of observation and personal communication in assessment will also be explored. Participants will work with summative assessment results (such as state test data) to understand how different forms of assessment can be used to determine whether or not students are progressing toward meeting standards.

**EEDUC 6168 - Intentional Teaching in a Readers' Workshop (3-8) (3)**

This course will teach the rationale and organizational components of reader's workshop. Participants will learn how the framework of the reader's workshop supports the development of the reading process in individual students as well as the development of a community of learners among students and a culture of learning within the classroom. Attention will be given to supporting students who have difficulty with the reading process and readers whose primary language is not English. During this course, you will be required to work with a student who is currently in grades 3-8. It is necessary to receive written parental permission in order to videotape your work with this student.

**EEDUC 6169 - Thinking, Talking, and Writing about Texts (K-8) (3)**

Participants learn how to observe, analyze, and lift the level of students' thinking about reading through instruction that engages students in close analysis of text and links thinking, talking, and writing. Using behavioral evidence of student talk and writing, participants make effective teaching decisions for all students, including those whose primary language is not English. Several instructional contexts within readers' workshop will be examined: interactive read aloud, literature study, writing about reading, mini lessons, and conferences. Participants should be teaching in a classroom at this grade level or have access to a small group of students with whom they can work over time in order to complete assignments successfully.

**EEDUC 6170 - Middle and High School Content Literacy (3)**

Explore how listening, speaking, reading, writing, and viewing are tools for accessing and demonstrating content knowledge within the various academic disciplines of inclusive secondary classrooms. This course investigates the process of teaching argumentative, informational/explanatory, and narrative writing as well as how to conduct research to build and construct knowledge within an academic discipline. Diverse text types and genres are examined for their complexity and content, and as tools for scaffolding content learning.

**EEDUC 6173 - Literacy in the Disciplines (1-6) (3)**

This course focuses on the reading and writing connection in inclusive elementary classrooms. Students explore writing processes and reading comprehension strategies, with a focus on purpose and audience. Disciplinary literacy is investigated as a means of developing and demonstrating content knowledge. Attention is paid to arts and technology integration; visual, multimodal, graphical, and critical literacies; and the support of linguistically and culturally diverse learners through curriculum development, text set design, workshop structures, and collaborative learning.

Prerequisite: EEDUC 5400 or ESPED 6014.

**EEDUC 6174 - Literature for Children, Tweens, and Teens in a Diverse Society (3)**

This course explores the range of literature published for today's young readers as well as the many roles that literature can play in home, community, and school settings. Participants will learn

strategies for locating high quality children's books in different genres; practice with criteria for evaluating books for quality, complexity, and utility; and be introduced to strategies for incorporating children's books across the curriculum. Special attention is paid to the need for diverse voices and representations in children's literature and to the potential books hold to build cultural competencies and connections.

**EEDUC 6175 - Phonics, Spelling, and Vocabulary: Extensions and Applications (3)**

The course will develop an understanding of the role of word identification in classroom literacy instruction: phonics, spelling, and vocabulary. This course will include current issues and research findings regarding best practices for literacy instruction in PreK-5 classrooms. Topics will include: phonics, phonemic awareness, vocabulary, automaticity, vocabulary, fluency, spelling, and selecting text for instruction. Participants will reflect upon their own classroom practice. This course will include applications to language acquisition and development.

**EEDUC 6176 - Intentional Teaching in a Writers' Workshop (K-2) (3)**

This course focuses on the structure of a writers' workshop, K-2, and includes assessing and planning for instruction in small group teaching; individual conferring; and whole group minilessons and share for all students, including English language learners. Participants build an understanding of the theory and practice of how young children develop as writers and how children's writing changes over time using *The Continuum of Literacy Learning* and other resources. Participants engage in "teachers as writers" to experience the writing process and to develop their knowledge of genre, craft, and conventions. Participants should be teaching in a grade K-2 classroom or have access to students in those grades to successfully complete the requirements of the course.

**EEDUC 6180 - Intentional Teaching in a Readers' Workshop (K-2) (3)**

Participants learn the rationale and organizational framework to support a readers' workshop in the primary classroom, including whole group and small group teaching, and independent reading with individual conferring. Participants consider the purpose and management of literacy centers to promote independent, self-regulated learning. Through analysis of informal assessment data, participants will design explicit instructional experiences for a range of students, including English language learners using *The Continuum of Literacy Learning Grades K-8* and other resources. Participants should be teaching or have access to students in order to successfully complete this course.

**EEDUC 6185 - Intentional Teaching in a Writers' Workshop (3-8) (3)**

This course focuses on the structure and components of a writers' workshop. The course includes planning for instruction in small group; individual conferring; and whole group minilessons and share. Participants engage in the writing process to build an understanding of theory and process around genre, craft, and conventions. They assess and plan instruction for all students, including those whose primary language is not English using *The Continuum of Literacy*

*Learning Grades Pre-K-8: A Guide to Teaching* and other resources. Participants should be teaching in a grade 3-8 classroom or have access to students in those grades to successfully complete the requirements of the course.

### **EEDUC 6201 - Cultures of the High School (3)**

This course is designed to guide pre-service educators and others interested in how the role of schools in US society in the formation of the knowledge, strategies and dispositions fundamental to the practice of a middle and high school professional educator. Students will study the social educational philosophies underlying various proposals for the design and management of ideal schooling arrangements, and participate in learning projects. Course aims will be accomplished through the reading of primary source documents, open-ended and deliberative class discussions, and the completion of both formal and informal writing tasks.

### **EEDUC 6202 - Teaching Mathematics in Grades 8-12 (3)**

Explores various pedagogical strategies appropriate in secondary school settings with a focus on engaging students in mathematically rich investigations. Through simulation, practical experience, classroom modeling, and analysis, students will deepen their understanding of the interplay between relevant teaching strategies, formative and summative assessments, and the incorporation of technology, while enlarging their repertoire of viable methodologies for use in secondary school mathematics classrooms.

Prerequisite: EEDUC 6203 or CEDUC 2353.

### **EEDUC 6203 - Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom (3)**

Participants design an instructional unit that includes at least three lessons: 1) a lesson that assesses students' background knowledge in a content area while engaging them in the learning process; 2) a lesson focused on helping students acquire and integrate new learning; and 3) a lesson that helps students extend and refine their learning. The course models and teaches effective instructional strategies, introduces formative and summative assessment, and integrates technology.

### **EEDUC 6204 - The Middle School: Historical Context and Promising Practice (3)**

This course examines the promising practices of the contemporary middle school philosophy through a combination of field-based experiences and examination of the historical forces that shape the character of schooling in a democratic society. Students, as pre and in-service practitioners, will investigate the student-centered, team-integrated, interdisciplinary approach in light of its ability to simultaneously address both state standards and frameworks while providing for the needs of emerging adolescents.

### **EEDUC 6206 - Teaching High School Science (3)**

This course focuses on teaching the dynamic, interdisciplinary nature of high school science. Student engagement is critical and is only achieved through quality curriculum and instruction. Participants will learn to instill curiosity about both the natural and designed worlds through the use of engaging teaching practices in science that model the inquisitive, analytical, and skeptical nature of science.

Participants will focus on teaching with thoughtful hands-on and minds-on activities, laboratories, investigations, and design challenges.

Prerequisite: EEDUC 6203 or CEDUC 2353.

### **EEDUC 6207 - Making Learning Meaningful: Inquiry, Project-Based and Service Learning (3)**

Course participants will learn systematic teaching methods that engage their students in creative and meaningful learning, including "Project-Based Learning" and "Service Learning." Unit plans will be designed to give students a voice in their learning while engaging them in extended "inquiry" structured around "driving" questions and requiring students to complete carefully designed products or performances. PBL design will also incorporate content literacy skills including: reading with understanding, written communication, research, and technology skills.

Prerequisite: EEDUC 6166, EEDUC 6203, and EEDUC 6215.

### **EEDUC 6210 - Adjusting Teaching Practices to Student Needs (3)**

This course explores effective classroom teaching strategies. To achieve success, students must receive effective instruction, feedback that motivates learning, and develop positive attitudes toward learning. Course participants practice teaching strategies that can be effective for these purposes and learn to adjust practice to the diverse needs of all students. Course participants will also consider the laws governing education for students with disabilities.

Prerequisite: EEDUC 6100 and EEDUC 6203.

### **EEDUC 6215 - Effective Management of Secondary Inclusive Classrooms (3)**

This classroom management course is focused on helping participants develop a comprehensive vision of classroom management that enables them to create optimal learning environments, prevent disruptive behaviors, and respond appropriately when problematic behaviors occur. Participants will gain confidence in their ability to create safe, welcoming, supportive classrooms that promote mutual respect. *Prerequisite: EEDUC 6100 or CPSYC 3409*

Prerequisite: EEDUC 6100 or CPSYC 3409.

### **EEDUC 6310 - Designing a New Context for Learning (3)**

Leveraging the affordances of technology, research-based practices in classroom management that integrate the principles of positive behavior supports, and curriculum design, we will explore personalized solutions that ensure student-centered learning. Working within problems of practice, we will unpack teaching challenges such as vocabulary development and its close association with comprehension, or moving beyond rote number fluency to number sense, all in service of critical thinking and learner agency for all students, including students with disabilities and students who are culturally and linguistically diverse.

### **EEDUC 6404 - Elevating Literacy Expertise Through Coaching (3)**

Coaches, teacher-leaders, and administrators develop their knowledge of the content and instructional practices of effective literacy teaching. They use *The Fountas & Pinnell Literacy Continuum* and other resources to support their work with the teaching and learning of literacy practices. Participants implement various forms of content-embedded coaching, including intervention and collaborative coaching, and discuss the merits of each model. They

explore the link between coaching and professional development designed to support teacher learning within the school environment.

### **EEDUC 6402 - Clay's Observation Survey of Early Literacy Achievement (2-3)**

An in-depth look at observing change over time in early literacy behaviors through the use of Clay's observation tasks including the coding, scoring, analysis, and use of running records. Focus is on understanding the reading and writing process applied to classroom observation and informed instruction.

### **EEDUC 6403 - Acquiring Coaching and Teacher Leadership Expertise (3)**

This course helps literacy coaches and teacher leaders define their role and engage effectively with teachers, administrators, and other stakeholders. Participants develop communication skills and work with professional resources to enhance their coaching practice. They investigate ways to promote inquiry and reflection as well as how to work with adult learners who find change difficult. Record keeping that fosters accountability and the monitoring of teacher progress will also be explored. Access to a school environment is necessary.

### **EEDUC 6404 - Elevating Literacy Expertise Through Coaching (3)**

Coaches, teacher-leaders, and administrators develop their knowledge of the content and instructional practices of effective literacy teaching. They use *The Fountas & Pinnell Literacy Continuum* and other resources to support their work with the teaching and learning of literacy practices. Participants implement various forms of content-embedded coaching, including intervention and collaborative coaching, and discuss the merits of each model. They explore the link between coaching and professional development designed to support teacher learning within the school environment.

### **EEDUC 6405 - Building Capacity through Continuous Professional Learning (3)**

In this course, teacher leaders, literacy coaches, and administrators examine the elements essential to creating a healthy culture for professional learning in the school. Participants investigate a variety of structures and modalities for professional learning opportunities and consider how language can be used to promote engagement and foster continuous reflection on the effects of teaching on student learning. Participants need to work in, or have access to, a school environment in order to complete the assignments. Note: This course cannot replace EEDUC 7130 or EEDUC 7103.

### **EEDUC 6406 - Shared Leadership for School Improvement (3)**

Coaches and teacher leaders study the importance of building professional capital and advocating for decisions rooted in the school's vision of literacy teaching and learning. Participants develop the knowledge and ability to promote shared leadership, lead productive teams, facilitate group inquiry around data, mentor colleagues, and communicate effectively with internal and external stakeholders.

### **EEDUC 6633 - Connecting Theory to Practice: School-Based Pre-Practicum (4)**

This course invites examination of historical and contemporary educational issues in American education through an emphasis on field-based experiences and investigations of the social and historical forces that shape the character of schooling and the lives of students and teachers in elementary public school classrooms. As an enhancement to either internship or early field experience models, the course offers wide site-based opportunities for reflection, sense-making, and deeper understanding of the Professional Standards for Teachers.

Prerequisite: Permission required.

### **EEDUC 6635 - Theory and Practice: A Contemporary Context for Teaching (3)**

This course invites examination of historical and contemporary educational issues in American education through an emphasis on field-based experiences and investigations of the social and historical forces that shape the character of schooling and the lives of students and teachers in elementary public school classrooms. The course offers wide opportunities for reflection, sense-making, and deeper understanding of the *Professional Standards for Teachers* as they emerge as realities in schools.

### **EEDUC 6403 - Acquiring Coaching and Teacher Leadership Expertise (3)**

This course helps literacy coaches and teacher leaders define their role and engage effectively with teachers, administrators, and other stakeholders. Participants develop communication skills and work with professional resources to enhance their coaching practice. They investigate ways to promote inquiry and reflection as well as how to work with adult learners who find change difficult. Record keeping that fosters accountability and the monitoring of teacher progress will also be explored. Access to a school environment is necessary.

### **EEDUC 7003 - Directed Study: Reading and Language Arts (3)**

Students pursue in-depth study of an individually selected topic in reading or language under the direction of a faculty sponsor.

### **EEDUC 7102 - Research in Reading (3)**

Research paper on a reading issue is completed concurrently as library resources are discussed, research studies evaluated, and critical issues reviewed.

### **EEDUC 7103 - Roles of the Language Arts Professional: Consultation and Collaboration (3)**

Emphasizing consultative and collaborative approaches, students explore the varied roles of a consultant teacher of reading involving areas such as professional development; materials and curriculum development; materials, curriculum, and program evaluation; and the coordination and implementation of legislation and funded programs.

**EEDUC 7105 - Practicum: Interactive Assessment and Instruction for Literacy (6)**

Instruction and supervised practicum experience in the use of formal and informal methods of literacy assessment from emergent to mature levels of ability. From the ongoing analysis of assessment results, each tutor develops a specific instructional program for a tutee. Emphasis is on the interaction of assessment and instruction, and the revision of instructional goals based on the analysis of daily performance.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7111 - Curriculum, Assessment, and Instruction: Assumptions, Relationships, and Design (3)**

Students work with several models and frameworks of curriculum development and their application to systems, classroom curriculum and instruction, and assessment. Models include standards-driven, integrated curriculum, portfolio, and performance assessment. Brain-based research and its impact on curriculum development and instruction are analyzed.

**EEDUC 7112 - Making Systems Work! Integrating Data with Instruction (3)**

Participants explore the standards-based reform movement with particular emphasis on teachers' emerging roles as curriculum developers in the 21st century. Where curriculum development, multiple assessment tools, and technological advances for incorporating big data intersect is the nexus for this course. Building on prior coursework and their own practice, participants apply and critique a process for planning curriculum and assessment and integrating data, designed to support students in diverse classrooms to gain a deeper understanding of important concepts and skills.

**EEDUC 7115 - Assessment for Learning in the Science Classroom (3)**

Assessment to support learning is the pedagogical focus of this course. Through classroom case studies, introductory readings, and discussion, participants examine the different purposes of assessment (principally formative and summative), then develop and implement assessment strategies. They consider how assessing inquiry skills, conceptual understanding, self- and peer-assessment, and feedback to learners on their progress can advance learning in the classroom. Participants plan a formative assessment into inquiry-based work that is conducted in the classroom.

Prerequisite: CNSCI 5100.

**EEDUC 7117 - Investigating Equitable Science Classrooms (3)**

The pedagogical focus is on learning to identify and respond to classroom equity issues that affect science learning. Participants examine their personal definitions, views, and assumptions about equity in the science classroom. Students design and carry out an independent research project that includes collecting classroom data to answer a question about equity. They use their research findings to develop a plan for changing their classroom practice to foster student success.

**EEDUC 7121 - Assessment Issues in Mathematics: Summative and Formative (3)**

This course is designed to engage participants in the examination of both summative and formative assessments and their implications for teaching and learning. Various types of classroom assessments and how they can be used to make instructional decisions based upon student responses will be developed. Participants will also examine how to make sense of the scores reported via standardized tests, what they mean, and what the implications are at the district, school, classroom, and individual student levels.

**EEDUC 7122 - Science and Science Education Research Seminar (3)**

The Science and Science Education Research Seminar is the capstone course in the M.Ed. in Science in Education program. Participants apply the theories and methods learned throughout their graduate coursework in planning, designing, implementing, and presenting a summative research project that contributes to their own understanding of science and/or science education research.

Prerequisite: CNSCI 5100, EDSCI 5200, EDSCI 6110, EDSCI 6115, EDSCI 6120, EEDUC 6134, EEDUC 7115, and EEDUC 7117.

**EEDUC 7130 - Professional Development-New Role for the Classroom Teacher of Literacy (3)**

This course is designed to provide the skills required by in-service teachers to reflect on classroom and school literacy instructional practices and to advocate for positive change. Students will design and facilitate professional development and engage other teachers in professional learning communities. Participants will learn the practices necessary for a model of effective inquiry to examine their own classroom practice, including a plan for data collection and analysis. *For students in M.Ed. in Literacy for K-8 Classroom Teachers or M.Ed. Language and Literacy online program only*

**EEDUC 7277 - Practicum and Seminar in Early Childhood Education (PreK-2) (6)**

Full-semester, full-time practicum, approximately one-third of which must be in a PreK or K classroom and two-thirds in a first or second grade classroom. Practicum is supervised by a supervising practitioner and University program supervisor and is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7278 - Practicum and Seminar in Humanities (5-8) (6)**

Full-semester, full-time practicum in English (5-8) and history (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7279 - Practicum and Seminar in Mathematics (5-8) (6)**

Full-semester, full-time practicum in mathematics (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7730 - Practicum and Seminar in English (5-8) (6)**

Full-semester, full-time practicum in English (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7731 - Practicum and Seminar in Political Science/Political Philosophy (5-8) (6)**

Full-semester, full-time practicum in political science/political philosophy (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7732 - Practicum and Seminar in General Science (5-8) (6)**

Full-semester, full-time practicum in general science (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7733 - Practicum and Seminar in Elementary Education (1-6) (6)**

Full-semester, full-time practicum in an elementary (1-6) classroom under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7738 - Practicum and Seminar in Mathematics/Science (5-8) (6)**

Full-semester, full-time practicum in mathematics (5-8) and science (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7741 - Practicum and Seminar in History (5-8) (6)**

Full-semester, full-time practicum in history (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7770 - Practicum and Seminar in English (8-12) (6)**

Full-semester, full-time practicum in English (8-12) under the supervision of a supervising practitioner and university program supervisor. Practicum is accompanied by a seminar addressing issues in the field, classroom practices, and action research. Addition to official course description: full-semester, full-time is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7771 - Practicum and Seminar in History (8-12) (6)**

Full-semester, full-time practicum in History (8-12) under the supervision of a supervising practitioner and university program supervisor. Practicum is accompanied by a seminar addressing issues in the field, classroom practices, and action research. Addition to official course description: full-semester, full-time is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7772 - Practicum and Seminar in Mathematics (8-12) (6)**

Full-semester, full-time practicum in Math (8-12) under the supervision of a supervising practitioner and university program supervisor. Practicum is accompanied by a seminar addressing issues in the field, classroom practices, and action research. Addition to official course description: full-semester, full-time is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7773 - Practicum and Seminar in Political Science/Political Philosophy (8-12) (6)**

Full-semester, full-time practicum in Political Science/Political Philosophy (8-12) under the supervision of a supervising practitioner and university program supervisor. Practicum is accompanied by a seminar addressing issues in the field, classroom practices, and action research. Addition to official course description: full-semester, full-time is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7780 - Practicum and Seminar in Biology (8-12) (6)**

Full-semester, full-time practicum in Biology (8-12) under the supervision of a supervising practitioner, science faculty advisor, and university program supervisor. Practicum is accompanied by a weekly seminar addressing issues in the field, classroom practices, and action research. Full-time, full-semester is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**EEDUC 7781 - Practicum and Seminar in Chemistry (8-12) (6)**

Full-semester, full-time practicum in Chemistry (8-12) under the supervision of a supervising practitioner, science faculty advisor, and university program supervisor. Practicum is accompanied by a weekly seminar addressing issues in the field, classroom practices,

and action research. Full-time, full-semester is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

#### **EEDUC 7782 - Practicum and Seminar in Earth Science (8-12) (6)**

Full-semester, full-time practicum in Earth Science (8-12) under the supervision of a supervising practitioner, science faculty advisor, and university program supervisor. Practicum is accompanied by a weekly seminar addressing issues in the field, classroom practices, and action research. Full-time, full-semester is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

#### **EEDUC 7783 - Practicum and Seminar in Physics (8-12) (6)**

Full-semester, full-time practicum in Physics (8-12) under the supervision of a supervising practitioner, science faculty advisor, and university program supervisor. Practicum is accompanied by a weekly seminar addressing issues in the field, classroom practices, and action research. Full-time, full-semester is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

#### **EEDUC 7784 - Early Childhood Practicum for Compass, Pt 1 (3)**

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license-specific MTELS

#### **EEDUC 7785 - Early Childhood Practicum for Compass, Pt 2 (3)**

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTELS
- Practicum for Compass, Pt 1

Prerequisite: EEDUC 7784.

#### **EEDUC 7999 - Independent Study: Qualifying Portfolio and Oral Examination (3)**

Students create a portfolio organized around themes related to their Certificate of Advanced Graduate Study work and share their understandings orally with a committee made up of their advisor and two other faculty members.

#### **EEDUC 7786 - Elementary Ed Practicum for Compass, Pt 1 (3)**

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTELS

#### **EEDUC 7787 - Elementary Ed Practicum for Compass, Pt 2 (3)**

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTELS
- Practicum for Compass, Pt 1

Prerequisite: EEDUC 7786.

#### **EEDUC 8001 - Advanced Professional Seminar (3)**

This interdisciplinary seminar will focus on professional identity development and issues of professional practice. Students will be introduced to reflective practice, systems analysis, and action research. Students from diverse disciplines will learn about collaborative problem solving for the systems in which they have to function. Emphasis will be placed on understanding the cultural, social, and community contexts for professional practice from a critical perspective. Schedule to be announced.

## **EMATH - MATHEMATICS IN EDUCATION**

#### **EMATH 6107 - Constructing Mathematical Understanding: Number and Operations (3)**

Participants will develop a solid conceptual understanding of the language and operations of arithmetic, as well as the



interrelationships among arithmetic, algebra and geometry. Topics include place value and the history of counting, inverse processes, the geometry of multiplication, the many faces of division, and conceptual models of integers and rational numbers. Registration restriction: successful completion of an algebra or higher-level math course at the undergraduate level.

### **EMATH 6108 - Constructing Mathematical Understanding for Number Theory (3)**

Participants develop a solid conceptual understanding of the branch of mathematics known as number theory. Topics include properties of prime, composite, abundant, deficient, and perfect numbers; divisibility rules; and the use of geometric and other representations for finding prime factorizations and greatest common factors. Participants will also investigate the fundamental theorem of arithmetic, computing in different bases, and arithmetic progressions.

### **EMATH 6109 - Functions and Algebra I: Building Mathematical Understanding (3)**

Participants develop a solid conceptual understanding of the branch of mathematics known as algebra. Topics will include ratio and proportion, slope, operations with integers, the notion of function, absolute value, linear versus non-linear functions, sets, equations, inequalities, simultaneous equations and demand functions.

### **EMATH 6110 - Functions and Algebra II: Broadening the Base (3)**

This course builds upon its prerequisite, Functions and Algebra I, studying wider classes of functions, their graphs, and applications; detailed study of quadratic functions; solutions of quadratic equations; applications in physics and optimization; introduction to general polynomials and rational functions, with applications to physics and optimization; exponential functions with applications to growth and decay; and Newton's law of cooling.

Prerequisite: EMATH 6109.

### **EMATH 6111 - Geometry and Measurement I: From Polygons to Pythagoras (3)**

This first course integrates the study of geometry and measurement and includes lines, angles, investigations of triangles including sorting, similarity, trigonometry, and Pythagoras' Theorem. We will also investigate quadrilaterals, polygons, area, and perimeter. Participants will examine the nature of geometric definitions and follow a path that explores mathematical explanation, argument, and justification and how these processes connect to geometric proof.

### **EMATH 6112 - Geometry and Measurement II: Circles, Symmetry, and Solids (3)**

The second geometry and measurement course starts with a focus on measurement and picks up where course one leaves off. Topics include finding the area of irregular shapes, investigating circles, exploring symmetry, and looking at both the geometry and measurement of 3 dimensional solids. Participants will continue to explore how processes of mathematical explanation and justification connect to geometric proof.

Prerequisite: EMATH 6111.

### **EMATH 6113 - Probability: The Mathematics of Uncertainty (3)**

The course develops basic methods and concepts of probability theory, along with typical real-world applications. Students prepare and evaluate probability investigations. The presentation is based on problem solving and mathematical discussion. This course is a co-requisite of the Statistics and Data Analysis course.

Prerequisite: EMATH 6108 and EMATH 6109.

### **EMATH 6114 - Statistics and Data Analysis (3)**

This course on descriptive and inferential statistics uses a collaborative inquiry approach that will develop the participant's ability to critically collect, analyze, and describe qualitative and quantitative data and a variety of verbal, visual and numerical ways. The course will lead participants to becoming both better producers of statistical information and more critical consumers of data based claims and arguments.

Prerequisite: EMATH 6113.

### **EMATH 6115 - Concepts of Calculus: Change and Infinity (3)**

Building on prior number, functions, and geometry courses, calculus extends ideas developed there to the concepts of limit and change. Participants are introduced to an important branch of modern mathematics and are shown how calculus relates to other more elementary areas of mathematics. Topics include ideas of a limit, the concept of instantaneous change, and the fundamental theorem of calculus.

Prerequisite: EMATH 6110 and EMATH 6112.

## **ESPED - SPECIAL EDUCATION**

### **ESPED 5020 - The Special Education Profession: Orientation & Overview (1)**

This orientation course frames supports and expectations for new graduate students through guided analysis of the teaching profession, roles and responsibilities of the special educator, and the US education system. Students explore skills of the effective educator including research literacy, democratic principles, professional socialization, and dispositional reflection. Historical, legal, ethical and pedagogical foundations for social justice and special education are introduced, along with national and state ethics and practice standards, program competencies, and dispositional standards.

### **ESPED 5037 - Strategies for Inclusive Schooling (3)**

This course prepares prospective elementary teachers for the complex diversity of the inclusive classroom. It addresses the legal foundations and principles of special education, as well as the implementation of instructional strategies, adaptations, and supports for students with diverse learning needs. It includes introduction to universal design for learning, differentiated instruction, and appropriate instructional strategies for IEP implementation. The course reviews the historical and legal perspectives of special education from a social justice perspective.

### **ESPED 5100 - Inclusion, Social Justice, and Disability (3)**

This course introduces a neurodiversity lens for reviewing the historical evolution of the perspectives and experiences of the disability community. The course explores the social construct of

disability and ableism. It examines historical context of special education as well as federal and state laws in a democratic society. There is a focus on understanding the characteristics of disability categories within the identification process, using first-person voice. The course introduces the concepts of UDL and Neuroscience.

Corequisite: EDIAG 5100.

**ESPED 5113 - Functional Curriculum and Educational Planning: Severe Special Needs (3)**

This course reviews curriculum content areas for students with intensive special needs, techniques to develop skills in functional domains, and also covers intervention in the motor, emotional, applied academics, and transition areas. Introduces IEPs and Individualized Transition Plans. Covers theories of active learning and supporting learners of all ages (3-22) in integrated settings.

**ESPED 5114 - Universal Curriculum Design and Assistive Technology (3)**

This course uses the lens of Universal Design for Learning (UDL) to help educators adapt instruction to maximize access to the general education curriculum for learners in inclusive classrooms. Course participants will investigate universally designed approaches that draw on brain research, differentiated instruction, multiple intelligences and assistive technology solutions to respond to the needs of all learners, including students with disabilities and students who are culturally and/or linguistically diverse.

**ESPED 5116 - Curriculum Frameworks and Inclusive Strategies (3)**

This course is designed for students in the Teacher of Students with Severe Disabilities program. It will introduce and review the Massachusetts Curriculum Frameworks in the content areas so students are familiar with the frameworks. Students will work with the frameworks in developing adaptations and modifications for children with significant disabilities. Technology-both high-tech and low-tech-adaptations will be introduced. A focus on collaboration with classroom teachers to support included students in the general education curriculum is emphasized, as well as adapting the frameworks for students in highly specialized schools for students with severe disabilities.

**ESPED 6010 - Assessment and Curriculum Planning: Seminar and Field Experience (3)**

This is a graduate level seminar course that examines assessment and curriculum design for use with individuals on the Autism Spectrum. This course explores formal and informal assessment procedures appropriate for use with students with Autism Spectrum Disorder. The course will examine both general education and alternative curriculum to assist pre-service and in-service teachers in how to plan appropriate formal and informal assessment strategies. Sections of the IEP will be reviewed with regard to specific strategies for students with ASD, including transition to adult services. Emphasis is placed on assessment procedures, including formal, informal, and environmental practices, which inform curricular decisions. This is a required field experience course, with monthly course meetings and supervision from program faculty.

**ESPED 6014 - Targeted Reading and Writing Instruction (3)**

The course explores the nature of reading and writing difficulties for students across the K-12 grade span. Literacy learning challenges that develop due to development, gaps in learning, English language acquisition, engagement and motivation, and identified disabilities such as Specific Learning Disabilities, Dyslexia, and Autism Spectrum Disorders will be addressed. Participants will learn how to pinpoint learning needs, design instruction, and monitor progress to support students in achieving literacy development in foundational skills, strategic comprehension, vocabulary, and writing. Participants will identify and survey the many well-established programs available for diverse learning situations. Issues related to serving diverse student populations are raised throughout.

**ESPED 6015 - Collaboration, Advocacy, and Ethics: Autism Spectrum Disorder (3)**

This course will explore the critical importance of communication and collaboration among members of the educational team in promoting success for students with Autism Spectrum Disorder. Participants will explore the connections between communication and advocacy, including educator advocacy and promoting self and family advocacy. Ethical issues and philosophical challenges relating to research, involvement of self-advocates' perspectives, and the importance of including the student in decision making will be emphasized.

**ESPED 6016 - Understanding Complex Behavior: Autism Spectrum Disorder (3)**

This course will introduce the behavioral features associated with autism spectrum disorders. Participants will explore the major behavior change theories and how they relate to appropriate and ethical classroom practice. Evidence and practice-based models to address behavior will be reviewed, including applied behavior analysis, positive behavior support, discrete trial teaching, sensory interventions, art and music therapy, daily life therapy and strength training interventions. Participants will explore the impact of the environment on behavior. Participants will connect behavioral strategies to appropriate instructional and IEP goals and objectives, as well as design appropriate behavior intervention plans.

**ESPED 6017 - Socialization and Communication Supports: Autism Spectrum Disorder (3)**

This course will review social development and social and communicative competence; the development of appropriate social and communication interventions and supports; and informal and formal assessment of social understanding, interactions, and communication. Theoretical foundations of socialization and communication will be explored. Participants will examine evidence-based strategies and review academic literature related to social development that explores the development of social communication for students with Autism Spectrum Disorder. Major educational theories of socialization and communication, including technology, will be examined.

**ESPED 6018 - Physiology and Foundations: Autism Spectrum Disorder (3)**

This course will explore the etiology and scientific/medical theories of the disorder. Criteria, presentation, and severity of diagnosis, examining DSM categories, will be discussed, as well as hallmarks of the spectrum. Identification of the disorder, age of diagnosis, and identifying characteristics will be presented. The course will conclude with an overview of the law that impacts response, placements, schools, and families with children with Autism Spectrum Disorder.

**ESPED 6020 - ASD: Roles of Allies and Advocates (3)**

This course facilitates the in-depth exploration of autism advocacy. A historical view the perception of disability and treatment of people with disabilities provides the context for the urgency of advocacy. The changing landscape of autism advocacy is explored, critically examining the evolving roles of allies, advocates and self-advocates. The voice of autistics is central to this course and in leading the advocacy movement, identifying an advocacy agenda, and determining the role of advocates and allies.

**ESPED 6021 - ASD: Challenges of the Criminal Justice System (3)**

This course explores the Criminal Justice System's struggles to address the needs of people with disabilities, specifically Autism Spectrum Disorder. The CJS's denial of equal protection to people with Autism demonstrates the urgency for advocacy in this area. Behaviors and characteristics that are natural to Autism often conflict with the expectations of the CJS. The over-representation of disabilities in the CJS requires a critical examination of the evolving roles of allies, advocates, and self-advocates.

**ESPED 6022 - ASD: Focus on Individual Strengths - a Different View of Behavior (3)**

This course facilitates the in-depth exploration and challenge of the traditional view of autistic behavior as a deficit model requiring interventions of control and correction. The primary focus of this course is on learning to listen, and seeking understanding of individual experiences and partnering with autistic individuals in defining supports is essential. This is done through the lens of a self-advocate, ally, and advocate. The lens of neuro-diversity is critical to the course.

**ESPED 6023 - ASD: Quality of Life - Transition and Adulthood (3)**

This course facilitates the in-depth exploration of the Quality of Life principle as it relates to those who experience Autism Spectrum Disorder, from transition age throughout the lifespan. The course addresses historical and current best practice across a broad range of topics: relationships, living arrangements, employment, community involvement, and personal enrichment. Self-advocates are the voice for building a community of allies and advocates supporting choice.

**ESPED 6105 - Instructional Accommodations in Math and Science (5-12) (3)**

This course focuses on developing specially designed curricula and teaching strategies in math, science, and technology for diverse learners at the middle and high school levels. Focus will be on

cultivation of mathematical thinking and scientific problem solving. Students will work with Massachusetts Curriculum Frameworks, as well as a variety of materials and instructional technologies, to support learning in math and science for students with moderate disabilities. Formerly Math, Science and Technology: Content and Strategies (5-12)

**ESPED 6107 - Assessment for Instructional Design and Decision Making (3)**

This graduate level course examines the informal assessments and person-centered planning tools that are used to directly to inform IEP development. Assessments used to monitor progress, and make data-informed instructional decisions also covered in detail. Through a field-based component, candidates will design, apply, and analyze results from informal assessments. The use of informal assessments for designing supports in inclusive classrooms is also emphasized.

**ESPED 6116 - Seminar in Special Education (3)**

This course offers an opportunity to investigate an area of interest in the field of special education. Such exploration may take the form of a project for classroom use (e.g., approaches to writing for middle school learners with learning disabilities); an area of special education explored through research (e.g., autism spectrum disorders); or settings the student would like to study through observation and research (e.g., schools and classrooms for children with emotional disorders). Project will include reading, research, and field experience.

**ESPED 6119 - Technology in Communication and Curriculum (3)**

This course reviews the field of communication (verbal and augmentative), language development, and literacy for students with moderate and severely handicapping conditions. Connections between reading, writing, and communications are explored. Computer-assisted communication and instruction, adaptive devices, software, and dedicated communication devices are introduced. Instructional methods, designs, planning, and adaptations for students with a wide range of abilities and needs are implemented. This is a literacy/communication skills/social skills-based instructional methods and materials course for children with intensive special needs.

**ESPED 6121 - Classroom Management and Behavior Support (3)**

This course addresses the social and behavioral aspects of the classroom. Participants analyze a range of classroom management approaches, with particular focus on preventing and proactively addressing student behavior problems in culturally and linguistically diverse classrooms. Participants examine strategies for developing and maintaining appropriate standards of behavior and enhancing the emotional development of children. Central themes include analyzing behavior, developing individualized strategies for addressing challenging behaviors, and creating opportunities for learning effective social skills. A range of environmental, social, behavioral, psycho-educational and cognitive theories and interventions are reviewed and critiqued. Effective strategies for collaborative problem-solving, conflict resolution, and family involvement are also addressed.

**ESPED 6122 - Instructional Accommodations in English Language Arts and Social Studies (PreK-8) (3)**

This course emphasizes literacy, English language arts, history, and social science for learners in grades PreK-8. Students will work with Massachusetts Curriculum Frameworks to identify and develop a variety of teaching strategies and curricular adaptations to meet the needs of diverse learners with a range of disabilities as specified in the IEP.

**ESPED 6124 - Formal Assessment in Special Education (3)**

Assessment is a legal and professional responsibility of all special educators. The central focus of this course is formal, norm-referenced assessments used to assess students who may be eligible for special education services. Informal assessments will also be reviewed and included in the key assignment. The process of interpretation of test results to meaningful curricular decision-making and professional communication of this information to team members will be a primary outcome of the course. Students will focus on assessment methods and procedures often used in eligibility determination and program planning for students with disabilities as well as students who are culturally and linguistically diverse.

**ESPED 6127 - Literacy and Numeracy for Children with Significant Special Needs (3)**

This course is designed to help teachers develop, adapt, and implement literacy and numeracy curriculum and assessment for students with intensive special needs. Students will learn methods and procedures of effectively teaching the core concepts of comprehensive literacy and numeracy instruction.

**ESPED 6128 - Targeted Math and Science Instruction: Access and Fluency (3)**

Based on an understanding of the many ways of knowing and learning in mathematics and science content, this course will focus on the learning strengths and access points to the math and science curriculum of students with disabilities in grades PreK-8. Class participants will learn to use Universal Design for learning, analyze math and science tasks in order to design and modify classroom experiences, and support individual learning needs as specified in the Individualized Educational Program (IEP).

Prerequisite: EEDUC 5102 or equivalent.

**ESPED 6129 - Instructional Accommodations in English Language Arts and Social Studies (5-12) (3)**

This course emphasizes reading comprehension, writing, and study skills in English language arts, history, and social science for middle school and high school learners with a range of moderate disabilities. Students will work with state Curriculum Frameworks to identify and develop a variety of teaching strategies and curricular adaptations appropriate for content area classrooms. Formerly English Language Arts, History, and Social Studies.

**ESPED 6130 - Speech, Language, and AAC (3)**

This course examines speech language, communication and hearing acquisition and development from birth through adolescence, addressing the range of typical and atypical communication

development. The course focuses on the neurological basis of communication, developmental milestones, verbal and non-verbal communication and language diversity as differentiated from disorder. Augmentative and alternative communication (AAC) is described and modeled throughout the course. This class will meet the Pre-Practicum requirements for licensure as well partially fulfill the requirement for ten hours of course work addressing AAC/AT.

**ESPED 6132 - Collaboration with Professionals, Families, and Community (3)**

This course focuses on models and strategies for collaboration among general and special educators, families, outside evaluators, and the community to support students with and without disabilities and to help create positive educational change. Development of effective interpersonal communication skills in working with teachers, outside agencies, and families of students from culturally and linguistically diverse backgrounds will be emphasized. The teacher's roles and responsibilities as a professional and as a collaborative consultant will be explored. Use of outside agencies, services and community resources will be addressed.

**ESPED 6133 - Positive Behavior Support for Diverse Classrooms (3)**

This course is designed to help teachers create classrooms in which all students will learn and flourish. The course moves from setting up and managing an effective classroom (universal preventive strategies), to designing curricular, instructional, and behavioral strategies and supports (supportive strategies), to addressing academic and behavioral challenges and problems (corrective strategies). The needs of various student populations, including English Language Learners, special education students, and students of diverse racial and ethnic backgrounds, will be addressed. The course will involve class meetings, online work, and classroom research.

**ESPED 6134 - Developing IEPs in Collaboration with Schools and Families (3)**

This course focuses on the Individual Education Program (IEP) process from pre-referral to eligibility determination and placement. Key national and state legislation, progress reports, transition plans, and students who are culturally and/or linguistically diverse will be reviewed and used in the creation of two original IEPs. The development of effective interpersonal communication skills in collaborating with colleagues, families, and community agencies will be specifically analyzed and considered in all assignments.

**ESPED 6135 - Prevention and Intervention: Severe and Challenging Behavior (3)**

This course will address prevention, assessment, and intervention of severe and challenging behavior. Major behavior change theories will be explored. Course focus will be on improving effective intervention, using appropriate and ethical practice for challenging behaviors, such as aggression, self-injurious behavior, tantrums, and environmental destruction prevalent in individuals with severe and multiple disabilities. Use of interdisciplinary models, positive behavior supports, functional communication, and crisis management will be primary. Strategies for support will be aligned to

appropriate instructional and IEP goals and objectives. Required field component.

### **ESPED 6136 - Foundations of Special Education (3)**

This course examines the characteristics of individuals with exceptional learning needs, the effects of societal attitudes, and the historical context of special education. It provides an overview of special education state and federal law and the range of service delivery provided by schools and agencies.

### **ESPED 6137 - Language and Communication: Development and Disorders (3)**

This course examines language acquisition and development from birth through adolescence. Typical and atypical language development, as well as first and second language acquisition and development, will be addressed. Focus is on the neurological basis of communication, developmental milestones, verbal and nonverbal communication, and language diversity as differentiated from disorder. Connections between culture and communication, language delays, and communication disorders as displayed in both high-incidence disabilities (e.g., learning disabilities) and low-incidence disabilities (e.g., Autism Spectrum Disorder) will be studied. Appropriate teaching strategies and assistive technologies will be examined.

### **ESPED 6138 - Instructional Planning for Students with Disabilities (3)**

Using state curriculum standards and evidence-based approaches, course participants will develop individualized instructional strategies and curricular adaptations based on individual need and designed to support development of academic skills and access to the general education curriculum. Course emphasis will be on literacy, brain research-based teaching and learning, executive functioning, and learning strategy instruction.

### **ESPED 6139 - Adaptations in Math and Science (3)**

This course focuses on the mathematics and science learning strengths and needs of students with disabilities in grades Pre-K through 12. National, state, and local frameworks and standards will be used in unit and lesson planning. Class participants will learn to analyze math and science tasks, to design and modify classroom experiences through the use of technology and other tools and to support learning and address individual needs as specified by the I.E.P.

### **ESPED 6140 - Assessment for Students with Disabilities (3)**

Assessment and monitoring of student progress using a variety of instruments is the basis of this course. Teachers learn to select, construct, use, and interpret non-discriminatory and developmentally appropriate assessments relevant for diverse students with a range of disabilities. The dissemination of assessment data for professionals and parents is addressed.

### **ESPED 6141 - Development and Implementation of Individualized Education Programs (3)**

This course will focus on the Individualized Education Program (IEP) process from referral to eligibility determination and placement, including legal rights and responsibilities. Based upon interpretation of case study assessment results, students will develop legally and educationally appropriate IEPs to meet identified needs and recommend appropriate accommodations, modifications, and specialized instruction. The roles and responsibilities of various education professionals and family members with regard to implementation, collaboration, documentation and progress reporting will be explored.

### **ESPED 6142 - Collaboration and Consultation in Special Education (3)**

Special educators must collaborate with families, other educators, related service providers, and representatives of community agencies in culturally responsive ways. Emphasis in this course is placed on the development of effective interpersonal skills and strategies that promote effective collaboration. Consultation models will be examined.

### **ESPED 6143 - Positive Behavior Support: Shifts in Paradigms and Practices (4)**

An eclectic framework serves as the foundation of the course; addressing social and behavioral aspects of the classroom. Candidates analyze preventative and proactive approaches to addressing behavior challenges in racially, culturally and linguistically diverse classrooms. Participants examine strategies for developing a positive classroom climate for learning and the social and emotional development of children. Central themes include trauma sensitivity understanding behavior through FBA approaches, developing support plans, and supporting academic and social skill learning.

Prerequisite: ESPED 5100.

### **ESPED 6150 - Laying the Groundwork: Fundamentals of Transition (3)**

The historical context and legal foundations of transition are explored, along with the transition planning process. Candidates learn about the transition domains – employment, continued learning, and community involvement- and the institutions and agencies that support students in working toward the achievement of their postsecondary goals. Candidates learn about the rights and responsibilities of the student and family and the roles of key personnel. Best practices in transition are introduced, including the use of technology.

### **ESPED 6151 - Building Partnerships for Transition (3)**

Effective transition planning and service delivery for students with disabilities ages 14-22 can only be accomplished with a great deal of collaboration. In this course, emphasis is placed on development of effective interpersonal skills and strategies that support collaboration and team building, not only among teachers, postsecondary personnel, employers, and representatives of outside agencies, but also with students who have diverse needs and backgrounds and their families.

For Transition Specialist Endorsement students only

**ESPED 6152 - Individualizing Transition Assessment and Planning (3)**

Assessment drives the transition planning process. This course prepares candidates with knowledge and skills to meet current IDEA transition assessment requirements. Candidates learn to plan and administer individualized, culturally responsive, age-appropriate batteries of formal and informal assessments; interpret the results; and develop a Course of Studies and Coordinated Set of Activities that promote attainment of students' postsecondary goals as well as annual IEP goals.

Prerequisite: ESPED 6150, ESPED 6151, ESPED 7727.

For Transition Specialist Endorsement students only

**ESPED 6153 - Navigating Transition Systems and Supports (3)**

This course engages candidates in deep exploration of existing systems and supports for transition-aged students. Candidates evaluate available curriculum and create new materials and approaches that will enhance students' potential for success in the three major transition domains - employment, postsecondary learning, and community involvement.

Prerequisite: ESPED 6150, ESPED 6151, ESPED 7727.

For Transition Specialist Endorsement students only

**ESPED 6154 - Curriculum, Instruction, and Supports: Severe Disabilities (3)**

Through the lens of social justice principles that all students are presumed competent and valued as participating citizens, the course focuses on instructional design that considers what, where, and how to teach as well as necessary supports for successful participation. Literacy instruction is embedded in this course as a means of teaching special education teacher candidates effective instructional strategies and meeting the rights of all students to live literate lives.

Prerequisite: Prerequisites: ESPED 5100, Inclusion, Social Justice and Disability, and ESPED 6107, Assessment for instructional design and decision making.

**ESPED 7717 - Practicum and Seminar in Moderate Disabilities (PreK-8) (6)**

Full-semester, full-time practicum in the role of teacher of students with moderate disabilities (PreK-8). The placement can either be full-time in an inclusive general education setting or 75 hours in an inclusive general education setting and a minimum of 225 hours in a setting for students with moderate disabilities. Practicum is under the supervision of a supervising practitioner and University program supervisor and is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**ESPED 7718 - Practicum and Seminar in Moderate Disabilities (5-12) (6)**

Full-semester, full-time practicum in the role of teacher of students with moderate disabilities (5-12). The placement can either be full-time in an inclusive general education setting or 75 hours in an inclusive general education setting and a minimum of 225 hours in a setting for students with moderate disabilities. Practicum is under the supervision of a supervising practitioner and University program

supervisor and is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**ESPED 7719 - Practicum and Seminar in Severe Disabilities (6)**

Full-semester, full-time practicum, 75 hours of which are in a general education classroom and the rest in a setting with students with severe disabilities in the role of teacher of children with severe disabilities. Practicum is under the supervision of a supervising practitioner and a University program supervisor and is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

**ESPED 7727 - Transition Field Experience I (1)**

This course actively engages candidates for 50 of the 150 hours of transition-related activities required by the Commonwealth of Massachusetts to qualify for the Transition Specialist Endorsement. Field-based experience includes providing transition services for transition-aged students with disabilities with IEPs in collaboration with their families, community members, and other relevant professionals.

For Transition Specialist Endorsement students only

**ESPED 7728 - Transition Field Experience II (1)**

This course actively engages candidates for 50 of the 150 hours of transition-related activities required by the Commonwealth of Massachusetts to qualify for the Transition Specialist Endorsement. Field-based experience includes providing transition services for transition-aged students with disabilities with IEPs in collaboration with their families, community members, and other relevant professionals.

Prerequisite: ESPED 6150, ESPED 6151, ESPED 7727.

For Transition Specialist Endorsement students only

**ESPED 7729 - Transition Field Experience III (1)**

This course actively engages candidates for 50 of the 150 hours of transition-related activities required by the Commonwealth of Massachusetts to qualify for the Transition Specialist Endorsement. Field-based experience includes providing transition services for transition-aged students with disabilities with IEPs in collaboration with their families, community members, and other relevant professionals.

Prerequisite: ESPED 6150, ESPED 6151, ESPED 7727.

For Transition Specialist Endorsement students only

**ESPED 7792 - Moderate Disabilities (PreK-8) Practicum for Compass, Pt 1 (3)**

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not

be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs

**ESPED 7793 - Moderate Disabilities (PreK-8) Practicum for Compass, Pt 2 (3)**

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs
- Practicum for Compass, Pt 1

Prerequisite: ESPED 7792.

**ESPED 7794 - Moderate Disabilities (5-12) Practicum for Compass, Pt 1 (3)**

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs

**ESPED 7795 - Moderate Disabilities (5-12) Practicum for Compass, Pt 2 (3)**

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs
- Practicum for Seminar, Pt 1

Prerequisite: ESPED 7794.

## **GCOUN - COUNSELING AND PSYCHOLOGY**

### **GCOUN 5004 - Introduction to Counseling (3)**

Designed for entry-level clinicians and human services providers to explore and practice the basic elements of clinical interventions. For students who are not accepted degree students in Counseling and Psychology.

### **GCOUN 5007 - Introduction to Family Therapy (3)**

Provides an overview of family therapy and systems theory. A systemic perspective of human development and functioning in the family ecosystem is presented. The contemporary family therapies approaches-structural, strategic, communications, feminist, and family of origin-are explored. Students are asked to reflect on their own family of origin.

### **GCOUN 5008 - Crisis Intervention (1)**

This course is designed for human service providers and educators to understand developmental and situational crises and learn intervention techniques.

### **GCOUN 5011 - Working with Difficult Adolescents (1)**

This course utilizes didactic and experiential methods in examining the theoretical and practical issues necessary in assessing and working with difficult adolescents, their families, and larger systems that often affect their lives (schools, courts, in-patient units, and residential centers). Work with difficult adolescents will be considered from a psychosocial perspective with a special emphasis on family and systematic interventions.

### **GCOUN 5021 - Body Image (1)**

Body image is examined in the light of its psychological, cultural, and physical roots with particular attention to its impact on women.

### **GCOUN 5023 - Stress Management: A Body-Centered Approach (1)**

Presents principles for working with the physiological basis of stress by heightening kinesthetic awareness of the stress response. Greater physical ease provides a foundation for changing other dysfunctional responses to stress: emotional, behavioral, cognitive, and interpersonal.

Wear comfortable clothing and bring a mat or blanket.

### **GCOUN 5024 - Meditation and Psychotherapy (1)**

This course introduces various meditation systems in terms of diagnostic and therapeutic principles, integration into clinical practice, and application to personal and professional growth.

### **GCOUN 5031 - Conflict and Resolution (1)**

This seminar focuses on our conceptions of conflict, levels of conflict (interpersonal, group, and societal), and presents negotiation strategies.

**GCOUN 5038 - Human Sexuality: A Holistic Perspective (3)**

Human sexuality is explored from physiological, sociocultural, and psychological perspectives. Lecture, media presentation, and participants' experiences are utilized to understand sexuality.

**GCOUN 5040 - AIDS: Issues in Counseling (1)**

Introductory course addresses overview of AIDS, psychological issues for people with AIDS, issues for the clinician, and intervention strategies.

**GCOUN 5999 - Independent Study (1-6)****GCOUN 6007 - Psychopathology (3)**

The categories of psychopathology, as defined in the DSM, are explored. Students are exposed to the process and language of psychodiagnosis. Uses, limitations, and the relationship of diagnosis to treatment are discussed.

Prerequisite: GCOUNS 6026.

**GCOUN 6009 - Clinical Issues in Eating Disorders (1)**

Eating disorders are addressed from both sociocultural and intrapsychic perspectives. Includes intake/assessment, treatment planning, and intervention strategies.

**GCOUN 6011 - Psychopharmacology (1)**

Introductory course in applied psychopharmacology designed to acquaint students with the four major types of psychotropic medications.

**GCOUN 6015 - Group Dynamics for Counselors and Consultants (3)**

A group experience that familiarizes participants with group dynamics and group counseling. Fosters professional development by emphasizing self-awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders effective group functioning, professional role identity, and leadership style.

Prerequisite: GCOUN 6200. Restricted to Counseling and Psychology degree students..

**GCOUN 6016 - Object Relations: Theory and Self Psychology (1)**

This course explores theory and practice of current psychoanalytic psychotherapy. Topics include true-self-false-self grandiosity and devaluation and structuring a healing relationship."

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Cross-Listed as: 15.

**GCOUN 6026 - Developmental Psychology Across the Lifespan (3)**

Designed to explore theory and research about cognitive, affective, moral, and social development from a cross-cultural perspective. Implications for understanding human behavior across the lifespan are addressed.

**GCOUN 6027 - Clinical Skills and the Counseling Process (3)**

This course acquaints the novice counselor with the basic skills necessary for the work of counseling. Listening skills, reflection, confrontation, interpretation, diagnostic interviewing, and crisis intervention are discussed, demonstrated, and practiced. Students are expected to participate actively in exercises and role-play, and to engage in a process of self-understanding and self-assessment.

Prerequisite: GCOUN 6200.

**GCOUN 6029 - Vocational Development and Career Counseling (3)**

Vocational development is a lifelong process. Integral to this process is self-awareness, career awareness and assessment, career decision making and planning, and career implementation. This course prepares counselors to assist a variety of people in all stages of life development in their career planning and selection process. Career developmental theories and assessment tools are discussed.

**GCOUN 6030 - Psychology of Culture and Identity: Power, Privilege and Oppression (3)**

Theories of cross-cultural counseling, psychology of gender, and difference are explored. Students are asked to reflect on their own ethnic/racial backgrounds to understand issues of privilege, prejudice, and/or racism. The social construction of these factors and how the client's and counselor's perception of them influences their values and behaviors are discussed.

Prerequisite: GCOUN 6200.

Only admitted Counseling and Psychology Master's degree students may enroll.

**GCOUN 6031 - Counseling Young Children and Adolescents (3)**

Developmental, psychodynamic, multicultural and system theories are used to understand the selection and use of counseling interventions with children, adolescents, and their families. Four intervention modalities are explored: individual, group, family, and cross-system consultation. Students examine contextual and psychological factors that influence socio-emotional and behavioral challenges interfering with student well-being and academic success. Skills and techniques necessary in prevention, intervention, referral, and collaboration with parents, supervisors, teachers, and administrators in school and community settings will be emphasized.

For Counseling and Psychology and Expressive Therapies students, or by permission of the division's assistant director of advising and student services.

**GCOUN 6032 - Counseling Lesbians, Gay, Bisexual, and Transgender Clients (3)**

Course designed to explore issues relevant to counseling lesbians, gay men, and bisexuals. The foci are developing sensitivity for the meaning of sexual orientation in a person's life, contextualizing the impact of this identity from within a multicultural framework, and exploring the cultural and social phenomena that shape our attitudes toward gayness and bisexuality, and toward romantic love within a gay/lesbian relationship.



Prerequisite: GCOUN 6026 and either GCOUN 6027 or GEXTH 5119, or by permission of the division's assistant director of advising and student services..

### **GCOUN 6034 - Treating the Addictions (3)**

Designed to teach methods for identification, diagnosis, intervention, and referral of substance abusers in a wide variety of settings and with consideration of the impact of gender, ethnic, racial, sexual orientation, and mental health factors. The course provides guidelines for assessment, working through denial and resistance, designing interventions, and making appropriate referrals. Teaching methods include lecture, discussion of readings, case presentations, and film.

Prerequisite: GCOUN 6202 or GCOUN 6300 and/or GCOUN 6027 or GEXTH 5119, or by permission of the division's assistant director of advising and student services..

### **GCOUN 6035 - Psychological Trauma and Post-Trauma Therapy (3)**

Designed to present an overview of the emerging field of post-traumatic therapy. The focus will be on theory and clinical treatment of people with acute and chronic-complex Post-Traumatic Stress Disorder. This course presents an historical overview, examines current diagnostic and treatment methods and controversies, and provides a paradigm for stage-appropriate, multicultural-based treatment that can be integrated into or modify existing therapeutic orientations.

Prerequisite: GCOUN 6007 and GCOUN 7710, or GCOUN 7712, or GEXTH 7713, GEXTH 7714, GEXTH 7716, or GEXTH 7719 or concurrent with GEXTH 7721; or by permission of the division's assistant director of advising and student services..

### **GCOUN 6038 - Feminist Theories and Therapies (3)**

This course chronicles feminist theoretical development and its application to psycho-therapy. A historical, multicultural, and trans-national lens will provide an examination of female development and feminist approaches to therapy. We will explore issues including life stages, family life, intellectual growth, sexuality, work, health, reproduction, creativity, community, and support building and activism. We will also examine societal issues that result in oppression and violence towards women. A feminist theoretical lens will be used to examine and rethink historical and contemporary psychological thought and practice.

Prerequisite: GCOUN 6026, GCOUN 6202 or GCOUN 6300, GCOUN 6027, and GCOUN 6007 (concurrent or prior to)..

### **GCOUN 6039 - Narrative Therapy: Culture, Therapy and Social Change (3)**

This course explores the theory and practice of Narrative Therapy from a cultural perspective. Students will become familiar with the basic goals, concepts, and approach of narrative practice and the potential contributions of counseling to social change. Participants read and discuss the literature relating to the practice of Narrative Therapy and the implications of the narrative perspective for counseling. They will learn about the application of narrative practice through classroom-based experiential exercises and other assignments.

Prerequisite: GCOUN 6200, GCOUN 6202 or GCOUN 6300 and GCOUN 6301, and GCOUN 6027, or by permission of the division's assistant director of advising and student services..

### **GCOUN 6040 - Program Development and Evaluation (3)**

This course explores the community, programmatic, and political systems within which human service programs are developed and evaluated. It provides students with an opportunity to experience the process and develop the practical skills associated with developing programs from conceptualization through funding resource acquisition, request for response reviews, implementation, evaluation, and reapplication. Students will gain an understanding of the connection between employing best practice models and securing the resources needed to continue innovative programs.

Prerequisite: GCOUN 6101.

### **GCOUN 6043 - Issues in Counseling Veterans (1)**

This course provides an introduction to clinical issues that impact military veterans. the psycho-social consequences of the American military experience on veterans and their families/relationships are examined.

Prerequisite: GCOUN 6027 or GEXTH 5119, and GCOUN 6007 or GCOUN 6102..

### **GCOUN 6044 - Spirituality: Resource for Psychological and Social Well-Being (3)**

Psychospiritual growth can promote mental/physical health, social justice, peace and community. Students participate in a curriculum that facilitates mindfulness and psychospiritual growth, with peers from many belief systems, including atheism, and diverse religious/cultural backgrounds. The curriculum can be modified for use by counselors, teachers and clergy with adults and adolescents. This interactive, experiential class combines self-inquiry with materials and methods from social neuroscience, counseling psychology, expressive therapies, and the spiritual traditions.

### **GCOUN 6101 - Quantitative and Qualitative Research Methods (3)**

Students become familiar with the basic goals, concepts, and methodology of quantitative and qualitative research and learn to critically evaluate research literature. The ethics of research are addressed. Students also learn to develop protocols for socially relevant research projects.

### **GCOUN 6102 - Child and Adolescent Psychopathology (3)**

This course is designed to introduce students to developmental psychopathology and to the sociocultural context of children and adolescents. Psychodiagnosis of specific child and adolescent problems will be discussed from both a descriptive (DSM) point of view and an etiologic (historical) point of view. Treatment of child and adolescent disorders will be discussed as it relates to diagnosis.

Prerequisite: GCOUN 6026 or GEXTH 6032.

### **GCOUN 6200 - Orientation to Professional Counseling and Psychology (2)**

Through structured exercises, role plays, group discussions, and feedback sessions students are exposed to professional counseling and psychology. Students are asked to: create their definition of helping, develop basic listening skills, and deepen their own introspective abilities. Full participation is required. Only admitted Counseling and Psychology students may enroll.

**GCOUN 6201 - Issues and Standards in Professional Counseling (3)**

Examination of the professional identity, roles and functions of licensed mental health counselors and licensed school counselors, with emphasis on legal and ethical standards. Ethical conceptualization, analysis, and decision making are presented. The ethical codes of the American Counseling Association, the American Mental Health Counselors Association, and the American School Counselors Association are addressed. The history of applied psychology and Mental Health Counseling field are presented. Licensure, and regulatory practices are discussed.

Prerequisite: GCOUN 6200 or by permission of the division's assistant director of advising and student services..

**GCOUN 6202 - Theories of Counseling and Psychotherapy (3)**

Critical examination of major contemporary theories of counseling and psychotherapy. The relationship of the theories to counseling practice and human development is examined. Students will begin to define their own theoretical orientations.

Prerequisite: GCOUN 6200 or by permission of the Assistant Director of Advising and Student Services..

**GCOUN 6205 - Assessments for Counseling and Psychology: Adults (3)**

Designed to provide an overview of tests (cognitive, aptitude/interest, projective, and neuropsychological) currently used with adults. While some background in test construction and measurement concept is presented, the primary emphasis is on test usage-when to test, test selection, administration, and scoring/interpretation. The utility of psychological testing, as well as limitations, are discussed.

Prerequisite: GPSYC 7100..

**GCOUN 6208 - Brief Therapy: Theory and Practice (3)**

Explores models of brief treatment via readings, discussions, videotapes, and simulated client-therapist exercises. Focus is on the usefulness of time-effective approaches to psychotherapy with individuals, couples, and families. Students are asked to participate in experiential exercises in developing/refining their skills in applying the methods discussed.

**GCOUN 6211 - Professional Integrative Seminar (1)**

This course is the final structured learning activity in the Counseling and Psychology program. Its primary purpose is to stimulate awareness of how students have integrated their theoretical understanding with clinical practice. In addition, students participate in an assessment of personal and professional competencies. Future learning goals are articulated as the student's career path is defined.

This final course in the Master's program may only be taken by Counseling and Psychology students in their final semester.

**GCOUN 6252 - Counseling the Young Child and Play Therapy (3)**

Provides an in-depth case study approach to counseling young children. Through reading, lecture, and role-play, the course introduces students to play therapy, group activities therapy, and family therapy models.

Restricted to Counseling and Psychology and Expressive Therapies students.

**GCOUN 6254 - Counseling Adolescents (3)**

Developmental, psychodynamic, and system theories are used to understand the selection and use of counseling intervention with adolescents and their families. Four modalities of counseling adolescents are explored: individual, family, group counseling, and consultation interventions.

Restricted to Counseling and Psychology and Expressive Therapies students.

**GCOUN 6255 - Assessments for Counseling and Psychology: Children and Adolescents (3)**

Designed to provide an overview of tests (cognitive, aptitude/interest, projective, and neuropsychological) currently used with children and adolescents. While some background in test construction and measurement concepts is presented, the primary emphasis is on test usage-when to test, test selection, administration, and scoring/interpretation. The utility of psychological testing, as well as limitations, will be discussed.

Prerequisite: GCOUN 7100.

For Counseling and Psychology and Expressive Therapies students, or by permission of the division's assistant director of advising and student services.

**GCOUN 6258 - Consultation Skills for Counselors and Mental Health Professionals (3)**

This course will address consultation theories and the skills necessary to engage in clinical consultation in schools, clinics, and other mental health settings.

Concurrent with internship or for post-Master's students, or by permission of the division's assistant director of advising and student services.

**GCOUN 6259 - Issues in School Counseling for the School Adjustment Counselor (3)**

Focus is on the provision of adjustment counseling services within the school context. Students come to understand schools as unique organizations with an understanding of how various personnel serve students. The counselor's work with teachers, parents, other school and agency personnel, and the system as a whole is addressed with a focus on prevention and treatment models, the juvenile justice system as it relates to students in the community, and the unique legal and ethical issues facing the school adjustment counselor.

Prerequisite: GCOUN 6026, GCOUN 6027 or GEXTH 5119, and GCOUN 6102..

Must be taken prior to or concurrently with first semester of field training in a school setting.

**GCOUN 6260 - Issues in School Counseling for School Guidance Counselors (3)**

Focus is on the provision of guidance counseling services within the context of the school to prepare students to become competent, multifaceted school guidance counselors. The role of the guidance counselor is to promote and enhance the learning process through consultation, counseling (individually or in groups), curriculum, coordination, and collaboration. Students will show competencies

under the three broad areas of academic development, career development, and personal/social development.

Prerequisite: GCOUN 6026, GCOUN 6027 or GEXTH 5119, and GCOUN 6102..

Must be taken prior to or concurrently with first semester of field training in a school setting.

### **GCOUN 6261 - Psychoeducational Approaches to Counseling and Prevention (3)**

This course presents the theory and practice of developing educational models that make psychological information available to children, adolescents, and adults for the purpose of both prevention and intervention with adjustment, stress, and mental health problems. The understanding of normal lifespan development and sound mental health practice inform psychoeducational programs employed in clinics, schools, hospitals, and social service agencies. The appropriateness, effectiveness, and limitations of psychoeducational programs will be addressed. Students will learn to select from available psychoeducational programs and to design their own curricula.

Prerequisite: GCOUN 6015, GCOUN 6026, GCOUN 6202 or 6300/6301, and GCOUN 6027..

### **GCOUN 6300 - Theories of Holistic Counseling and Psychotherapy I (3)**

The first semester of a yearlong course that grounds holistically oriented clinical practice in relevant psychotherapeutic research and theory. An analysis of all theories is done with attention paid to the relationship between spirit, mind, and body. The psychodynamic, cognitive/behavioral, humanistic/existential, and transpersonal theories are explored. Students will begin to define their own theoretical orientations.

GCOUNS 6301 must also be taken to meet the psychological theory requirement.

### **GCOUN 6301 - Theories of Holistic Counseling and Psychotherapy II (3)**

The second semester of a yearlong course that grounds holistically oriented clinical practice in relevant psychotherapeutic research and theory. An analysis of all theories is done with attention paid to the relationship between spirit, mind, and body. During this semester, greater emphasis is placed on the existential, transpersonal, and body-oriented theories. Students will continue to define their theoretical orientations.

Prerequisite: GCOUN 6300.

### **GCOUN 6303 - Psychology of Illness and Wellness (3)**

Explores factors that affect illness-belief systems, cultural and family contexts, personality, attitudes, and stressful life events-as well as counseling approaches for developing wellness.

### **GCOUN 6305 - Counseling and Spirituality (3)**

A historical, theoretical, and experiential exploration of the relationship between therapy and spirituality is presented in this course. The major spiritual traditions are studied as they apply and relate to human development and the healing arts. The course is conceptual and experiential in nature.

### **GCOUN 6306 - Counseling Immigrants (3)**

This course examines the counseling needs of recent immigrants to the United States. It focuses on increasing students' cultural competencies and exploring psychosocial stressors on immigrants. The impact on individuals and families will be analyzed, including losses, culture shock, gender role and social class adjustments, employment and family reunification. Effects of trauma as well as discrimination will be considered. Legal status/asylum issues will be examined along with the impact of U.S. immigration policies.

### **GCOUN 6999 - Independent Study (1-6)**

### **GCOUN 7004 - Clinical Supervision: Theory and Practice (3)**

Designed to address theoretical and practice issues in clinical supervision, particularly related to graduate training. Theoretical orientations, practice modalities, and issues related to the context of the supervision experience will be explored. Legal and ethical concerns will be reviewed. The focus for all topics will be from the supervisor's perspective.

Prerequisite: Graduate degree in counseling or a related field, or permission of instructor..

### **GCOUN 7005 - Advanced Clinical Seminar (3)**

Designed to address philosophical and practice issues and current trends in the field of counseling. It will focus on a critical analysis of counseling as a socially embedded cultural enterprise. Topics will include psychotherapy integration, common factors in healing, and clinical issues as informed by human science research and reflective practice. Case examples will be used to ground and exemplify the issues being examined.

### **GCOUN 7007 - Counseling Veterans: Intervention Strategies (3)**

This advanced skills course focuses on counseling interventions in working with veterans of the United States military and builds on an understanding of the impact of psychological trauma. The psychosocial consequences of the American military experience on veterans, and their families/relationships are examined. The course includes attention to cultural variables such as race, gender, class, and sexual orientation. Culturally competent methods of assessment, diagnosis, and treatment in the veteran population are presented.

Prerequisite: GCOUN 6035.

### **GCOUN 7100 - Biological Bases of Behavior (3)**

This course examines the biological bases of behavior. General principles of brain organization as it influences functioning are discussed. The mechanisms of sleep and alertness, memory, language, and emotional processes are reviewed. Brain development is explored as influenced by environment and injury. Implications for substance abuse, psychiatric disorders, medication use, developmental and behavioral disorders, and mind-body health psychology will be examined.

Prerequisite: GCOUN 6101.

**GCOUN 7200 - Disaster Mental Health and Community Crisis Intervention (3)**

This course explores innovative, culturally appropriate, and effective community and crisis interventions that foster resilience in the aftermath of violence. Students can expect to develop skills in risk assessment, self-care strategies, safety planning, crisis protocol planning, and disaster mental health management. Debriefing, as a particular form of community response, will be a major focus and students will gain practical training on this intervention. Other holistic and empowering community approaches will also be explored.

Prerequisite: GCOUN 6035.

**GCOUN 7201 - Trauma in the Lives of Children and Adolescents and Play Therapy (3)**

This course is designed for students who plan to work with children and adolescents who have experienced acute and chronic psychosocial trauma. The focus will be on trauma theory; assessment and clinical interventions using structured screening interviews; individual activities, art, and play therapy; group counseling and psychoeducation; family therapy; and community interventions with children and adolescents.

Prerequisite: GCOUN 6035.

**GCOUN 7202 - Special Topics in Trauma Studies (3)**

This advanced course examines theoretical and applied issues related to trauma. Special topics including therapeutic, self-care, and forensic issues for practitioners; the needs of special populations; trauma services; and social and political aspects that contribute to cultural and moral understandings of trauma and its impact will be explored.

**GCOUN 7203 - Human Sexuality (3)**

This course examines human anatomy and sexual functioning as well as current research on sexual orientation, gender identity and variance, and gender role theory. The course covers psychosexual development, sexual disorders, and the impact of sexual trauma, body image, and shame. Students will participate in a research project and will analyze sexuality in the context of historical, economic, and cultural/socio-political perspectives.

Prerequisite: GCOUN 6030.

**GCOUN 7710 - Clinical Practice and Supervision I: Clinical Setting (3)**

The first semester of a yearlong supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

**GCOUN 7711 - Clinical Practice and Supervision II: Clinical Setting (3)**

The second semester of a yearlong supervision seminar focused on integrating theory and practice. Taken while students are engaging in their internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102 or GCOUN 6251 or GCOUN 6253, and GCOUN 6030 and/or concurrent with GCOUN 6201.

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

**GCOUN 7712 - Clinical Practice and Supervision I: School Setting (3)**

The first semester of a yearlong supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their school practicum/internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

**GCOUN 7713 - Clinical Practice and Supervision II: School Setting (3)**

The second semester of a yearlong supervision seminar focused on integrating theory and practice. Taken while students are engaging in their school practicum/internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

**GCOUN 7714 - Clinical Practice and Supervision III: Clinical Setting (3)**

The first semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their second year internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

**GCOUN 7715 - Clinical Practice and Supervision IV: Clinical Setting (3)**

The second semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their second year internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

**GCOUN 7718 - Clinical Practice and Supervision III: School Setting (3)**

The first semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their school internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

**GCOUN 7719 - Clinical Practice and Supervision IV: School Setting (3)**

The second semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their school internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

**GCOUN 7720 - Clinical Practice and Supervision V: School Setting (3)**

The first semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. The supervision seminar is designed for counselors (school guidance and school adjustment) completing the required hours of supervised counseling practice to satisfy standard certification requirements. Students are required to do case presentations reflecting on systemic interventions, programmatic counseling strategies,

psychodiagnostics, treatment planning, program evaluation, sociocultural context, transference/countertransference, consultation, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

**GCOUN 7721 - Clinical Practice and Supervision VI: School Setting (3)**

The second semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. The supervision seminar is designed for counselors (school guidance and school adjustment) completing the required hours of supervised counseling practice after receipt of the provisional school guidance counselor certificate. Students are required to do case presentations reflecting on systemic interventions, programmatic counseling strategies, psychodiagnostics, treatment planning, program evaluation, sociocultural context, transference/ countertransference, consultation, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

**GCOUN 7999 - Independent Study (1-6)**

**GCOUN 8000 - Advanced Professional Seminar (3)**

This seminar will focus on professional identity development and issues of professional practice. Students will be introduced to reflective practice, systems analysis, and action research. Students from diverse disciplines will learn in teams about collaborative problem solving for the systems in which they have to function as professionals. Emphasis will be placed on understanding the cultural, social, and community contexts of professional practice from a critical perspective.

Restricted to C.A.G.S. candidates or by permission of the instructor. Cross-listed with GARED 8000.

**GCOUP - COUNSELING AND PSYCHOLOGY**

**GCOUP 8001 - Doctoral Seminar: Transformative Leadership I (1)**

This is the first in a three-part, yearlong seminar series focusing on the articulation and refinement of students' academic and professional leadership goals. Students will engage in a reflective process of self-definition and goal-setting and examine their own socially-engaged leadership roles. Their studies will be grounded in current research on transformative leadership, critical psychology, and narrative identity. This seminar meets face to face for one weekend in the fall.

**GCOUP 8002 - Research I (Qualitative Methods) (3)**

This course will focus on qualitative research methods that involve examining phenomena through obtaining in-depth information about the behaviors or beliefs of people in naturally occurring social settings including agencies and classrooms. Students will learn to design and conduct research with an emphasis on rigor and self-reflexivity. Skills in formulating research questions, determining data collection methods, including interviews, focus groups, observation and document review, and performing data analysis are developed and applied.

**GCOUP 8003 - Promoting Social Justice in Counseling and Psychology: Clinical, Educational, and Global Perspectives (3)**

This course focuses on inquiry into structural oppression impacting the well-being of individuals within our systems of care. Students integrate theory and practice by critically examining social justice issues using ecological frameworks, theories of liberation, and a trauma perspective. Students will advance their knowledge of historical, economic, and psychosocial factors while developing intervention skills that promote empowerment in disenfranchised groups and deepen their efficacy as agents of social change.

**GCOUP 8004 - Doctoral Seminar: Transformative Leadership II (1)**

This is the second in a three-part, yearlong seminar series focusing on the articulation and refinement of students' academic and professional leadership goals. Students will engage in a reflective process of self-definition and goal-setting and examine their own socially-engaged leadership roles. Their studies will be grounded in current research on transformative leadership, critical psychology, and narrative identity. This seminar meets face to face for one weekend in the fall.

**GCOUP 8005 - Doctoral Seminar: Transformative Leadership III (1)**

This is the third in a three-part, yearlong seminar series focusing on the articulation and refinement of students' academic and professional leadership goals. Students will engage in a reflective process of self-definition and goal-setting and examine their own socially-engaged leadership roles. Their studies will be grounded in current research on transformative leadership, critical psychology, and narrative identity. This seminar meets face to face for one weekend in the fall.

**GCOUP 8006 - Research II (Quantitative Methods) (3)**

This course is designed to provide students with skills in research design and techniques of quantitative data analysis, as a means of facilitating both a deeper understanding of published research and in preparation for conducting the student's own research. Quantitative research designs will include experimental, quasi-experimental, comparative, and correlational approaches. Students will develop conceptual understanding as well as the ability to solve practical problems utilizing analytic software.

**GCOUP 8007 - Trauma-Informed Leadership in Agencies, Schools and Organizations (3)**

This course will address philosophical and practice issues in the field of counseling and psychology as they apply to leadership in agencies, schools and higher education. It will focus on the use of the clinical trauma framework as it applies both to creating integrative systems of care and to common interpersonal factors in leading teams and organizations. Trustworthy, mindful, trauma sensitive leadership models will be used to ground the development of students' leadership projects.

**GCOUP 8008 - Research III: Participatory Action Research in Schools and Communities (3)**

Participatory action research (PAR) is the collective production and use of local knowledge toward social, economic, institutional, and political change. Students will learn how to use this action-oriented research process, to engage youth and/or community members in problem formulation, data collection, analysis, and taking action to improve practice, address injustice, and create systemic change. Students will examine applications of PAR as a strategy for making counseling, schooling, and healthcare more responsible and responsive to local communities.

**GCOUP 8009 - Interpersonal Neurobiology (3)**

Interpersonal Neurobiology is an interdisciplinary perspective, derived from neuroscience, psychology, and social neuroscience. This course explores the clinical applications of interpersonal neurobiology in counseling, psychology, biology and education. It examines the neurobiology reflective listening, empathy, attachment, interpersonal relationships, trauma, and emotional regulation to assist the practitioner in understanding why a practice works and in selecting and delivering the best counseling practices for each individual.

**GCOUP 8010 - Doctoral Seminar: Transformative Education I (1)**

Part 1 of a yearlong course examining theories and practices of transformative learning in institutions relevant to professional career goals (community mental health, K-12 schools, higher education). It will explore learning across multiple intersecting dimensions that affect the well-being of individuals, families, and groups. Emphasis will be placed on the manifestations and prevention of inter-generational trauma and social stratification (e.g., discrimination, marginalization, violence, substance abuse, psychological dysfunction) and maturational processes that promote human flourishing.

**GCOUP 8011 - Applied Research I (3)**

This course prepares students for the dissertation proposal process as they construct and refine research questions, decide upon research designs and methodological choices, and determine their theoretical/conceptual framework. They will complete a literature review, which will serve as a qualifying paper, and includes examination, critique and synthesis of theory and research literature relevant to their dissertation topic. Social justice and multicultural frameworks/critiques are integrated into the literature review.

**GCOUP 8012 - Applied Practice I (3)**

The first semester of a two-course sequence supports student-identified practica in self-chosen areas of applied practice in clinical supervision, counselor education pedagogy and teaching, and/or community consultation/leadership. The foundational roots of the practica are embedded in a social justice worldview and promote students' development as reflective practitioners and innovative agents of change. Theoretical orientations, practice modalities, socio-cultural contexts, and legal and ethical concerns will be integrated into the practica.

**GCOUP 8013 - Doctoral Seminar: Transformative Education II (1)**

Part II of examining theories and practices of transformative learning in institutions relevant to professional career goals (community mental health, K-12 schools, higher education). It will explore learning across multiple intersecting dimensions of self that affect the well-being of individuals, families, and groups. Emphasis will be placed on the prevention of symptomatic expressions of inter-generational trauma and social stratification (e.g., prejudice, marginalization, violence, substance abuse, psychological dysfunction) and maturational processes that promote human flourishing.

**GCOUP 8014 - Doctoral Seminar: Transformative Education III (1)**

Part III of examining theories and practices of transformative learning in institutions relevant to professional career goals (community mental health, K-12 schools, higher education). It will explore learning across multiple intersecting dimensions of self that affect the well-being of individuals, families, and groups. Emphasis will be placed on the prevention of symptomatic expressions of inter-generational trauma and social stratification (e.g., prejudice, marginalization, violence, substance abuse, psychological dysfunction) and maturational processes that promote human flourishing.

**GCOUP 8015 - Applied Practice II (3)**

The second semester of a two-course sequence supporting student-identified practica in self-chosen areas of applied practice in clinical supervision, counselor education pedagogy and teaching, and/or community consultation/leadership. Practica will emphasize collaborations on behalf of social action and promote students' development as reflective practitioners and innovative agents of change. Theoretical orientations, practice modalities, and socio-cultural contexts of issues of applied practice will be explored. Legal and ethical concerns will be reviewed.

**GCOUP 8016 - Applied Research II (3)**

Students will prepare their dissertation pilot research. They will determine the research design, objectives, theoretical

framework, and methodological approach for data collection and analysis. They will create a dissertation committee and write and submit a proposal to the Institutional Review Board. Students will conduct a small pilot research project that will serve to inform dissertation research. They will write a dissertation proposal, requiring oral review and written approval by the student's dissertation committee.

**GCOUP 8017 - Social Entrepreneurship: Program Development, Evaluation, and Funding (3)**

This course will actively engage students in a process of innovative therapeutic and educational program development, including needs assessment, program design, implementation, management, evaluation, and sustainability. Students will use interdisciplinary models, drawing from public health and social psychology, and critically explore evidence-based practice. Semester-long work will culminate in a proposal for funding that outlines the problem to be addressed, theoretical framework, program goals and objectives, activities, population, evaluation steps, and sustainability plan.

**GCOUP 8018 - Mindfulness and Contemplative Practice in Counseling, Education, and Leadership (3)**

This course will explore how the philosophy, theoretical principles and experience of mindfulness and other contemplative practices may be applied to mental health counseling, healthcare, educational settings and organizational leadership to promote individual resiliency, self-regulation and stress management as well as build pro-social communities that support spiritual maturation. Students will engage in experiential practice, review evidence-based research/best practice applications and design plans for integrating mindful and compassionate practices into their clinical, teaching and/or consulting work.

**GCOUP 8019 - Doctoral Seminar: Transformative Applied Research I (1)**

This three-part seminar meets face to face for one weekend in fall, January and spring with regular online discussion between meetings. During the fall meeting, students will present an outline of, and preliminary work on, their dissertation project. They will practice their professional presentation skills, clarify the focus of their work (if necessary) and receive supervisory support for completion of their project.

**GCREA - CREATIVITY, LEADERSHIP AND SOCIAL CHANGE****GCREA 5401 - Autobiographical Writing (3)**

This course is designed for those wishing to use their personal experience to write effective, meaningful autobiographical pieces. Students are encouraged to explore key childhood events, significant school or job experiences, influential relationships, important philosophical, psychological and/or spiritual turning points, or any other life experience. Classical essays in the genre will be read, but classes are mainly devoted to thoughtful analyses of students' work.

**GCREA 5407 - Writing Poems: Using Nature, Using Ourselves (3)**

In the poem, the exterior world can be used to illuminate interior experience, as metaphor, as psychic setting, or as cue for universal feeling. First, we will study the largesse of the natural world (landscape, animals, flora) to discover the sensory and visual impact there. We will read some contemporary poets who use nature as a primary focus. Within the supportive milieu of a workshop, each member will have the opportunity to write extensively.

**GCREA 5409 - The Contemporary Poetic Voice (3)**

In this course, we will read and write poetry. We will immerse ourselves in the work of several contemporary poets to study a range of voices and to learn a variety of techniques. We will explore the symbolic, the imaginative, the interrogative, the declamatory, and other rhetorical devices in our reading. Careful attention to the way a poem is put together--lineation, syntactical structures, punctuation, address, metaphor, imagery--makes us both better readers and better writers of poetry. The first part of the class will be spent discussing the published texts, and the second part will be devoted to workshopping students' original poems.

**GCREA 5706 - Much Poetry Reading, Much Poetry Writing (3)**

This is a poetry writing workshop with emphasis on revision--additive and subtractive--and deep revision; that is, radical reworking of the original poem.

**GCREA 5908 - Transcultural Identity: Psyche, Soma, and Sojourning (3)**

This course provides a unique opportunity to study identity and transculturalism within a specific population. As part of the course, students will participate in discussions, lectures, and presentations in the fields of psychotherapy, anthropology, education, and arts and health. A special emphasis will be placed on the body as self. This course is ideal for those interested in expanding their self awareness and life experience.

Cross-Listed as: GEXTH 5908.

**GCREA 6028 - The Arts in Health: Cultural Context and Meaning (3)**

This course looks at how health and illness are defined in many cultures, considering the central role of community, family, spiritual values, ritual, and the arts in healing across cultures.

Cross-Listed as: Cross listed with GEXTH 6028.

**GCREA 6050 - Creativity and Leadership (3)**

This course integrates innovative approaches to creativity and leadership for any practitioners in any organizational or educational setting. The course views these two powerful modes of human activity as exerting intrinsic influence upon one another that, when coordinated, amplify one another's effects. Course activities challenge perceptions and build skills in both arenas, and students will ultimately establish their own theoretical and practical models of creative leadership that they can use in any setting. Cross-listed with GEXTH 6049.

**GCREA 6051 - Creative Conflict Transformation (3)**

This course will explore creative ways to address issues of personal identity, differences, and conflict through the use of the arts. The course will explore intrapersonal, interpersonal, sociocultural, institutional, and spiritual dimensions of conflict through artistic engagement. Students will have an opportunity to creatively explore personal responses to conflict and to learn arts-based approaches to working with difference. Cross-listed with GEXTH 6051.

**GCREA 6052 - Spiritual Dimensions of Leadership (3)**

GIND

**GCREA 8000 - Praxis in Creativity, Leadership and Social Change (3)**

In this capstone course for the Certificate in Advanced Studies in Creativity, Leadership and Social Change, students will assess learning, integrate theory and practice, and make an original scholarly and creative contribution to their particular area of inquiry.

**GCREA 8007 - Theory and Practice of Creative Imagination (3)**

Advanced inquiry into the historical and contemporary discourse on the creative imagination exploring philosophical, psychological, and artistic traditions. Through studio work, participants will empirically and personally engage the phenomena of creative imagination and relate these experiences to theories through classroom and online discussion and culminating colloquia.

Cross-listed with GEXTP 8007.

**GCRWT - CREATIVE WRITING****GCRWT 6000 - Creative Writing I (6)**

Under the guidance of their faculty mentor, students design an appropriate study plan involving the production of both new work and revisions in their genre, and submit four submissions of creative writing over the distance-learning semester. Much of the first-semester students' creative writing reflects the techniques encountered in First-Semester Cohort and First-Year Genre residency seminars, as well as their residency writing workshops.

**GCRWT 6001 - Craft & Reflection I (3)**

Under the guidance of their faculty mentor, students develop a reading list focusing on craft issues relevant to their development. A series of papers will be developed on specific craft issues and their relationship to the student's own writing. Students also compose detailed cover letters for each distance-learning submission, in which they reflect upon their artistic development. Students prepare for their work in residency seminars.

**GCRWT 6002 - Interdisciplinary Studies I (3)**

Lesley's interdisciplinary approach constitutes a three-fold recognition: that the borders between artistic genres have become ever more porous; that contemporary writers must be alert to new models of career preparation; and, perhaps most importantly, that



along with avid reading and writing, there are always other passions that feed a writer's imagination. In consultation with the Assistant Coordinator, students design individual, 3-credit interdisciplinary projects for the first three of their four distance-learning semesters. Examples include: publishing and editing internships at magazines and publishing houses; independent studies in interviewing, reviewing, magazine writing, copy editing, translation, word & image, and writing the ten-minute play; research for writing projects; courses in art, literature, and the teaching of writing; taking graduate courses at Lesley; teaching assistantships. The Interdisciplinary Studies credits are meant to support the students' writing, or to enable them to develop new writing-related skills and experiences. The central purpose of the interdisciplinary project, however, is simple and singular: it should feed students' creative writing or aspirations to be working writers when they graduate.

### **GCRWT 6500 - Creative Writing II (6)**

In their second residency and semester, students work with a new faculty member in their genre, designing a study plan that grows out of the work they produced and revised in their first distance-learning semester. Attending residency writing workshops critiquing new work or substantially revised work, students anticipate a semester of more rigorous revision and greater subtlety of expression. Residency seminars reflect this increased complexity.

### **GCRWT 6501 - Craft & Reflection II (3)**

In their reading lists and critical writing for Craft & Reflection II, students build on the discoveries and accomplishments from their first semester, the craft annotations serving as their first steps toward the third-semester craft essay. In many cases, a student's interdisciplinary work-in book reviewing, in literary journalism, in the art of the author interview-contributes to increased sophistication in writing about writing. Students continue to write detailed, reflective cover letters.

### **GCRWT 6502 - Interdisciplinary Studies II (3)**

See Interdisciplinary Studies I

### **GCRWT 7000 - Creative Writing III (6)**

Creative Writing III inaugurates the students' second year, introduces them to a third faculty mentor's aesthetic approach, and signals a qualitative leap in sophistication. Third-Semester Cohort Seminars and Second-Year Genre Seminars reinforce the increasing subtlety of craft issues explored. Residency workshops and study plans also raise the aesthetic bar. During the third residency, students attend their first thesis-preparation meeting, to help them anticipate the quantitative and qualitative requirements of the MFA thesis.

### **GCRWT 7001 - Craft & Reflection III (3)**

In addition to their reflective cover letters, students' critical work for Craft & Reflection III consists of a single craft essay of approximately 12-18 pages (3,500 to 5,500 words). MFA candidates and faculty mentors discuss this essay during the study plan conference and specify the reading required or the essay and the schedule for submitting drafts. Like the craft annotations, the third-semester craft

essay explores, in detail, a question of style or technique, but with a more ambitious scope.

### **GCRWT 7002 - Interdisciplinary Studies III (3)**

See Interdisciplinary Studies I

### **GCRWT 7500 - Creative Writing IV (6)**

During the fourth residency's thesis study plan conferences, the MFA Candidate and the Thesis Advisor discuss what proportions of new work (GCRWT 7500 Creative Writing IV) and revision (GCRWT 7502 Creative Thesis) are likely to make the most sense for the MFA Candidate's thesis-in-progress. New creative writing is now firmly focused on the creative thesis, and the border between revision and new writing" becomes appropriately blurred. Thesis students attend a second more detailed thesis-preparation meeting and the Fourth-Semester Cohort Seminars focus in part on students as working and publishing writers in the world.

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### **GCRWT 7501 - Graduating Seminar Preparation (3)**

Under the direction of the candidate's fourth-semester faculty mentor serving as the Graduating Seminar Advisor, the candidate prepares a 30-45 minute Graduating Seminar to be offered during the graduating residency. Based on a class agenda and reading list refined during the semester, the seminar is relevant to the student's writing concentration, but can include multi-genre or interdisciplinary elements.

### **GCRWT 7502 - Creative Thesis (3)**

During the thesis semester, MFA candidates prepare and submit a creative thesis for evaluation by the thesis advisor and one other MFA faculty member in the candidate's field of writing, who serves as the graduate candidate's thesis reader. A creative thesis passes through recommendation by the thesis advisor, and a thesis approval form-signed by both Advisor and Reader-is submitted with the thesis to the Program Director.

### **GCRWT 7503 - Final Residency Requirement: Graduating Seminar Presentation (1)**

As a final requirement for graduation, students return for a portion of a fifth residency to present their graduating seminars, as electives, to returning students. An MFA Creative Writing Faculty member monitors the student's seminar, offers pedagogical advice, and submits his or her approval electronically to the Program Director.

## **GEXTH - EXPRESSIVE THERAPIES**

### **GEXTH 5001 - Techniques of Play Therapy (3)**

An introduction to concepts and methods of psychotherapy with children. It places emphasis on non-directive models of Moutstakas and Axline.

**GEXTH 5010 - Principles and Practices of Expressive Arts Therapy (3)**

An essential aspect of expressive therapy is the integration of all the modalities of the arts into therapy. Emphasis is placed on using intermodal processing and transfer, feedback, and the application in special therapy situations.

**GEXTH 5021 - Focusing-Oriented Expressive Therapies (3)**

Integrates the practice of focusing as practiced in psychotherapy and personal introspective analysis with the expressive arts.

**GEXTH 5024 - Art Therapy with Older Adults (3)**

This course addresses the changing needs of older adults, using art therapy as an expressive and therapeutic tool. The course explores human development theory and research about artistic, physical, cognitive, affective, neurological, and social development of older adults from a cross-cultural perspective.

**GEXTH 5029 - Body-Oriented Psychotherapy With Adults (3)**

Exploring the unconscious—reading Freud and other theorists working experientially with one's own feelings using body-oriented psychotherapy.

**GEXTH 5032 - Orientation to Expressive Therapies (3)**

A residential week focusing on the arts as forces of a creative transformation and healing.

Expressive Therapies degree students only.

**GEXTH 5036 - Imaginal Psychology (3)**

Psychotherapy can be seen as the healing activity of the imagination. This course will look at modern theories of imaginal psychology including recent developments in Jungian and archetypal psychology. It will look at the interface between image and culture, and the use of image as it is currently used in medical, educational and therapeutic settings. How to deal with images in therapy, and specifically transference, and ways a therapist can prepare for image work will also be explored.

**GEXTH 5038 - Spirituality: Resource for Psychological & Social Well-Being (3)**

Psychospiritual growth can promote mental/physical health, social justice, peace and community. Students participate in a curriculum that facilitates mindfulness and psychospiritual growth, with peers from many belief systems, including atheism, and diverse religious/cultural backgrounds. The curriculum can be modified for use by counselors, teachers and clergy with adults and adolescents. This interactive, experiential class combines self-inquiry with materials and methods from social neuroscience, counseling psychology, expressive therapies, and the spiritual traditions.

**GEXTH 5039 - Spirituality: Resource for Psychological and Social Wellbeing (3)**

Psychospiritual growth can promote mental/physical health, social justice, peace, and community. Students participate in a curriculum that facilitates mindfulness and psychospiritual growth, with peers from many belief systems, including atheism, and diverse religious/cultural backgrounds. The curriculum can be modified for use with counselors, teachers, and clergy with adults and adolescents. This interactive, experiential class combines self-inquiry with materials and methods from social neuroscience, counseling psychology, expressive therapies, and the spiritual traditions.

Cross-Listed as: GPSYC 5039.

**GEXTH 5045 - Arts and Healing (3)**

This course explores and examines the role the arts have in healing as well as how they can facilitate the healing process and expand self-awareness. Formerly GARED 5900 and GARED 5015.

**GEXTH 5046 - Principles and Practices of Writing as a Therapeutic Modality (3)**

This course introduces the main branches of therapeutic uses of writing, i.e., bibliotherapy, poetry therapy, the use of memoir, journaling, and prose writing as therapeutic tools. The focus of the course will be on clinical uses of these modalities and on the history and theory of writing as a therapeutic modality with appropriate clinical populations. The relationship of writing to other expressive therapies will also be considered.

**GEXTH 5047 - Principles and Practices of Drama Therapy (3)**

This course is designed to introduce students to the basic principles and practices of drama therapy including an integration of current theoretical approaches. Students will be introduced to the various techniques used in drama therapy including photography, dolls and puppets, masks, story telling and dreams, and to the application in clinical practice. The course will cover both individual and group drama therapy interventions. The course will look at drama therapy from four perspectives: the therapist, the client, the theory and the technique.

**GEXTH 5048 - Theories of Poetry/Biblio Therapy (3)**

This course is an introduction to the theories, research, and clinical applications of poetry therapy which includes bibliotherapy, films, and reflective writing in therapy. Students will learn the basis for the selection of appropriate therapeutic literature and applications for clinical and developmental populations including children, at risk teens, individuals with physical and psychiatric illnesses, and for those experiencing grief and loss.

**GEXTH 5102 - Theories in Expressive Arts Therapy (3)**

Trains students to lead expressive therapy sessions. Students are introduced to various media (music, dance, art, psychodrama) and their integration in therapy. Focuses on the experience, understanding, and application of group dynamics in the core seminar as well as other groups.

Expressive Therapies degree students only.

**GEXTH 5103 - Theory and Practice of Group Work: Expressive Arts Therapy (3)**

A group experience which familiarizes participants with the theory and practice of group dynamics in mental health counseling and expressive therapy. It fosters professional development by emphasizing self awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders effective group functioning and leadership style.

**GEXTH 5108 - Dance/Movement Therapy: Theories and Practice I (3)**

This is a yearlong course in preparation for clinical practice of dance/movement therapy. The history and theory of dance/movement therapy are explored. The course focuses on the experience, theory and application of DMT with different clinical populations.

Dance Therapy specialization students only.

**GEXTH 5109 - Dance/Movement Therapy: Theories and Practice II (3)**

Continuation of the previous semester. The core seminar is directed toward developing a theoretical and practical understanding of basic body movement, body awareness, movement response and interaction. :Dance Therapy specialization students only.

**GEXTH 5110 - Theories of Drama Therapy (3)**

This seminar will explore the current state of the research and theoretical underpinnings of psychodrama/drama therapy and its application with individuals and groups including principles of warm-up, role therapy, action methods, spontaneous role play and social systems. This seminar includes the history, theory and clinical application of psychodrama and drama therapy including an integration of current approaches.

**GEXTH 5112 - Theories in Art Therapy (3)**

Prepares students for the clinical practice of art therapy. Introduces a continuum of approaches from art as therapy to art psychotherapy with emphasis on the creative and therapeutic processes. Focuses on the experience, understanding and application of group dynamics in the core seminar as well as other groups. Art Therapy specialization students only.

**GEXTH 5113 - Theory and Practice of Group Work (3)**

A group experience which familiarizes participants with the theory and practice of group dynamics in mental health counseling and art therapy. It fosters professional development by emphasizing self awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders effective group functioning and leadership style.

**GEXTH 5117 - Theories in Music Therapy (3)**

Course for clinical practice of music therapy. Theory, techniques, and research findings of music therapy and expressive therapy are explored and compared. Focuses on the experience, understanding, and application of group dynamics in the core seminar as well as other groups.

Music Therapy specialization students only.

**GEXTH 5118 - Theory and Practice of Group Work (3)**

A group experience which familiarizes participants with the theory and practice of group dynamics in mental health counseling and music therapy. It fosters professional development by emphasizing self awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders effective group functioning and leadership style.

**GEXTH 5119 - Clinical Skills and Applications (3)**

Provides students with an understanding of the philosophical bases of the helping process and relationships. Students are exposed to a variety of clinical mental health counseling and expressive therapy skills and interventions with a variety of populations and settings.

**GEXTH 5122 - Expressive Arts Therapy Studio (3)**

This studio course is designed for students to gain an experiential understanding of Expressive Arts Therapy by engaging with multi-modal arts. This course will focus on the processes of Expressive Arts Therapy drawn from theories of play, improvisation, creativity, embodiment, performance, and imaginal dialogue. Students will be exposed to media and technique to develop competencies in arts-based approaches to therapeutic art-making. There will be opportunity for reflection, creative expression, discussion, presentation and artistic feedback.

**GEXTH 5250 - Introduction to Dance/Movement Therapy (3)**

This course offers experiences in basic theory and concepts of movement therapy as it relates to working in a variety of settings with different populations.

**GEXTH 5908 - Transcultural Identity: Psyche, Soma, and Sojourning (3)**

This course provides a unique opportunity to study identity and transculturalism within a specific population. As part of the course, students will participate in discussions, lectures, and presentations in the fields of psychotherapy, anthropology, education, and arts and health. A special emphasis will be placed on the body as self. This course is ideal for those interested in expanding their self awareness and life experience

Cross-Listed as: GCREA 5908.

**GEXTH 5909 - Theory and Practice of Group Work in Drama Therapy (3)**

This course introduces students to the theory and practice of group mental health counseling and drama therapy. Through didactic and experiential learning, students acquire skills in the use of dramatic action methods in groups in a variety of contexts. This course also

fosters professional development by emphasizing self-awareness about one's own leadership and interpersonal communication style and its relationship to effective group functioning.

### **GEXTH 6000 - Arts and Health: Policy and Implementation (1)**

This course will present an overview of the current policies in the field of arts in health, how they have evolved, and potential directions for the future. The course will examine the importance of health policy decisions toward the formation of viable programs. Model programs that use arts in a variety of settings will be investigated as well as analyzing several new facilities that have been designed with the arts as an integral feature.

### **GEXTH 6004 - Expressive Arts Therapy in Holistic Psychology (3)**

Explores use of art materials, journals, stories, movement, music, and dramatic enactment as tools of psychophysical change within the primary psychotherapeutic relationship.

### **GEXTH 6005 - Storytelling in Therapy (3)**

Provides theory and methods in the dynamic process and application of storytelling in therapy via intermodal arts.

### **GEXTH 6009 - Developmental Transformations with Children and Adults (3)**

This course introduces the students to the therapeutic use of various contemporary theater-training techniques. Each course will focus on specific practices drawn within drama therapy/psychodrama, applied, social, and political theater. Lectures, discussions, and feedback will complement participatory exercises.

### **GEXTH 6015 - Art Therapy Assessment (3)**

This course examines the fundamentals of art therapy assessments from standardized to unstructured approaches and helps students understand the role of assessment in art therapy treatment. Students will learn to administer assessments and develop clinical writing skills necessary to complete clinical assessment reports. The course will focus on helping students learn to think critically and ethically about the use and limitations of art therapy assessments with different populations, developmental levels, and cultures.

### **GEXTH 6019 - Storytelling and Healing: A Lifespan Approach (3)**

Healing process through developmental approach to the lifespan through the storytelling of autobiographical events. Expressive arts and Jungian Theory are utilized.

### **GEXTH 6020 - Music, Imagery and Psychotherapy (3)**

An introduction to the relationship(s) of psychodynamic therapies, visualization, and creative arts therapy. Didactics are presented in traditional clinical practices (western) to include analytic thought, behavioral medicine, gestalt, recovery models, and systems theory, as well as non-western healing traditions, energy medicine, breath work, meditation, etc. Pragmatic applications of creative art therapy

techniques are integrated throughout this course with special attention given to psychoacoustics.

### **GEXTH 6025 - Expressive Therapies with Families (3)**

This course will examine basic concepts and theories of family systems and family therapy from an expressive therapy perspective that takes into consideration issues of race, gender, ethnicity, class, and structural variables. The course will focus on the development of expressive therapy family assessment, intervention, and application skills.

### **GEXTH 6027 - Performance and Practice: Art, Education, and Therapy (3)**

This course will reflect on the meaning and value of performance in the work of artists, therapists, and educators who utilize the arts as a (primary) mode of expression and form of mediation, when working with others. Through theory and practice participants will explore and examine issues of form, aesthetics, and principles central to performance.

### **GEXTH 6028 - The Arts in Health: Cultural Context and Meaning (3)**

This course looks at how health and illness are defined in many cultures, considering the central role of community, family, spiritual values, ritual, and the arts in healing across cultures.

Cross-Listed as: Cross listed with GCREA 6028.

### **GEXTH 6029 - Art Therapy with People with Severe Mental Illness (3)**

This course is an overview of art therapy with people experiencing serious and persistent mental illness. Students will begin to understand the perspectives of persons with the illness, their family members, and their interactions with the mental health system. Emphasis is on a recovery-based wellness model. Research on phases of recovery is explored and appropriate art therapy interventions for each stage and treatment setting are identified.

### **GEXTH 6030 - Introduction to Art and the Brain (1)**

This course provides an introductory overview of neuropsychology and its relationship to the artistic process and clinical art therapy. Clinical case studies will exemplify neuropsychological perspectives on human functioning as they impact health and wellness. Information on neuroanatomy, physiology, and terminology will begin to develop students' competencies in interacting with scientists, physicians, educators, and the literature in the field.

### **GEXTH 6031 - Expressive Arts Therapy and Social Action in Communities (3)**

This course is designed to explore the practice of social activism within expressive therapy and mental health counseling. Students will focus on the social, political, and community-based action taken by artists, counselors, and expressive arts therapists (as community

organizers, developers, service-providers, activists, and advocates) to address complex issues of injustice and oppression.

### **GEXTH 6032 - Human Development Across the Lifespan (3)**

Designed to explore developmental psychology theory and research about physical, cognitive, affective, neurological, and social development from a cross-cultural perspective. Implications for understanding human behavior across the lifespan is addressed including arts based development and application to mental health counseling practice.

### **GEXTH 6033 - Advanced Play Therapy (3)**

This course provides an advanced level of examination regarding the theory, history and applications of play therapy. Students will gain knowledge of play therapy as a powerful modality to create therapeutic change for clients in a variety of populations and settings which builds on specific techniques. Topics will include both nondirective and directive models.

### **GEXTH 6101 - Music Proficiency Audition (0)**

The audition is required for all Music Therapy specialization students. In the evaluation, the student's ability to use music in an interactive and improvisational way is assessed.

### **GEXTH 6102 - Standards and Ethics in Clinical Practice (3)**

The focus of this course is on the theory and practice of professional standards and ethics as applied to clinical mental health practices. The ethical standards of the professional associations are addressed, including the ACA, AMHCA, and other relevant professional associations. Certification, licensure, and regulatory practices are discussed.

### **GEXTH 6105 - Examining Power, Privilege and Oppression in Clinical Practice (3)**

Examines theoretical and personal perspectives pertaining to gender, race, class, ethnicity, religion, and sexual orientation in mental health counseling and expressive therapies. Students examine their cultural identities and identify sociocultural biases and prejudices. They develop the ability to critique existing theory and practice from a multicultural lens. Students will be expected to understand issues of power, privilege, and oppression as they apply to the therapeutic relationship.

### **GEXTH 6106 - Research and Evaluation (3)**

This course introduces students to a range of research approaches in the social sciences, counseling, and expressive therapy. Qualitative and quantitative research methods, program evaluation, and critical evaluation of research studies are taught. Examination of the ethical guidelines for conducting research, issues of diversity in research and program evaluation, and familiarity with the research process are addressed.

### **GEXTH 6107 - Intermodal Expressive Therapies: Application to Healing and Psychotherapy I (3)**

This course will focus on how to work with intermodal transfers-moving from one arts modality to another. The course will be both didactic and experiential, incorporating case presentation and demonstration. Application will be to groups, individuals, families, children, adolescents, and adults. Topics will include what is an intermodal transfer, how to choose which modality to use, when to stay within one modality, and when not to introduce an expressive modality.

Prerequisite: GEXTH 5032 and GEXTH 5102..

### **GEXTH 6108 - Intermodal Expressive Therapies: Application to Healing and Psychotherapy II (3)**

This course will be a continuation of GEXTH 6107. This course will continue the clinical application of intermodal expressive therapies, emphasizing special populations (e.g., trauma, addictions, elderly, etc.). In addition, the use of intermodal expressive therapies for supervision and self-care will be explored.

Prerequisite: GEXTH 6107..

### **GEXTH 6109 - Theories of Personality in Expressive Therapies (3)**

This course is an overview of personality theory as it relates to the application of expressive therapies. Students will begin to understand the general theories of personality and the major schools of thought and its relationship to the theory and practice of expressive therapies. Several perspectives on personality will be introduced including how race, culture, and worldview inform and affect our understanding of personality development. Students will develop a multi-dimensional understanding of personality and learn how to integrate this material into a clinical perspective.

### **GEXTH 6200 - Principles and Practices of Music Therapy (3)**

Introduction to theories and techniques of several pioneer music therapists and to current theories of music perception, learning, and behaviors. Provides students with a hands-on exploration in how to implement music into clinical practice. This course is intended for non-musicians" as well as musicians.

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### **GEXTH 6203 - Music Therapy with Adults and Adolescents (3)**

Provides a balance of theoretical and experiential knowledge towards using music in a therapeutic setting.

### **GEXTH 6206 - Voice and Music Therapy (3)**

This introductory course surveys the use of voice as a therapeutic modality. It contains both academic and experiential components and requires no previous musical knowledge. Explores the significance of voice in identity and self-empowerment, its role in human and cultural development, and blocks to voicing. Diverse approaches to healing use of voice (expressive, analytic, spiritual, and biological/ medical) and relevant clinical applications are examined.

**GEXTH 6207 - Music, Consciousness and Expression (3)**

This course will explore the historical and cross-cultural basis for the therapeutic application of music, movement, sound, imagery and consciousness studies. Implications for the use of music, movement and imagery work in personal and creative growth will also be explored.

**GEXTH 6208 - Community and Therapeutic Applications of Drumming (3)**

Offers training in fundamental methods of percussion as tools for expressive therapy group leaders. The course also explores drumming as a mode of therapy.

**GEXTH 6209 - Sound and Meditation (3)**

Explores the use of music and sound as a tool for transforming and expanding consciousness. The major role that sound plays in traditional rituals and religious rites and as an aid in inducing meditative states will be emphasized. Examples from a variety of cross-cultural perspectives will be presented, with a goal towards forging a synthesis of rationales and techniques in utilizing sound in personally meaningful and appropriate ways.

**GEXTH 6210 - Music Therapy With Children (3)**

Introduces students to music therapy with children. Through music activities, reading, and lectures, students will develop an understanding of how music therapy can foster the well-being of the child. The clinical application of music therapy, as well as music therapy interventions, will be discussed.

**GEXTH 6212 - Clinical Musicianship (3)**

Exploration of techniques of musical improvisation for specific client outcomes. Focus on leading, interacting with, or enabling client(s) through live music.

**GEXTH 6213 - Music Therapy with Families (3)**

This class will present family systems theory and explores music therapy techniques use in family therapy sessions. Music techniques include percussion improvisations and songs that objectify or influence family interactions, stimulate family stories, and engage members across generations. Students experience numerous family constellations and interventions through videos of family music therapy, case studies, role-plays, and family of origin work. This course introduces students to a range of research approaches in the social sciences, counseling, and music therapy. Qualitative and quantitative research methods, program evaluation, and critical evaluation of research studies are taught. Examination of the ethical guidelines for conducting research, issues of diversity in research and program evaluation, and familiarity with the research process are addressed.

**GEXTH 6252 - Movement Therapy with Adults (3)**

Development and understanding of the nature of emotional energies as they are experienced in the body and expressed in motion.

**GEXTH 6254 - Dance Movement Therapy with Children (3)**

Movement and dance therapy techniques for working with children incorporating developmental awareness to increase the child's sense of self.

**GEXTH 6255 - Jungian Dance and Drama Therapy (3)**

Experientially based advanced training in transference/countertransference and in-depth symbolic process through theater dream work, authentic movement, and improvisational drama.

**GEXTH 6256 - Group Process in Dance/Movement Therapy (3)**

A group experience which familiarizes participants with the theory and practice of group dynamics in mental health counseling and dance therapy. It fosters professional development by emphasizing self awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders effective group functioning and leadership style.

**GEXTH 6258 - Body/Movement Observation and Assessment I (3)**

This course introduces the student to LMA (Laban Movement Analysis) and how this system is used for observation and assessment in everyday movement and clinical settings.

**GEXTH 6259 - Movement and Healing: Dance Therapy with Adults (3)**

This experiential course explores movement for healing through self-awareness and by determining the individual's authentic movement as a source of tension release.

**GEXTH 6260 - Anatomy and Kinesiology (3)**

Anatomy is a Western science that names body parts. The body parts comprise the structural network, which makes up the skeletal, muscular, respiratory, and fluid systems. This course combines anatomical-kinesiological study with experiential practices. The subject matter is approached via a movement workshop format. Classes include movement observation and practical strategies for reflective and guided movement activities. 3 credits This course introduces students to a range of research approaches in the social sciences, counseling, and dance therapy. Qualitative and quantitative research methods, program evaluation, and critical evaluation of research studies are taught. Examination of the ethical guidelines for conducting research, issues of diversity in research and program evaluation, and familiarity with the research process are addressed.

**GEXTH 6300 - Introduction to Psychodrama (3)**

Introduction to the philosophy, theory, and methodology of psychodrama and sociometry. Emphasis on clinical applications of psychodrama theory with groups and individuals.

**GEXTH 6301 - Drama Therapy and for Children and Adolescents (3)**

This course considers how to create an environment in which children and adolescents can participate in the psychodramatic process.

**GEXTH 6302 - Training Workshop in Psychodrama (3)**

The essential components of the psycho-dramatic method emphasizing the development of skills and their application in clinical environments.

**GEXTH 6303 - Structuring Psychodramatic Enactment (1)**

An in-depth examination of the psychodramatic process as related to group formation.

**GEXTH 6352 - Principles and Practices of Art Therapy (3)**

Fundamentals of art therapy experienced through historical analysis of various psychotherapeutic populations and their relationships with other expressive therapies.

**GEXTH 6353 - Family Art Therapy (3)**

An overview of the history and development of the use of art psychotherapy with families. The process of art therapy is related to the more general practice of family therapy and the psychodynamics of family systems.

**GEXTH 6360 - Drawing from Within: A Studio Course (3)**

A studio class generating art imagery from subconscious and intuitive levels.

**GEXTH 6362 - Art Therapy and Dreams (3)**

Within a studio environment, art and group process are used to study the relationship between dreams and art therapy. Themes include correspondence of structure, content, composition, origins, and interpretations.

**GEXTH 6363 - Jungian Art Therapy (3)**

Theory and practice of art therapy within the holistic context of Carl Jung's approach to symbolic healing. The course includes lectures, illustrated case studies of Jungian Art Therapy, and student's experience of analytic psychology through participation in art, dream work, and active imagination.

**GEXTH 6364 - Art Therapy with Children and Adolescents (3)**

Psychological study of the specific needs of children and adolescents; prepares to assess and work with those needs through art therapy.

**GEXTH 6367 - Art Therapy Studio (3)**

A studio and group process course investigating the emergence and making of images together with interpretative dialogue in art therapy.

**GEXTH 6368 - Art Therapy with Traumatized Adults (3)**

This course explores the use of art therapy to address the effects of trauma on the body, mind, and emotions. It focuses on the psychosocial aspects of trauma including cultural variables and secondary symptoms related to self and others. Students will study individual and group art therapy approaches from assessing risk and resilience to exploring symptom management, developing coping mechanisms, and rebuilding a meaningful life. The course also addresses countertransference and self-care issues for the therapist. This course introduces students to a range of research approaches in the social sciences, counseling, and art therapy. Qualitative and quantitative research methods, program evaluation, and critical evaluation of research studies are taught. Examination of the ethical guidelines for conducting research, issues of diversity in research and program evaluation, and familiarity with the research process are addressed.

For students in the Expressive Therapies and Counseling and Psychology Divisions. Other students require permission of the instructor.

**GEXTH 6400 - Holistic Approach to Pain and Stress (3)**

Integrated use of meditation, diet, massage, exercise, bodywork, guided visualization, expressive arts, spiritual practices, and psychotherapy in the management of pain and stress.

**GEXTH 6412 - Yoga and Therapeutic Touch (3)**

This course provides training in the body/mind disciplines of yoga and several forms of healing touch. The inquiry will be both experiential and theoretical. It includes an exploration of yogic philosophy, ethical considerations of safe touch, and the development of daily practice for personal and professional enhancement.

**GEXTH 6414 - Cross-Cultural Health Seminar (2)**

This course will examine the importance of social and cultural factors in the field of health, the interaction of health systems including western and non-western practices. Cultural relevance to direct care, the role of health organizations, and health care providers, and definitions of etiology of disease and illness will be reviewed.

**GEXTH 6415 - Psychopathology and Clinical Practice (3)**

This course will provide an in-depth review of the broad spectrum of psychopathology as defined by the current Diagnostic Statistical Manual of Mental Disorders and based on a biopsychosocial developmental model. The focus will include etiology, prevalence, signs symptoms, and a range of treatment options, including psychopharmacology. This course will focus on assessment, differential diagnosis, and clinical formulation.

Prerequisite: GEXTH 6032.

**GEXTH 6416 - Theories of Mental Health Counseling (3)**

This course will give an overview and critical examination of the major core concepts and clinical practices of major contemporary theories of mental health counseling. The relationship of the theories studied to critical practice is examined. Students are expected to begin to define their own theoretical orientations.

**GEXTH 6417 - Assessment and Mental Health Counseling (3)**

This course is designed to provide an overview of the most widely used cognitive, aptitude, projective, and neuropsychological tools in the assessment of children, adolescents, and adults. This course will present a broad range of formal assessment instruments and information gathering techniques to be used in case conceptualization, treatment planning, and ongoing therapy in their work in mental health counseling and expressive therapies.

Prerequisite: GEXTH 6415.

**GEXTH 6418 - Vocational and Career Counseling (3)**

This course prepares the expressive therapist to assist clients in all stages of life development in their vocational planning and selection process. Designed to explore how family, interests, expectations, education, and the job market can influence career decision-making. Career development theories and assessment tools are discussed. The course includes topics such as the complexities of the workplace, counselor competencies, ethics, gender, mental illness in the workplace, and the role of research in career theory.

**GEXTH 6419 - Expressive Therapies with Trauma Affected Populations on the Island of Hispaniola (3)**

This course is designed to explore the challenges of providing relevant and responsive therapeutic interventions to marginalized communities on the Island of Hispaniola through experiential exploration of the dynamics and intersectionality of poverty, race, and trauma, and the postcolonial implications of introducing art materials within an international context. Students analyze the productive and destructive potentials of therapeutic processes, which are grounded in predominantly Eurocentric theoretical frameworks, and thoughtfully orient expressive arts therapies to local communities.

**GEXTH 6420 - Expressive Therapies in Nicaragua: Special Needs Populations (3)**

This course is designed to explore the challenges of creating relevant and responsive therapeutic collaborations that address the realities of "special needs" communities in Nicaragua. Students will engage in an experiential exploration of the dynamics of poverty and its implications on mental health within the larger context of Nicaraguan history as it relates to historical and intergenerational trauma. An ethical lens to expressive arts therapies orientations and their application within international communities will be explored.

**GEXTH 6421 - Arts and Medicine (3)**

This course covers the application of arts therapies in medical settings. Disease epidemiology, stress-related changes to the autonomic nervous system, and neuroaesthetics are presented to guide the arts therapists in working with the medically ill. The roles and contributions of arts therapists as members of medical teams are

discussed. The course includes an exploration of qualitative, quantitative, arts-based, and mixed methods research on current use of arts in medicine.

**GEXTH 6422 - Phototherapy in the Digital Age (3)**

This experientially based course is designed to develop technical skills related to producing, editing, and discussing photographic imagery within the therapeutic milieu. Phototherapy techniques are examined within the context of Art Therapy and demonstrated through class exercises, discussions and assignments. As students progress through the coursework they are expected to select subject matter and techniques that are technically and conceptually more complex.

**GEXTH 7013 - Body/Movement Observation and Assessment II (3)**

This experiential and theoretical course provides the student with the opportunity to integrate the Laban system further using their observation and assessment skills at their clinical sites.

**GEXTH 7015 - Symbolic Process in Psychotherapy (3)**

The development of a sense of self and others, and a healthy relationship to the archetypal, is choreographed within the transitional space between patient and therapist. Art, movement, and thematic enactment provide the contextual backbone for the interpretation and use of the symbolic process in personality assessment and treatment.

**GEXTH 7017 - Thesis Seminar (3)**

This is a yearlong, bi-weekly course for students in their last year of training as expressive therapists. During the fall semester, the course guides students in identifying a topic, selecting an appropriate research method, and writing a thesis proposal. Classes will focus on writing as a creative and collaborative process. During the second semester, students develop a capacity for sustained scholarly thinking and disciplined academic writing through peer review and individual consultations with the instructor and a second reader chosen by the student.

Prerequisite: Prerequisite (or concurrently with): GEXTH 6369..

**GEXTH 7100 - Advanced Clinical Training in Art Therapy (3)**

Accelerated course for second-year Expressive Therapies students in clinical theory and practice in integrating the principles of art therapy.

**GEXTH 7101 - Advanced Clinical Training in Music Therapy (3)**

Accelerated course in clinical theory and practices in integrating the principles of music and expressive therapy.

**GEXTH 7102 - Advanced Clinical Training in Expressive Therapy (3)**

Accelerated course for second-year Expressive Therapies students in clinical theory and practice in integrating the principles of the different arts modalities.



**GEXTH 7700 - Supervision in Expressive Arts Therapy and Counseling I (3)**

Clinical issues arising at the practicum sites will be used to develop competence in the skills of the expressive therapist through case supervision and the discussion of theoretical materials.

Expressive Therapies degree students only.

**GEXTH 7702 - Supervision in Art Therapy and Counseling I (3)**

Clinical seminar and practicum integrating theory and practices in art therapy into clinical practice. Developing art therapy skills, observations, and art therapy interventions. Includes individual and group art therapy experiences in clinical settings supervised by clinical staff and Lesley faculty.

Art Therapy specialization students only.

**GEXTH 7704 - Supervision in Music Therapy and Counseling I (3)**

Individual and group music/expressive therapies experiences in clinical settings supervised by clinical personnel and Lesley faculty.

Music Therapy specialization students only.

**GEXTH 7708 - Supervision in Dance/Movement Therapy and Counseling I (3)**

Individual and group dance/expressive therapies experiences in clinical settings supervised by clinical personnel and Lesley faculty.

Dance Therapy specialization students only.

**GEXTH 7713 - Supervision in Dance/Movement Therapy and Counseling II (3)**

A supervision seminar focused on integrating theory and practice. This course is taken while students are in their second-year internship; 600 hours (minimum) of field experience is required. Experiential and collaborative learning is used to enhance clinical practice.

Prerequisite: GEXTH 7708..

Expressive Therapies degree students only.

**GEXTH 7714 - Supervision in Music Therapy and Counseling II (3)**

A supervision seminar focused on integrating theory and practice. This course is taken while students are in their second-year internship; 600 hours (minimum) of field experience is required. Experiential and collaborative learning is used to enhance clinical practice.

Prerequisite: GEXTH 7704..

Expressive Therapies degree students only.

**GEXTH 7715 - Expressive Therapies Supervision: Yearlong (3)**

A yearlong supervision seminar focused on integrating theory and practice. This course is taken while students are in their second-year internship; 600 hours (minimum) of field experience is required. Experiential and collaborative learning is used to enhance clinical practice.

**GEXTH 7716 - Supervision in Art Therapy and Counseling II (3)**

A supervision seminar focused on integrating theory and practice. This course is taken while students are in their second-year internship; 600 hours (minimum) of field experience is required. Experiential and collaborative learning is used to enhance clinical practice.

Prerequisite: GEXTH 7702..

Expressive Therapies degree students only.

**GEXTH 7717 - Supervision in Dance/Movement Therapy and Counseling III (3)**

The second semester of a yearlong seminar designed to provide students with dance therapy supervision during their second-year internship. During the year, students explore case material (diagnosis, assessment, and treatment planning), group dynamics, the use of the arts in therapy, and professional development. Other topics include professional identity, future work, and termination. Supervision, exploration of issues through the arts, and integration of theory into practice will be the focus.

Prerequisite: GEXTH 7713..

Expressive Therapies degree students only.

**GEXTH 7718 - Supervision in Music Therapy and Counseling III (3)**

The second semester of a yearlong seminar designed to provide students with music therapy supervision during their second-year internship. During this year, students explore case material (diagnosis, assessment, and treatment planning), group dynamics, the use of the arts in therapy, and professional development. Other topics include professional identity, future work, and termination. Supervision, exploration of issues through the arts, and integration of theory into practice will be the focus.

Prerequisite: GEXTH 7714..

Expressive Therapies degree students only.

**GEXTH 7719 - Supervision in Expressive Arts Therapy and Counseling II (3)**

The first semester of a yearlong seminar designed to provide students with expressive therapies supervision during their internship (600 hours minimum). During the year, students explore case material (diagnosis, assessment, and treatment planning), group dynamics, the use of the arts in therapy, and professional development. Other topics include professional identity, future work, and termination. Supervision, exploration of issues through the arts, and integration of theory into practice will be the focus.

Prerequisite: GEXTH 7700..

**GEXTH 7720 - Supervision in Art Therapy and Counseling III (3)**

The second semester of a yearlong seminar designed to provide students with art therapy supervision during their second-year internship. During this year, students explore case material (diagnosis, assessment, and treatment planning), group dynamics, the use of the arts in therapy, and professional development. Other topics include professional identity, future work, and termination. Supervision, exploration of issues through the arts, and integration of theory into practice will be the focus.

Prerequisite: GEXTH 7716..

Expressive Therapies degree students only.

**GEXTH 7721 - Supervision in Expressive Art Therapy and Counseling III (3)**

The second semester of a yearlong seminar designed to provide students with expressive therapy supervision during their second-year internship. During this year, students explore case material (diagnosis, assessment, and treatment planning), group dynamics, the use of the arts in therapy, and professional development. Other topics include professional identity, future work, and termination. Supervision, exploration of issues through the arts, and integration of theory into practice will be the focus.

Prerequisite: GEXTH 7719..

Expressive Therapies degree students only.

**GEXTH 7750 - Thesis Seminar: Expressive Therapies: Art Therapy I Research and Evaluation (3)**

This course guides students in developing a proposal for a self-directed final thesis project related to expressive therapies/art therapy. Students also gain familiarity with qualitative and quantitative research methods, become knowledgeable readers of research-based journal articles, and learn basic concepts in program evaluation.

**GEXTH 7751 - Thesis Seminar: Expressive Therapies: Art Therapy II (3)**

During this seminar course, students complete a thesis that reflects and synthesizes his/her theoretical, clinical, and artistic learning in expressive therapies/art therapy.

**GEXTH 7754 - Thesis Seminar: Expressive Therapies: Music Therapy I Research and Evaluation (3)**

This course guides students in developing a proposal for a self-directed final thesis project related to expressive therapies/music therapy. Students also gain familiarity with qualitative and quantitative research methods, become knowledgeable readers of research-based journal articles, and learn basic concepts in program evaluation.

**GEXTH 7755 - Thesis Seminar: Expressive Therapies: Music Therapy II (3)**

During this seminar course, students complete a thesis that reflects and synthesizes his/her theoretical, clinical, and artistic learning in expressive therapies/music therapy.

**GEXTH 7762 - Thesis Seminar: Expressive Therapies: Dance Therapy I Research and Evaluation (3)**

This course guides students in developing a proposal for a self-directed final thesis project related to expressive therapies/dance therapy. Students also gain a familiarity with qualitative and quantitative research methods, become knowledgeable readers of research-based journal articles, and learn basic concepts in program evaluation.

**GEXTH 7763 - Thesis Seminar: Expressive Therapies: Dance Therapy II (3)**

During this seminar course, students complete a thesis that reflects and synthesizes his/her theoretical, clinical, and artistic learning in expressive therapies/dance therapy.

**GEXTH 7766 - Thesis Seminar: Expressive Therapies I Research and Evaluation (3)**

This course guides students in developing a proposal for a self-directed final thesis project related to the expressive therapies. Students also gain familiarity with qualitative and quantitative research methods, become knowledgeable readers of research-based journal articles, and learn basic concepts in program evaluation.

**GEXTH 7767 - Thesis Seminar: Expressive Therapies II (3)**

During this seminar course, students complete a thesis that reflects and synthesizes his/her theoretical, clinical, and artistic learning in the expressive therapies.

**GEXTH 7780 - Clinical Methods Development (3)**

Students will focus on advancing core clinical musicianship skills in music therapy. Students will integrate knowledge acquired in Theories/Clinical Musicianship into the inquiry and development, of their chosen specialization utilizing both receptive and expressive music therapy techniques. Students will advance and innovate instrumental musical facility and technique on their primary instrument, piano/guitar, and percussion, and demonstrate advanced ability in designing and facilitating methods within a variety of diverse populations through their field of specialization.

Prerequisite: GEXTH 6212.

**GEXTH 7799 - Thesis Extension (1-3)**

A continuation of either the thesis seminars or thesis tutorials when work toward the thesis remains unfinished.

Permission required; contact Gilda Resmini-Walsh before registration at 617.349.8444.

**GEXTH 7999 - Independent Study: Final Integrative Project 0**

**GEXTH 8005 - Supervision in Expressive Therapies (3)**

This course will focus on training expressive therapy supervisors. Through research, practice and experiential work the student will understand clinical practice and supervision in a variety of mental health settings including hospitals, universities, clinics, schools, etc. The student will be prepared to take a supervisory role in these settings.

## **GEXTP - EXPRESSIVE THERAPIES**

### **GEXTP 7999 - Independent Study (3-9)**

Ph.D. candidates who enroll in independent study should register for this course. The student is responsible for planning the project, obtaining approval of the senior advisor and program director, and arranging for supervision by a particular faculty member.

### **GEXTP 8008 - Residency I (9)**

This course exposes students to key concepts of doctoral expressive therapies scholarship through experiential and didactic work. Students develop understanding of approaches to knowledge from multiple perspectives via participation in four course sections. Sections address the philosophical foundations of expressive arts therapies, the range of research designs and research methods in the field, and exploration of arts as disciplined inquiry. Students are expected to begin to develop scholarship skills of critical thinking, synthesizing, and writing in this course. Ph.D. students only, or with permission of instructor.

### **GEXTP 8009 - Residency II (9)**

This course introduces the direct application of research methods to students' specific topics. Exploring contextual frameworks for research questions and interdisciplinary studies, students experiment with methods including art-based research, identify socio-cultural biases and prejudices in existing research within and outside of the field of expressive therapies, and integrate literature to argue the importance, relevance, and necessity of their research. Participation in five course sections prepares students for the rigor of dissertation research.

Prerequisite: GEXTP 8008; Ph.D. students only, or with permission of instructor..

### **GEXTP 8010 - Residency III (9)**

This course prepares advanced doctoral students for professional issues in post-doctoral practice. Ethics, teaching, and research in higher education and other systems is addressed including elements of professional presentation, publication, and grant writing. Students also study how expressive therapists become leaders in the field, and course content also governs the dissertation, a demonstration of mastery in the field of study and an original contribution to expressive therapies. These areas of study are divided into three sections.

Prerequisite: GEXTP 8009; Ph.D. students only, or with permission of instructor..

### **GEXTP 8011 - Doctoral Seminar I (3)**

This course continues introducing scholarship and deepens the experiential and didactic work of students. Student begin to practice and produce products to demonstrate approaches to knowledge across many perspectives via participation in four course sections. Sections address the philosophical foundations of expressive arts therapies, the range of research designs and research methods common in the field, and exploration of arts as disciplined inquiry. Students are expected to continue development of critical thinking, synthesizing, and writing in this course.

Prerequisite: GEXTP 8008; Ph.D. students only, or with permission of instructor..

### **GEXTP 8012 - Doctoral Seminar II (3)**

Continuing the scholarship begun in previous courses, this course uses experiential and didactic methods to develop knowledge by practicing key skills of scholarship, and producing products to demonstrate understanding via four course sections. Sections address the philosophical foundations of expressive arts therapies, the range of research designs and research methods common in the field, and the exploration of arts as disciplined inquiry. Students are expected to continue to develop and demonstrate critical thinking, synthesizing, and writing in this course.

Prerequisite: GEXTP 8011; Ph.D. students only, or with permission of instructor..

### **GEXTP 8013 - Doctoral Seminar III (3)**

Students are required to explore the direct application of research methods to their specific topics. Exploring contextual frameworks for research questions and interdisciplinary studies, students experiment with methods of art-based research, identify socio-cultural biases and prejudices in research within and outside of the field, and integrate literature to argue the importance, relevance, and necessity of their research. Participation in five course sections prepared students for the rigor of dissertation research and the Qualifying Exam.

Prerequisite: GEXTP 8009; Ph.D. students only, or with permission of instructor..

### **GEXTP 8014 - Doctoral Seminar IV (3)**

Students will demonstrate products of the direct application of research methods to their specific topics. They identify contextual frameworks for research questions and interdisciplinary studies, experiment with methods of art-based research, identify socio-cultural biases and prejudices in research within and outside of the field, and integrate literature to argue the importance, relevance, and necessity of their research to the field. Participation in five course sections prepared students for the rigor of dissertation research and the Qualifying Exam.

Prerequisite: GEXTP 8013; Ph.D. students only, or with permission of instructor..

### **GEXTP 8015 - Doctoral Seminar V (3)**

Continued preparation of advanced doctoral students for professional practice. Ethics, teaching, and research in higher education and other systems is addressed including elements of professional presentation, publication, and grant writing. Students study how expressive therapists become leaders in the field, and course content also governs the dissertation, a demonstration of mastery of a field of study and an original contribution to expressive therapies. These areas of study are delivered in three sections.

Prerequisite: GEXTP 8010; Ph.D. students only, or with permission of instructor..

### **GEXTP 8016 - Doctoral Seminar VI (3)**

Continued preparation of advanced doctoral students for professional practice. Ethics, teaching, and research in higher education and other systems is addressed including elements of professional presentation, publication, and grant writing. Students study how expressive therapists become leaders in the field, and course content also governs the dissertation, a demonstration of mastery of a field of study and an original contribution to expressive therapies. These areas of study are delivered in three sections.

Prerequisite: GEXTP 8015; Ph.D. students only, or with permission of instructor..

**GEXTP 9151 - Doctoral Study (0)**

Doctoral students register for this course every semester while taking coursework, and after, while completing the qualifying examination or dissertation.

**GINTC - INTERNATIONAL HIGHER EDUCATION AND INTERCULTURAL RELATIONS PROGRAM**

**GINTC 5002 - Immigration: Laws, Issues, and Practices (3)**

An examination of regulations pertaining to visas and current changes as issued by the U.S. Immigration Services. Analysis of current practices, forms, and issues provided through lecture, discussion, case studies, exercises, and readings.

Offered: Usually offered summer semester..

**GINTC 5012 - Education Abroad: Principles, Policies, and Practice (3)**

Case studies, guest speakers, interviews, readings and discussion will accompany a review of the history, philosophy, models, objectives and applications of education abroad. Students will understand how to work within an institutional framework to provide education abroad opportunities, explore program design and evaluation, as well as network with education abroad practitioners and learn about options for professional employment and paths for professional development in the field of education abroad.

Offered: Usually offered spring semester..

**GINTC 6000 - Foundations of International Higher Education 0**

This course focuses on systems and practices of international higher education in the US. Students will assess institutional goals, structures, policies and procedures, while considering the historical and contemporary factors shaping these features of international higher education today. Emphasis is on practical implications for internationalization efforts such as enhancing diversity and inclusion, student and scholar mobility and student services, as well as effective campus leadership and international partnership development.

Offered: Fall and Spring.

**GINTC 6001 - International Student Advising (3)**

Focus on the purposes and philosophy of an international office and its impact on the international student advisor. Topics include counseling/advising, intercultural programming, publications, office management systems, ethics/ legal responsibilities, and data management.

Offered: Usually offered fall semester..

**GINTC 6003 - Intercultural Helping Skills (3)**

Culturally sensitive experiential training to develop effective interpersonal/group helping skills in educational and human service settings. The concept of help" is considered from various cultural perspectives.

"

Offered: Usually offered summer semester..

**GINTC 6004 - Culture, Negotiation and Responding to Conflict (3)**

Explores the concepts and develops the skills of negotiation, mediation, and third party action central to the effective resolution of situation-specific intercultural conflict.

Offered: Usually offered fall semester..

**GINTC 6006 - Leading and Managing in Diverse Organizations (3)**

Develops both individual and team skills central to the effective leadership and management of human resources in culturally diverse organizations, global agencies, institutions, and businesses.

Offered: Usually offered summer semester..

**GINTC 6009 - Inter-Group Conflict Transformation (3)**

This course is an interdisciplinary and experiential inquiry into the analysis and transformation of intergroup conflicts. Students will be introduced to different approaches of analyzing and transforming conflicts, grounded in theories of peace-building, social psychology, religion, and philosophy, to form the basis for a conceptual framework. Culture and its connection to conflict and conflict transformation will be at the center of these discussions.

**GINTC 6016 - Media Images, Ethics and Advocacy (3)**

This course examines selected representational works of art (primarily film and photography) to explore such issues pertaining to identity as transnationalism, gender, reflexivity, and cultural mediation. Students analyze works for their form, content, artists' intentions, and audience perception. Students develop a critical perspective of understanding visual documents in terms of such issues as authorship, intentionality, power, and epistemology as a result of cultural encounter.

Offered: Usually offered fall semester..

**GINTC 6100 - Identity and Belonging in a Categorized World (3)**

This course focuses on the co-construction of self and culture, our quest for belonging, and the complexities of categorizing humans by sex, race, and other markers. We consider the social, psychological and behavioral consequences of differing self-construals, and how these manifest themselves in everyday life. We draw attention to our pursuit of belonging in teams and social groups, and highlight the identity re-construction and renewed strivings for inclusion.

Offered: Usually offered fall and spring semesters..

**GINTC 6103 - Intercultural Communication (3)**

Through classroom activities and external fieldwork, students will explore the many factors that influence intercultural communication, including turn-taking, uses of silence, language attitudes, code-switching, and how emerging technologies affect communication practices. Students will reflect on their own practice as cultural agents, with a goal of developing professional intercultural communication competencies and the ability to better facilitate intercultural interactions.

Offered: Usually offered fall and spring semesters..

**GINTC 6105 - Student Learning and Development Through International Higher Education (3)**

This interdisciplinary course draws on contemporary models and evidence of student learning and development to highlight how

student change can be facilitated through international experiences. The topics include, change in student attitudes, values and beliefs, cognitive skills, morality and psychosocial identity, and practices and processes in international experiences that facilitate or hinder student development. Students will learn how apply theory to inform the design of international education experiences.

Offered: Usually offered fall and spring semesters..

### **GINTC 6107 - International Admission and Recruitment (3)**

This course provides a comprehensive understanding of the functions of an International Admissions Office. It develops skills for strategic planning, and fundamentals of enrollment management adapted to international admission. Global trends in the marketplace are analyzed in order to develop and implement an international admission strategic plan. The course also examines a variety of international educational systems, which is essential for evaluating international student applications and making admissions decisions.

### **GINTC 6108 - Grant Writing for Educational and Non-Profit Settings (3)**

This course is designed to help students understand the context of the world of philanthropy and how educational and non-profit organizations seek funding to support their organizations and projects. The focus is on developing skills for writing successful grant proposals through review of actual grants, hands-on exercises, the completion of one thorough draft grant and feedback in a supportive environment.

### **GINTC 6109 - Global Perspectives on International Higher Education (3)**

This course examines global education including the following: issues and trends in internationalization and regionalization, (particularly cultural, political, and economic trends) global mobility, and institutional policy considerations. These issues are examined from the vantage points of various countries throughout the world, thus addressing national approaches in countries other than the U.S. as well as international student constituencies in the U.S. Lastly, this class examines the nature of effective partnerships, and cross-border education initiatives.

### **GINTC 6110 - Values Differences and Moral Judgments in Contemporary Contexts (3)**

How can we constructively engage with others who hold values and arrive at moral judgments that differ from our own? This course explores the nature of values and their influence on moral judgments. It provides a context in which students grapple with the impact that values diversity has on social life, and considers options available when communicating moral concerns. Moral agency, political ideology and faith communities are highlighted.

### **GINTC 6111 - Enhancing Inclusion in Organizations (3)**

This course focuses on enhancing inclusion in educational and workplace settings. Students will explore the features and natures of environments that appear to support a broadly felt sense of belonging, as well as reflect on their own experiences with inclusion.

The course draws attention to how others have incorporated inclusion, and considers the resulting changes in human dynamics across personal, social, and organizational environments. Students will also gain practical experience designing inclusion-enhancing activities.

### **GINTC 6999 - Independent Study (1-6)**

Supervised independent exploration/research/project(s) of particular interest related to professional objectives.

Offered: Usually offered fall, spring, and summer semesters..

Written permission required prior to registration. Please call 617.349.8369.

### **GINTC 7107 - Applied Research in Professional Practice (3)**

This course introduces students to qualitative research and its application to professional practice. Focusing on developing students' research skills, this course includes designing and developing a research study on a topic of choice, reviewing scholarly work, data collection and analysis, producing and discussing findings. With an emphasis on researcher reflexivity, students will develop a deeper understanding of conducting original research. The experiential process culminates with a research project aligned with students' professional field of interest.

### **GINTC 7700 - Internship: USA (3)**

In-country supervised field experience in international or multicultural setting related to the student's career choice. Minimum of 190 hours on-site. Final project in the form of an overall report/project/integrative paper required.

Prerequisite: Completion of all coursework.. Offered: Usually offered fall, spring, and summer semesters..

Written permission required prior to registration. Please call 617.349.8364.

### **GINTC 7701 - Internship: International (3)**

Supervised field experience in a country other than the United States in a setting related to student's career choice. Minimum of 190 hours on-site. Final project in the form of an overall report/project/integrative paper required.

Prerequisite: Completion of all coursework.. Offered: Usually offered fall, spring, and summer semesters..

Written permission required prior to registration. Please call 617.349.8364.

### **GINTC 7750 - Thesis (3)**

An individualized independent thesis project supervised by faculty, building on both internship and coursework experiences in intercultural practice.

Offered: Usually offered fall, spring, and summer semesters..

Written permission required. Completion of other coursework and internship prior to registration. Please call 617.349.8364.

**GINTD - GLOBAL INTERDISCIPLINARY STUDIES****GINTD 5011 - Ways of Knowing: How We Make Meaning (3)**

Ways of Knowing is a course in philosophy providing a framework for exploring western epistemology as one characteristic way of knowing. We will question whether the western paradigm is the only way to configure reality, and if investigating the world through other lenses can also lead to scientific understanding, deep analysis, and rich inquiry. This course is intended to deepen the student's academic depth, critical reflection, and cross-cultural understanding.

**GINTD 5012 - People and Place: Interdisciplinary Perspectives (3)**

This course is an introduction to interdisciplinary studies. It will allow participants to investigate and critique the ways in which the western paradigm of disciplinary knowledge is constructed. Students will examine connections between different disciplinary perspectives. An exploration of identity, culture, and its relationship to the surrounding context will be at the center of this examination. Students will also develop research and writing skills required for a graduate course.

**GINTD 5999 - Independent Study (3)****GINTD 6004 - Courageous Leadership and Professional Practice (3)**

This course provides opportunities for educators and other professionals and students to explore their vocational and academic identity and vitality. Participants experience a range of practices that enhance reflection, courage, and renewal, while studying the related principles and social contexts of this work. They then identify implications of courageous leadership for their own personal and professional practice.

**GINTD 6032 - Graduate Research and Writing (3)**

This course prepares students to write at a graduate level in their fields of study. It covers the writing process and writing activities that promote mastery in the humanities, the social sciences, and the sciences, including skills in online research, critical thinking, analysis, and reflection, and integrating scholarly sources into students' writing. Writing assignments and exercises throughout the semester culminate in a final paper in the student's discipline.

**GINTD 6050 - Intersections of Gender, Race, and Religion (3)**

Students use historical case studies to analyze ways in which the spiritual and racial identities of women shape their responses to racism. This course includes a study of cultural identity and contemporary examples to explore ideas and concepts.

**GINTD 6060 - Expressive Therapies with Trauma-Affected Populations on the Island of Hispaniola (3)**

This course is designed to explore the challenges of providing relevant and responsive therapeutic interventions to marginalized communities on the Island of Hispaniola through experiential exploration of the dynamics and Intersectionality of poverty, race, and trauma, and the postcolonial implications of introducing art

materials within an international context. Students analyze the productive and destructive potentials of therapeutic processes, which are grounded in predominantly Eurocentric theoretical frameworks, and thoughtfully orient expressive arts therapies to local communities.

Cross-Listed as: GEXTH 6419.

**GINTD 6124 - Foundations of Peace Building (3)**

Introduces students to theoretical concepts of Conflict Transformation through an examination of the roots of interpersonal, groups, systemic, and global conflicts. Students develop skills to critically analyze the dynamics of power and conflict, and practice its application in relation to different contexts.

**GINTD 6125 - Self-Designed (3)**

Students work with a faculty member to design a 3-credit independent study that supports their area of interest in Peace, Justice, and Restorative Practices. Components will include reading, research, and integration of theory and practice.

**GINTD 6127 - Restorative Justice: Principles and Practices (3)**

This course provides an understanding of the basic principles and values of Restorative Justice. It introduces some of the existing models of Restorative Justice in different social and cultural contexts. Students also engage in the practice of Restorative Justice as a way of life, and as a way of seeking justice.

**GINTD 6130 - Research Methods (3)**

This course is designed to support graduate students in developing research and inquiry skills. It gives students a deep background in graduate research, its methodologies, its challenges and its organization, including for creative or arts-based presentations. Students will prepare, refine, and demonstrate a range of research tools which equip them to plan and organize their research, as well as to clearly communicate their findings.

**GINTD 6417 - Culture, Negotiation, and Responding to Conflict (3)**

Explores the concepts and develops the skills of negotiation, mediation, and third party action central to the effective resolution of situation-specific intercultural conflict.

Cross-Listed as: GINTC 6004.

**GINTD 6500 - Global Perspectives on Trauma and Resilience (3)**

This course explores trauma work from a multidimensional interdisciplinary approach. Contemporary global issues of trauma, with attention to the impact of trauma in individuals and communities, as well as practices that facilitate resilience and positive social change will be highlighted. The course is grounded in three major movements; trauma frameworks which defines trauma as a dynamic and complex experience of suffering, developmental, neurobiological, psychologically, socio-cultural theories of trauma, and multicultural perspectives.

Cross-Listed as: GINTC 6004.

**GINTD 6888 - Special Topics (3)**

A one-time special topics course offered within the Global Interdisciplinary Studies Division.

**GINTD 6999 - independent Study (3)****GINTD 7001 - Praxis: Integrating Theory in Practice (3)**

Praxis provides students and opportunity to: reflect on the relationship of learning and professional practice; frame a thesis question relevant to their fields, or, in a certificate program, envision a capstone project; cultivate a researcher's mindset to test assumptions; apply critical analysis to reviewing literature; and gain qualitative and quantitative skills to seek information related to their thesis question or capstone vision. The course culminates in their thesis proposal or capstone project.

Prerequisite: GINTD 5011.

**GINTD 7500 - Thesis/Capstone (3)**

Students will work one on one with their thesis advisor in constructing the culminating thesis or capstone project. This course will review graduate-level research methodology, interviewing skills, and the use of critical reflection, if a thesis, and for a capstone, will focus on building professional skills and applying critical reflection.

Prerequisite: GINTD 5011, GINTD 6032, GINTD 7001.

**GINTD 7999 - Independent Study (3)****GMIND - MINDFULNESS STUDIES****GMIND 5888 - Special Topics in Mindfulness Studies (3)**

Special Topics in Mindfulness Studies is a one-time offering or pilot course, based on student or faculty interest.

**GMIND 5999 - Independent Study 0****GMIND 6032 - Graduate Academic Writing (3)**

In this course students hone their graduate level research and writing skills. They engage in online research. Through various writing exercises, they demonstrate their ability to integrate thoughtful reflection and critical analysis of subject matter. They develop an annotated bibliography and a literature review, toward the completion of a 15-page research paper on a topic of particular interest using APA style.

**GMIND 6042 - Mindfulness: Practice, Theory, and Science (3)**

This course engages students in the theory and practice of mindfulness meditation. Mindfulness draws on the wisdom of our minds and bodies to develop calm, concentration, and insight. Students engage in several forms of mindfulness practice, and discuss related literature, including studies reporting on potential benefits of practice to improve health, to enhance overall well-being,

and to promote neuroplasticity. Students focus on the application of these practices in their daily, academic, and/or professional lives.

**GMIND 6047 - Mindful Communication: Theory and Practice of Insight Dialogue (3)**

This course is designed to explore and critique the theory, practice, and potential of Insight Dialogue, or interpersonal mindfulness, and its roots in the Buddhist concept of right speech." The potential of Insight Dialogue for enhancing communication will be examined in relation to mirror neuron theory and empathy. Insight Dialogue will be contextualized within examination of prominent philosophies of dialogue and dialogic practices intended to promote communication across race class gender and ideology.

**GMIND 6049 - Foundations of Contemplative Practice: The Buddhist Traditions (3)**

This course investigates foundational Buddhist principles, praxis, and diverse forms still evolving today. We will explore 'awakening' for the Buddha and his followers, and also for later generations and schools. We will consider classical texts and more recent expressions of the dharma in order to locate key perspectives -- particularly concepts and practices of mindfulness within our own experience. We'll examine Buddhist understandings as they evolve in Sri Lanka, China, Japan, Tibet, the west, and modernity.

**GMIND 6050 - Mindful Leadership and Social Change (3)**

This course investigates meanings of mindful leadership. Students explore how fundamental principles of Buddhist ethics can extend, and have been extended, into the realm of engagement with the contemporary world in the service of social change. Students gain understanding of ethical principles of mindfulness through current mindfulness texts and classical Buddhist teachings. Students investigate the meaning of these teachings in their lives; and as foundational principles for transformation at the inner, relational, and community levels.

**GMIND 6056 - Mindful Internship: Mindfulness as Social Engagement (3)**

In this course students integrate theoretical perspectives and formal mindfulness practice with social engagement, as interns serving in community settings. In applying their mindfulness training, students draw on foundational concepts of required courses and their electives. In serving as mindful citizens in a service capacity, students deepen their ability to sustain mindfulness in interactions with diverse populations, while engaging in ongoing examination of their daily life.

Prerequisite: GMIND 6057.

**GMIND 6057 - Meditation Retreat: Toward Insight Concentration and Wisdom (3)**

At the center of this course is a 5-8 day silent retreat intended to systematically deepen students' practice of meditation. The retreat builds on the meditation practice undertaken in GMIND 6042 Mindfulness: Theory, Practice, and Science. Students engage in analysis of, and critical reflection upon oral and written mindfulness

teachings, synthesizing these with the development of their own formal meditation practice and practice in daily life for the betterment of self and others.

Prerequisite: GMIND 6042 and a GMIND course of Student's Choice.

**GMIND 6058 - Meditation and the Brain: Introduction to Contemplative Neuroscience (3)**

This course investigates the field of contemplative neuroscience, surveying peer reviewed scientific research on how meditation affects the brain and body. Students will learn aspects of the scientific method, experimental design, and basic neuroscience concepts, focusing on current debates and future directions for the field. The course also emphasizes critical evaluation of scientific findings and related media reports. Incorporating primary and secondary literature and lectures, students integrate knowledge through written reflection, discussion, and meditation practice.

**GMIND 6059 - Mindful Education (3)**

In this course, professionals will cultivate the knowledge and skills to integrate mindfulness-based best practices into curricula, classrooms and other PreK-university educational settings. Course participants will investigate topics central to the field such as: social-emotional development, the neurobiology of mindfulness, self-care, and mindful movement. The course includes critical examination of mindful education literature and research; and opportunities for independent projects and small group collaboration.

**GMIND 6061 - Qi Gong: Introduction to Mindful Movement (3)**

This course focuses on Qigong as a mindfulness practice, emphasizing the body, energy, and movement. Students will study Dragon and Tiger Medical Qigong, a fifteen-hundred-year-old form based on principles of Chinese medicine and grounded in the ancient spiritual traditions of Taoism and Buddhism. Students will explore the concepts of Qi (Chi) and energy healing, will compare how Chinese and Western medicine approach health, and will examine evidence-based literature on the benefits of qigong.

**GWKSP 6062 - Mindfulness Residency (0)**

During the Mindfulness Studies Residency, students participate in daily meditation, attend classes, meet with faculty members, attend advisory sessions, attend program related workshops, conduct research, network with peers and attend community building events.

**GMIND 6127 - Restorative Justice (3)**

The course provides an understanding of the basic principles and values of Restorative Justice. It introduces some of the existing models of restorative Justice in different social and cultural contexts. Finally, the course explores the practice of Restorative Justice as a way of life and as a way of seeking justice.

Cross-Listed as: GINTD 6127.

**GMIND 6888 - Special Topics in Mindfulness Studies (3)**

Special Topics in Mindfulness studies is a one-time offering or pilot course, based on student or faculty interest.

**GMIND 6999 - Independent Study 0**

**GMIND 7001 - Thesis Proposal Seminar: Research and Methodology (3)**

Framed by guiding tenets, this course is structured to provide students an overview of research methods and design through readings, application exercises, and reflections to cultivate a thoughtful and open research mindset (includes being mindful and addressing fixed mindsets and biases). Students articulate their thesis question and its foundation, explore research design and techniques, and culminate their coursework in a comprehensive Thesis proposal (typically 10-20 pages) with a methods section.

Prerequisite: Completion of 30 GMIND credits.

**GMIND 7500 - Thesis/Capstone (3)**

Students work individually with a thesis advisor to complete a culminating thesis or capstone project. They may choose to write a research paper, including a literature review, on a topic of particular interest they have developed during the Program. Alternatively, students may create a workshop or other offering accompanied by a shorter, supportive rationale/research paper. Primary research, such as interviews and focus groups, is encouraged, along with secondary research.

**GMIND 7888 - Special Topics in Mindfulness Studies (3)**

Special Topics in Mindfulness Studies is a one-time offering or pilot course, based on student or faculty interest.

**GMIND 7999 - Independent Study 0**

**IAHIS - ART HISTORY**

**IAHIS 5025 - Cinema Eye, Cinema Art: A History of Film (3)**

A survey of masterpieces by major film directors, this course situates each film within the historical and cultural context of its time. Topics will include cinematography, mis-en-scene, montage, narrative strategies, and genre. Classes are organized around the personal style and innovation of directors such as Welles, Hitchcock, Fellini, Coppola, Kubrick, Zhang, and Almodovar. Students will develop narrative sequences of their own using a medium of choice (drawing, animation, photography, or video), in addition to engaging in film screenings, class discussions, and written essays.

**IAHIS 5043 - Curators, Critics & Collectors (3)**

This course provides an introduction to the principle institutions that play an ever-increasing part in supporting and shaping the art world of today. During the semester students will read and discuss critical essays on museology and display, patronage and the art market, the role of critics and the art press, and art in the public sphere. The students will visit museums and galleries and meet with curators, gallerists, collectors and critics: encounters that allow them to apply theoretical principles to the real world.



**IAHIS 5100 - Issues in Art History and Visual Culture (3)**

This course focuses on the interrelationship between art and society. Accordingly, students examine the role of visual culture and artistic practice within the context of everyday life. To accomplish this task, we address a wide range of issues relating to the many connections between art and society. Special Attention will be paid to the prevalence of photography and photographic images since the 19th century. To help tackle these issues, we read essays by artists, critics, and theoreticians who have been instrumental in defining our understanding of visual culture over the past three decades. LC/LUCAD undergrads may take this course by permission of instructor.

**IAHIS 5200 - History of Photography (3)**

This course examines the primary issues in the history of photography from the medium's invention in the 1830s until the appearance of Postmodernism in the 1970s, including the dynamic interaction between technological and aesthetic discovery. Through slide lectures, critical readings, class presentations and discussions, students will gain a comprehensive understanding of the formative history of the medium within the era's social, cultural and theoretical context.

**IAHIS 5220 - Representing Representation (3)**

This course begins from the premise that all images are mediated by pre-existing images. Through a wide variety of case studies, ranging from Velazquez' "Las Meninas" to MAD Magazine, it examines how artists have confronted the question of cross-references of visual images in different eras; how they have produced new fictions by exploiting illusions of mirrors, imaging themselves, making statements about the enterprise of art making, and quoting other images quite openly.

**IAHIS 5211 - Testament: A History of Documentary (3)**

Since its inception, photography has had the dubious distinction of being the principal documentarian of modern historical events and cultural movements. The documentary tradition in photography that has developed over the past hundred and seventy years has created iconic images that have defined and helped shape the world they describe. This course will examine the evolution of documentary photography from its earliest days to the digital present, taking into account historic trends and technological advances, and including contemporary debate regarding the medium's ability to provide an objective record.

**IAHIS 5220 - The Power of German Film & Photography (3)**

This course explores visual and cultural meanings in German film and photography of the 20th century. The history of modern Germany has been marked by tremendous social and political upheaval, including economic depression, two devastating world wars, and a country divided from 1945 until 1989. The re-united Germany now struggles with an identity that seeks to come to terms with the shame of the past while looking to the future. This course will study the work of German photographers and filmmakers in the light of this complex history. Discussions about their artistic productions will be complemented by relevant philosophical, literary and critical texts. Highlights of the course will include work by August Sander, Fritz

Lang, Leni Riefenstahl, Rainer Werner Fassbinder, Wim Wenders, Werner Herzog, Anselm Kiefer, Thomas Struth, Thomas Ruff and Andres Gursky.

**IAHIS 5290 - Art & Photography in Contemporary China (3)**

This course exposes students to the historical and aesthetic conditions that have come to define contemporary Chinese Art. Students will become familiar with traditional art forms and methodologies (including a range of painting, printmaking, ceramics and sculpture) as well as more recent social and political contexts that have influenced current Chinese work. Students will visit four cities, a number of museums, galleries and cultural sites, and several art schools.

**IAHIS 5311 - Gender in Focus: History Women in Photography (3)**

Women photographers play a major role in defining the contemporary landscape of photography, but the history of women in photography is filled with varying modes of representation and expression. In this one semester advanced photo course, we will examine the social and cultural shifts regarding women and photography, including how the portrayal of women changes with the power to use the camera to self-express. Divided into two sections, the initial half, The First Century, will serve to inform how historical constructs help define the female photographer and images of women in The Modern Era.

**IAHIS 5313 - Photography and the Multicultural (3)**

From early images made within the colonialist framework to the work of contemporary photographers such as Yasumasa Morimura and Dawoud Bey, the representation of multicultural peoples has paralleled global social and political shifts. Examining the photograph as a means of power and control as well as self-expression, this course will explore the many complexities of image making in the multicultural context.

**IAHIS 5380 - History of New Media (3)**

Digital, audio/video installation, and performance art are becoming ever-greater parts of the experience of art making and viewing. Rather than being seen as oppositional to traditional forms of art making, these media can act as tools for students and artists. They can be understood as opportunities for the next movements in art, with the option of working in conjunction with traditional media.

**IAHIS 5460 - History of Animation (3)**

No longer perceived as a children's media animation has a rich, diverse history and is now experiencing an exciting revival. In this course, animation and the evolution of the art form are viewed and examined, from early Disney works to contemporary hits like The Simpsons, Ren & Stimpy, and MTV.

**IAHIS 5500 - Art and Popular Culture (3)**

The objective of the course is to survey and analyze the changing relationships between contemporary art and popular culture.

Underlying the course are three themes: the relationship and blurring of boundaries between art and popular culture, the relationship of art and history, and postmodern identity. Key topics and figures include Kitsch and Art, Joseph Cornell, Walter Benjamin, Andy Warhol, the Beatles, Bill Viola, and Dr. Seuss.

### **IAHIS 5600 - Art Since 1945 (3)**

This course explores the rapidly changing work of post-war art, emphasizing developments in the United States. After an introductory overview of the formative early modern period in Europe and American, in particular the rise of abstraction and the emergence of surrealism, the course examines such artistic movements as Abstract Expressionism, Pop, Minimalism, Earth Art, Realism, Conceptual Art, Performance Art and Video Art. In addition to the artistic movements themselves, the course also considers such issues as the place of art and the artist in contemporary society.

### **IAHIS 5605 - Postmodernism (3)**

This course examines the term "postmodern" in light of the seminal changes in the production and consumption of visual cultures of the recent decades. Its primary aim is to trace the implications of this concept in the shaping of a contemporary artist's awareness. A series of critical readings and discussions provides insight into the historical background and the global character of the postmodern experience. In this context the course also questions the reductive connotations of the buzzword "postmodernism" treating it instead as an umbrella term that accommodates a range of overlapping as well as conflicting ideas and theories.

### **IAHIS 5610 - Design Discourse (3)**

Is the purpose of design to communicate clearly, to advocate for a particular point of view, or to sell specific products? Does a designer have any responsibility to society, beyond the normally accepted boundaries of ethical behavior? Is legibility a moral issue or simply a practical virtue? These are just a few of the issues we research, discuss, analyze, and write about in this course. The emphasis is on constructing a coherent written argument and developing a personal point of view about contemporary issues that inform design practice.

### **IAHIS 5620 - Hyperculture - Art & Technology (3)**

This course focuses on the changes that have occurred in how we think about and respond to new technological transformations, such as digital computer technology and Internet communications. We consider the ways in which artists have appropriated these technologies to create new art forms, e.g. cyberpunk and science fiction, in visual and literary art forms. The goal of the course is to inform student understanding of these new art forms and to encourage creative experimentation.

### **IAHIS 5900 - Alternating Currents: Experimental Film (3)**

This is an inter-disciplinary course that invites students to engage with film and video made by directors and artists working outside and in opposition to the established norms or conditions of mainstream film culture. Experimental cinema has been associated with avant-garde, non-linear, poetic filmmaking and embraces works by artists (Leger, Ray, Cornell, Paik, Schnabel), auteur-directors

(Deren, Snow, Hutton, Berliner), and videographers (Tanaka, Viola, Nehshat). We will explore the diverse genres of avant garde, compare modern and postmodern approaches, and consider new directions and innovations. Combining theory and practice, classes are structured to include presentations, screenings, and workshops. Students are offered the option of an emphasis in Production of Videos/Films or Critical Thinking/Writing on Artist's Works.

### **IAHIS 5910 - Critical Theory (3)**

This course introduces students to the main currents of contemporary critical theory, including phenomenology, post-structuralism, and deconstruction. Discussion focuses on artists working in mediums of painting, installation art, performance art, new media, cinema, and poetry. Readings offered in the course help students to become active as they locate themselves in analysis and critical response.

## **IGRPH - MFA PHOTOGRAPHY**

### **IGRPH 5100 - Photography as a Cultural Practice (3)**

Considering the capacity of Photography to reflect and define cultural mores, this seminar will explore the historical and contemporary nuances of the medium as a social and political object. The complex shifts within photography in a digital context will be discussed, as well as the technological, conceptual, and artistic relationships between photography and other mediums. Creative engagement with these concerns will be a major component of the seminar, and class projects will provide a means for students to apply their own photographic interests and refine their practice. A variety of contemporary methodologies to engage with culture will be presented, such as the use of composite, erasure, integration of text, and appropriation of media images. Classes will also be comprised of field trips to area exhibits, resources, and talks, as well as class visits by working artists.

### **IGRPH 5200 - Advanced Topics in Photography (3)**

This seminar is aimed at graduate students of the MFA in Photography program, and possibly, a few selected undergraduates. With special attention to the impact of the dissemination and reception of digital images in cyberspace on contemporary social and cultural discourses, the seminar will explore various topics related to photography. Each topic, covered in one to two class sessions, will be examined both historically and theoretically. The seminar will treat topics like Veracity, Power and Surveillance, Archive, Trauma, Alterity, etc. with critical emphasis on their interrelationships. The discussion of Trauma, for instance, will investigate its ties with Power and Surveillance, and how the Veracity of photographic images of traumatic events is constructed within a discourse of power; or, how Archives of images of Alterity are compiled by a nation state in the interest of Power and Surveillance. Students will read and discuss a wide range of historical and theoretical texts on photography as well as relevant images, and write interpretative papers to demonstrate their understanding of the issues. What is more, toward the end of the semester, they will collaboratively propose, research, and lead discussions on new topics ramifying from the prescribed ones. In short, they will run the class. These student-led sessions will further underscore the continuity of not only the relevance of the topics, but of their mutating nature.

**IPHOT 5100 - Advanced Alternative Processes: Projects (3)**

Advanced Alternative Processes: Projects is an intermediate / advanced level project based experience. The intent of the class is to provide a workshop-like environment in order to facilitate the creation of new and personal directions, utilizing alternative photographic processes. Students will be encouraged to investigate, and refine, specific techniques such as albumen, salted paper, cyanotype, gum bichromate, platinum/palladium, Ziatype, kallitype, Argrotype, Van Dyke, carbon, hand applied emulsions, combination processes, and interdisciplinary media, leading to a fully realized portfolio, book, technical investigation, or personal project. Invention, experimentation, and risk will be strongly encouraged.

**IPHOT 5110 - Intro to Alternative Processes (3)**

Intro to Alternative Photographic Processes is a hands-on and dynamic group learning experience. In this course you will investigate an extensive range of alternative photographic processes from the historical birth of the medium through digital negative production. You will be introduced to a variety of processes including salted paper, gum bichromate, Argrotype, Kallitype, Cyanotype, Van Dyke, platinum / palladium, Ziatype, albumen, as well as options such as pinhole, Lazertran, and hand applied emulsions. You will see how these concepts, techniques, experiments, and shared ideas will result in new directions for each individual's vision and portfolio.

**IPHOT 5120 - Color: Digital (3)**

This course explores the potential of digital capture and output to transform the medium of color photography both aesthetically and technically. With the creation of the camera raw file format, the traditional pre-exposure concerns of color balance and exposure have now become post-exposure choices for the artist. Color: Digital investigates the artistic implications of this malleability of image capture. The course follows through to improved controls and archival quality attainable in digital color photography.

**IPHOT 5122 - Professional Directions (3)**

This course is about succeeding as a photographer in the real world, and as a result, you will be treated as an art professional, not a student. In class discussions will provide the foundation for a broader understanding of what lies beyond art school, career options in photography, and strategies to make it in a variety of ways. The assignments will require you to master and demonstrate key skills for networking by developing a verbal, visual, and written self-promotional presentation and packet. In person introductions to gallery owners, established photographers and master printers will lead to understanding of how to approach potential exhibition opportunities, employers, gallerists, clients, etc. This reality check is designed to generate a desire for more learning and growth after school, whatever direction and form that might take, and begin to actively take steps to achieve your goal.

**IPHOT 5130 - Special Projects in Artist's Books (3)**

Bringing together majors throughout the college this class will expand upon basic book binding skills to explore new methods of presentation that go beyond conventional techniques of traditional

book design and structure. Students will engage in a variety of unusual contemporary practices, such as cut paper, cutting-edge textiles, text & image, and advanced 3-D objects. Students will create work generated by their individual projects, which will investigate conceptually based ideas, embracing alternative materials that challenge the very concept of the book. This studio class will be comprised of demonstrations, critique, survey and field trips to studios, galleries and permanent collections.

**IPHOT 5180 - Horror in Photography & Film (3)**

This class investigates both real and fictional horror as portrayed in film and photography. Films and photographs will be reviewed weekly: classic horror films, films documenting atrocities, and the photographs of both fictionalized and documented horror. The differences in medium, artist's intent, and viewer participation are examined and discussed. Students are required to write two in depth analyses of work shown in class during the semester and create body of work that depicts an actual or metaphorical horror.

**IPHOT 5200 - Color: Special Projects (3)**

This studio/lecture course offers students an in-depth opportunity to explore color as content. Through lecture, discussion, and reading, we will consider color from a broad variety of physical, theoretical and aesthetic perspectives. We will also study the work of artists, both current and historical, whose work actively engages color concepts. Students will devise semester projects that may be wide-ranging in both concept and technique. These might include digital, alternative, or C-print portfolios as well as installations, papers, presentations, books, or time-based pieces.

**IPHOT 5201 - Color Photography (3)**

This course is an introduction to the fundamentals of color photography and color theory. We will explore the ways in which color materials respond to light as well as the cognitive, psychological, cultural, and sensory experiences of light and color. Through the use of color analog and digital materials, we will investigate the special problems and possibilities color presents to the artist/photographer. Class time will include lecture, discussion, critique and darkroom.

**IPHOT 5215 - Taking In: Best of LUCAD Photography (3)**

Taking In introduces students to the professional publishing world. This class focuses on the organization, production, and printing of a photographic magazine. All the preparatory steps are taught, including: digital scanning, book layout, how to communicate with commercial printers and binders, advertising, distribution and exhibition. The class also organizes: a jury to select artwork, a gallery showcase, and gala opening to celebrate the release of the Taking In publication. The class culminates in the final presentation of Taking In: the best of LUCAD Photography, at the opening release party.

**IPHOT 5220 - Visual Books I (3)**

Students explore the nature and possibilities of artist's books as a medium for photographers. Sequencing, theme, techniques for binding books and various forms are considered. Using photographic images and words, students create their own artist's books.

**IPHOT 5221 - Visual Books II (3)**

This course is for students who have taken Visual books, or who have had previous experience in making books. It gives students the opportunity to further develop the skills and techniques learned in Visual Books. This course is useful to students in developing their own writing skills, using writing with other mediums, and as a way to continue creating and inventing their own unique books. The course includes field trips to important collections, as well as visits from book artists in the Boston area.

**IPHOT 5300 - Rites and Celebrations (3)**

Day of the Dead: Rituals and Ceremony is a class that educates students in the intricacies of rituals and ceremony through observation and research. There are assigned reading, discussions, papers and field trips. Students are expected to produce visual assignments, and a final project based upon a major 5-day field trip to Oaxaca, Mexico for the day of the Dead. This occasion involves feasting and celebration honoring family members who have passed on, and who Mexicans believe will return home for a visit one day each year. There are candlelight processions, feasting and games in the graveyards, fireworks, parades and festivities. All students interested in taking this class are expected to be covered under a comprehensive health insurance policy. Additional travel expenses are expected to be \$1000. This covers round trip air between Boston and Mexico City to Oaxaca, lodging at the Calesa Real Hotel and meals. Limited to 12 students. By instructor's permission only.

**IPHOT 5310 - Portrait: Traditional & Contemporary (3)**

This course extends the concept of portrait to include narrative fiction, formalist interpretation, fashion, and conceptual approaches. Participants examine portraits of individuals, groups and subcultures, and self-portraits. The way in which portraiture has been realized by artists and documentarians in fine art, cinema, and multi-media is considered.

**IPHOT 5321 - Documenting Village Life: Mexico (3)**

Students will be placed with families in the villages of San Bartolo, Coyotepec, and Sapata in the outskirts of Oaxaca City, Mexico. Students will be given access to photograph family life, farming, and the parties that inevitably happen! Options include documenting the process of making black pottery or making tortillas, always with a chicken or child underfoot. This course will demonstrate how to gain access to subjects in foreign cultures, how to photograph the daily moments of life in a new way, and how to make strong and intimate documentary photographs. Students will learn how to deal with cultural differences and will have the option of living in the village. This course truly offers an unforgettable experience and portfolio of images.

**IPHOT 5330 - Contemporary Trends in Photography (3)**

This course is an introduction to the major trends in photography and in the cultural context for that photography since the 1970s. Our emphasis will be on identifying major and emerging figures in contemporary photography as well as bright young photographers just gaining attention. We will discuss the technical and philosophical strategies that photographers employ to create work and the concepts they try to tackle through photography. Our emphasis will be primarily on art-oriented and documentary photography, including visits to local museums and galleries, but will investigate photographers that are known for editorial work as well as fine art portfolios.

**IPHOT 5340 - Beauty & Fact: 19th Century Photography (3)**

This course introduces students to the work of major 19th century fine art and documentary photographers. The relationship between the concepts driving innovations and the practical, if often elegant, technical solutions arrived at by photography's practitioners is emphasized. Technique demonstrations are also included with various topics of discussion.

**IPHOT 5365 - Journalism: Photojournalism (3)**

This course involves a critical inquiry into the origins, evolution, and contemporary practice of photojournalism. The emphasis is on working methods of major photojournalists; alternative approaches to covering events; synergy of image and text; logistics and ethics of reporting; bias (cultural, national, personal) versus point of view; and the extended reach of contemporary photojournalism into the realms of broadcast news and the World Wide Web.

**IPHOT 5370 - Documentary Projects (3)**

This is an advanced level course designed to allow each student to work on a single documentary. Students are introduced to the techniques, planning, and practical decisions involved in a successful documentary project. There are visits by working photojournalists, viewing and discussion of documentary films and exhibitions, articles to be analyzed, and critiques of documentaries.

**IPHOT 5390 - Photography and Power (3)**

Photography and Power examines the influence and power of the image in our contemporary life. Through critical readings and deconstruction of photographs in the contexts of political, social and commercial campaigns, spreads, and monographs, we will explore how photographers, editors, and curators use the image to encourage viewers to ask questions, to shape public opinion, to make choices, to buy a product, or how to conduct their lives. This class is intended to look beyond the surface of images to address the decisions that were made when a photograph was taken, and put to use. We will look at the history of images as well as current events to understand the influence and power of images in the past and our present. Discussions on readings will invite critical writing and thinking skills. This class is open to all departments.

**IPHOT 5440 - The Constructed Image (3)**

The Constructed Image concentrates on conceptual portraiture and self-portraiture, still life, and tableau. The evolution, and evolving perceptions of photographic subject, from objective description to subjective depiction in contemporary image making are explored.

**IPHOT 5460 - Cinema and Visual Reaction (3)**

This course will examine and explore varied approaches to: the art of cinema, the translation of literature into film and creative visual response. Using the translation of literature into film as a starting point, this course will introduce and illuminate literary and cinematic methods of analysis and re-synthesis. Students will develop an understanding of how creative responses to art can be a source - and resource for personal work. Throughout the semester, students will cull course texts, films and group discussion for themes, concepts and methods to use as a basis for individually designed visual projects.

**IPHOT 5470 - Photo Noir (3)**

For serious intermediate/advanced documentary photographers who wish to participate in an experimental course that, using the still photography camera, will draw upon and expand the styles, conversations, and themes of Noir, as found in the work of such film directors as Orson Welles, Billy Wilder, Edgar Ulmer, Roman Polanski and the writing of Raymond Chandler, Dashiell Hammett, Edgar Allan Poe, and Charles Bukowski.

**IPHOT 5480 - The Critical Eye (3)**

A seminar for students interested in expanding ways in which we look at and understand contemporary works of art with emphasis on photography, video, and related media. Participants will read and discuss works by major writers, artists, and critics to explore more public meanings of their work beyond initial private or personal concerns. Selected readings will offer a rich frame of reference for developing concepts and also to consider how each student's work is positioned relative to a variety of contemporary trends and contexts. Some of the artists included are Jeff Wall, Bill Viola, Gilles Peress, Anselm Kiefer, Sherin Neshat, with others to be determined by the class. Readings will include current articles from arts magazines and blogs, as well as writing by authors such as Barthes, Dyer, Cotton, Levi Strauss, Grundberg, Cotter, Sontag, and Berger. Students will be invited to make presentations, author a blog, and write one substantive essay about their work. Meetings will include a guest critic and several visits to galleries.

**IPHOT 5510 - Digital Media I (3)**

Digital Media I is an intermediate level requirement / elective dedicated to on-screen digital image manipulation. This course serves as an introduction of digital media options for expression of creative ideas. Tools such as Flash, streaming media, audio clips and Photoshop are used to produce screen-based fine art. Students develop fundamental web-based skills by creating an uncomplicated web gallery of work. Individual creative intentions and processes, through digital media experimentation, are strongly encouraged.

**IPHOT 5540 - Still in Motion (3)**

From the beginning of photographic practice, the displacement and reconsideration of the still image has been an ongoing intention. In a studio context this course explores the relationships formed between the still image and dynamic and evolving time-based works as illustrated by artists such as Muybridge, the Bechers, Etienne Jules Marey, Duane Michals, and Sam Taylor-Wood. The course will also encompass the contemporary use of still-based video as generated by contemporary artists in a methodology far different from cinema. The overall intent of the course is to explore the myriad possibilities, both technical and aesthetic, the still image encounters in its relationship to the moving image.

**IPHOT 5560 - Digital Printing I (3)**

The potential of the computer to transform the medium of photography has become an issue as central to craft as to aesthetics. Blending traditional and digital processes can provide remarkable flexibility, control, and expressive freedom. This course explores the interaction of old and new in a variety of key areas. The full range of photographic modalities can be addressed. There are no restrictions on format, style, or intent. Classroom sessions provide opportunities for exploration, evaluation, and discussion of the implications of digital technology within the individual student's aesthetic.

**IPHOT 5565 - Fine Digital Photography (3)**

Fine Digital Photography builds the foundation of skills for taking Photography into the 21st century. The course emphasizes developing fast, efficient, and consistent work in the digital darkroom, adapting concepts originating from film based shooting to a data management strategy. We explore, in depth, the nature of the camera RAW file and build a powerful way of working with these files while seeing how it changes our individual photographic vision. Using the best equipment available and a deep understanding of the process, we define and explore the future of Photography.

**IPHOT 5580 - The Web as an Art Form (3)**

Web art, a uniquely dematerialized art form, is among the newest of new media art. The class explores precursors to web art, various web art genres, past and current trends in web art, and web technology for newbies. The unique aesthetics, limitations, and social contexts associated with web art are investigated. The impact on this innovative art form, resulting from the recognition by art authorities of the Internet as a viable art venue is explored.

**IPHOT 5581 - Media + Society (3)**

Analyzes the content, structure, and context of media in society. The class critically examines the profound influence of the image in our contemporary lives. Through analytical readings and discussions of photographs, videos, and films we will explore the numerous strategies at work within our culture that shape public opinion and personal choice in a wide variety of situations: political, social, economic, and cultural. Discussions are based on current topics that might include political and commercial campaigns, news, social networks, editorial and fashion spreads, the Internet, censorship, gender and race, war and conflict. This class is intended to look beyond the surface of images to address their influence on both individual and social identity. Discussions on readings will invite critical writing and thinking skills. This class is open to all departments.

**IPHOT 5585 - Video Projects & Installation (3)**

This class examines how new genres, such as video installation, interact with more traditional art practice. Students are encouraged to develop projects inside and outside of LUCAD that explore narrative work, through installation, performance and other non-traditional art techniques, with the goal of creating narrative, interactive, and abstract projects in new genres. Students learn basic video-editing techniques, along with the opportunity to experiment with and incorporate elements of performance art, such as spectacle, confrontation, and storytelling. Class time includes critique, in-class assignments, studio time, discussion of related contemporary artwork, and may include studio visits and guest lecturers.

**IPHOT 5600 - Advanced Printing (3)**

This course focuses on developing mastery of black and white printing techniques and processes in order to explore the potential for expressive interpretation of the negative. Once sufficient mastery is attained, students are asked to pursue the direction best suited to their own goals for fine art, commercial, or documentary photography.

**IPHOT 5610 - Advanced Printing II: Digital (3)**

Blending traditional and digital processes can provide remarkable flexibility, control, and expressive freedom. This course explores this interaction of old and new through digital proof-sheets and archives; high quality negative scanning techniques; creating digital masks for conventional processes and enlarged negatives for non-silver and alternative process printing; and printing both black and white (Piezography quadtone) and color via inkjet media. There are no restrictions on format, style, or intent. This class is designed to increase awareness and explore opportunities of a rapidly expanding digital world.

**IPHOT 5625 - Seeing: Photography & Science (3)**

This course is a dynamic survey of scientific principles and the photographic works they energize, ranging from macroscopic considerations of the nature of space and time, to microscopic issues of the chemistry of human emotions. Students will gain confidence in their own ability to think about science, will learn basic principles underlying scientific inquiry and modes of knowing, and will directly connect those to their own work as photographers. They will

demonstrate this understanding through photographic work, collaborative art/science experiments, and in-class discussions and projects.

**IPHOT 5660 - Advanced Commercial Projects (3)**

This course covers the practical, professional, and business aspects of a functioning, professional photography studio through individual and group projects and jobs. Through simulated and actual jobs and projects, students will collaborate to make a variety of work that draws inspiration from current marketing and trends. Practical topics to be examined include: basics of studio photography equipment, materials, facility, personnel; portfolio; supportive and self-employment: pros & cons; bookkeeping/computer databases; law and ethics, and other subject matter. Included in the various discussions are guest photographers and people in the industry.

**IPHOT 5680 - Conceptual Editorial Photography (3)**

An intermediate level course which explores areas of professional photography outside of advertising, such as magazine covers and editorial illustrations; compact disc and cassette covers; brochures, calendars, and posters; fashion, food, industrial, travel, and stock photography. Students are encouraged to create innovative as well as traditional solutions.

**IPHOT 5700 - Landscape & Architecture (3)**

This course examines the techniques and expressive possibilities in photographing land and cityscapes, and interior environment with the large format camera. Field trips, classroom critiques and presentations by outside photographer are included.

**IPHOT 5715 - Landscape of Memory: Histories (3)**

Landscape of Memory: Histories is a portfolio seminar that discusses the significance of past events in the context of individual and collective memory. Ruins, landscapes and the urban environment will serve as platforms for investigating experiences that are of historical, political, socio-economic, environmental or cultural importance. Students will be encouraged to situate themselves within the work of artists who have dealt with these themes such as Shimon Attie, Alfredo Jaar, An My Li, Sophie Ristelhueber, Richard Misrach, Kara Walker, Mark Klett, Sally Mann, W.G. Sebald, Anselm Kiefer, Gerhard Richter, Claude Lanzmann, and Susan Meiselas. Students will be encouraged to verbally and visually articulate the significance of an experience of the past and its impact on understanding the present in order to enable students to understand the complexities of cultural and individual inheritance. Video, installation, photography, fine art, or mixed media are encouraged.

**IPHOT 5740 - Art in Context (3)**

This team taught course is designed for more advanced students interested in exploring the contemporary art scene in Boston, New England, and New York. Established guest artists from Boston and beyond will visit the class over the semester to discuss their careers, talk with us about current projects, provide students with critiques, and make suggestions about future directions, which will provide students with critiques, and make suggestions about future directions, which will provide students with new ways of thinking about their work and will be the basis for discussion about a variety of ways they can present their work. Students will be encouraged to see and assess their work from the viewpoint of those they will be approaching after graduation (curators, dealers, agents, etc.) and to consider a variety of possibilities for their career in the arts. The course will include trips to students, galleries, and museums to see work, visit collections, and meet artists, curators, and collectors. This class is structured like a seminar to all for trips to Brown, RISD, as well as one major trip to New York for visits to the MoMA, the ICP, Whitney, Metropolitan, and selected galleries. For more information visit: [www.aibartincontext.blogspot.com](http://www.aibartincontext.blogspot.com)

**IPHOT 5745 - Photography & Identities (3)**

This course explores contemporary discourses of identity as manifested in photographic practices underscoring the global ramifications of those discourses. It will shed light on the complexities of current identity politics and examine the role of cultural specificities against the backdrop of a globalizing world. Students will critically engage with the works of relevant artists giving special attention to photo-based practices. The course will be comprised of readings, written responses, photographic exercises, critiques and a final portfolio of student work.

**IGRPH 6100 - Graduate Studio Seminar and Critical Studies I (6)**

This course is the first of four required Graduate Studio seminars. Seminar I consists of a full day of activity on a weekly basis, and is a team-taught course that includes scheduled meetings with the Visiting Artists each semester. Based upon a foundation of personal work in progress, students will be consistently producing and refining their portfolios in Seminar, while simultaneously relating their work, and process, to critical, historical and contemporary concerns. Each week will focus on group critique and discussion of conceptual issues and response to course readings. New work will be expected for each critique session, and subject to class response. A multi-day field trip to New York will be part of each fall semester. Through all four semesters of Graduate Studio Seminar, students will be expected to produce a graduate level body of work that will solidly support their Thesis Studio project, writing, and graduate exhibition.

**IGRPH 6200 - Graduate Studio Seminar and Critical Studies II (6)**

This course is the second of four required Graduate Studio seminars. Seminar II consists of a full day of activity on a weekly basis, and is a team-taught course that includes scheduled meetings with the Visiting Artists each semester. Based upon a foundation of personal work in progress, students will be consistently producing and refining their portfolios in Seminar, while simultaneously relating their work, and process, to critical, historical and contemporary concerns. Each week will focus on group critique and discussion of conceptual issues and response to course readings. New work will be expected for each critique session, and subject to class response. A multi-day field trip to New York will be part of each fall semester. Through all four semesters of Graduate Studio Seminar, students will be expected to produce a graduate level body of work that will solidly support their Thesis Studio project, writing, and graduate exhibition.

**IGRPH 7089 - Studio Assistantship (3)**

The student assists a faculty member with the weekly preparation and instruction of a class. Duties may include research, slide show preparation, demonstrations, instructing and assisting in critiques. This position provides valuable experience and insight into the teaching profession, and strengthens the student's abilities to articulate and communicate visual concepts. Additionally, this position provides the opportunity for developing mentor relationships. Participation in this course is limited to students selected by the faculty of the specific course and/or the Department Chair. Permission of the Director of MFA in Photography Department required.

**IGRPH 7300 - Graduate Studio and Critical Studies Seminar III (6)**

This course is the third of four required Graduate Studio seminars. Seminar III consists of a full day of activity on a weekly basis, and is a team-taught course that includes scheduled meetings with the Visiting Artists each semester. Based upon a foundation of personal work in progress, students will be consistently producing and refining their portfolios in Seminar, while simultaneously relating their work, and process, to critical, historical and contemporary concerns. Each week will focus on group critique and discussion of conceptual issues and response to course readings. New work will be expected for each critique session, and subject to class response. A multi-day field trip to New York will be part of each fall semester. Through all four semesters of Graduate Studio Seminar, students will be expected to produce a graduate level body of work that will solidly support their Thesis Studio project, writing, and graduate exhibition.

**IGRPH 7400 - Graduate Studio and Critical Studies Seminar IV (6)**

This course is the fourth of four required Graduate Studio seminars. Seminar IV consists of a full day of activity on a weekly basis, and is a team-taught course that includes scheduled meetings with the Visiting Artists each semester. Based upon a foundation of personal work in progress, students will be consistently producing and refining their portfolios in Seminar, while simultaneously relating their work, and process, to critical, historical and contemporary concerns. Each week will focus on group critique and discussion of conceptual issues and response to course readings. New work will be expected for each critique session, and subject to class response. A multi-day field trip to New York will be part of each fall semester. Through all four semesters of Graduate Studio Seminar, students will be expected to produce a graduate level body of work that will solidly support their Thesis Studio project, writing, and graduate exhibition.

**IGRPH 7880 - Internship (3)**

An Internship provides graduate Photography students with experience in a professional environment, helping to prepare them for entry into the professional world. Interns put their technical and creative knowledge to work and have the chance to make professional connections within the photography community. Students must formally apply; positions generally last 15 weeks. All Internships must be approved by the Director of the MFA in Photography program before registration, with a detailed proposal stating internship site and mentor, project goal, method of execution, and timeline for the project.

**IGRPH 7992 - Teaching Fellowship (3)**

Graduate students granted a Teaching Fellowship gain a direct hands-on classroom experience teaching an undergraduate Photography course related to their research or creative interests. Students are responsible for the development of syllabi, assignments, lectures and grading. Assignment decisions are based on evaluations of each student's proficiency in photography, preparation, teaching experience, and satisfactory academic standing. This opportunity provides graduate students valuable experience and insight into the teaching profession, and strengthens the student's abilities to articulate and communicate visual concepts. Participation in this course is limited to students selected by the Director of the MFA in Photography program and the Photography Department Chair. Recipients of Teaching Fellowships will meet with the Director of the MFA in Photography program for an orientation regarding the individual, and departmental, expectations of the course before the Teaching Fellow begins teaching. A LUCAD faculty member will meet with teaching fellows weekly throughout the semester regarding the teaching experience, current issues, and on-going course development. At the conclusion of the semester, Teaching Fellows will meet with the Director of the MFA Photography program to present documentation of their course development and evolution, including: syllabi; assignments; lectures and examples of student work.

**IGRPH 7999 - Independent Study (variable)**

Independent Studies are an opportunity for graduate students to pursue a specific area of interest through a supervised project for credit. Graduate students work independently but with tutorial supervision by either LUCAD faculty member(s) or artists/professionals/faculty not affiliated with LUCAD. All Independent Studies must be approved by the Director of the MFA in Photography program before registration, with a detailed proposal stating the project goal, method of execution, relevancy to education, timeline for the project and review with their mentor.

**ITHPH - MFA PHOTOGRAPHY****ITHPH 7500 - Thesis Studio Seminar (6)**

Students will propose a thesis topic during the mid-year critique at the end of the third semester that must be approved by the jury including the Director of the MFA in Photography, faculty, and visiting artist(s). The approval of the thesis topic by the jury in the mid-year critique will be the gateway to the thesis. Students will work with a thesis advisor(s) in their fourth and final semester to produce a 5,000 to 10,000 word written thesis and visual portfolio. Combining a variety of research on multiple aspects of historical and contemporary art, the written thesis is a comprehensive and contextual examination of ideas and interests presented in the visual thesis exhibition. Integrating the critical, historical, and cultural concepts that inform their own life experience and artistic production, this thesis locates their work within the current cultural/historical continuum and reflects the previous semesters of investigation. The thesis paper is submitted for review to be assessed by a jury of core faculty and visiting artist scholars, and is considered an integral element of the degree. The written and visual components of the thesis are dependent upon one another and successful completion of both is requisites for graduation.



# **2019-2020 UNDERGRADUATE ACADEMIC CATALOG**

**The College of Liberal Arts and Sciences & The College of Art and Design**

Academic Catalog 2019-2020

**In effect: September 1, 2019–August 31, 2020**

Lesley University  
29 Everett Street  
Cambridge, MA 02138-2790  
617.349.8800

## **CATALOG STATEMENT**

This catalog contains academic policies and procedures at Lesley University. Students are responsible for knowing the information contained in this catalog and for the content of any revisions or additions distributed by the Office of the Provost. This catalog and the individual policies and procedures contained in this catalog are not intended to create a contract between the University and any person or organization. The University reserves the right to amend or revoke this catalog at any time without notice. The current version of this catalog is posted on the Office of the Provost website. This catalog is published by the Office of the Provost.

# **PRESIDENT'S WELCOME**

## **A MESSAGE FROM PRESIDENT JANET L. STEINMAYER**

Lesley University's strong foundation of excellence began with our founder, Edith Lesley, in 1909. We prepare socially responsible graduates with the knowledge, skills, understanding, and ethical judgment to be catalysts shaping a more just, humane, and sustainable world. We do this by engaging you in transformative education that leads to meaningful careers and lifelong learning.

Our commitment to the human and visual arts and to career-focused field placements and internships throughout Greater Boston are central to our mission. We intentionally integrate theory with practice and the classroom with the community. Small classes allow you to establish the close student-faculty relationships that are a hallmark of a Lesley education; they create a supportive learning environment to enhance your development and help guide your academic progress. Our award-winning faculty and highly skilled staff are dedicated to making your experience excellent.

During your time at Lesley you will experience a vibrant, multicultural campus environment where we strive to respect and celebrate individual differences and choices, as well as diverse life experiences and perspectives. You will have the academic and co-curricular resources of a comprehensive university coupled with all the advantages of an intimate undergraduate learning community. This includes the resources at our two undergraduate colleges, the College of Liberal Arts and Sciences and the College of Art and Design, and extends to a wide array of courses, programs and events through our two graduate schools, the Graduate School of Arts and Social Sciences and the Graduate School of Education. Our internship and community service opportunities strengthen each student's resume and contribute to the high job placement rates for Lesley graduates.

The wide variety of student clubs, the undergraduate student government, and our athletic teams provide a range of opportunities to get involved, develop leadership skills, and make lifelong friends. Our superb location in Cambridge, next door to Harvard Square in the heart of America's premier college town, means that speakers, movies, theater, and a range of cultural organizations and events can enhance your college experience.

Our internship and community service opportunities strengthen each student's resume and contribute to the high job placement rates for Lesley graduates. Our almost 90,000 highly accomplished and devoted alumni extend Lesley's mission across the globe. When you complete your degree you will join a cadre of alumni who are creative problem-solvers, highly qualified professionals, and engaged citizens who are active in their workplaces and communities and are striving daily to improve the lives of others and the world around them.

Welcome to Lesley. We are glad you're here and look forward to helping you take advantage of all we have to offer!

Sincerely,

Janet L. Steinmayer

## **Lesley University Mission Statement**

Lesley University engages students in a transformative education through active learning, scholarly research, diverse forms of artistic expression, and the integration of rigorous academics with practical, professional experience, leading to meaningful careers and continuing lifelong learning.

Lesley prepares socially responsible graduates with the knowledge, skills, understanding, and ethical judgment to be catalysts shaping a more just, humane, and sustainable world.

### **Core Values:**

#### **Inquiry**

Lesley University is devoted to academic excellence through active teaching, engaged learning, and individual student development. We design and deliver innovative, interdisciplinary academic programs that value inspired teachers, curious learners, relevant scholarship, and real-life application.

#### **Diversity**

Our community respects, values, and benefits from the individual, demographic, and cultural differences of our students, faculty, and staff. As an academic community, our creativity, critical thinking, and problem-solving approaches are shaped by this diversity. Through their varied learning experiences, Lesley students develop the tools to effectively interact with diverse populations and strive for social justice and equity.

#### **Community**

Learning is an individual and collective endeavor that involves students, educators, families, and communities. We believe in the power of collaboration and its impact on personal and social development.

#### **Citizenship**

Higher educational institutions have a responsibility to prepare their graduates to participate in the cultural, political, and economic life of their community, nation, and world. This democratic ideal is reflected in Lesley's academic environment that encourages scholarship, freedom of expression, and the open exchange of ideas.

# ACCREDITATIONS

Lesley University is accredited by the New England Commission of Higher Education (NECHE), 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514 Phone: 781-425-7700.

Programs leading to educator licensure are approved by the Massachusetts Department of Elementary and Secondary Education.

The Graduate School of Education is affiliated with the American Association of Colleges for Teacher Education (AACTE), and the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement.

Lesley University's Educator/Counselor Preparation and Professional Development Program is accredited by the Teacher Education Accreditation Council (TEAC).

The College of Art and Design is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

The baccalaureate Business Management program in the College of Liberal Arts and Sciences is fully accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Within the Graduate School of Arts and Social Sciences, the Division of Counseling and Psychology offers school guidance counseling and school adjustment counseling Master's degree programs approved by the Massachusetts Department of Elementary and Secondary Education (leading to Initial licensure) and the M.A. in Counseling Psychology programs are accredited by the Master's in Psychology Accreditation Council (MPAC).

The Division of Expressive Therapies is approved by the American Art Therapy Association (AATA), the North American Drama Therapy Association (NADTA), the American Music Therapy Association (AMTA), and the American Dance Therapy Association (ADTA).

Lesley University is a member of the National Collegiate Athletic Association (NCAA), Division III.

Accreditations and approvals by state, and by program, may be found in this catalog as "Accreditations and State Approvals".

## **PRESIDENT & LEADERSHIP**

For a complete list of the President's Cabinet and the Lesley University Board of Trustees, please follow the link below:

[lesley.edu/about/president-leadership](https://lesley.edu/about/president-leadership)

## IN A UNIQUE TRADITION

Lesley's reputation for educational innovation began in 1909 with founder Edith Lesley's vision of schools transformed by teachers trained to be dedicated and creative professionals. She guided her school well into the 1930s, aided first by her sister Olive, and later by the woman who succeeded her as principal, Gertrude Malloch.

The school was a continuing success. As professional teacher education was increasingly recognized for its importance, Lesley College was incorporated in 1942 as a non-profit institution of higher education under the direction of a board of trustees. In 1943, the name Lesley College was adopted. Guided by its first president, Dr. Trentwell Mason White, the college received its undergraduate accreditation and later established a graduate school in 1954.

From its beginnings, the college has prided itself on its ability to offer high quality, experientially-based education relevant to the needs of students and society. In its early years, Lesley developed a national reputation for the quality of its teacher education programs. Starting in the 1970s, the college began to develop other programs to prepare students for professional careers.

The College of Art and Design was founded in 1912 as the School of Practical Art, one of the nation's first private studio schools. Renamed the Art Institute of Boston in 1967, it merged with Lesley College in 1998 and was renamed the College of Art and Design in 2013. In September 2000 Lesley College changed its name to Lesley University to more accurately reflect the variety and scope of its academic programs. At that time, the undergraduate women's college reclaimed the name Lesley College. In May 2004, the Board of Trustees voted to admit men to Lesley College. After a thoughtful strategic planning process in 2012, Lesley College was renamed, the College of Liberal Arts and Sciences (CLAS). All programs continued to be based on the original traditions of creative instruction and artistic expression, connections between the liberal arts and professional preparation, integration of academic and field-based learning, and commitment to excellence.

Our current professional and liberal arts majors provide a range of academic paths to prepare professionals who are skilled in working to improve the situations of others and whose lives exemplify confidence, compassion, and civic engagement. Its mission is to ensure that every graduate is a high achiever. At Lesley University, high achievement in undergraduate education occurs within an active liberal arts learning community, founded upon teacher preparation, professional studies, passionate inquiry, active citizenship, and experiential learning.

Over the last century, Lesley University has continued to increase its national reputation as an educational leader. The president and faculty are themselves leaders, many of them of national and international stature, within their fields of specialization. As noted scholars, they play an active role in creating the academic innovations that a Lesley education has come to represent. As involved professionals, the faculty are immersed in shaping the course of education well into the twenty-first century. The faculty are equally committed to the personal and professional development of the students under their tutelage. Their expertise and dedication are two crucial components of the Lesley experience. A Lesley University degree is a respected badge of academic accomplishment distinguished by experience, vision, and dedication.

## **THE BOSTON/CAMBRIDGE ADVANTAGE**

Lesley University is an urban academic village within the bustling community of Cambridge and a T-ride away from Boston. Like a village, Lesley can be a self-contained place in which to live and work, with the special warmth and informality that one finds only in a small community.

Yet, it also has the unparalleled advantages of being located in the midst of a major political, technological, business, and cultural center. The Boston metropolitan area is the site of the largest concentration of colleges and universities in the United States. Lesley shares Cambridge with Harvard and MIT. Other neighboring institutions include Tufts, Brandeis, Wellesley, Northeastern, Boston College, Boston University, and many more. These institutions form a world-class intellectual community in which Lesley students can fully participate.

The city's cultural life is one of great distinction and variety, offering museums, theatres, concert halls, galleries, libraries, bookstores, cafés, restaurants, clubs, lectures, and sports events for every taste and inclination. The rolling hills and spectacular mountains to the north and the breathtaking shoreline of Cape Cod to the south give Lesley a context of great natural beauty and seasonal diversity. Lesley's own campus life is immeasurably enhanced by the riches of Cambridge and Boston, and Lesley students have always enjoyed and profited from moving back and forth between their own close-knit community and the exciting urban world around them.



## SCHOOLS OF THE UNIVERSITY

Lesley University is comprised of four schools: The College of Liberal Arts and Sciences, The College of Art and Design, The Graduate School of Education, and The Graduate School of Arts & Social Sciences. Program descriptions for the Graduate Schools can be found in the Graduate Catalog.

### THE COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences (CLAS) is an intellectually engaging teaching and learning environment. CLAS is made up of faculty and students whose work ethic and passions for learning and doing lead to them making real positive differences in this country and abroad. Early access to faculty expectations, robust and coherent programs of study, compelling intellectual engagement with ideas, faculty and student peers, are hallmarks of CLAS. Intensely engaging classes permit individualized learning and collaborative pedagogical approaches in academic programs that systematically provide richer, deeper, broader and more meaningful knowledge and career opportunities. In CLAS, faculty mentors and professional advisors help create innovative and highly structured career networks that provide students with deeper insights and pathways to careers, and graduate and professional school.

In CLAS early engagement in learning---reading, discovery, curiosity, debate, research and experiential applications, whether in in class, in the lab, or at a field placement or internship site, positively influence student success, faculty happiness and an improved experience across the liberal arts and sciences, pre-professional and professional programs. Within and across CLAS to the College of Art and Design (LA+D), our goal is to educate students for life-long learning, the generation of new ideas and knowledge, and careers in the pursuit of a better world. Teacher education candidates and students with aspirations to enter PhD programs immediately or enter the world of work, will do so armed with foundational knowledge of their disciplines, applied learning within and across programs of study, and a life-long curiosity for learning and effective community engagement.

### TOWARD A FUTURE OF EXCELLENCE

Students develop academic and professional skills in an environment that supports and promotes intellectual and individual growth. Along with the students enrolled in the B.F.A. program at the College of Art and Design, College of Liberal Arts and Sciences students live and study in a setting of 1,900 on-campus undergraduate students. Additionally, as part of a larger university that includes graduate programs, we offer students the resources of a major higher education institution of 5,000 students while providing the advantages of a small college community. Students have access to the faculty and courses of the University's various schools, including the opportunity to develop creative and independent programs of study that challenge and support their learning goals and plans. The decision to maintain a small college setting reflects the conviction that our community educates students in a unique way, and the commitment that every Lesley student be perceived, and know, that s/he is a vital member of the college.

Running through the rich diversity of the college is a pervasive and unifying theme: what you do matters. The philosophy endorses the notion that each student should be encouraged to strive for one's

personal best. The curriculum and community is informed by one guiding purpose: to provide all Lesley students with an exceptional opportunity to make an impact through the development of leadership skills, creative problem solving, and solid theoretical and hands-on preparation to influence the communities and people with whom they will work.

### DEGREE PROGRAMS

More than twenty degree programs lead to either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree. These programs combine liberal arts and professional study with practical field experience that begins in the very first year. Students choose or create majors that integrate or combine liberal arts coursework with the theoretical and practical foundations of professional preparation in their chosen field. Students also have the opportunity to explore new areas of academic study through elective courses, independent study, and experiential learning.

In conjunction with the Graduate School of Arts and Social Sciences, there are several accelerated and dual programs available to students: the B.A./M.A. in Global Studies and International Higher Education and Intercultural Relations, the B.S./M.A. program in Art Therapy, the B.S./M.A. program in Clinical Mental Health Counseling, the B.S./M.A. in Counseling Psychology, the B.S./M.A. in Expressive Art Therapies: Dance Movement Therapy Specialization and Clinical Mental Health Counseling: Dance Movement, and the B.S./M.A. in Expressive Arts Therapy. In conjunction with the Graduate School of Education there are B.A./M.Ed. programs that prepare students to teach in four licensure areas. See specific program sections of this catalog and the Graduate Academic Catalog for a more detailed explanation of the curriculum and degree requirements.

### THE COLLEGE OF ART + DESIGN

The Lesley College of Art and Design was founded in 1912 as the School of Practical Arts to primarily teach commercial art skills. In 1967 the school changed its name to the Art Institute of Boston (AIB) and added fine art programs to establish itself as a professional art and design school. In 1998 the school merged with Lesley University. In 2013 AIB changed its name to Lesley University College of Art and Design in anticipation of its move from Boston to Cambridge. The Boston-Cambridge area has on average 98 cultural events per day, bringing art and design education outside the studio and classroom. In 2015, The Lesley College of Art and Design (LA+D) moved into the new Lunder Arts Center in Cambridge to join its sister colleges at Lesley. This merger and move strengthened and broadened the college's curricula as one of the few professional art and design schools within a university that provides a strong liberal arts education to complement its art and design education. Art and design students are educated, not just trained, in liberal arts courses.

An accredited member of the National Association of Schools of Art and Design and a member of the Association of Independent Colleges of Art and Design, the college's mission remains focused on providing artists and designers with rigorous studio education and training grounded in the liberal arts. Its goal to produce contributing and responsible citizens is supported by professional art and design careers and a 94% post graduate employment rate. Students are able to work in the art and design community with one of over 50 community partners, gaining experience teaching, organizing, and

exhibiting their work. Three gallery spaces feature over 20 exhibitions per year by professional artists and designers, community artists, and students. Undergraduates benefit from studying with graduate students in the LA+D MFA programs, ranked in the top 20 in the United States. With 600 students, the college is not too big, not too small, but rather just right - a close, inclusive, supporting community.

## **A PLACE FOR PRACTICE, APPLICATION, DIALOGUE, AND CRITIQUE**

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As a student at The College of Art and Design, you will participate in an internship seminar, an external internship as a graduation requirement and successfully complete a Professional Practices course intended to broaden your experience and expand your professional network. You may be able to complete an internship at a top design firm; work at a gallery on Newbury Street or take an apprenticeship with a successful national or international artist. Additionally, you can catch lectures at The Institute of Contemporary Art/Boston, view classic treasures and masterpieces at the many fine arts museums, observe classic examples of architecture, to music, dance and dramatic performance. Students have access to every kind of artistic experience. A surprising juxtaposition of the old and new, historic and innovative, Boston and Cambridge are ideal spots for urban immersion, professional experience, and enlightened inspiration as an artist. You can take advantage of the vibrant arts scene, rich history, intellectual culture, exciting urban landscape of New England's charm with ease of access. Each major of study focuses on a rigorous critique and jury process that integrates critical dialogue and feedback, allowing students to articulate their ideas, while being informed of how their work reaches a wider audience. This allows them to gain the skill sets necessary to express their ideas and provide informed opinions regarding their own work, as well as the work of others, in a public setting, in preparation for being an active participant in visual culture.

## **DEGREE PROGRAMS**

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The College of Art and Design offers fully accredited Bachelor of Fine Arts (B.F.A.) degree programs, which are: Animation, Digital Filmmaking, Fine Arts, Graphic Design, Illustration, Interactive Design, Interdisciplinary Studies, Photography, and Visual Narrative as well as Bachelor of Arts (B.A.) in Fine Arts and Bachelor of Science (B.S.) in Design for User Experience. The College also offers two types of certificate programs: Professional Certificates (60 credits) in Animation & Motion Media, Illustration and Design and Post-Baccalaureate Certificates (18 credits online) in Graphic Design, User Experience and Web Design. These are in addition to various double majors and minors available to students. The College also offers two Master of Fine Arts (M.F.A.) degrees: one full-residency MFA in Photography & Integrated Studies and one low-residency program in Visual Arts. The College of Art and Design also offers a dual degree, BFA/M.Ed., in Visual Art Education for Initial License as Teacher of Visual Art for students interested in becoming an artist as well as a licensed visual art teacher in public schools (PreK-8 or 5-12). Students can begin M.Ed. coursework while completing their BFA degree.

## **GRADUATE SCHOOL OF EDUCATION**

The Graduate School of Education is marked by its commitment to education reform, action-oriented research, and its philosophy of providing lifelong learning for educators. With nationally recognized

programs in early childhood, elementary, middle, and high school education; special education; literacy and language arts; creative arts in learning; and instructional technology, Lesley is a major source of teachers and other educational personnel for schools across the country. The Graduate School of Education's goal is to expand its leadership in the public policy arena and continue to develop new ways to work collaboratively with schools and districts to enhance learning for all children.

## **GRADUATE SCHOOL OF ARTS AND SOCIAL SCIENCES**

The programs of the Graduate School of Arts and Social Sciences - Counseling and Psychology, Expressive Therapies, International Higher Education and Intercultural Relations, Mindfulness, Global Interdisciplinary Studies, and the MFA in Creative Writing - are at the forefront of their fields, with reputations achieved by the quality of the programs and the professional accomplishments of the faculty. The arts and social sciences form the basis of investigating the human condition and informing professional practice. Students, faculty, and graduates are continually engaged in developing new programs and redefining their professional fields to meet emerging needs in a swiftly changing social, political, and economic environment.

## **LESLEY CENTER FOR THE ADULT LEARNER (LCAL)**

Lesley's Center for the Adult Learner offers personalized, professional advising and support services to adult students to assist them in balancing coursework, with ongoing work and personal responsibilities, as well as life challenges that may arise in the pursuit of a bachelor's degree. While adult students with flexible schedules have the option of pursuing any academic program listed in this catalog, Lesley also offers unique and flexible degree options specifically for adult students, who may also have numerous transfer credits and are returning to complete a bachelor's degree either directly from another institution, or after time away from college. Additionally, adult students may pursue accelerated bachelor to master degree programs in select areas that allow students to apply up to six credits to both the undergraduate and graduate degrees, thereby shortening the time for each. Degree completion and flexible options include, but are not limited to, those listed below. Courses may be taken at any Lesley location and/or through any available format. LCAL Academic Advisors, who specialize in working with adults, will assist students to select programs based on each student's unique goals and life circumstances.

Courses may be taken on the Cambridge Campus, off campus, online, or in hybrid formats. For details, students should refer to the full descriptions of the programs in this catalog or contact the respective Division Chair for program requirements.

BA or BS, Liberal Studies--Individually Designed - offered in all formats/locations

BS\*, Early Childhood Studies (Non-Licensure Program) - offered on campus, at Bunker Hill Community College and at Urban College of Boston

BS, Human Services—offered on campus and online

BSW, Social Work—offered on campus

BS, Business Management—offered online, at Bunker Hill Community College, and at our New Bedford DeMello International Center location

BA, Psychology - offered online and at Bunker Hill CC

BA, Liberal Arts and Interdisciplinary Humanities - offered online

BS, Design for User Experience - offered online

#### **Options for accelerated Master's Degree in Education:**

\*BS, Early Childhood Studies (non-licensure) to M.Ed. in Early Childhood Teacher of Students with and without disabilities (PreK-2) (leading to initial teacher licensure).

Accelerated M.Ed. in Arts, Community, and Education (non-licensure) with specializations in Arts in Health, Integrated Arts, Multicultural Education, Theatre Studies, Visual Arts (Note: open to all adult students in any degree program.

## **UNIVERSITY RESOURCES**

### **OFFICE OF DIVERSITY, EQUITY, AND INCLUSION**

29 Mellen Street

617.349.8643

diversity@lesley.edu

<https://lesley.edu/about/diversity-inclusion>

Amarildo “Lilu” Barbosa, Chief Diversity Officer

Maritsa Barros, Associate Diversity Officer & Executive Director of Urban Scholars Initiative

Jennifer Castro, Director of Multicultural Affairs & Student Inclusion

Anita Poole-Endsley, Equal Opportunity & Title IX Coordinator

#### **Mission:**

We are committed to the pursuit of strategic diversity initiatives that will position diversity, equity and inclusion as fundamental to institutional excellence at Lesley University. In doing so, we are striving for a campus culture and community that fosters a true sense of belonging for all, provides opportunity for everyone to participate equally and fully in the Lesley experience, and helps to develop each individual’s capacity to confidently and competently engage within and across difference.

#### **What is the Office of Diversity, Equity & Inclusion?**

The Office of Diversity, Equity & Inclusion (DEI) is a unit whose role is to advance our Inclusive Excellence mission as Lesley University moves into the future. Our professional staff are committed to the development, implementation and assessment of key strategic initiatives that will enhance our diversity capabilities within our five dimensions of Inclusive Excellence: 1) infrastructure, 2) access & equity, 3) campus climate & inclusion, 4) curriculum & learning, and 5) diversity in research & scholarship.

#### **Our Office of Diversity, Equity & Inclusion Functional Areas:**

- Institutional Diversity Strategy & Implementation
- Office of Multicultural Affairs & Student Inclusion
- Urban Scholars Initiative
- 504/ADA, & Equal Opportunity Compliance
- Title IX & Sexual Assault Prevention

In addition to flexible and accelerated degree options and professional advising, the Center for the Adult Learner provides other supports for adults including advising on credit for prior life experience through our Prior Learning Assessment (PLA) process and other and alternative paths to credit attainment including CLEP and ACE credits. Additionally, in conjunction with Student Activities, the Center for the Adult Learner hosts orientation for new students as well as events throughout the year geared towards providing adults opportunities to meet and network with other adults. Finally, although required only for liberal studies students, any adult learner may enroll in a course designed for students transitioning back to higher education called “Lives in Context” (AINTD 3008) that provides support and academic guidance during a student’s first semester at Lesley.

**See majors in the catalog for more details or contact the Center for Adult Learning at 617-349-8800.**

#### **Learn more about the following by connecting with our office:**

- Policy & Bias Response Systems
- Diversity Committee Leadership
- Reporting & Data Tracking
- Diversity Campus Engagement
- Personal Development Workshops

**In addition to the links above, you can visit our main page at <https://lesley.edu/about/diversity-inclusion>, email us at [diversity@lesley.edu](mailto:diversity@lesley.edu), or contact us at the following for more information.**

Amarildo “Lilu” Barbosa

Chief Diversity Officer

Office of Diversity, Equity & Inclusion

[abarbosa@lesley.edu](mailto:abarbosa@lesley.edu)

Maritsa Barros

Associate Diversity Officer & Executive Director of Urban Scholars Initiative

Urban Scholars Initiative

Office of Diversity, Equity & Inclusion

[mbarros@lesley.edu](mailto:mbarros@lesley.edu)

Jennifer Castro

Director of Multicultural Affairs & Student Inclusion

Office of Diversity, Equity & Inclusion

[jcastro6@lesley.edu](mailto:jcastro6@lesley.edu)

Anita Poole-Endsley

Equal Opportunity & Title IX Coordinator

Office of Diversity, Equity & Inclusion

[apooleen@lesley.edu](mailto:apooleen@lesley.edu)

## DISABILITY SUPPORT SERVICES FOR STUDENTS

Daniel Newman

Executive Director Academic Support Services (ADA/504 Coordinator for Students)

<https://www.lesley.edu/students/academic-resources/tutoring-support>

The University is committed to the full participation of students in all programs. The Disability Support Services office promotes equity and excellence in education, maximizing each student's educational potential. The philosophy is one that encourages self-awareness, self-determination, self-advocacy, and independence while providing a safe, caring, respectful environment that cultivates growth and positive learning.

Disability Support Services provides a range of individualized support services for students with disabilities. The office works with faculty, staff, and students, on- and off-campus, to create and implement appropriate accommodations that allow all students an equal opportunity inside the classroom and around campus. For more information about the services and support available to our students, visit <https://www.lesley.edu/students/health-wellness-safety/disability-services> and for information regarding Reasonable Modifications of Policies, Practices, and Procedures for Students with Disabilities, visit <https://www.lesley.edu/students/policies/disability-services-policies>.

Both websites provide information about eligibility for disability services, policies and procedures for requesting modifications to accommodate disabilities, examples of accommodations, our confidentiality policy, and grievance procedures.

### Eligibility, Documentation, and Confidentiality

All qualified students with disabilities are eligible for accommodations and support services. It is the student's responsibility to initiate the accommodation process with Disability Services.

The process for obtaining reasonable accommodations is an interactive one that begins with the student contacting the appropriate director whose names are listed below in the **Disability Services Administrators** section (see below). In the context of reasonable accommodations, Disability Support Services may request documentation concerning an individual's disability and/or the need for accommodations. Documentation may set forth recommended accommodations and come from a physician, clinician, psychologist, or other approved provider. For more information regarding documentation guidelines, refer to step two under "How to Request Classroom, Academic, Testing, or Meal Accommodations" on the Disability Services website at <https://www.lesley.edu/students/health-wellness-safety/disability-services>.

It is important to note that student diagnostic information and use of supports provided by Disability Support Services are confidential and are only disclosed with the student's permission.

Lesley University will make reasonable modifications to our rules, policies, practices, and procedures, when such modifications are necessary to afford goods, services, facilities, privileges, advantages, or accommodations to individuals with disabilities.

### Accommodations

The obligation to make reasonable accommodations extends broadly to all programs and services offered by the University. It includes a wide range of supports, including classroom accommodations, use of service animals, dietary allergens, etc. Lesley University ensures effective communication through the use of auxiliary aids and services, the provision of testing accommodations, and the establishment of barrier-free supports.

Common classroom accommodations include extended time and distraction-free space for exams and quizzes, extended time on course requirements, note taker, etc.

### Student Responsibilities to Obtain and Utilize Disability Support Services

1. To initiate the process with Disability Support Services.
2. To provide documentation of disability and other relevant information based on guidelines outlined on the website.
3. To work with Disability Support Services to determine appropriate accommodations.
4. To deliver accommodation letters to course instructors early in the semester.
5. To renew the request for supports each semester.
6. To work cooperatively with the University.
7. To adhere to the Disability Services policies and procedures regarding acquisition of accommodations and supports.

It is not necessary to say the words "reasonable modification" when making an accommodation request. Any request for an exception, modification, or adjustment to a rule, policy, practice, or procedure because of a disability will be treated as an accommodation request. Accommodation requests can be submitted orally or in writing and can be made by a student with a disability or by someone acting on the student's behalf if the student also wants the requested accommodation and works cooperatively with the University.

### Disability Services Administrators

Daniel Newman, Executive Director, Academic Support Services, serves as the ADA/504 Coordinator for students and supervises the two areas listed below. Any questions or concerns regarding ADA/504 accommodations for either of these service areas can be directed to Daniel Newman.

Documentation should be presented to the appropriate contact person listed below.

### Students Attending Classes in On-Campus Programs:

*Learning Disabilities, Attention Disorders, and Autism Spectrum Disorders/Asperger Syndrome*

Kimberly Johnson, Director, LD/ADD Academic Support Program  
30 Mellen Street, Doble Hall, 2nd floor, Cambridge, MA 02138  
617.349.8462  
Email: [kjohnso7@lesley.edu](mailto:kjohnso7@lesley.edu)  
Fax: 617.349.8324

*Physical, Sensory, Psychiatric and Medical Conditions*

Daniel Newman, Executive Director Academic Support Services (ADA/504 Coordinator for Students)  
30 Mellen Street, Doble Hall 2nd floor, Cambridge, MA 02138  
617.349.8572  
Email: [dnewman@lesley.edu](mailto:dnewman@lesley.edu)  
Fax: 617.349.8324  
TTY: 617.349.8544

**Students Attending Classes in Off-Campus, Online, and Low Residency Programs:**

Daniel Newman, Executive Director Academic Support Services (ADA/504 Coordinator for Students)  
30 Mellen Street, Doble Hall, 2nd floor, Cambridge MA 02138  
617.349.8572  
Email: [dnewman@lesley.edu](mailto:dnewman@lesley.edu)  
Fax: 617.349.8324

**Disability Discrimination Statement**

Lesley University is committed to the full participation of its students in all of its programs. In addition to this long-standing Lesley philosophy, students with disabilities have specific legal rights guaranteed by the Americans with Disabilities Act (ADA), a civil rights law enacted to protect individuals from discrimination on the basis of disability. Title III of the ADA prohibits discrimination on the basis of disability in the full and equal enjoyment of goods, services, facilities, privileges, advantages, and accommodations of public accommodations, such as universities.<sup>[1]</sup> The preceding information is a summary of Lesley University's policies and procedures for students with disabilities seeking reasonable accommodations under the ADA (sometimes colloquially termed and referred to by Lesley as "reasonable accommodations"). An essential component of Title III of the ADA is the right of a qualified individual with a disability to a reasonable modification of policies where necessary to afford such individual an equal benefit.

Students who believe that they have been discriminated against or harassed on the basis of a disability are encouraged to notify the University. For more information about the University's policy against discrimination and harassment, please see the Lesley University Discrimination, Harassment, and Sexual Violence Policy (<https://lesley.edu/students/policies/behavior-policies/discrimination-harassment-and-sexual-violence-policy>).

**Students may report incidents of discrimination and harassment to:**

Dr. Anita Poole-Endsley  
Equal Opportunity & Title IX Coordinator  
29 Everett Street  
Cambridge, MA 02138  
617.349.8809  
[apoolen@lesley.edu](mailto:apoolen@lesley.edu)  
[equalopportunity@lesley.edu](mailto:equalopportunity@lesley.edu)

or:

Public Safety Office  
34 Mellen Street  
Cambridge, MA 02138  
617.349.8888  
Email: [publicsafetysupervisors@live.lesley.edu](mailto:publicsafetysupervisors@live.lesley.edu)

Reports of discrimination and harassment may also be made to the police by calling 911.

For information regarding the complaint process, please see the Discrimination and Harassment Complaint Resolution Procedure (<https://lesley.edu/students/policies/behavior-policies/discrimination-harassment-complaint-resolution-procedures>).

Lesley University students also have the right to pursue other avenues of recourse. If students believe that they have experienced, or are experiencing, unlawful discrimination or harassment at Lesley

University or at any Lesley University-sponsored activity or event, they may contact other resources, including the Office for Civil Rights (OCR) at the U.S. Department of Education. The contact information for the Massachusetts OCR office follows:

U.S. Department of Education, Office of Civil Rights ("OCR") - Boston Office  
5 Post Office Square, 8th floor  
Boston, MA 02109-3921  
Telephone: 617.289.0111  
Fax: 617.289.0150  
TDD: 877.521.2172  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)  
OCR Website: <https://ed.gov/ocr>

<sup>1</sup> Postsecondary institutions, whether public or private, that receive Federal financial assistance are also subject to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against otherwise qualified individuals with disabilities.

**Center for Academic Achievement 617.349.8459**

Daniel Newman, Executive Director Academic Support Services (ADA/504 Coordinator for Students) 617.349.8572

Anhar Mulla, Associate Director 617.349.8460; Online Tutoring Manager 617.349.8299

Kimberly Johnson, Director of LD/ADD Academic Support Program 617.349.8462

Jerimiah Bergstrom, Learning Disability Specialist 617.349.8464

Stephanie Chancey, Learning Disability Specialist 617.349.8007

Holly Aldrich, Disability Access Specialist 617.349.8655

Dawn Pulley, Disability Access Specialist 617.349.8542

Kaitlyn Scrivano, Office Coordinator 617.349.8459

**CENTER FOR ACADEMIC ACHIEVEMENT**

Doble Hall, Suite 220  
617.349.8459 [caa@lesley.edu](mailto:caa@lesley.edu)  
617.349.8324 Fax

Dr. Daniel Newman  
Executive Director Academic Support Services (ADA/504 Coordinator for Students)

<https://www.lesley.edu/students/academic-resources/tutoring-support>

The Center for Academic Achievement (CAA) encourages students to become independent, successful, and confident learners. The CAA promotes a collaborative learning environment in which students work as partners with tutors to gain a deeper educational experience at Lesley. Central to the CAA's mission is the belief that students have diverse ways of learning related to their cognitive, experiential, and cultural differences.

The Center's professional staff specialize in writing, reading, research methods, and various learning styles. The staff also includes over 30 trained and supervised peer tutors from graduate and undergraduate programs. The Center provides assistance with writing, reading,

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math, library research, study skills, organizational skills, and content across many fields. Students work on specific course requirements such as papers, projects, presentations, and exam preparation. Additionally, students work with tutors and professional staff as they exchange ideas, make use of feedback, and develop new skills. Selected tutors work with students to prepare for the Communications and Literacy reading and writing subtests of the Massachusetts Test for Educator Licensure (MTEL).

On-campus tutoring is available to all students currently enrolled in classes in Lesley's degree-granting programs. Tutorials are offered

on a by-appointment basis during daytime, evening, and weekend hours. Students may also come in for "walk-in" meetings with tutors (based on availability).

Online tutoring and writing support is also available to students who may not be able to access on-campus tutoring by going to Brainfuse ([www.brainfuse.com](http://www.brainfuse.com)) for subject tutoring and writing, or by emailing [onlinetutoring@lesley.edu](mailto:onlinetutoring@lesley.edu) to submit papers for review. Graduate students should note that they are seeking graduate level support when submitting a paper for review. Students can consult the submission guidelines on the Center's web site.

**SELECT CAMPUS RESOURCES LIST**

The chart below lists some of the campus resources contacts. Please visit the Lesley web site (<https://lesley.edu/>) for additional campus resources and directory information.

<b>SCHOOL/OFFICE</b>	<b>PHONE</b>	<b>EMAIL</b>	<b>URL</b>
Admissions - Graduate	617.349.8300	luadmissions@lesley.edu	lesley.edu/admissions-aid/contact-admissions-counselors/graduate-counselors
Admissions - Undergraduate and Adult Learner	617.349.8800	admissions@lesley.edu	lesley.edu/admissions-aid/contact-admissions-counselors/undergraduate-counselors
Admissions - Online Programs	877.453.7539	online@lesley.edu	lesley.edu/admissions-aid/contact-admissions-counselors/online-counselors
Athletics	617.349.8536	sports@lesley.edu	lesley.edu/athletics/
Bon Appetit	617.349.8380	bonappetit@lesley.edu	lesley.cafebonappetit.com/
Campus Bookstore	617.349.8875	bookstore@lesley.edu	lesley.bncollege.com
Campus Mail and Copy Services	617.349.8790 or 8980	Mailroom@lesley.edu	lesley.edu/students/campus-services/copy-and-mail-services
Cancellation of Classes	617.349.8888	publicsafety@lesley.edu	lesley.edu/faculty-staff/campus-safety-services-facilities/alert-system
Career Resource Center	617.349.8550	crcjobs@lesley.edu	lesley.edu/students/internships-careers/career-services
Center for Academic Achievement	617.349.8459	caa@lesley.edu	lesley.edu/students/academic-resources/tutoring-support
Community Service Office	617.349.8567	communityservice@lesley.edu	lesley.edu/students/organizations-activities/community-service
Office of Commuter Student Services	617.349.8592	commuterservices@lesley.edu	lesley.edu/commuter

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Counseling Center	617.349.8545	counselingcenter@lesley.edu	lesley.edu/students/health-wellness-safety/counseling-center
Disability Support Services for Students	[Voice] 617.349.8572 [TTY] 617.349.8544	disabilityaccess@lesley.edu	lesley.edu/students/health-wellness-safety/disability-services
Office of Diversity, Equity and Inclusion	617.349.8643	diversity@lesley.edu	lesley.edu/about/diversity-inclusion
Educator Certification and Licensure Office	617.349.8427	cert_off@lesley.edu	lesley.edu/education/certification/
Emergency Assistance	911 or 617.349.8888	publicsafety@lesley.edu	lesley.edu/public-safety/
Equal Opportunity & Title IX Coordinator	617.349.8809	equalopportunity@lesley.edu	lesley.edu/students/policies/equal-opportunity-and-inclusion-policy
Financial Aid Office	617.349.8760	sfs@lesley.edu	lesley.edu/financial-aid/Lesley Lynx Solution Center: <a href="https://solutioncenter.lesley.edu/s/">https://solutioncenter.lesley.edu/s/</a>
Fitness Center	617.349.8536		athletics.lesley.edu/information/facilities/Fitness_Center
Graduate School of Arts and Social Sciences	617.349.8467		lesley.edu/graduate-school-of-arts-and-social-sciences/
Graduate School of Education	617.349.8393		lesley.edu/academics/graduate-school-of-education
Immunizations - Graduate & LCAL Students	617.349.8543	ImmunizationsGradStu@lesley.edu	lesley.edu/health-services/immunization/
Immunizations - Undergraduate Students	617.349.8222	lesleyhealthservice@lesley.edu	lesley.edu/students/health-wellness-safety/undergraduate-health-services
International Student Services	617.349.8865	iss@lesley.edu	lesley.edu/life-at-lesley/global-education



Lesley Card Office (including ID and Door Access Issues)	617.349.8825	lesleycardoffice@lesley.edu	lesleycard.com/
Lesley CashLynx Account Information	1.888.841.3340	mycard@lesleycard.com	lesleycard.com/main/cashlynx
Lesley Center for the Adult Learner	617.349.8482	lcal@lesley.edu	lesley.edu/students/academic-resources/center-for-the-adult-learner
College of Art + Design (LA+D)	617.349.8300		lesley.edu/academics/college-of-art-design
College of Liberal Arts & Sciences	617.349.8800		lesley.edu/academics/college-of-liberal-arts-sciences
Lesley University Library	Sherrill Library 617.349.8850 Moriarty Library 617.349.8070	Sherrill Library libcirc@lesley.edu Moriarty Library moriartylibrary@lesley.edu	<a href="https://research.lesley.edu/library">https://research.lesley.edu/library</a>
Mental Health Counselor (LMHC) Licensure Information	617.349.8561		
	617.349.8881 or Public Safety		lesley.edu/faculty-staff/campus-safety-services-facilities/service-requests

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Public Safety	617.349.8888	publicsafety@lesley.edu	lesley.edu/public-safety
Office of the University Registrar	617.349.8740	registrar@lesley.edu	lesley.edu/registrar Lesley Lynx Solution Center: <a href="https://solutioncenter.lesley.edu/s/">https://solutioncenter.lesley.edu/s/</a>
Student Activities Office	617.349.8565	studentactivities@lesley.edu	lesley.edu/life-at-lesley/student-activities-support
Student Accounts Office	617.349.8760	studentaccounts@lesley.edu	lesley.edu/student-accounts/ Lesley Lynx Solution Center: <a href="https://solutioncenter.lesley.edu/s/">https://solutioncenter.lesley.edu/s/</a>
Student Life and Academic Development, Dean's Office	617.349.8530	dsa@lesley.edu	lesley.edu/life-at-lesley
Title IX/Sexual Violence (also refer to Equal Opportunity Office)	617.349.8809	apooleen@lesley.edu	lesley.edu/students/policies/behavior-policies/discrimination-harassment-and-sexual-violence-policyand lesley.edu/students/health-wellness-safety/sexual-assault-prevention-services

## ACADEMIC RESOURCES

While we value the intimate nature of the community we build with each incoming class, we are nevertheless committed to providing a network of academic resources whose quality is consistent with that of a much larger academic institution. Lesley students have access to the facilities of the University at-large as well as to the riches and resources just beyond our door. The position of our close-knit community at the heart of one of the world's most prestigious academic centers allows us to have the best of both worlds.

### ACADEMIC CALENDAR 2019-2020

Lesley University's academic calendars may be accessed via this link:

[lesley.edu/students/academic-resources/academic-calendars/2019-2020-academic-calendar](https://lesley.edu/students/academic-resources/academic-calendars/2019-2020-academic-calendar)

### INFORMATION TECHNOLOGY

815 Somerville Avenue, 2nd Floor  
617.349.8770  
[it@lesley.edu](mailto:it@lesley.edu)  
[lesley.edu/technology-support](https://lesley.edu/technology-support)

Information Technology is Lesley's central information technology organization. Our mission is to support the use of technology to strengthen the academic experience. We provide an array of services and technology including wireless network access, myLesley, LOIS, email accounts, and labs and classrooms outfitted with audio/visual equipment and computers.

#### **Acceptable Use Policy (AUP)**

Lesley's electronic environment includes the use of computers, computer networks, the Internet, and electronic communication (i.e. electronic mail, telephone, voice mail and faxes). These services are essential for research, instruction, and administration and each student agrees to comply by the policy.

The purpose of the Lesley Acceptable Use Policy is to address those aspects of the electronic environment that are specific to computer use, electronic communication, and computer networks. The AUP applies equally to users who access the system on- and off-campus. For the complete text of the AUP, please visit [lesley.edu/acceptable-use-of-technology-policy](https://lesley.edu/acceptable-use-of-technology-policy).

#### **Technology Services**

For more information about any of the Lesley University Technology Services, please visit [lesley.edu/faculty-staff/technology/information-technology](https://lesley.edu/faculty-staff/technology/information-technology).

Lesley University Technology Services require authentication using your Lesley username and password, which is managed via the self-service password management page at <https://mp.lesley.edu/>.

If you need assistance with any Lesley Technology Services, please email us at [it@lesley.edu](mailto:it@lesley.edu) or call Information Technology at 617.349.8770.

#### **On-Campus Computer and Printer Access**

Information Technology maintains computer labs and open-use areas utilized by all Lesley students with campus access. Computing locations contain either Apple or Windows compatible computers, full internet access, fee-based black/white and color printing. Some locations include scanners for electronic duplication of images or

documents. Entrance into all of the computer labs and open use computing areas requires an up-to-date Lesley University photo ID card.

Information on location and resources for each of the computer labs and open use computer areas can be found by visiting: [support.lesley.edu/support/solutions/articles/4000025034-computer-lab-printer-locations](https://support.lesley.edu/support/solutions/articles/4000025034-computer-lab-printer-locations).

In addition, computers and printers are available at Sherrill Library, and in Lunder Hall for Lesley Art + Design students.

### LESLEY UNIVERSITY LIBRARY

Library Website: <https://research.lesley.edu/library>  
Sherrill Library: 617.349.8850  
Moriarty Library: 617.349.8070

Lesley University Library supports learning and creative inquiry by welcoming all students, both on- and off-campus, to use our services, resources, and spaces.

Learn all about the research process from our expert team of librarians, who will help you investigate the political, social, and economic dimensions of how we create, access, and use information.

Visit our spaces in the Sherrill Library on the Brattle campus, and the Moriarty Library on the Porter campus, to ask for help, to borrow materials using your student ID, or to find a comfortable spot to focus on work.

Help is available 24/7 from our Self-Service Portal, and you can also ask us questions in person, on the phone, by e-mail, and by chatting with us online. You can also request a research consultation for 1-on-1 help from a librarian, also available in person, by phone, and by Skype.

The library's online research portal makes all of our journal, eBook, digital image, and streaming video databases easily accessible, even when you're off campus. Log in to [my.lesley.edu](https://my.lesley.edu) and click My Library to start exploring.

### LESLEY UNIVERSITY ARCHIVES

The mission of the University Archives is to preserve the history of Lesley from its founding in 1909 to the present. Located in the Sherrill Library, the Archives collects Lesley's historical documents and memorabilia and makes them available for research by the Lesley community and members of the public. Collections include manuscripts, photographs, memorabilia, and the papers of former faculty and administrators. Historic publications include Lesley course catalogs, handbooks, yearbooks and student newspapers. Visitors to the Archives receive assistance in finding and viewing materials, conducting research, and learning about the history of Lesley University. The Archives Web site offers information about collections and services, and features on-line exhibits chronicling Lesley's history ([research.lesley.edu/lesleyarchives](https://research.lesley.edu/lesleyarchives)).

For more information about the library, students may visit the library Web site at [research.lesley.edu/library](https://research.lesley.edu/library).

## **STUDENT LIFE AND ACADEMIC DEVELOPMENT**

### **DIVISION OF STUDENT LIFE AND ACADEMIC DEVELOPMENT**

#### **Division of Student Life and Academic Development**

11 Mellen Street  
617.349.8530  
617.349.8558 Fax

Nathaniel Mays  
Dean of Student Life and Academic Development

The Division of Student Life and Academic Development (SLAD), located at 11 Mellen Street, is responsible for monitoring the overall quality of life for undergraduate and graduate students at Lesley University. The Division provides a range of services and programs to support the academic, career, and personal development of all students. SLAD includes the following areas: Athletics, Career Resource Center, Community Service, Commuter Student Services, Counseling Center, Immunization Records for Graduate and LCAL Students, Residence Life, Student Activities, Orientations, and Student Health Service (undergraduate) including immunizations records for undergraduate students. In addition, SLAD oversees the UNITY Gospel Choir and a MBTA discounted Semester Pass Program (<https://www.lesley.edu/students/transportation-parking-and-shuttle/getting-around-cambridge>) for travel on the greater Boston public transportation system.

The Dean of Student Life and staff are also responsible for administering the policies that govern student conduct. At Lesley University, we take very seriously the right for all members of our community to receive an education free of harassment, discrimination, violence, and intimidation.

As a member of the Lesley community, it is important that you become familiar with University Policies, as well as our Conduct Policies. The link to the on-line Student Handbook you are reading now is: <http://lesley.smartcatalogiq.com/>. You can also find information about our Consent Campaign, Community Standards of Conduct, and Discrimination, Harassment, and Sexual Violence Policies at the following links: <https://www.lesley.edu/students/health-wellness-safety/sexual-assault-prevention-services> and <https://lesley.edu/students/policies/behavior-policies>. If you, or someone you know, is the recipient of unwanted sexual advances, contact, or requests, please see the Discrimination, Harassment, and Sexual Violence Policy (<https://www.lesley.edu/students/policies/behavior-policies/discrimination-harassment-and-sexual-violence-policy>) and students can report incidents of discrimination, harassment, or sexual violence to:

Dr. Anita Poole-Endsley  
Equal Opportunity & Title IX Coordinator  
29 Everett Street  
Cambridge, MA 02138  
617.349.8809  
Email: [apooleen@lesley.edu](mailto:apooleen@lesley.edu)  
Email: [equalopportunity@lesley.edu](mailto:equalopportunity@lesley.edu)

or:

Public Safety Office  
34 Mellen Street  
Cambridge, MA 02138  
617.349.8888  
Email: [publicsafetysupervisors@live.lesley.edu](mailto:publicsafetysupervisors@live.lesley.edu)

Reports of harassment and sexual violence may also be made to the police at 911.

Staff in the Division of Student Life and Academic Development, as well as faculty and staff throughout the University, are ready to provide support and serve as resources to help ensure your academic success and create a stimulating and safe environment for our students to learn and live in.

More information on Student Life and other resources can be found on the Lesley web site at <https://www.lesley.edu/life-at-lesley>.

### **CAREER RESOURCE CENTER**

Doble Hall, 4th floor  
[crcjobs@lesley.edu](mailto:crcjobs@lesley.edu)  
617.349.8550  
617.349.8486 Fax

Alice Diamond  
Associate Dean for Career and Community Service  
<https://lesley.edu/students/internships-careers/career-services>

The Career Resource Center (CRC) supports students and alumni in reaching their career goals. Career coaches meet with students to discuss choice of major, career options, internships, summer jobs, post-graduate employment, and graduate school exploration. Students are encouraged to meet with a career coach early in their years at Lesley. Both scheduled appointments and drop-in hours are available. In addition to providing career coaching, the CRC offers workshops on job search topics and panels featuring Lesley alumni and employers.

The Career Resource Library has books on career options, occupational outlook and salary information. Some of the resources circulate to current students. The CRC website includes information on resume and cover letter writing, interviewing, networking and graduate school exploration.

Students are encouraged to use Handshake, an online, one-stop resource, to explore professional positions, off-campus student employment, internships, and summer opportunities, CRC career events, and job fairs. To use Handshake, go to <https://lesley.joinhandshake.com/login>.

The Career Resource Center is located in Doble Hall, 4th floor, and can be reached by phone at 617.349.8550 or by email at [crcjobs@lesley.edu](mailto:crcjobs@lesley.edu).

# ADMISSIONS

## APPLICATION PROCESS

Students come to Lesley with a desire to make a difference; they leave prepared to impact the world. We seek students who demonstrate the creativity, knowledge, and skills that will allow them to thrive and achieve success in our academic programs, art studios, on-site at internships, and in study abroad opportunities throughout the world.

We admit qualified students regardless of race, religion, gender identity, gender expression, national or ethnic origin, age, sexual orientation, veteran status, or disability. Students may be accepted to the college for full-time or part-time study. In any given semester, a full-time student carries a minimum of twelve credit hours, with most students taking an average of fifteen credits per semester.

### First-Year Students

	<b>Application Deadline</b>	<b>Notification of Decision</b>	<b>Candidate's Reply Date</b>
<b>Early Action</b>	December 1	January 1	May 1
<b>Regular Admission</b>	February 15 Preferred Deadline	Rolling after January 15	May 1
<b>January Semester</b>	December 1	Within 3 weeks of completed application	January 10

### Transfer Students

	<b>Application Deadline</b>	<b>Notification of Decision</b>	<b>Candidate's Reply Date</b>
<b>Fall Semester</b>	May 1 Preferred Deadline	Rolling After January 15	June 1 or within 2 weeks of acceptance
<b>Spring Semester</b>	December 1	Within 3 weeks of completed application	January 10

## FIRST-YEAR STUDENTS

Students may apply to the College of Liberal Arts and Sciences, the College of Art and Design, or both! We offer two admissions programs. The Early Action program serves students who wish to receive an early, non-binding admissions decision; the application deadline is December 1st. The Regular Admission program is available to students who submit their application by the preferred deadline of February 15. Lesley uses the Common Application exclusively. All first-year students must submit a completed application along with the following:

- an official copy of the high school transcript, HiSet, or GED. The high school transcript may be sent electronically through Naviance or the Common Application
- one teacher recommendation – we will accept up to two
- one counselor recommendation / Secondary School Report

### Standardized Testing

- Lesley University is “test optional”

Applicants to the College of Liberal Arts and Sciences, the College of Art and Design, or applicants to both undergraduate colleges do not need to submit SAT/ACT test scores.

The SAT/ACT is also optional for international applicants.

### Portfolios

- Students applying to BFA programs in the College of Art and Design must submit a digital portfolio of 12-20 pieces.

### College level coursework

If you are dually enrolled in college coursework or simply taking some college level classes, you may submit official college transcripts electronically through a variety of secure sites such as, but not limited to; Parchment, Credential Solutions, E-Scrip Safe, Clearinghouse, Naviance/Common Application, JST Services.

Successful candidates will be on track to graduate from high school or a program of home-schooled study with a total of at least 20 college-prep units including: 4 units of English; at least 3 units of math (must include Algebra II); at least 3 units of history/social science (must include U.S. History); and at least 3 units of science with a minimum of 2 lab courses. We strongly recommend that students take a fourth year of math, science, social science, and at least two years of a foreign language. Although not required, interviews or portfolio reviews are strongly encouraged.

Academic performance, rigor of curriculum, strength of portfolio, demonstrated motivation, along with commitment to community engagement form the basis of all admissions decisions. Students offered admission for 7Fall 2019 presented, on average, an academic cumulative GPA of 3.4 based on a 4.0 scale, where A = 4.0 or on a numeric scale where A = 93-100, with 60 considered passing.

We reserve the right to deny admission to any candidate determined by the Admissions Committee to be inadequately qualified to undertake Lesley's program of study.

Admissions decisions are "need blind," made without consideration as to whether a student is applying for financial assistance. Guaranteed merit-based scholarships are available for both first-year and transfer students at the point of admission. Check [lesley.edu/admissions/undergraduate/guaranteed-merit-scholarships/](http://lesley.edu/admissions/undergraduate/guaranteed-merit-scholarships/) for the most accurate and up-to-date information regarding qualifications.

## TRANSFER STUDENTS

A student who has completed secondary education and has matriculated into a degree program at another college or university may apply as a transfer student. The maximum number of credit hours that may be transferred into the College of Liberal Arts and Sciences is 90 credits. The maximum number of credits that may be transferred into the College of Art and Design is 66 credits.

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Students must apply online using the Common Application for Transfer Students. All transfer applicants must submit a completed application along with the following credentials:

- official secondary school transcript or high school equivalency (GED or HiSet). Applicants with more than 60 earned college-level credits are waived from this requirement.
- official college transcript from each institution previously attended. Transcripts may be submitted electronically through a variety of secure sites such as, but not limited to; Parchment, Credential Solutions, E-Scrip Safe, Clearinghouse, Naviance/Common Application, JST Services. Transcripts may be sent to Lesley University Undergraduate Admissions in a sealed envelope mailed directly from an institution's Registrar's Office.
- a recommendation from one college professor / the College Instructor Academic Evaluation
- students who have earned college credit from an institution outside of the U.S. must have their transcripts translated by a credential evaluation service, notarized, and forwarded to the Undergraduate Admissions Office. Agencies include: World Education Services; the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

As a general rule, accepted transfer students present a 2.5 or higher cumulative grade point average in previous college-level work.

Students applying to transfer into a BFA program within the College of Art and Design must submit a digital portfolio of 12-20 pieces with first-year foundation studio skills clearly demonstrated along with an artist statement.

### **BACHELOR'S DEGREE COMPLETION PROGRAMS TAUGHT ON THE CAMBRIDGE CAMPUS**

#### **Admissions Requirements:**

Application instructions are online at <https://www.lesley.edu/admissions-aid/how-to-apply/transfer-adult-degree-completion-programs>

#### **Required documentation:**

- Official Transcripts
- High School Transcript/G.E.D. or HiSet
- Applicants with less than 60 earned college credits must submit an official high school transcript or an official copy of their Graduate Equivalency Diploma (G.E.D. or HiSet). Transcripts must be original documents bearing the official high school stamp and date of graduation. Documents must be sent to the Office of Undergraduate Admissions in envelopes sealed by the granting institution or submitted electronically through a variety of secure sites.
- Students with academic credentials from outside the US must submit a translated, official, notarized, course-by-course evaluation.
- College-level Coursework. Submit official transcripts of all college-level coursework. Transcripts must be:
  - Conferred by regionally accredited colleges or universities.
  - Original documents bearing the official institutional stamp.
  - Sent to the Office of Undergraduate Admissions in envelopes sealed by the sending institution, or submitted electronically

through a variety of secure sites such as, but not limited to; Parchment, Credential Solutions, E-Scrip Safe, Clearinghouse, Naviance/Common Application, or JST Services.

- Students with academic credentials from outside the US must submit a translated, official, notarized, course-by-course evaluation.
- NOTE: Catalog course descriptions from granting institutions may be required prior to credits being successfully transferred to Lesley University.
- Written Personal Statement; 250-500 words. This may be waived by the Admissions Counselor or Academic Advisor pending an interview, conversation, or pre-advising meeting,
- Proof of English Language Proficiency is required for all applicants whose native language is not English.

Applications are accepted on a rolling basis. The Office of Undergraduate Admissions works with students to complete their application file. Once all admissions requirements are met, the completed application is then presented to the Admissions Committee for review. Admitted students are assigned a professional Academic Advisor in the Center for the Adult Learner. The Academic Advisor will review prior learning experience and discuss the student's goals. Up to 90 transfer credits may be applied toward Lesley's campus-based/hybrid 120-credit degree programs. Students may also earn up to 45 transfer credits (which are counted towards the maximum allowable 90 transfer credits) by documenting college-level knowledge gained via life and work experience, through our Prior Learning Assessment course (PLA). Our full-time academic advisors work with students from initial degree planning through to graduation!

### **COMMUNITY COLLEGE PARTNERSHIPS**

Lesley University partners with local community colleges to provide pathways to bachelor's degree completion. Associate's degree holders from specific local community colleges can transfer their 60 earned credits into a corresponding bachelor's degree program offered by Lesley University and taught online, at Lesley University's Cambridge campus, or on select community college campuses.

#### **Bachelor's Degree Completion Programs on the Bunker Hill Community College Campus**

Lesley University offers four bachelor's degree completion programs on the Bunker Hill campus:

- Bachelor of Science in Business Management
- Bachelor of Arts in Psychology
- Bachelor of Science in Early Childhood Studies, non-licensure program
- Bachelor of Arts/Bachelor of Science in Liberal Studies

\*Certificate in Child Homelessness—students in any of the majors listed above, or students in any program on the Cambridge campus, may also pursue this 15-credit certificate program, as part of their degree plan.

#### **Bachelor's Degree Completion Programs at the DeMello International Center in New Bedford, MA**

- Bachelor of Science in Business Management
- Bachelor of Arts/Bachelor of Science in Liberal Studies

**Bachelor of Science** Degree Completion Program on the campus of Urban College of Boston

- Bachelor of Science Studies, in Early Childhood non-licensure program

#### Admissions Requirements:

- Students interested in pursuing one of Lesley University's degree completion programs at Bunker Hill CC or the DeMello International Center in New Bedford, MA, should have completed, or are in the process of completing, a corresponding associate's degree program at either Bunker Hill Community College or another Community College ([lesley.edu/bunker-hill/new-students](https://www.lesley.edu/bunker-hill/new-students)). Students interested in pursuing the BS in Early Childhood Studies non-licensure program on the campus of Urban College of Boston should have completed an Associate's degree from Urban College of Boston.
- Students must have a 2.5 or higher cumulative academic grade point average (GPA) in their associate degree
- Apply online at <https://www.lesley.edu/academics/guide-admissions-ug-guide-8a-lesley-at-bunker-hill-community-college-us-students>
- Send all official community college transcripts to: Office of Undergraduate Admissions Lesley University 29 Everett Street Cambridge, MA 02138. Electronic transcripts are also accepted through a variety of secure sites such as, but not limited to; Parchment, Credential Solutions, E-Scrip Safe, Clearinghouse, Naviance/Common Application, JST Services.
- By earning your Associate's Degree, you should have completed 60 college-level courses and therefore will not need to submit an official high school transcript or GED/HiSet
- If any college credits are earned in an institution outside the U.S., please have the official transcript translated with a course by course description completed.

Admitted students w degree will receive 60 transfer credits toward their 120-credit Lesley bachelor's degree (transfer credit decisions are based on Lesley's transfer policies). Additional transfer credits may be considered on an individual basis. International students will need to submit the materials listed in the section on "International Students."

## **TRANSFERS BETWEEN THE COLLEGE OF LIBERAL ARTS AND SCIENCES (CLAS), LESLEY ART AND DESIGN (LA+D), AND DEGREE COMPLETION PROGRAMS ADVISED BY THE LESLEY CENTER FOR THE ADULT LEARNER (LCAL)**

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Students who wish to transfer from LA+D to CLAS or vice versa should first meet with their academic advisor to clarify their academic status, transcript, and rationale for transferring. They then petition the Dean of the school to which they wish to transfer. If approved, the student is referred to the appropriate Director of Academic Advising to complete the process.

Traditional CLAS students who wish to transfer to LCAL should first meet with their academic advisor to clarify their academic status, transcript, and rationale for transferring. They must then petition the Assistant Vice President for Adult Learning (AVP). Upon approval, the student is referred by the AVP to the appropriate academic advisor or coach (this includes professional advisors in 13 Mellen, Bunker Hill CC advisor, or THLH/eLIS) and/or Division Chair.

LCAL students who wish to transfer to CLAS traditional status should first meet with their academic advisor or coach to clarify their academic status, transcript, and rationale for transferring. They should then petition the CLAS Director of Academic Advising. Upon approval, the student is assigned to the appropriate Division Chair and/or academic advisor.

## **ONLINE PROGRAMS**

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**Lesley University offers select majors online. These majors include:**

#### **College of Liberal Arts and Sciences:**

- BS, Business Management
- BS, Human Services
- BA, Liberal Arts and Interdisciplinary Humanities
- BA/BS, Liberal Studies
- BA, Psychology

#### **College of Art and Design:**

- BS, Design for the User Experience

**Please refer to the department sections in the catalog for specific degree requirements.**

#### **To apply for an online program, students will need:**

1. To follow application instructions:  
<https://www.lesley.edu/admissions-aid/how-to-apply/undergraduate-programs>
2. Official transcripts from all colleges and/or universities attended
3. High school transcript (unless you are transferring at least 60 credits)
4. Personal statement
5. Résumé

## **INTERNATIONAL STUDENTS**

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International applicants must apply by and meet the same deadlines as U.S. first-year or transfer students for January or September.

In addition to the credentials required for first-year and transfer applicants, an international student must also submit proof of English proficiency. To ensure a student's ability to participate successfully in the Lesley curriculum, students whose native language is not English must demonstrate English proficiency through one of these five options:

- Official TOEFL (Test of English as a Foreign Language) score of 80 on the internet-based test is required. Equivalencies include: a minimum score of 550 (paper-based test), 213 (computer-based test). The Lesley University code for TOEFL is 3483.
- Official IELTS (International English Language Testing System) score of 6.5 or higher is required. To submit IELTS scores, contact the center where you took the test and request an official Test Report Form be sent to Lesley.
- Official Cambridge English Exam. Take the Cambridge English Exam at the "Advanced" level and achieve a score of "C1"
- ESL Program Partnerships in Boston

We have partnered with five English Language Schools in Boston where you can attain English proficiency and satisfy the English language requirement for our programs. You must provide proof of successful completion of one of the programs, and a letter of reference from the program coordinator or teacher in support of your English capabilities at the college level.

a. ASC English in Boston

Successful completion of "Level 5"

b. Boston International Academy

Undergraduate Applicants: Successful completion of "High Advanced I Level 4"

c. Embassy English

Successful completion of "Level C1"

d. English Language Centers in Boston

**Undergraduate Applicants:** Successful completion of "Advanced Level"

e. FLS International

Successful completion of "Level 15"

- Applicants who graduate from high school, secondary school, pathway programs or associate's degree programs taught in English may qualify to have the English proficiency requirement waived. If this is not noted on your transcript, please request a letter from your school, college, or university stating that English was your language of instruction.

Financial aid is not available for international students; however, international students may be considered for merit scholarships. Admitted students who intend to enroll must submit a certification of finances from a bank stating that sufficient funds are available to cover the cost of a Lesley education.

An I-20 form, which is required for obtaining a U.S. student visa, will be provided after the student has been accepted and has submitted both the certification of finances and the required enrollment deposit

signifying their intent to enroll. The certification of Finances must be dated and submitted no earlier than three months prior to the start of the student's first semester so as to be a current reflection of funds.

## **HOME-SCHOOLED STUDENTS**

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In addition to the other application requirements, home-schooled students must present the admissions committee with either a degree from an accredited secondary school, or successfully complete a state secondary school equivalency examination (GED or HiSET), or demonstrate they have met the requirements of their home state with respect to graduation.

## **PART-TIME DEGREE STUDENTS**

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Part-time degree students apply for admission in the same manner as full-time students, and are subject to the same admissions policies.

## **REACTIVATED APPLICATIONS**

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Any student who applied to the College of Liberal Arts and Sciences or Lesley Art & Design previously but did not enroll is able to reactivate his/her file within two years of the original date of application. This means that a student does not have to resubmit all the necessary documentation since the original application is still on file. We suggest that a student have a personal interview with a member of the admissions staff. During that conversation we will determine if any additional information is necessary.

## **ADMISSION DECISIONS**

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### **Admitted:**

This category grants the applicant admission by means of an official letter of acceptance. Admission permits the applicant to enroll as a degree candidate. Formal admission is contingent upon successfully meeting all admissions criteria.

### **Traditional full-time students admitted with an underload of four courses:**

Based on review of an applicant's work in the classroom, and to ensure success in a student's transition to Lesley, the Admissions Committee may recommend that a student be admitted but enroll with an underload of four courses in their first semester.

### **Conditionally Admitted:**

Applicants who are conditionally admitted must meet the condition(s) as stated in their letter of admission. If they fail to meet the condition(s), they may not be allowed to enroll, will not be allowed to continue in their program, or graduate from Lesley University.

NOTE: International students who meet all academic criteria for admission but have not yet met the University's English Language proficiency requirement may be admitted with the condition of demonstrating and meeting our English language proficiency requirement. A student has up to one full year to meet the requirement, options for doing so are listed in the "International Students" section above.

### **Not Admitted:**

Applicants who do not meet the admission criteria will receive an official letter of notification. Applicants who have been denied admission must wait one year before reapplying for admission.



**Deferred Admission:**

Accepted applicants can defer their start term to most programs for up to one year by submitting an Enrollment Contract and deposit where a deposit is required. All accepted applicants will have their documents retained in the Office of Admissions for twelve (12) months. An accepted applicant who fails to enroll within one year is required to submit a new application, and supporting materials. Applicants must keep the Office of Admissions informed, in writing, of their plans for enrollment.

**PART-TIME NON-MATRICULATING STUDENTS**

Students interested in taking coursework on a part-time basis and who are not, at that point, working toward a Lesley degree, should contact the Academic Advising Office in each undergraduate college to discuss course selection, availability, and pre-requisites. Once a course or courses are determined by both the Academic Advisor and student to be an appropriate fit, and if a course has the capacity to accommodate a part-time non-matriculating student, the student may then contact the Registrar's Office to enroll in the course/courses. A part-time non-matriculating student may take up to 11.5 credits at Lesley University. If a non-matriculated student wishes to take 15 credits or more, the student must initiate an application for admission to a degree program.

**AWARDING OF ADVANCED CREDIT****TRANSFER CREDIT**

Degree programs require a minimum of 120 credits for graduation; BFA degree programs require 123 credits. Students may transfer a maximum number of 90 credits into the College of Liberal Arts and Sciences and 66 credits into the College of Art and Design. Transfer credits are accepted from regionally accredited colleges/institutions.

We send a tentative credit evaluation to transfer students along with their acceptance letter. Incoming freshmen who provide an official college transcript when submitting their application file will also receive a tentative credit evaluation. In determining which credits may transfer, every effort is made to match courses with their Lesley degree equivalents. College-level courses with grades of C or better are eligible for transfer credit. Students who transfer in a full Associate's degree may receive credit for grades of D or better. Courses taken for a pass/fail grade will be eligible for transfer with a "P" grade.

Your credit evaluation provides an estimate of the number of credit hours and semesters needed to complete your degree program at Lesley. These calculations are the result of dividing the number of credits you have left to complete by the average number of credits taken during a typical semester at Lesley (15). **This is an estimate only.** It will take longer to complete your degree if you take less than 15 credits each semester. **Course availability, prerequisites, timing of scheduled courses, completion of MTEs for Education majors, and required internships/field placements may also increase the amount of time it takes to complete your degree.**

PLEASE NOTE:

15 credits = 2nd semester freshman

30 credits = 1st semester sophomore

45 credits = 2nd semester sophomore

60 credits = 1st semester junior

**ADVANCED PLACEMENT (AP) / INTERNATIONAL BACCALAUREATE (IB) EXAMINATION CREDIT**

College credit may be requested by students achieving scores of four or five on appropriate College Board Advanced Placement (AP) examinations. AP scores of 3 or better will be awarded credit in the AP Studio Arts Exams. This credit can be applied to either required or elective courses.

Download the AP Courses and Equivalencies PDF.

Lesley recognizes the International Baccalaureate (IB) curriculum as a challenging program of study and takes the rigor of this program into account when evaluating an applicant's record. Upon receipt of official results, students completing the IB Diploma may receive the equivalent of one semester of work (18 credits) for Diploma scores of 24-29. Students are eligible for sophomore standing (30 credits) for Diploma scores of 30-45. Additionally, students who take IB courses but do not pursue the full IB Diploma may receive three units of credit for each Higher Level (HL) IB exam with a score of 4 or greater; if the score is 5 or greater, six credits will be awarded.

Download the IB Exam Curriculum Mapping PDF.

**GENERAL CERTIFICATE OF EDUCATION ADVANCED LEVEL - GCE A-LEVEL**

Lesley recognizes the GCE A Level as a school leaving qualification offered by secondary schools, sixth form colleges and further education colleges in the United Kingdom, some Commonwealth countries, and at many international schools around the world.

- Six to eight credits will be awarded for each A-Level subject with a grade of C or higher
- Three to four credits will be awarded for each AS-Level subject with a grade of C or higher

**CLEP CREDIT**

College credit may be requested at the point of admission by students who present scores of 50 or above on appropriate College Level Examination Program (CLEP) exams. This credit can be applied to either required or elective courses. Students may transfer up to 30 CLEP credits into their degree program (included in the total allowable transfer credits). CLEP credit may also be considered after admission based on advisor and departmental approval.

**AMERICAN COUNCIL ON EDUCATION CREDIT**

The University supports the awarding of transfer credits to students with college-level learning acquired via professional development programs, training experiences offered by an employer, community based organizations, or military experience. If these non-college experiences have been evaluated by the American Council on Education (ACE) and college credits recommended, the University may accept these credits towards the student's degree program. The recommendation from ACE will be reviewed by the Admissions Counselors in consultation with the Academic Advisors and the Registrar's Office. Official ACE transcripts must be submitted in order to be accepted for transfer.

**MASSTRANSFER**

Lesley welcomes associate degree holders from all colleges. Students with an earned associate degree who meet Lesley's admission criteria are eligible to transfer all credits earned toward the associate degree to apply to the Lesley bachelor's degree. Students are still required to meet all major requirements including minimum GPA and required benchmark grades for certain courses in specified majors.

Additionally, Lesley has facilitated the transfer of credits for students entering Lesley from Massachusetts community colleges. Students who have earned associates degrees that include the "MassTransfer" designation are able to transfer all credits earned toward the degree and will be deemed to have met Lesley's lower division general education foundation requirements through the transfer of the MA general education foundation block. Students may be required to take an additional 6 credits at Lesley (to be determined in conjunction with the student's advisor) to fully meet Lesley's general education and depth of study foundation depending on the students' intended program of study.

**ADDITIONAL PLACEMENT PROCEDURES**

All undergraduate students at Lesley University must meet competencies in writing and mathematics. A review of Accuplacer test scores, college coursework, Advanced Placement (AP), and International Baccalaureate (IB) test scores will be used to determine students' placements in writing and mathematics courses. If a student feels the course assignment may not provide appropriate challenge, the student may choose to sit for a writing and/or mathematics exam, administered by Lesley, to determine placement.

We also recognize that students may have had experiences or developed life skills related to their future careers or college-level learning outside formal classroom settings. For this reason, accepted degree candidates may participate at the point of matriculation in the University's Prior Learning Assessment Process (PLA) in order to document and evaluate for academic credit past experiences that occurred between high school graduation and prior to enrolling at Lesley.

**EARNING A SECOND BACHELOR'S DEGREE**

Students who have already earned a bachelor's or higher degree from a regionally accredited institution may apply for admissions to a program leading to a second degree of the same level provided the following requirements are met:

- The major field selected is demonstrably different in curricula and objectives from that of the first degree.
- The applicant must meet the requirements for acceptance into selected fields (i.e. portfolio review for BFA admission).
- Students must have a cumulative GPA of 2.5 or higher in their original bachelor's degree.
- A maximum of 90 credits will be transferable from the first degree; the emphasis in determining transferrable credit is to fulfill General Education requirements. Credits taken at two-year or four-year schools after the first degree was awarded may be considered in the 90 transferable-credit maximum. Official transcripts from all schools attended are required.
- Advanced Placement, International Baccalaureate, and CLEP exams that meet the minimum score requirements may be counted toward transferrable credits, but only official score

reports submitted via the College Board or IB programs will be accepted.

- Students may not use units gained through Credit for Prior Learning options unless they are earned at Lesley. These units will be counted among the 90 transferrable credits.
- All new credits toward a second bachelor's degree at Lesley University must be residential credits. Once admitted to Lesley University, a second bachelor's student may not take course work at another institution and transfer it back to Lesley University.
- Students pursuing a second bachelor's degree must meet all undergraduate academic standards; second bachelor's student who fail to maintain minimum academic standards will be subject to academic review.
- Certain programs may require higher GPAs and prerequisite course work. Please check with the appropriate department for more information.
- Second bachelor's students must meet major department requirements from the catalog under which they were officially admitted. Students have ten (10) years to graduate under that catalog.
- Students in a second bachelor's degree program will be eligible for semester honors and/or Latin Honors if they meet the published criteria.
- Students in a second bachelor's degree program are not eligible to apply for a dual-degree program at Lesley University.

**DUAL ENROLLMENT PROGRAMS / ARTICULATION AGREEMENTS**

Students who come to the College of Liberal Arts and Sciences or the College of Art and Design through dual enrollment programs or an articulation agreement must satisfy various course requirements as described in each specific plan of study / agreement. More information about dual enrollment programs and articulation agreements is available from the Office of Undergraduate Admissions. Current articulation agreements are listed below.

**Community College Articulation Agreements**

Bristol County Community College

- MassTransfer Associate Degrees: general education foundation to Lesley general education lower division foundation

Bunker Hill Community College

- AS, Business Administration to BS, Management
- AA, Business Concentration to BS, Management
- AS, Early Childhood Development to BS, Early Childhood Studies (non-licensure)
- AA Psychology to BA, Psychology
- AS, Visual & Media Arts to BFA, Graphic Design
- MassTransfer Associate Degrees: general education foundation to Lesley general education lower division foundation

#### Housatonic Community College

- AS, Graphic Design to BFA, Graphic Design

#### Middlesex Community College

- AS, Graphic Design to BFA, Graphic Design
- AS, Studio Art to BFA, Graphic Design
- MassTransfer Associate Degrees: general education foundation to Lesley general education lower division foundation

#### Massasoit Community College

- AA Emergent Technologies (Visual Arts, Graphic Design Option) to BFA in Graphic or Interactive Design
- MassTransfer Associate Degrees: general education foundation to Lesley general education lower division foundation

#### North Shore Community College

- MassTransfer Associate Degrees: general education foundation to Lesley general education lower division foundation

#### Quincy College

- General Associate Degree Articulation agreement (see Lesley.edu for any individual program pathways)

#### Quinsigamond Community College

- MassTransfer Associate Degrees: general education foundation to Lesley general education lower division foundation

#### Roxbury Community College

- MassTransfer Associate Degrees: general education foundation to Lesley general education lower division foundation

#### Urban College of Boston

- AA, Early Education to BS, Early Childhood Studies (non-licensure)

## TUITION, FEES AND PAYMENT

### TUITION AND FEES (2019-2020 ACADEMIC YEAR)

Information on Tuition and Fees available here:  
<https://lesley.edu/students/financial-aid-bills-payments/undergraduate-tuition-fees>

#### SPECIAL FEES

Overload charges per credit hour	\$540
Late registration fee	\$100
Laboratory charge for each computer course**	
Laboratory charge for Natural Science courses***	\$20
Materials fee****	\$15
New Student Orientation (first semester)	\$125
Degree completion fee (final semester)	\$75
Monthly late payment fee	\$100
Dishonored check charge	\$50

\* Subject to change.

\*\* A laboratory fee will be charged for each computer course. The amount is determined on a per course basis.

\*\*\* The fee applies to all CBIOL, CNSCI, and CPHYS classes except for CBIOL 1100, CBIOL 2100, CBIOL 2502, CBIOL 2602, CBIOL 3210, CBIOL 3250, CBIOL 4100, CBIOL 4110, CHLTH 4210, CNSCI 2100, CNSCI 2101, CNSCI 2120, CNSCI 2140, CNSCI 3101, CNSCI 4100, and CNSCI 4200. If a student takes more than one of these courses in a semester, s/he will be charged only once for that semester.

\*\*\*\* This fee applies to CARTH 2423 & CEXTH 2623

#### FEES AND EXPENSES

A non-refundable deposit of \$300 for non-resident students and \$600 for resident students is required when a student submits the Enrollment Deposit Contract. The enrollment deposit is deducted from tuition during the first semester.

Students can carry up to 18 credits per semester (fall/spring) at the full-time tuition rate. Students who exceed 18 credits in either semester will be assessed course overload charges. This rate is \$540.00 per credit hour.

Statement notifications for the fall semester are emailed the second week of July. Payment must be credited to your student account by August 1. Statement notifications for the spring semester are emailed the second week of November. Payment must be credited to your student account by December 15. All correspondence will be sent to your Lesley email address.

Students will not be allowed to register, be admitted to class or gain entry into the residence hall until their student account is satisfied. The student account is considered satisfied by payment in full, full financial aid coverage, as indicated on your financial aid award letter, or an established payment plan with Tuition Management Systems (TMS).

#### PAYMENT INFORMATION

Notification of tuition bills will be sent to your Lesley email address. To view your bill, you can log into the Student Account Center at [lesley.afford.com/](https://lesley.afford.com/). Tuition and fee charges can be paid online with an American Express, Discover, MasterCard or VISA credit card. All credit card and debit card payments are subject to a 2.5% convenience fee. Check/ACH payments can be made online without a fee. Checks mailed to the University should be made payable to Lesley University. Please include the student's full name and Lesley ID Number to ensure proper application to the student account. It is the student's responsibility to ensure payments are made by the payment due date for each semester. Please allow at least ten business days for payments mailed to the University to avoid late payment fees.

In order to be in good standing at Lesley, you must meet your financial obligations with the Student Accounts Office by the due dates of August 1 (fall semester, term I), October 15 (fall term II), December 15 (spring semester, term I), February 15 (spring term II), April 15 (summer term I), May 15 (summer semester), and June 15 (summer term II).

The student is responsible for updating his/her contact information and email address with the Student Financial Services.

Any check drawn on a foreign bank may incur collection and/or bank fees for which the student is responsible.

If paying via wire transfer, please contact Student Financial Services to obtain bank information via email [sfs@lesley.edu](mailto:sfs@lesley.edu).

All students must complete the Enrollment Agreement via their LOIS account prior to the start of each academic year. Students who have not completed the Enrollment Agreement or have not met their financial obligations to the University will not be allowed to register for additional courses until the balance is paid in full. Grades, transcripts, and diplomas will be withheld from students whose accounts show overdue balances. Students experiencing financial difficulties should contact Student Financial Services to review the payment options available. If the unpaid balance is turned over to a collection agency, the student will be required to pay all reasonable collection costs and fees incurred while trying to collect the balance owed, including reasonable attorney's fees to the extent permitted by law. All student accounts turned over for further collection activity will be reported to all major credit bureaus.

Pending financial aid amounts shown on the student account bill are anticipated funds, not actual credits. Further action may be required on the student's part for these anticipated funds to be disbursed into the student account. Pending awarded financial aid is deducted from the balance on the first bill each semester. Please note that loan amounts may be a percentage less than the pending award amount noted on the student account statement. It is the responsibility of the student to check with Student Financial Services to ensure that all required documentation is complete regarding loans and other types of aid for disbursement to the student account. While Student Financial Services staff is happy to assist students with determining tuition balances and arranging payment plans, it is the student's

responsibility to make sure his/her balance is paid in full by the determined due dates.

## CONFIDENTIALITY

Student Financial Services communicates with you, the student. If you want or need members of the Student Accounts Office to speak with your parent(s), grandparent(s), guardian(s), aunt, uncle, or others, access must be granted by granting permissions on the Student Account Center. We do not provide student account information to people not granted this permission.

## PAYMENT PLANS

To help students and their families manage the cost of education, the University has made arrangements with Tuition Management Systems to offer interest-free monthly payment options.

Tuition Management Systems (TMS), [lesley.afford.com/](http://lesley.afford.com/), offers a flexible payment plan option that divides tuition and fees into monthly payments. The University offers semester based plans for the Fall, Spring and Summer. Your payment plan must be established with TMS prior to the tuition due date to have met your financial obligation to the University. Each plan requires a non-refundable enrollment fee due to TMS with the first payment either by submitting the enrollment form directly to TMS or by enrolling and submitting payment online at [lesley.afford.com/](http://lesley.afford.com/). Students enrolled in payment plans will receive statements from the University in the months of July, August, November, December, April, and May as a courtesy.

TMS accepts personal checks or money orders, payable to Tuition Management Systems. Monthly payments can be made via American Express, Discover, MasterCard or Visa for an additional convenience fee. The enrollment fee can be paid with American Express, Discover, MasterCard, or Visa.

All payment options must be completed one month prior to your graduation date. Contact Student Financial Services at 800.999.1959 extension 8760 for further information, or email [sfs@lesley.edu](mailto:sfs@lesley.edu).

## SPONSORED BILLING

If an outside agency or employer has agreed to pay all or part of a student's tuition and/or fees, billing authorization (purchase order) from the third party must be submitted to the Student Accounts Office prior to the payment deadline. The Student Accounts Office will then bill the agency for the amount they have agreed to pay. Any remaining balance will be billed to the student and is due prior to the payment due date.

Your sponsorship letter must:

- Be typed on company letterhead
- Include an authorized signature (not that of the student)
- Include dates of sponsorship
- Include which items will be paid (i.e. tuition and fees)
- State that Lesley University must directly invoice the sponsoring agency
- Include contact information for the sponsor:
  - a. Contact person name and email
  - b. Physical billing address

Sponsorship cannot be contingent upon grades. Please retain a copy of your sponsorship letters as you may be held responsible for tuition

and fees if an authorization has expired or is invalid for any reason. Sponsorships 45 days past due will be removed, the charges added back to the student account and payment is due within 24 hours of the cancelled sponsorship. The student will be notified via email of this action. Please be sure that you actively view your Lesley email.

## TUITION REFUNDS

The following refund schedule is used to determine the portion of tuition that will be refunded depending upon the date a student withdraws from a course or from the University. University policy does not allow retroactive withdrawals or refunds.

## TIME OF WITHDRAWAL

Prior to the start of classes	100%		
		During the 1st week of classes	100%
		During the 2nd week of classes	100%
		During the 3rd week of classes	50%
		During the 4th week of classes	25%
		After the end of the 4th week of classes	0%

- Applies to courses in 14/15-week semester for fall and spring and 12/13-week semester in the summer. Actual percentage will depend on the official date of formal withdrawal.
- For courses with fewer than six class meetings, there is a 100% refund if the drop occurs prior to the start of classes. Once the class has begun, there is no refund.
- Registration and course fee(s) will not be refunded after the 2nd week of the semester.
- Residence hall residents who withdraw prior to the 7th week of classes will receive a pro-rated refund on the portion of the board that is not used.
- Students who receive financial aid, and who withdraw or reduce credit load during the refund period, may have an adjustment/reduction in their Financial Aid Award.
- For information on refunds for term based courses please visit the Student Accounts Refund Policies website: <https://www.lesley.edu/students/financial-aid-bills-payments/refund-policies-processes>

## TUITION INSURANCE PLAN

The Student Accounts Office has concern for the student who suffers a serious illness or accident and has to withdraw before the semester is completed. In many instances, it means not only the loss of time invested in studies, but also a financial loss of the semester's cost.

We are pleased to offer tuition insurance through the Tuition Refund Plan at AWG Dewar, Inc. that will help minimize the financial loss. This insurance plan provides coverage for tuition, room and board charges for the academic year. The plan protects schools and parents from the financial consequences of withdrawals.

The University's refund policy already provides a partial refund of tuition through the fourth week of classes, and a pro-rated withdrawal policy through the seventh week of classes for room and board (see <https://www.lesley.edu/students/financial-aid-bills-payments/refund-policies-processes> for refund policy information). But the tuition refund plan will assure up to a 70% refund of tuition in the event of a complete withdrawal under the terms of the plan. If you elect to waive this coverage, you will be subject to the University's refund policies.

To facilitate enrollment in the program, students will be automatically billed for the premium cost. If you do not want the coverage, you must waive the insurance online at [www.lesley.edu/lois](http://www.lesley.edu/lois) so that the full year cost, charged in the fall semester only, will be credited (removed) from your student account. You must waive this charge by August 1 if you do not wish to protect your tuition payments.

## STUDENT HEALTH INSURANCE PLAN

Massachusetts state law requires all students enrolled at least three-quarter time have adequate health insurance coverage. To read the details on this law and health insurance requirements, go to [massresources.org/student-health-insurance](http://massresources.org/student-health-insurance). Students who meet the above stipulation will be automatically enrolled in a student health insurance plan (SHP) for coverage effective August 15 - August 14, serviced by Gallagher Student Health & Special Risk (Gallagher).

Your student account bill will include the charge for student health insurance. This charge must be waived provided you (the student) are covered by insurance of a comparable plan. Comparable plan information can be found at [lesley.edu/students/health-wellness-safety/health-and-dental-insurance](http://lesley.edu/students/health-wellness-safety/health-and-dental-insurance). Waivers must be completed online at [gallagherstudent.com/lesley](http://gallagherstudent.com/lesley). Confirmation emails are sent to your Lesley email when your waiver is received and confirmed. Retain this email for your records.

Students taking course credits at any school under a Consortium Agreement, or by any other method, may not count towards their total credit load for automatic enrollment in the student health insurance plan.

Students must waive the Student Health Insurance Plan if currently enrolled in a health insurance plan of comparable coverage. *Please note that Lesley reserves the right to re-enroll you in the student health insurance plan if it is determined that the plan you indicated on your waiver form is not deemed comparable coverage. The student health insurance charge will be reassessed to your student account and payment will be due immediately.*

Comparable coverage means that your current insurance plan provides access to local doctors and other health care providers in the Cambridge area, for diagnostic testing, lab and x-ray services, prescription drugs, mental health services, inpatient and outpatient hospital services, urgent care and emergency services. Out of state Medicaid programs, Commonwealth Care, and insurance plans that do not provide coverage in Massachusetts are not comparable coverage.

Policy must be in effect from August 15 to August 14. The deadline to waive annual coverage is August 15 to avoid late payment fees. The deadline to waive spring coverage is December 15 to avoid late payment fees.

**Online Waiver Process** To waive the Student Health Insurance Plan for the academic policy year, log onto: [www.gallagherstudent.com/lesley](http://www.gallagherstudent.com/lesley). On the left navigation, under

"Student Access", click on "Waive/Enroll". Log-in. Your user name is your Lesley email address. Your temporary password is your student ID number preceded by two leading zeroes. You will be required to reset your password for security purposes and will be sent an email to your Lesley email with a reset password link. Complete the Health Insurance Decision Form. You will immediately receive a reference number confirming the form was submitted. If you waived the Student Blue Plan, the charge for it will be removed from your Lesley Student Account within 3-5 business days.

If you accept the insurance, you will receive an email confirming your acceptance. Gallagher will mail your new insurance card to you.

## REFUNDS OF CREDIT BALANCES

Over-payment, scholarship credits, adjustments and financial aid payments may result in a credit balance on the student account. If an account indicates a credit balance, it will be refunded to the student. Federal Stafford Loan and private loan payments resulting in a credit balance will be refunded within 10 - 14 days of the date the credit appears on the student account. Credits resulting from a Federal Parent PLUS Loan will be refunded to the parent listed as the borrower, unless otherwise noted in the application.

Lesley University students are enrolled in the Student Account Center (SAC) and eRefunding with [lesley.afford.com](http://lesley.afford.com). When enrolled, an email from [lesley.afford.com](http://lesley.afford.com) is sent to the student's Lesley email address prompting the student to register in the SAC and select their desired refund preference. Preference options include ACH, which deposits the student refund directly into their chosen bank account, and a prepaid VISA debit card. After completion of the enrollment process, an email will be received by the student confirming the preference chosen.

## LATE PAYMENT FEE

Past due accounts will be assessed a \$100.00 monthly late payment fee. Students who have been awarded financial aid will not be charged the late payment fee on the amount the financial aid will cover. Students enrolled in and paying on payment plans will not be charged the late payment fee on the portion of the amount covered by the payment plan.

If you want to dispute a late payment fee on your statement, email The Lesley Lynx Solution Center within 60 days of the bill on which the late payment fee appeared. The Lesley Lynx Solution Center will research your dispute and contact you with an explanation within 30 days of receipt of your email. Include the following information:

- Your full name and Lesley ID number
- The dollar amount of the late payment fee
- Description of the late payment fee and explanation of why you believe there is an error. If you need more information, describe the item you are not sure about.

Veteran's Affairs eligible students:

- The university adheres to the requirements of and complies with the Veterans Benefits and Transition Act of 2018, specifically S2248 PL 115-407 Section 103. The university permits any covered individual to attend or participate in the course 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 of this title.
- In accordance with S2248 PL 115-407 Section 103 Lesley University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional

facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.

## **DISPUTE OF A CHARGE**

If you want to dispute a charge on your student account statement, email The Lesley Lynx Solution Center within 60 days of the bill on which the charge appeared. The Lesley Lynx Solution Center will research your dispute and contact you with an explanation within 30 days of the receipt of your email.

Please provide the following information in your correspondence:

- Your full name and Lesley I.D. number
- The dollar amount of the charge
- Describe the charge and explain why you believe there is an error. If you need more information, describe the item you are unsure about.

**Please Note:** late payment fee disputes will be considered for review for the current semester only. Late payment fee disputes from past semesters will not be considered.

## **RETURNED PAYMENTS**

The University automatically re-deposits returned checks received for payment of a student account. A \$50 returned payment fee is charged to the student account if the check is returned after the re-deposit attempt. The University may require future payments be made by certified check or money order. Should a check be returned due to a bank error, a letter from the bank will allow us to accept personal checks and the returned check fee may be removed.

ACH payments returned by the bank are also subjected to the \$50.00 returned payment fee. Electronic payments are only presented once to the bank for payment.

## **NON-PAYMENT OF CHARGES**

Students who have not met their financial obligations to the University will not be allowed to register for additional courses until the balance is paid in full. Grades, transcripts, and diplomas will be withheld from students whose accounts show overdue balances. Students should contact Student Financial Services immediately if they are experiencing financial difficulties paying their account. If the unpaid balance is turned over to an outside collection agency or attorney, the student will be required to pay all reasonable collection costs and fees incurred while trying to collect the balance owed, including reasonable attorney's fees to the extent permitted by law. All student accounts turned over for further collection activity will be reported to all major credit bureaus.

## **FINANCIAL ADMINISTRATIVE WITHDRAWAL POLICY**

The College reserves the right to administratively withdraw, without prior notice, any student who does not meet the stated financial requirements of the College of Liberal Arts and Sciences.

A student is entitled to appeal the notice of pending administrative withdrawal within 30 days of its taking effect. The appeal must be in writing, return receipt requested, to the university official initiating the withdrawal procedure.

The appeal must be based on either a factual error or documentation of resolution of the outstanding obligation. The appeal should include a written statement outlining the basis of the appeal; supporting documentation providing evidence of factual error(s); resolution of the outstanding issue or problem; or successful completion of the requirement(s).

Appeals will be reviewed by the appropriate university officer and, if appropriate, will be reviewed by the Dean of the College of Liberal Arts and Sciences.

## **TUITION REIMBURSEMENT**

Students who are expecting tuition reimbursement from their employer are responsible for payment in full by the due date indicated on their ebill notification unless otherwise noted. It is the student's responsibility to ensure payments are made by the payment due date on each statement. Payments received after the due date will result in late payment fees.

## **TUITION PAYMENT STATEMENT (IRS FORM 1098-T)**

The federal government requires all colleges and universities to provide students with a yearly statement of payments made toward eligible tuition and fees required for enrollment and attendance. Eligible tuition and fees are "tuition for credit-based courses and mandatory fees". Not included are student health insurance fees, room and board expenses, and non-credit university fees. Educational tax credits may be available to students who meet eligibility requirements. Check with a tax professional regarding your eligibility. More information is available at [irs.gov/individuals/students](http://irs.gov/individuals/students).

Each October, in compliance with IRS regulations, Lesley University will contact all students who have not provided a social security number to the university.

It is the student's responsibility to provide your full legal name and social security number, phone number and email address so the above information can be mailed to you in January of each year. You must ensure that you have an updated billing address. Students can change their address via their LOIS account at [lesley.edu/lois](http://lesley.edu/lois). You may view your 1098-T information at [www.tsc1098T.com](http://www.tsc1098T.com).

## **QUESTIONS**

Student account questions should be directed to The Lesley Lynx Solution Center. The mailing address is:

The Lesley Lynx Solution Center  
Lesley University  
29 Everett Street  
Cambridge, MA 02138-2790

[sfs@lesley.edu](mailto:sfs@lesley.edu)  
800.999.1959 extension 8760  
617.349.8760  
[www.lesley.edu/studentaccounts](http://www.lesley.edu/studentaccounts)

*Students who are on campus are welcome to stop by the student services counter on the third floor of University Hall, 1815 Massachusetts Avenue, Cambridge, MA.*

Office Hours: Monday - Friday: 11:00 AM - 5:00 PM

Office Hours during semester based Add/Drop periods: Monday - Friday: 9:00 AM - 5:00 PM

## FINANCIAL AID

The Lesley University Financial Aid Office provides a centralized student support service available to both undergraduate and graduate students. The Financial Aid Office assists students seeking financial aid consideration; coordinates various sources of funding at the federal, state, and institutional levels; and administers and develops programs of student financial assistance including several on-campus student employment programs.

The purpose of the Financial Aid Office is to help students and their families finance their education at Lesley University. The amount of assistance awarded to a student is based on the availability of funds, the size and aggregate need of the applicant pool, and the student's measured ability to meet educational costs by means of personal and family resources. Students are expected to contribute from their assets and earnings, including appropriate borrowing against future earnings and their families are expected to contribute according to their means, taking into account their income, assets, number of dependents, and other relevant information. While the University expects that the family will assume a major responsibility for financing a college education, the Lesley University Financial Aid Office will exert every effort to assist the student in making up the difference with a combination of federal, state, institutional, and independent sources of financial assistance.

The Financial Aid Office is committed to helping students and their families receive the financial assistance for which they are eligible. The philosophy of student aid is to provide access and choice to students who without such assistance would not otherwise be able to attend Lesley University. The staff is accessible to students and willing to help. No student should discontinue his/her studies because of financial considerations without first consulting the Financial Aid Office.

### HOW TO APPLY FOR FINANCIAL AID CONSIDERATION AND ELIGIBILITY CRITERIA

The Free Application for Federal Student Aid (FAFSA) form is required of all applicants for financial aid consideration. It is submitted directly to the U.S. Department of Education by utilizing the [www.fafsa.gov](http://www.fafsa.gov) website. You must indicate "Lesley University, 29 Everett Street, Cambridge, MA" and the Title IV School Code "002160" on the application for the filing results to be received by the Financial Aid Office. Students and (if determined necessary by the U.S. Department of Education) parents should complete the entire FAFSA application. Lesley University will receive this information electronically from the U.S. Department of Education within three to five business days after its successful signing and completion.

#### Priority FAFSA Filing Dates

<i>Starting Semester</i>	<i>Priority Filing Date</i>
Sept. New Students	February 15
Jan. New Students	November 1
Currently Attending Students	April 1

The Lesley University Financial Aid Office encourages all students to apply for financial aid consideration even if the date of the application is past the above-listed priority dates. The most basic

eligibility requirements to receive need-based financial aid consideration are that you must:

- be a U.S. citizen or an eligible noncitizen (as defined by the U.S. Department of Education),
- have a valid Social Security number,
- register (if you haven't already) with the Selective Service, if you're a male between the ages of 18 and 25,
- maintain satisfactory academic progress,
- demonstrate financial need (except for certain loans),
- be accepted by the Admissions Office for enrollment as a regular student working toward a degree or certificate in an eligible academic program,
- certify that you are not in default on a federal student loan and do not owe money on a federal student grant,
- certify that you will use federal student aid only for educational purposes.

The Financial Aid Office will make every attempt to complete the application review process in a timely manner when the FAFSA application is filed prior to the above filing dates. The Financial Aid Office will notify students about their financial aid eligibility as well if the U.S. Department of Education mandates that other materials (such as copies of citizenship documentation, federal tax returns or other corroborating documentation) are required to be supplied to the Financial Aid Office before an official award announcement can be made.

In applying for financial assistance, a student is considered for all types of federal, state, and institutional aid programs for which they may qualify. A financial aid package is designed for each student and is communicated to the student in the form of a financial aid award letter. All financial aid is to be used to help the student defray the costs of tuition, fees, room and board, and other educationally related expenses incurred during the academic year. In order to receive financial aid consideration, a student must intend to be registered at least half-time (6 credits) per semester. The only exception is the Federal Pell Grant, which offers limited grant consideration to students enrolled at less than half time status. A description of the application process and a listing of applicable forms can be found at [www.Lesley.edu](http://www.Lesley.edu) under "Apply for Federal & State Financial Aid."

### HOW FINANCIAL AID IS DETERMINED

Financial aid is awarded based on demonstrated financial need as determined by the Lesley University Financial Aid Office. Financial need is the difference between Lesley University's projected educational costs for an academic year and the Estimated Family Contribution number (Educational Expense Budget - Family Contribution = Financial Need) as determined by the completion of the U.S. Department of Education's Free Application for Federal Student Aid (FAFSA) application each academic year.



## TYPES OF FINANCIAL AID

### DEMONSTRATED NEED-BASED GRANTS

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These awards are grant aid made to students who demonstrate financial need, apply by established priority dates, and meet the eligibility criteria set forth by each funding program. Grant aid does not have to be repaid. These programs include:

**Federal Pell Grants:** Federal grant aid for first Bachelor's degree students who demonstrate a very high level of need. Eligibility is determined by criteria established by the U.S. Department of Education. The amount of the grant is also based on the student's level of need and the number of credits for which the student will register. For more information, please visit <https://studentaid.ed.gov/sa/types/grants-scholarships/pell>.

**Federal Supplemental Educational Opportunity Grants (FSEOG):** This federal program provides grant assistance to first Bachelor's degree students with exceptional financial need. At Lesley, priority for receiving FSEOG is given first to Federal Pell Grant eligible students who are registered for 12 or more credits each academic semester.

**TEACH Grant:** Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. For more information about the responsibilities that a student assumes in receiving this grant, please go to the Financial Aid Office website at [lesley.edu/academics/guide-financial-aid-scholarships-undergraduate-first-year-and-transfer-students](http://lesley.edu/academics/guide-financial-aid-scholarships-undergraduate-first-year-and-transfer-students) under "TEACH Grant."

**Iraq and Afghanistan Service Grant:** A student whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001 may be eligible to receive the Iraq and Afghanistan Service Grant. Additional student eligibility requirements include that the student must be ineligible for a Federal Pell Grant due only to having less financial need than is required to receive Pell funds, be under 24 years old, or be enrolled in college at least part-time at the time of the parent's or guardian's death. The grant award is equal to the amount of a maximum Pell Grant for the award year. For more information, please visit <https://studentaid.ed.gov/sa/types/grants-scholarships/iraq-afghanistan-service>.

**State Grants:** These are awarded directly by the state of a student's residence to first Bachelor's degree students. Most states require that a student be registered for a minimum of 12 credits per semester in order to receive their respective state's grant consideration. To apply for a state grant in Massachusetts and most other states, the student completes a FAFSA by the state's priority deadline which can be confirmed at <https://studentaid.ed.gov/sa/fafsa> under "Student Aid Deadlines". Although Lesley anticipates Massachusetts state grant eligibility on the student's award letter, the student also will be notified of eligibility directly by the state.

**Massachusetts Gilbert Grants:** These are funds allocated by the Commonwealth of Massachusetts to Lesley for distribution to eligible full-time, Bachelor's degree students who are permanent residents of Massachusetts with a demonstrated high level of need.

**Lesley Need Based Grants:** The Lesley Grant is provided, for up to eight semesters to students who demonstrate financial need and have applied for financial aid consideration by the established priority date.

### EMPLOYMENT

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Employment programs offer students the opportunity to apply for and be hired for part time employment and earn a paycheck every two weeks. All on-campus student employment opportunities are listed and hiring requests are processed through the Financial Aid Office. Students may obtain general conditions and terms applicable as well as a listing of available positions on the Financial Aid Office website at [www.lesley.edu](http://www.lesley.edu) under "Student Jobs". Instructions regarding employment opportunities and hiring procedures are e-mailed to main campus students in August (and in January for spring semester starts). Job postings for the academic year are released over the Labor Day weekend and are maintained throughout the academic year through the end of the spring semester.

**Federal Work Study Program (FWSP):** This need-based, federally subsidized work program provides part-time employment opportunities on campus or at nearby off-campus non-profit community service sites for eligible students. Eligibility is announced in a student's financial aid award letter and instructions regarding employment application and hiring procedures are emailed to the student in August (and in January for spring semester starts). Eligible students are encouraged to choose jobs which meet their interests, relate to their course of study, and fit in with available free time. Earnings through FWSP are taxable income.

**Lesley Works Program (LWP):** Students who have not applied for financial aid or who did not receive Federal Work Study consideration are still eligible to obtain on-campus employment at Lesley through the Lesley Works program. Earnings through the LWP are taxable income.

Students may also wish to contact the Career Resource Center on the fourth floor of Doble Hall on the Doble Campus or at 617-349-8550 where a listing of off-campus employment opportunities can be found.

### LOANS

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These governmentally regulated programs offer eligible students and/or parents low-interest loans to be applied to the costs of their college education. In accepting a loan, a student/parent assumes the responsibility to repay the loan under its specific terms and conditions. All students who wish to borrow federally sponsored loans will be responsible to complete entrance counseling prior to having their initial loan disbursed. Also, students who have borrowed who are leaving school or who drop below half-time status should meet with their financial aid counselor and will need to complete an exit interview session to confirm their loan terms, repayment schedules and their rights and responsibilities.

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

**Federal Direct Subsidized Stafford Loan:** This federally subsidized loan (the government pays interest while a student is enrolled at least half time) is available to eligible aid applicants as determined

by the Lesley University Financial Aid Office. Interest for borrowers at the time of publishing is being projected to be fixed at 5.045% with loan processing fees assessed by the U.S. Department of Education of 1.066%. Bachelor degree candidates may qualify for up to \$5,500 in subsidized Stafford loan consideration per year depending upon their completed academic credit level. Interest and principal payments begin six months after a student is no longer enrolled at least half-time (6 credits per semester) however interest will not be subsidized during the six-month grace period for subsidized loans for which the first disbursement is made on or after July 1, 2012, and before July 1, 2014. For more information, please visit [studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized](http://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized).

**Federal Direct Unsubsidized Stafford Loan:** The federal unsubsidized Stafford loan is available to applicants who are not eligible for the subsidized Stafford Loan. Interest for borrowers at the time of publishing is being projected to be fixed at 5.045% with loan processing fees of 1.066%. The student is responsible for the interest that accumulates while they are enrolled and can choose to pay the interest quarterly or allow the accumulated interest to be added back into the principle balance of the loan. Bachelor degree candidates may qualify for up to \$12,500 in unsubsidized Stafford loan consideration per year depending upon their completed academic credit level, dependency status as determined by the U.S. Department of Education on the FAFSA application and the results of the need analysis performed by the Financial Aid Office. Most of the terms and conditions of subsidized and unsubsidized Stafford loans are the same. Interest for borrowers at the time of publishing is being projected to be fixed at 4.45%. For more information, please visit [studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized](http://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized).

**Federal Perkins Loan:** This low interest federal program is administered by Lesley University. Since funds are very limited, preference in awarding Federal Perkins Loans is given to students who apply for financial aid consideration prior to the priority application date and who demonstrate a high level of financial need as determined by the Lesley University Financial Aid Office. Repayment of this loan begins nine months after the borrower ceases to be at least a half-time student. The interest rate during repayment is 5% and there is a nine month grace period after graduation or withdrawal. Under certain conditions, the program allows for cancellation and/or deferment of the amounts borrowed. Lesley University will be prohibited from making new Perkins loans to students as the U.S. Department of Education has discontinued the program after September 30, 2017.

**Massachusetts No-Interest Loan:** This loan program is offered through the Office of Student Financial Aid (OSFA) to bachelor's degree students who are Massachusetts residents who meet eligibility requirements established by the Commonwealth of Massachusetts. No interest is accrued or charged on the principal of this loan, which enters repayment six months after the student ceases to be enrolled at least half-time. Students have ten years to repay their loan balance. For more information, please visit [www.mass.edu/osfa/programs/nointerest.asp](http://www.mass.edu/osfa/programs/nointerest.asp)

**Federal Direct Parent PLUS Loan:** The Federal Direct Parent PLUS Loan is a federally guaranteed loan available to parents of dependent undergraduate students. Eligibility is based on creditworthiness. The interest rate on the Federal PLUS Loan is projected to be at 7.595%. The rate is set every July 1st for the following academic year. The loan processing fee assessed by the U.S. Department of Education and reduced proportionally from each loan is 4.264%. Parents may borrow up to the cost of education minus other financial aid. Repayment of the Federal PLUS Loan begins 60 days after full disbursement of the loan proceeds or can be deferred by request to the U.S. Department of Education. The Federal FAFSA application must be completed by the student and their family for the Federal PLUS loan to be certified by the Financial Aid Office. For more information, please visit [studentaid.ed.gov/sa/types/loans/plus/parent](http://studentaid.ed.gov/sa/types/loans/plus/parent).

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## MERIT-BASED SCHOLARSHIPS

Lesley's guaranteed merit-based scholarship opportunities were established to recognize students with strong academic performance who demonstrate potential for further success in college and who will contribute greatly to the academic life of the college. Equally important, are the ways in which these students have already influenced the lives of others through their involvement both in school and in the community. Guaranteed merit-based scholarships range from \$5,000 to full tuition. The qualifications necessary to be awarded a merit scholarship can be found online at [lesley.edu/academics/guide-financial-aid-scholarships-undergraduate-first-year-and-transfer-students](http://lesley.edu/academics/guide-financial-aid-scholarships-undergraduate-first-year-and-transfer-students) under "Scholarships & Grants".

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## LESLEY DIVIDEND

Most of our students find that a master's degree is a necessary credential given the fields they enter. Students who graduate from a Lesley undergraduate program and are accepted into a Lesley master's program, will be eligible for the Lesley Dividend. The Lesley Dividend is worth 12 free graduate credits. The first six (6) free graduate credits can be claimed in the first semester of your graduate program. Graduate Admissions will identify you as being Dividend-eligible upon acceptance into a master's degree program. The Dividend will be reflected on your first semester's billing statement as pending financial aid. The remaining six (6) free graduate credits are to be applied in your final semester. Students must submit a Dividend Petition for use of the final six (6) free graduate credits. Details can be found under "Tuition Discounts" at [lesley.edu/academics/guide-financial-aid-scholarships-graduate-doctoral-students](http://lesley.edu/academics/guide-financial-aid-scholarships-graduate-doctoral-students).

## NON-LESLEY, PRIVATELY SPONSORED SCHOLARSHIPS

Outside scholarships (scholarships awarded from non-Lesley University sources) are an important resource. When a student receives an outside scholarship, please forward photocopies of the official, non-Lesley notification letter and/or the scholarship check to: Lesley University Financial Aid Office ATTN: Outside Scholarships, 29 Everett Street, Cambridge MA 02138.

To search for outside scholarship opportunities please see "Private Scholarships" in the Scholarships & Grants section at [lesley.edu/academics/guide-financial-aid-scholarships-undergraduate-first-year-and-transfer-students](http://lesley.edu/academics/guide-financial-aid-scholarships-undergraduate-first-year-and-transfer-students).

## DISBURSEMENT OF FINANCIAL AID

For semester-based enrollment, financial aid is disbursed twice a year; at the beginning of the fall semester and at the beginning of the spring semester approximately one week after the close of Drop/Add period. For term-based enrollment, financial aid can be disbursed up to six times during an academic year: at the beginning of each term during the Fall, Spring and Summer semesters.

All financial aid, including student loans, will be applied as a credit to the student's billing account after registration is verified for that semester and/or term. It is the student's responsibility to apply for the Federal Direct Loan(s) and to complete all necessary paperwork in a timely manner. Regarding the disbursement of student loans, all Direct Stafford Loans must be accepted by the student on the LOIS network portal at [lesley.edu/lois](http://lesley.edu/lois), promissory notes must be signed and initial entrance counseling completed for these loan funds to be credited to a student's billing account. Information about the completion of the Federal Direct Loan process can be found on the Financial Aid Office website at [lesley.edu/lois](http://lesley.edu/lois). Massachusetts No Interest Loan promissory notes and entrance counseling information and directions are e-mailed directly to awarded students and must be completed prior to disbursement. Once all financial aid is posted to the account, any remaining credit balance will be refunded to the student within ten business days by the Student Accounts Office.

Changes to enrollment status may impact eligibility of students receiving financial aid, causing a reduction or cancellation of their financial aid award. At least half-time enrollment is required for the Direct Stafford Loan program. A student is not eligible to receive Direct Stafford Loan funds as a less-than-half-time student.

## FINANCIAL AID AND STUDY ABROAD

If you are considering a study abroad component as part of your academic experience at Lesley, it's important to consider the financial implications of such a decision. Lesley University offers a variety of study abroad programs around the globe.

Federal, State and private funding that may be used to help pay for the cost of your program abroad. University grants and scholarships, however, may be applied only if you choose to study at one of our exchange partner schools. The Financial Aid Office can help you determine which options may be best for you and assist you with the required paperwork. For more information please visit [lesley.edu/life-at-lesley/global-education/study-abroad](http://lesley.edu/life-at-lesley/global-education/study-abroad).

## TITLE IV REFUND POLICY

Students "earn" Title IV funds by remaining enrolled for the payment period for which they have been paid federal student aid. Students who begin attendance but, before the end of the payment period, withdraw (either by officially completing the school's withdrawal process or by unofficially dropping out) may lose some of the Title IV funds they received or were scheduled to receive. Depending on circumstances, the school and/or the student may be responsible for reimbursing Title IV programs. The formula that determines the amount of aid a student has earned is outlined in law. It is separate from and independent of any institutional refund policy.

Lesley University has a Financial Aid Refund Policy for students receiving financial aid who withdraw completely from an academic term/semester or stop attending all of their semester classes and who have been awarded federal financial aid. These students may

have an adjustment/reduction in their term or semester federal financial aid award according to calculations mandated by federal regulations and policy. Students considering withdrawing from an academic semester should meet with a representative of the Financial Aid Office to discuss how the decision will impact your finances and to discuss the completion of the Exit Interview process.

**Process:** The Financial Aid Office is notified of students who have received a "W" grade in the previous day of the term/semester through a report that is generated on a daily basis. The student's registration for that period of time is reviewed to determine if the student has ceased to be in attendance from all Title IV-eligible courses in the term or the semester. If so, a Return to Title IV (R2T4) calculation will be performed.

If a student registered in mini Term 1 ceases attendance in the term, Lesley University will consider the student as enrolled for Title IV purposes if the Financial Aid Office receives written confirmation from the student that they plan to enroll in the second mini Term during the same payment period. No Return to Title IV (R2T4) calculation will be performed at that time; however, registration will be confirmed at the beginning of the second mini Term of the same payment period. If the student is not registered for the second mini Term, the Return to Title IV (R2T4) calculation will be performed using the student's documented last date of attendance from mini Term 1.

Lesley University halts all Title IV disbursements upon learning of a student's withdrawal until a calculation of the amount of aid earned by the student is performed using the Return to Title IV (R2T4) funds formula.

Regarding consortium agreements entered into by Lesley University, the form ensures that the disbursement of Title IV funds will be returned, if required, in the event that the Host Institution reports that the student withdrew before completing the payment period.

**Attendance:** Lesley University is not required to take attendance. The academic calendar defines for each semester and term the beginning and end dates that will be used in the Return to Title IV (R2T4) calculation. The calculation of the return of Title IV Funds is determined by the date that the student withdraws, which is:

- The date the student began Lesley University's withdrawal process;
- The date the student officially notified the institution of intent to withdraw;
- The midpoint of the enrollment period for a student who leaves without notifying the institution (an unofficial withdrawal);
- The student's last date of attendance at a documented academically related activity.
- For students who unofficially withdraw, Lesley University uses the midpoint of the payment period as the withdrawal date unless documentation is received to demonstrate attendance in an academically-related activity as defined by the U.S. Department of Education. The unofficial withdrawal date will be determined within thirty (30) days of the end of the payment period.

**Non-Attendance:** Students who never begin attendance in a payment period receive Never Attended (NA) grades and will have all federal Title IV funds cancelled. No Return to Title IV (R2T4) calculation will be performed.

**Failing Grades:** Title IV financial aid recipients who receive all failing grades for a semester will be identified by the Financial Aid Office who will contact the student and request that they provide documentation to show that a failure(s) was academic in nature. If the student cannot provide such documentation, it will be determined that the student "unofficially withdrew." The Return to Title IV (R2T4) calculation will determine if the student received unearned Title IV aid, either in a refund or as a payment for tuition, fees, room and board, etc. The student will be notified in writing of their revised financial aid award based upon the calculation performed.

**Calculation:** Students who cease attendance during an academic term or semester and who have been awarded federal financial aid may have their financial aid awards adjusted according to calculations mandated by federal and state regulations and policy. The Federal Return of Funds regulations requires that the Financial Aid Office calculate the amount of financial aid that must be returned to the federal government and other agencies and the amount that can be retained to pay Lesley University billable charges. Title IV aid and all other aid is earned during the time a student is attending Lesley University. The percentage of aid earned is determined by dividing the number of days a student was enrolled by the number of days in the semester, up to the 60% point. If the student withdraws from all courses after the 60% point in the semester, Title IV aid is viewed as 100% earned. However, if a student completely withdraws prior to or on that 60% point, the student may owe back part of his or her financial aid if the Financial Aid Office determines the student has received an amount larger than the earned amount. The term "Title IV Funds" includes the following programs: Federal Pell Grant Federal Supplemental Educational Opportunity Grant (SEOG) Iraq and Afghanistan Service Grant Federal Direct Subsidized Stafford Loan Federal Direct Unsubsidized Stafford Loan Federal Direct Plus Loan (Parent or Graduate) Federal Perkins Loan Federal TEACH Grant. In accordance with federal regulations, financial aid funds are returned and allocated in the following order: Direct Unsubsidized Stafford Loan Direct Subsidized Stafford Loan Federal Perkins Loan Direct Plus Loan (Parent or Graduate) Federal Pell Grant Federal SEOG Program Other Title IV programs (i.e. Federal TEACH Grant, Iran and Afghanistan Service Grant) Other state, private, and institutional aid. Lesley University will also return any funds necessary to Title IV programs upon completing the calculation. The student's responsibilities with regard to the return of Title IV funds include repaying to the Title IV or state programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds Calculation.

**Unearned Aid:** Lesley University returns its share of unearned aid no later than forty-five (45) days from the date of determination that the student withdrew.

**Post-Withdrawal Disbursements:** If the amount of earned aid calculated under the return of Title IV funds formula is greater than the amount of aid already disbursed to the student, the funds will be treated as a post-withdrawal disbursement. The post-withdrawal disbursement will be taken from Title IV grant funds before Title IV loan funds. A letter and email will be sent to the student (or the parent) within thirty (30) days of the date of Lesley University's determination that the student withdrew. The letter and email will request the student confirm they still want the type and amount of the funds. Within forty-five (45) days after determining the student's withdrawal, any amount of the post-withdrawal disbursement of Title IV loan funds not credited to the student's account will be cancelled.

**Title IV Credit Balances:** The Financial Aid Office will notify the Student Accounts Office to hold any Title IV credit balances until after it has performed the return of Title IV funds calculation prior to the institutional refund policy. The procedures and policies listed above supersede those published previously and are subject to change. Please contact the Financial Aid Office if you have any questions about this policy.

## **FINANCIAL AID AND SATISFACTORY ACADEMIC PROGRESS POLICY**

### **Satisfactory Academic Progress Policy**

Students receiving financial aid need to work toward fulfilling their degree requirements by earning attempted credits and maintaining positive grades.

The satisfactory academic progress (SAP) policy is applied consistently to all students within each academic program whether graduate or undergraduate, full time or part time. All periods of enrollment, including those periods for which a student may not have received federal aid will be reviewed to confirm continued academic progress. Lesley University is responsible for establishing the specific requirements for satisfactory academic performance, tracking students' progress, and enforcing the consequences of unsatisfactory progress.

To maintain eligibility for federal student assistance, students must maintain satisfactory progress in their academic programs. Progress has both qualitative and quantitative aspects; meaning, students must be attaining acceptable grades over a limited time period in order to complete the academic objective. Satisfactory progress considers both the Grade Point Average (GPA) and the completion rate of courses attempted.

Undergraduate students are eligible for financial aid through their first 180 attempted credits their 120-credit degree program. Graduate students are eligible for financial aid through a period of attempted credits not to exceed 150% of the published length of their academic program.

To meet these federal guidelines, Lesley University students need to maintain academic progress as defined by their program in the course catalogue:

College of Liberal Arts and Sciences and Degree Completion Undergraduate Students:

- Minimum GPA: 2.0
- Minimum Completion: 75% of Attempted Credits

Online Management Students:

- Minimum GPA: 2.0
- Minimum Completion: 75% of Attempted Credits

College of Art and Design Undergraduate Students:

- Minimum GPA (Less than 30 credits attempted): 2.0
- Minimum GPA (30 or greater credits attempted): 2.3
- Minimum Completion: 75% of Attempted Credits

**Process:** Each summer, the Financial Aid Office officially reviews all students' academic work to confirm that they are meeting the

qualitative and quantitative requirements so as to confirm continued eligibility for federal, state, and Lesley institutional funding for the next academic year. Students who are not meeting the academic requirements of their program are emailed a notification that all federal and state financial aid eligibility has been cancelled until the student is once again meeting their program's requirements. Students are notified by email that at the end of a period of enrollment, they should contact the Financial Aid Office so that an academic progress re-evaluation can determine if, based upon the most recent completed academics, they have reestablished their eligibility to receive federal financial aid. The student will then be reinstated to an eligible status for a subsequent term.

- Withdrawals, incompletes, and failures (W, I, and F grades) are considered attempted but not completed (or not earned) hours and are not considered passing grades.
- Passing credits received for pass/fail courses are considered attempted and completed (or earned) credits; failing grades in pass/fail courses are considered attempted but not completed (or not earned).
- Repeated courses are included in the calculation of both attempted and completed (or earned) hours. Accepted transfer credits are included in the credit completion rate and maximum time frame calculations, but not the GPA.

Students who are not making satisfactory academic progress (SAP) as defined by their academic program can submit an appeal.

The appeal application availability is announced in the failure to meet progress notification emails.

The appeals application will request the student explain why the student failed to meet the satisfactory academic progress (SAP) standards and what circumstances have changed that will allow the student to make SAP at the next evaluation period. Examples of unusual circumstances can be, but are not limited to, documented personal injury, illness, health problems, family difficulties, and emergencies. A student must document the reason for the progress issue and what has changed to allow the student to regain academic progress.

Please note that appeals will not be approved more than one time during enrollment at Lesley University nor can an appeal be approved unless it can be calculated by the Financial Aid Office that the student could meet the SAP standards after the first semester of the appeal.

If an appeal is granted, the student will be placed on "probation" which shall continue for as long as the student meets all requirements of the appeal approval communication and follows the academic plan, if applicable. The student will then be reviewed at the end of the first payment period (semester) and then reviewed again when the rest of the Lesley University population is reviewed.

## FINANCIAL AID LEAVE OF ABSENCE POLICY

A leave of absence is a process designed to allow students to interrupt their academic program for a limited period of time without requiring the student to reapply for admission to the University. During the period of the leave, the student is considered to be on active status with the University.

Students considering taking a leave of absence should meet with a representative of the Financial Aid Office to discuss how the decision will impact your finances and to discuss the completion of the Exit Interview process. Students who are on a leave of absence may enter

into their grace period for any Federal Direct Stafford Loan, Federal Perkins Loan, Massachusetts No Interest Loan or privately sponsored alternative educational loan that they may have previously borrowed. If the student qualifies, the grace period will begin as of the last day that the student was enrolled in classes on at least a half-time basis (6 credits). If the grace period expires while on a leave of absence, the student will enter the repayment of the loan(s) and will be required to make payments until such time that they return to Lesley as at least a half time student. If the student is experiencing difficulty in repayment of educational loan(s), the student should contact their individual student loan lender(s) to discuss deferment/forbearance options until they return to school. Upon return to school, on at least a halftime basis, the student's enrollment status will be updated by the Registrar and loans will re-enter an "in-school deferment" status. Repayment will cease and the government will begin paying the interest again on any subsidized loan once the deferment is approved.

## FINANCIAL AID OFFICE CONTACT INFORMATION

### Our mailing address is:

Office of Financial Aid  
Lesley University  
29 Everett Street  
Cambridge, MA 02138-2790

### Our phone/fax/e-mail is:

(p) 1-800-999-1959, ext. 8760  
(f) 617-349-8667  
e-mail: SFS@lesley.edu

### Our office location is:

University Hall  
3rd Floor, Rm. 3-001  
1815 Massachusetts Ave  
Cambridge, MA 02140

### Our office hours are:

Monday through Friday, 11 AM to 5 PM

# REGISTRAR

## LESLEY'S ONLINE INFORMATION SERVICE (LOIS)

[www.lesley.edu/lois](http://www.lesley.edu/lois)

LOIS is a secure online service designed to provide students with access to their Lesley University administrative and program information day and night via the web. LOIS provides current students and applicants access to a select set of inquiry functions.

Examples of LOIS services include:

- Register for Classes: Search and register for campus based or online classes during the scheduled WebReg period listed on the academic calendar.
- Class Schedule: Display schedule by semester or term, including dates, times, rooms, etc.
- Personal and Academic Profile: Displays address information, advisor name and contact information, and program of study.
- Chosen Name Entry: Defined as the name that you choose other than your legal name, to better reflect how you wish to identify.
- Grades: View grades and grade point average by semester; request an official grade mailer.
- Transcripts: View an unofficial transcript online or request an official transcript to be sent to the recipient(s) of your choice.
- Check Holds: Find out if you have a financial (student account, library, or parking) hold on your account before registering.
- My Documents: Find out what application materials the Admissions and Financial Aid Offices have received.
- Financial Aid: View financial aid status and award letters.
- Test Summary: Review scores for admissions and placement tests.
- Declaration of Intent to Graduate: File application for graduation; update diploma name and mailing address.
- Commencement RSVP: Notify the Commencement Office of participation in the May ceremony.
- User Account: View user name or reset password.
- Current Course Information: Check the availability of courses by semester or term in "real-time" before registering. The feature displays the courses, room locations, faculty, availability, capacity, etc. for course sections matching the criteria chosen. No login required for this feature.
- Program Evaluation (Degree Audit): An automated evaluation tool that generates a report reflecting a student's academic progress toward the completion of a degree. The report replaces the student's course work within a series of requirements and sub-requirements for a specific degree program.

- Access Your Student's Info: Link to self-service Parent Portal ([lesley.edu/registrar/parent-portal](http://lesley.edu/registrar/parent-portal)) where your parent(s) or guardian(s) may view your academic account information (if you choose to grant access). You may select the level of access you wish to provide in the "Parent/Guardian Access" section of the "Students" menu.

Important Note: LOIS Accounts are created on a rolling basis after receipt of an application or course registration. Students will receive notification including user name, temporary password and instructions for getting started.

For help with LOIS, please call the LOIS support line at 617.349.8600 or 800.999.1959 x8600, or send an email to [it@lesley.edu](mailto:it@lesley.edu).

## VETERANS BENEFITS AND YELLOW RIBBON PROGRAM

### Registrar's Service for US Veterans

The Veteran's Administration has approved many on-campus Lesley programs for VA benefit coverage. On-campus students should contact the Office of the University Registrar for information about VA benefits and program eligibility as not all programs are approved.

### Yellow Ribbon Program

Lesley University proudly participates in the Yellow Ribbon Benefits Program ([benefits.va.gov/GIBILL/yellow\\_ribbon.asp](http://benefits.va.gov/GIBILL/yellow_ribbon.asp)), making it possible for veterans and their dependents to earn a degree.

The Post-9/11 GI Bill, developed by the U.S. Department of Veterans Affairs, pays full in-state tuition and fees at public schools. For private schools like Lesley, it covers tuition and fees up to a cap each year. You may qualify for tuition benefits under the Post-9/11 GI Bill if you've served at least 90 days on active duty since September 11, 2001.

The Yellow Ribbon Program is a provision of the Post-9/11 GI Bill. It helps close the gap between the amount the Post-9/11 GI Bill covers and the actual amount for tuition and fees at private institutions. As a participating school, we've dedicated funds for the Yellow Ribbon Program that Veterans Affairs matches dollar for dollar.

You may qualify for the Yellow Ribbon Program if you:

- have been honorably discharged from active duty
- have been released from active duty and placed on the retired list or temporary disability retired list
- have been released from active duty and transferred to the Fleet Reserve or Fleet Marine Corps Reserve
- have been released from active duty for further service in a reserve component of the Armed Forces
- have been honorably discharged from active duty for a service-connected disability and served 30 continuous days since September 11, 2001

Your dependents may be eligible for Transfer of Entitlement under the Post-9/11 GI Bill.

Questions regarding the Post 9/11 GI Bill or the Yellow Ribbon Program should be directed to, Thomas Graves, Registrar Representative and VA Certifying Official at 617-349-8781 or [tgraves@lesley.edu](mailto:tgraves@lesley.edu).

In accordance with S2248 PL 115-407 Section 103 Lesley University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.

\* 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 Web site at [www.va.gov/education/about-gi-bill-benefits/](http://www.va.gov/education/about-gi-bill-benefits/).

## UNIVERSITY POLICIES

A full list of university policies affecting enrolled students can be found in the Student Handbook.

### COMMUNITY STANDARDS OF CONDUCT

**Purpose:** To establish minimum standards of behavior for all members of the Lesley University community.

**Scope:** This policy applies to all members of the Lesley University community, including faculty, adjunct faculty, staff, students, alumni/ae, vendors, contractors, consultants, guests, and visitors. This policy applies to any activity related to Lesley University, either on or off campus, and to any off-campus conduct that may have an effect on the Lesley University community.

**Policy Statement:** Lesley University respects the dignity of every individual and expects members of the Lesley University community to:

- Conduct themselves in a respectful and professional manner.
- Conduct themselves in a manner compatible with the University's mission as an educational institution.
- Refrain from behavior that substantially disrupts the educational and working environment at the University.
- Refrain from illegal activity, and understand that the University may take action regardless of the outcome of any criminal investigation or prosecution.
- Understand that conduct, occurring either on or off campus, that adversely affects or has the potential to adversely affect, the University or members of the University community, may violate the Community Standards of Conduct.
- Refrain from injuring, threatening to injure, or attempting to injure another person, whether in person, through electronic or digital communications, or otherwise. This includes physical action, non-physical action, intimidation, and threats.
- Refrain from damaging or threatening to damage property.
- Avoid any activity that poses a significant risk to the health or safety of any member of the University's community or a member of the public.
- Comply with University policies and procedures. Examples of University policies include:
  - Discrimination, Harassment, and Sexual Violence Policy
  - Unequal Consensual Relationship Policy
  - Student Alcohol and Illegal Drug Use Policy
  - Acceptable Use of Technology Policy

Most University conduct policies are available at this link:  
<https://lesley.edu/behavior-policies>

Student handbooks are available at this link:  
<http://lesley.smartcatalogiq.com/> and program-related handbooks are available from each program

Faculty Handbooks are available at this link:  
<https://lesley.edu/faculty-staff/faculty-academic-resources/handbooks-cba>

The Employee Handbook is available at this link:  
<https://lesley.edu/faculty-staff/human-resources/human-resources-office>

**Reporting:** It is the obligation of the members of the Lesley University community to report violations of these Community Standards of Conduct to one of the people listed below. Any reported violation will be promptly investigated.

**Investigation and Sanctions:** The University will investigate all good faith reports of violations of these Community Standards of Conduct. Reports of discrimination, harassment, and sexual violence will be investigated pursuant to the Discrimination, Harassment, Sexual Violence Policy and the Discrimination and Harassment Resolution Procedures. The University's investigations and sanctions may proceed even if the persons involved are on leave from or not currently engaged with the University.

Depending on the circumstances, the University may take immediate, interim action pending the conclusion of an investigation. The University may immediately remove anyone from the campus or any University-sponsored event if the person's behavior is disrupting any classroom or educational environment, work environment, or any University-sponsored event, is threatening to the health or safety of any person, or may damage property. The University, at its discretion, may also remove someone from campus or prohibit someone from attending a University-sponsored event during the course of an investigation. In the event of alleged unlawful behavior, or as deemed necessary in any emergency situation, the University may notify the Lesley University Office of Public Safety and the appropriate law enforcement agency.

The person investigating a reported violation may find that a single significant incident, a pattern of less significant behavior, or a combination of the two, violate the Community Standards of Conduct. The investigator applies a preponderance of the evidence standard and applies a reasonable person standard to determine whether a violation of the Community Standards of Conduct has occurred. The decision of the investigator is final.

The University may suspend, dismiss, or otherwise discipline any member of the Lesley University community for violations of the Community Standards of Conduct. Dismissal may occur even on a first offense, depending on its severity.

#### Report suspected violations of these Community Standards of Conduct to:

Dr. Nathaniel G. Mays  
 Dean of Student Life and Academic Development  
 29 Everett Street  
 Cambridge MA 02138  
 617 349-8539  
 Email: [nmays@lesley.edu](mailto:nmays@lesley.edu)

or:

Ms. Michelle Polowchak  
 Associate Vice President of Human Resources  
 29 Everett Street  
 Cambridge MA 02138  
 617 349-8785  
 Email: [michelle.polowchak@lesley.edu](mailto:michelle.polowchak@lesley.edu)  
 Email: [hr@lesley.edu](mailto:hr@lesley.edu)



**You may also contact Lesley Public Safety at:**

Doble Campus/Main Number: 617-349-8888

Brattle Campus: 617-871-6029

Porter Campus: 617-349-8390

You may also choose to contact local law enforcement by calling 911.

**In the case of an emergency, please CALL THE POLICE at 911.**

*These Community Standards of Conduct are not intended to create a contract between the University and any person or organization. The University reserves the right to amend or revoke this policy at any time without notice.*

<b>Approved and signed by:</b>	Richard S. Hansen, President
<b>Date:</b>	May 31, 2019
<b>History:</b>	Revised - June 4, 2012
	Revised - July 7, 2014
	Revised - June 30, 2016
	Revised - May 31, 2019
<b>Responsible Officials:</b>	Dean of Student Life and Academic Development; and
	Associate Vice President for Human Resources

**FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)**

FERPA is a federal law designed to provide university students with access to and control over the privacy of education records. It also provides guidelines for appropriately using and releasing student education records.

**A Student's Rights Under the Family Educational Rights and Privacy Act (FERPA)**

In accordance with the provisions of the Family Educational Rights and Privacy Act (Section 438 of the General Education Provisions Act 20 U.S.C. 1232g, commonly referred to as "FERPA" and the "Buckley Amendment"), Lesley University advises students as follows:

**In accordance with FERPA, students are notified of the following rights:**

1. The right to inspect and review the student's education records within 45 days of the date Lesley University receives a request for access. In order to request access to a student's education records, a student should submit a written request to the University Registrar that identifies the record(s) the student wishes to inspect. The Registrar 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 Registrar, the Registrar will either obtain the records or advise the student of the correct official to whom the request should be addressed.

2. The right to request amendment of the student's education records that the student believes are inaccurate or misleading, or otherwise in violation of the student's privacy rights. In order to request an amendment to student education records, a student must write to the University Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the records are not maintained by the Registrar, the Registrar will advise the student of the correct official to whom the request should be addressed.

The University will review the request and decide whether to amend the record within a reasonable time after receiving the request. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing re-garding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. If the hearing does not change the result, the student may put a statement in the student's education record stating the student's disagreement with the University's decision.

3. The right to consent in writing to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Please see below for more information.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Lesley University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

**Disclosure of Information from Education Records without Student Consent:**

FERPA regulations permit the disclosure of personally identifiable information from a student's education records without the prior written consent of the student if the disclosure meets certain conditions. Those conditions include, but are not limited to the following:

1. The information is "directory information", as permitted by FERPA and defined by Lesley University. Lesley University defines directory information to mean the following: student name, enrollment status, dates of attendance, major field of study, and degrees and awards received.

For purposes of responding to United States and City of Cambridge census requests only, the University also designates student residence hall addresses and dates of birth as directory information.

Students may request that Lesley University not release directory information to the public by completing a Request to Prevent Disclosure of Directory Information Form available in the Office of the University Registrar.

- The information is provided to other school officials who have a legitimate educational interest in the information. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Lesley University.

A school official is a person employed by Lesley University in an administrative, supervisory, academic, research, or support staff position (including public safety personnel and health staff); a person serving on the board of trustees; a student serving on an official committee, such as a disciplinary or grievance committee; or any faculty member or administrator to whom or to whose office the student has addressed a request, application, or inquiry for which the records are needed to prepare a reply. A school official also may include a volunteer or contractor outside of Lesley University who performs an institutional service or function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, collection agent, emergency alert system, or a student volunteering to assist another school official in performing his or her tasks.

- The information is provided in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility, amount, conditions, or enforcement of terms of such financial aid.
- The information is provided to officials of another school in which a student seeks or intends to enroll.
- The information is provided to parents or legal guardians of a student if the student is a dependent for federal tax purposes.
- The information is relevant to comply with a judicial order or lawfully issued subpoena.
- The information is provided to accrediting organizations to carry out their accrediting functions.
- The information is provided to parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance, if the school determines the student committed a disciplinary violation and the student is under the age of 21.
- The information is provided to the parents or guardians, school officials, government agents, and/or others, as appropriate, in connection with a health or safety emergency.

**Military Access to Education Records:** Under the Solomon Amendment, Lesley University may not in policy or practice prohibit or prevent the Secretary of Defense and his/her representatives from obtaining, for military recruiting purposes, entry to campus, access to students on campus, or access to directory information, nor may Lesley University institute an anti-ROTC policy. Pursuant to the Solomon Amendment, for the purpose of military recruiting, Lesley University must permit Department of Defense entities to obtain the following student information: name, address, telephone listing, age or year of birth, level of education (e.g., freshman, sophomore, or degree awarded for a recent graduate), and academic major. However, if a student has formally requested that such information be withheld from public disclosure, Lesley University may not provide such information to the Department of Defense entities. See above

for the process for requesting that such information be withheld from public disclosure.

### FERPA Release Forms

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) and subject to certain exceptions, the University may not release information pertaining to a student's education record to another individual unless authorized by the student.

See the Registrar's web page at <https://lesley.edu/students/policies/privacy-policy/family-educational-rights-and-privacy-act-and-related-regulations> for the FERPA release forms, to approve the release of your education records to another individual.

## INTELLECTUAL PROPERTY

Lesley University acknowledges the import of intellectual property ownership. As such, this policy clarifies the ambiguities surrounding intellectual property ownership and details those rights the University and its faculty, staff, and students hold.

This policy applies to all faculty, staff, and students of Lesley University. Compliance with the terms of this policy is a condition of employment for University faculty and staff and of enrollment for University students. The *Lesley University Policy on Ownership of Intellectual Property: Questions and Answers* supplements this policy. Faculty, staff, and students are strongly encouraged to refer to these two documents frequently.

This policy does not address the use of copyrighted works. A separate policy, the *Lesley University Policy on Use of Copyrighted Works*, addresses this issue. Also, this policy does not apply to any intellectual property created before someone becomes affiliated with Lesley University. Finally, any approved written contract will supersede the terms of this policy when necessary to facilitate a partnership and the chief academic officer must approve all such contracts. Lesley University highly recommends that all faculty, staff, and students contract with all co-authors and/or external sponsors, before the creation of a work, regarding intellectual property ownership.

### I. Statement of Principles

Lesley University is dedicated to academic freedom as a means to scholarly inquiry and academic production. As such, Lesley University encourages its faculty, staff, and students to create intellectual property and rewards them by recognizing their rights. The *Lesley University Policy on Ownership of Intellectual Property* maintains the traditional norms that foster scholarly inquiry and academic production, allowing authors to retain ownership in their intellectual property unless Lesley University has invested substantial resources or otherwise merits ownership of the intellectual property.

### II. Definitions

- Author:** Anyone who offers a substantial intellectual contribution to the creation of intellectual property.
- Intellectual property:** The copyrightable works (i.e., original works of authorship fixed in tangible mediums of expression, which include documents in digital form) or patentable works created by faculty, staff, and student authors.
- Administrative works:** Original works created mostly by staff, but sometimes by faculty and students, that do not constitute pedagogical or scholarly and artistic works (e.g., memoranda, reports).

4. Commissioned works: Administrative, pedagogical, or scholarly and artistic works specially ordered by the University and contractually described as commissioned works.
  5. Pedagogical works: Original works created predominately by faculty, but sometimes by staff and students, to facilitate their teaching duties (e.g., syllabi, curriculum surveys, etc.).
  6. Scholarly and artistic works: Original works created by faculty, staff, and students, derived from their academic research or artistic talent, and related to the faculty and staff's employment or the student's coursework. (If faculty and staff or students create uncommissioned intellectual property outside their academic fields or independent of their classes, respectively, then this policy does not apply because it is assumed that Lesley University has provided no resources.)
  7. Sponsored works: Administrative, pedagogical, or scholarly and artistic works created using substantial University resources.
  8. Works made for hire: Works created by faculty, staff, or students within the scope of their employment and regardless of whether Lesley University has issued separate payment (e.g., administrative works, commissioned works, sponsored works, curriculum surveys).
  9. Rights: Includes intellectual property rights and use rights.
  10. Intellectual property rights: The full panoply of rights legislatively granted to authors. Whoever retains the intellectual property rights owns the intellectual property.
  11. Use rights: The specific rights this policy reserves to the University, faculty, staff, or students when so specified.
  12. University use rights: To archive and to make and/or limitedly distribute representational reproductions of faculty and/or student-owned intellectual property for noncommercial and educational purposes (e.g., admission catalogs, accreditation).
  13. Faculty use rights: To reproduce and/or distribute their own intellectual property and/or to make and/or limitedly distribute representational reproductions of their Lesley University students' intellectual property for noncommercial and educational purposes.\*
  14. Staff and student use rights: To reproduce and/or distribute their own intellectual property for noncommercial and educational purposes (e.g., portfolios).
  15. University resources: Describes the University's investment in the intellectual property.
  16. Normal University resources: Includes access to an office space, a laboratory, a computer and University-purchased and supported software or licenses, laboratory equipment, and library resources. Normal University resources also include sabbaticals and other normal means of professional development (e.g., conferences).
  17. Substantial University resources: Includes all resources not customarily provided (e.g., support staff hired to create intellectual property, additional funding).
1. Administrative works: Lesley University hires and requires staff to create administrative works. Therefore, administrative works constitute works made for hire, and Lesley University asserts copyright ownership in all administrative works. While most administrative works are staff-authored, Lesley University asserts copyright ownership irrespective of whether faculty, staff, or students create administrative works.
  2. Commissioned works: When Lesley University commissions a work, but before the author creates the work, Lesley University and the author must contractually describe who owns the copyright. In the absence of a written agreement, the author retains copyright ownership.
  3. Pedagogical works: Substantial use governs copyright ownership of uncommissioned pedagogical works. Lesley University will assert copyright ownership in all pedagogical works created using substantial University resources. Lesley University deems these works sponsored and, therefore, works made for hire. However, faculty, staff, and students shall retain copyright ownership in all works created using normal University resources. The following qualifications apply:
    4. Regardless of substantial use, Lesley University will assert copyright ownership in all curriculum surveys created during the author's employment at Lesley University.
    5. In determining whether faculty, staff, and students have used substantial University resources to create pedagogical works, Lesley University recognizes that, while not determinative, the creation of new distance education materials are more likely to constitute sponsored works than materials prepared for a traditional classroom setting. This qualification applies to the creation of new pedagogical works but not to existing pedagogical materials placed online for the first time.
    6. Faculty, staff, and students retain use rights when Lesley University asserts copyright ownership, and Lesley University retains use rights when faculty, staff, or students assert copyright ownership. Moreover, when students assert copyright ownership, that copyright ownership is subject to faculty use rights.
    7. Faculty, staff, and students have the right to use, for teaching purposes at Lesley University and other nonprofit educational institutions, all pedagogical works that they have created, regardless of whether Lesley University has asserted copyright ownership. Faculty, staff, and students who no longer work at Lesley University retain this right.
    8. Faculty, staff, and students may commercialize their own pedagogical works if Lesley University has not asserted copyright ownership, with the exception that they may not sell their courses to other academic institutions without Lesley University's consent. The chief academic officer must provide consent, and Lesley University is entitled to 50% of the royalties unless otherwise contracted.
    9. Scholarly and artistic works: Substantial use governs copyright ownership of uncommissioned scholarly and artistic works. Lesley University will assert copyright ownership in all scholarly and artistic works created using substantial University resources. Lesley University deems these works sponsored and, therefore, works made for hire. However, faculty, staff, and students shall retain copyright ownership in all works created using normal University resources. The following qualifications apply:

### III. Copyright Ownership

Lesley University recognizes that, generally, authors retain copyright ownership in their intellectual property, but Lesley University does assert copyright ownership in all works made for hire.

10. Faculty, staff, and students retain use rights when Lesley University asserts copyright ownership, and Lesley University retains use rights when faculty, staff, or students assert copyright ownership. Moreover, when students assert copyright ownership, that copyright ownership is subject to faculty use rights.
11. Faculty, staff, and students have the right to use, for teaching purposes at Lesley University and other nonprofit educational institutions, all scholarly and artistic works that they have created, regardless of whether Lesley University has asserted copyright ownership. Faculty, staff, and students who no longer work at Lesley University retain this right.
12. Faculty, staff, and students may commercialize their own scholarly and artistic works if Lesley University has not asserted copyright ownership.

#### **IV. The Lesley University Trademark**

Faculty, staff, and students may not associate Lesley University's name with their pedagogical or scholarly and artistic works, except to identify themselves as Lesley University faculty, staff, or students.

#### **V. Patent Ownership**

When a faculty, staff, or student believes that he or she is producing a patentable work and if the work relates to the faculty and staff's employment or the student's coursework, then he or she must report this work to the chief academic officer. If Lesley University decides to pursue patent protection for the work within one year, the faculty, staff, or student must assist Lesley University in seeking patent protection. Lesley University will assume all costs, but the faculty, staff, or student must assign all patent rights to Lesley University. Nonetheless, the faculty, staff, or student is entitled to 50% of the royalties unless otherwise contracted. If Lesley University decides not to pursue patent protection for the work, the author remains free to pursue patent protection and shall retain all royalties therefrom.

#### **VI. University Responsibilities**

When Lesley University asserts ownership in intellectual property, Lesley University assumes responsibility for protecting its own intellectual property rights.

#### **VII. Faculty, Staff, and Student Responsibilities**

When faculty, staff, or students retain ownership in their intellectual property, they retain responsibility for protecting their own intellectual property rights.

If Lesley University faculty, staff, or students have any questions regarding whether Lesley University may assert ownership in their intellectual property, it is their responsibility to clarify ownership with the chief academic officer. If ambiguities exist, especially concerning substantial use, it is the responsibility of the author to request a written contract regarding ownership before he or she creates the work.

*See Lesley University Policy Governing Human Subjects Research for related concerns*

# ACADEMIC POLICIES AND PROCEDURES

## ASSESSMENT AND PROGRAM EVALUATION

Lesley faculty and staff focus on continuous improvement in academic quality through ongoing assessment of student learning outcomes in courses and programs. Regular student evaluation of courses is implemented at the end of each course, and program reviews, involving self-study and external reviewers, are conducted at regular intervals.

## DEGREE REQUIREMENTS

A student who satisfactorily meets the following requirements is awarded a degree of Bachelor of Art, Bachelor of Fine Arts or Bachelor of Sciences. All majors incorporate liberal arts coursework and experiential learning opportunities or professional preparation. In accordance with state of Massachusetts regulations, Education students must have a liberal arts major in order to qualify for initial licensure in the state of Massachusetts and have NASDTEC contract endorsement. Successful completion of the program meets certification requirements in 48 states. Both The College of Liberal Arts and Sciences and the The College of Art and Design are regionally accredited by the New England Commission of Higher Education, and The College of Art and Design is also an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

## PROFESSIONAL AND PERSONAL REQUIREMENTS

**Professional Goals:** Demonstrate and maintain a sense of direction and commitment to a career in one's chosen profession.

**Professional Competence:** Demonstrate a high level of performance or potential in the practical application or chosen area of professional preparation as defined by the program of study.

**Personal:** Demonstrate a high level of social and emotional adjustment, which may indicate ability to serve effectively in one's chosen field or major.

## ACADEMIC REQUIREMENTS

### Credits:

**Bachelor of Arts (CLAS):** Earn a minimum of 120 credits with a cumulative grade point average of no less than 2.0. Ninety (90) credits must be earned in courses designated as liberal arts. Specific majors may have additional or more specific requirements for the Bachelor of Arts degree. A minimum of thirty (30) credits must be earned at Lesley University.

**Bachelor of Arts (LA+D):** Earn a minimum of 120 credits with a cumulative grade point average of no less than 2.3. Fifty one (51) credits must be earned in studio and art history required courses and sixty nine (69) must be earned in general education and electives.

**Bachelor of Fine Arts:** Earn a minimum of 123 credits with a cumulative grade point average of no less than 2.3. Eighty one (81) credits must be earned in studio required courses and electives and forty two (42) credits must be earned in course comprising of general education, liberal arts and art history. Fifty Seven (57) credits must be earned at Lesley University.

**Bachelor of Science:** Earn a minimum of 120 credits with a cumulative grade point average of no less than 2.0. Sixty (60) credits must be earned in the liberal arts. Specific majors may have additional or more specific requirements for the Bachelor of Science degree. A minimum of thirty (30) credits must be earned at Lesley University.

**Communication Skills:** Demonstrate capacity to employ basic communication skills (e.g., listening, speaking, writing) sufficient for effective performance in chosen professional career.

**Competencies:** Fulfill all competencies assigned to competency-based courses.

## TEACHER LICENSURE

Successful completion of graduation requirements as well as approved professional majors in Early Childhood, Elementary, Middle School, Secondary Education, and Special Education provide Lesley undergraduates with eligibility for initial licensure in the Commonwealth of Massachusetts. The requirements of each licensure program are outlined under the degree requirements for Education majors. Students must also pass state examinations in order to be licensed.

Massachusetts has a two-stage licensure process. The first stage in that process is initial licensure. The second stage, professional licensure, is reached after additional coursework and three years of appropriate teaching experience.

### Educator Licensure Regulations

The educational programs at Lesley fulfill the Massachusetts educator licensure regulations overseen by the Massachusetts Department of Elementary and Secondary Education (ESE). Because of this approval, Lesley programs are also recognized by the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement 2010-2015. The NASDTEC Interstate Agreement means that undergraduate and graduate educators with an initial or professional license are eligible to apply for certification in Massachusetts and other states.

The Lesley Educator License and Certification website, [www.lesley.edu/certification](http://www.lesley.edu/certification) is the primary source for information on educator licensure. This website has MTEL workshop and math course schedules and registration instructions. The process for applying for Initial and Professional license, and frequently asked questions for both licensure and Massachusetts Tests for Educator Licensure (MTEL) are highlighted. Information regarding license renewal and licensure regulations outside Massachusetts is also available, along with the latest MTEL information and study resources. Specific links to the Massachusetts Department of Elementary and Secondary Education keep the Lesley community aware of changes to regulations and procedures.

The Lesley Certification and Educator Licensure Office is located in the Graduate School of Education, 1815 Massachusetts Avenue, Cambridge, MA, 617.349.8427. The Massachusetts Department of Elementary and Secondary Education is at 75 Pleasant Street, Malden, MA, 02148-5023, or call 781.338.6600, M-F, 2 pm – 5 pm.

### Massachusetts Educator Licensure Requirements:

#### Educator Licensure and Recruitment (ELAR) Account

ELAR is the state's online portal that enables you to complete most licensure-related transactions on the Internet. Through ELAR, you can apply for or advance a license online, renew a Professional license, check the status of a license/application, make a payment,

view what documents are scanned into your file, request a hard copy license, update contact information, view correspondence from the MA Office of Educator Licensure, and print unofficial license information.

To set up an ELAR account at the Massachusetts Department of Elementary and Secondary Education, go to [www.doe.mass.edu/licensure/](http://www.doe.mass.edu/licensure/). You will be assigned a unique Massachusetts Educator Personnel ID number, or MEPID, which must be reported to Lesley University through Lesley's Online Information Service (LOIS).

### Sheltered English Immersion (SEI) Endorsement

In response to the new SEI requirements effective June 2012, Lesley has modified all initial and professional licensure programs to include an approved 4-credit Sheltered English Instruction course. Candidates for Initial teacher licensure will be required to have an SEI endorsement if completing a program and seeking licensure after July 1, 2014. License renewals, extensions, or advances after July 1, 2016 will require a Sheltered English Immersion Endorsement.

After July 1, 2016, Professional Development Plans will require at least 15 Professional Development Points (PDPs) related to SEI or English as a second language and at least 15 PDPs related to training strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.

### Massachusetts Tests for Educator Licensure (MTEL)

Candidates seeking Initial license as a teacher, specialist, or counselor are required by the state to pass Massachusetts Tests for Educator Licensure (MTEL), a series of pass/fail tests designed to measure readiness for educator licensure. The Communication and Literacy Skills MTEL has a reading subtest and writing subtest, is required for all educator licenses, and is offered year-round as a computer-based test. Candidates can opt to take both subtests in the same test administration (4 hours), or each subtest can be taken in a separate 4-hour administration. In addition, subject matter tests are required for teaching and specialist licenses (not for counseling or Instructional Technology), and some licenses require the Foundations of Reading MTEL. The Massachusetts Department of Elementary and Secondary Education (ESE) website contains a list of required MTEL exams for each license area, as does Lesley's MTEL Student Guide.

In recognition of the need for increased and enhanced math proficiency for teachers and students, the General Curriculum (GC) MTEL subject test includes a separately-scored mathematics subtest and a multi-subject subtest. GC is required for students in Elementary Education, Moderate Disabilities, and Severe Disabilities programs. Candidates in these license areas take an online math diagnostic; Elementary and/or Moderate Disabilities license candidates take the diagnostic in EEDUC 5012 Teaching Elementary School Mathematics, or earlier if desired. Online math diagnostic results will help determine whether students should register for an 18-hour Math General Curriculum workshop or 36-hour Math General Curriculum course.

## ACADEMIC INTEGRITY POLICY

Approved by Board of Trustees, December 17, 1997  
 Approved by Academic Affairs Committee, November 5, 1997  
 Approved by Faculty Assembly, May 20, 1997  
 Revised by FAAP and AAC, May 2009  
 Revised by FAAP and AAC, April 2019

The Academic Integrity Policy applies to all graduate and undergraduate students enrolled at Lesley University, including but not limited to, courses, practica, seminars, studio courses, field placements and institutes as well as participating in other educational experiences.

### I. Statement of Principles

Academic honesty and integrity are essential to the existence and growth of an academic community. Every member of the Lesley community is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lesley University.

A commitment to preserving and encouraging high standards of academic honesty may be demonstrated in many ways. At a minimum, each member of the Lesley community is charged with honoring and upholding the University's policies and procedures governing academic integrity as set forth below.

### II. Prohibited Conduct

No Lesley student will knowingly perform, attempt to perform, or assist another in performing in any act of academic dishonesty. The term "knowingly" means that the student knows that the academic work involved will be submitted for academic credit or advancement. It is still an act of academic dishonesty even if the student is not clear that the act was a violation of the University's Academic Integrity Policy.

### Examples of Acts of Academic Dishonesty

Academic dishonesty comes in many forms. Academic dishonesty includes, but is not limited to, taking or attempting to take any of the following actions. The following list is not meant to be exhaustive and a student may be accused and found responsible of violating the University's Academic Integrity Policy for an offense not enumerated below.

- Abuse of Academic Materials:** Intentionally or knowingly destroying, stealing, or making inaccessible library or any academic resource materials, or student work.

*Examples:* Stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so that others may not use them; destroying computer programs or files; stealing, destroying or sabotaging another student's academic work, computer software, computer programs, or experiments.
- Cheating:** Use and/or solicitation of use if unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

*Examples:* Copying from another's paper, or receiving unauthorized assistance, such as texting, during a quiz or examination; copying reports, laboratory work, computer programs or files; soliciting and/or sending a substitute to take an examination; unauthorized collaboration on a take-home exam.
- Complicity/Unauthorized Assistance:** Intentionally or knowingly permitting to attempt to permit another to commit an act of academic dishonesty. Giving or receiving assistance in connection with any examination or any other academic work that has not been authorized by a faculty member.

*Note:* During examinations, quizzes, lab work and similar activities, students are to assume that any assistance (books, notes, calculators, digital devices, conversations with others) is unauthorized unless a faculty member has specifically authorized it.

*Examples:* Knowingly allowing another to see or copy from a student's paper, or through text messaging, during an examination; giving or receiving answers to an examination scheduled for a later time; completing academic work for another or allowing another to complete an academic exercise for the student; collaborating on an academic work knowing that the collaboration is not authorized; submitting a group assignment or allowing that assignment to be submitted representing that the project is the work of all the members when less than all of the members assisted in its preparation.

- **Fabrication and Falsification:** Falsification is a matter of altering information; fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

*Examples:* Inventing or altering data or research results; fabricating research processes to make it appear that the results of one process are actually the results of several processes; false citation of a source; falsifying attendance records in class or at practicum or internship sites for the student at issue or someone else; having another falsify attendance records on a student's behalf; falsifying material relating to course resignation or grades; falsification; forgery, or misrepresentation of academic records or documents including admissions materials, transcripts and/or practicum or internship documentation; communication of false or misleading statements to obtain an academic advantage or to avoid academic penalty.

- **Lying/Tampering/Theft:** Giving false information in connection with the performance of any academic work or in connection with any proceeding under this Policy.

*Examples:* Giving false reasons (in advance or after the fact) for failure to complete academic work or to attend an examination; altering academic work after it has been submitted and seeking a re-grading as if it were original work submitted; damaging computer equipment or programs in order to prevent the evaluation of academic work; giving false information or testimony in connection with an investigation or hearing under this Policy; any unauthorized removal or inspection of material related to academic work (exams, grade records, forms, data, answers) from a faculty member's office or computer.

- **Multiple Submissions:** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without prior written authorization.

*Examples:* Submitting the same paper for credit in two courses without both instructors' prior permission; making minor revisions in a paper or report (including oral presentations) and submitting it again as if it were new work.

- **Plagiarism:** Presenting the work of another as one's own (i.e., without proper acknowledgment of the sources.) Plagiarism may occur in verbal, written, or creative production formats. It is recognized that appropriation and overt references to other artworks are legitimate practices in contemporary art, and that the generic distinction between such creative strategies and plagiarism can become indeterminate. Therefore, allegations of plagiarism in the studio areas will be evaluated on a case-by-case basis. In case of such a controversy, the decision of the Academic Integrity Committee will be deemed final.

*Examples:* Utilizing a commercial writing service; obtaining and submitting papers done by another as one's own work; using facts, figures, graphs, charts or other information without acknowledgement of the source; copying work found on the internet and submitting it as one's own.

### III. Student Responsibility

Students are full members of the academic community and, as such, are obligated to uphold the University's standards for academic integrity. Students should take an active role in encouraging others to respect these standards.

Upon enrollment, each Lesley student is automatically subject to the requirements and standards of the Academic Integrity Policy and each student has a duty to become familiar with it. All students, including on-campus, visiting, off-campus and online, are responsible to respect these standards.

Ignorance of what constitutes an act of academic dishonesty cannot be used as a defense when facing a concern of academic dishonesty. Students are responsible for learning how to document sources and what constitutes plagiarism.

Lesley faculty and the staff of the Center for Academic Achievement can provide help in understanding acceptable models for academic research. When in doubt about the proper use of source material, students are expected to seek guidance. Students should also seek assistance by using the library tutorials found in the self-service portal around writing citing, and avoiding plagiarism (see: [research.lesley.edu/c.php?g=677501&p=4774695](https://research.lesley.edu/c.php?g=677501&p=4774695)).

Every student should keep notes, rough drafts, sketches, and a copy of each finished paper. If students wish to submit one piece of work for more than one course, they must request and receive written permission to do so from all instructors in the courses involved.

Any student who has direct knowledge and/or evidence of academic dishonesty by another student should meet with the faculty member responsible for that course, the Associate Dean of the student's School, or a member of the Committee on Academic Integrity in the student's school.

### IV. Faculty Responsibility

Lesley faculty are responsible for setting academic standards, for awarding academic credit, and for conferring degrees when those standards are met. Inherent in these responsibilities is a duty to preserve and transmit the values of academic integrity through example in their own academic pursuits and through the learning environment that faculty create for students. The University expects that its faculty will instill a respect for academic integrity and will take measures to discourage academic dishonesty (See Advice to Faculty found in the Faculty Handbook).

All faculty members are expected to follow the policies stated in this Policy when academic dishonesty is suspected. Every member of the Lesley faculty, must ensure that student work submitted to them for academic credit is authentic as well as consistent with established academic standards. The conferring of a grade in a student's work includes judgment by the faculty member that the student's work is free from academic dishonesty. Grades may be adversely affected by academic dishonesty.

Faculty are strongly encouraged to talk with their immediate supervisor and/or Associate Deans whenever they have questions about a student's work or the terms of this Policy.

### V. Process

#### Step 1: Allegation of Academic Dishonesty

If a faculty member has reason to believe that a student has engaged in academic dishonesty they shall promptly discuss the matter with the student and will consider whether the student has violated the Policy. The faculty member then has the following options:

A. If a faculty member determines that no act of academic dishonesty has occurred, the matter shall be considered closed and shall not be reported further.

B. If the faculty member is unsure as to whether a violation has occurred, they will consult with the Associate Dean responsible for such matters or their immediate supervisor for review and discussion. In case of cross-school registration the Associate Dean must ultimately refer the matter for determination to the Associate Dean where the student is enrolled.

C. If the faculty member is persuaded that an act of academic dishonesty has occurred, they will report in writing their findings with appropriate supporting materials and a list of possible witnesses promptly to the Associate Dean for review and possible referral to the Academic Integrity Committee. The faculty member may enter SIP (Still in progress) instead of a grade if the case occurs at the end of a term or semester. In case of cross-school registration the Associate Dean must ultimately refer the matter for determination to the Associate Dean where the student is enrolled.

### **Step 2: Referral to Chair of Committee on Academic Integrity Committee**

Upon receipt of a report or allegation of academic dishonesty from a faculty member, the Associate Dean or the faculty co-chair of the Committee on Academic Integrity of the student's School will inform the student in writing of the allegations against the student and refer to the student to the appropriate sections of the written Academic Integrity Policy that have been violated. The student will meet (in person, by telephone, or otherwise) with the Associate Dean and/or faculty co-chair of the Committee to review the nature of the allegation, review supporting materials, and to afford the student an opportunity to respond to the allegations.

A. If the student admits culpability or otherwise does not contest the allegation of academic dishonesty, the Associate Dean and faculty co-chair may decline to refer the matter for hearing by the School's Committee on Academic Integrity and may recommend an appropriate sanction upon the student to the Dean. The Associate Dean will report the recommendation and disposition of the matter to the School's Committee on Academic Integrity for purposes of maintaining a record of the incident.

B. If the student denies the accusation that they have violated the Policy, the Associate Dean and faculty co-chair will request from the student a written response to the allegations with any relevant support for the student's position and a list of possible witnesses. The response will be submitted by the student within an appropriate timeframe determined by the Associate Dean. The Associate Dean and faculty co-chair will then send the written statements from both the student and faculty member to the School's Committee on Academic Integrity referring to the matter for hearing in accordance with the policies and procedures set forth below.

### **Committee on Academic Integrity**

The chairs of the Committee on Academic Integrity will coordinate a gathering of the academic integrity committee and invite the faculty and student of concern.

### **Step 3: Notice to Student**

The Committee on Academic Integrity will give at least five (5) days' notice to a student of the committee's intent to hold a hearing on a report of academic dishonesty. Notice will be provided in writing and will include a summary of the allegation(s), the date and time of the hearing, a copy of the policy and hearing procedures, and

notification of the student's right to bring a member of the Lesley community as an advisor/supporter.

Prior to the hearing date, the student may be asked by the Associate Dean to meet in order to obtain additional information about the allegation(s). The meeting may take place in person, by telephone, or otherwise.

No student will be permitted to withdraw from a course in which they have an allegation of an act of academic dishonesty until the case has been investigated and resolved.

**Continued Enrollment Pending Resolution:** A student may continue to attend class and to participate in University activities pending administrative resolution. However, while a question of academic misconduct is under investigation, a student may not graduate or receive a transcript without prior written approval of the Dean.

### **Step 4: Committee Hearings**

The hearing process used by each school's Committee on Academic Integrity is intended to provide participants with a timely, fair, and orderly system for investigating and resolving allegations of academic dishonesty.

Committee hearings will be fact-finding in nature, and the focus will be to investigate the allegation. Each committee member shall have one vote and a majority vote will be required for any decision. The committee will consider information and arguments presented, make findings of fact, determine whether the student did engage in academic dishonesty, and, if so, recommend sanctions.

**Committee Membership:** Each school will have in place a Committee on Academic Integrity that is responsible for holding hearings into allegations of academic dishonesty consistent with these policies and procedures. Each school's committee will be composed of no less than three and no more than five members. The majority of committee members will be from the faculty. At least one will be a representative of the Dean's Office. Each school will determine committee terms in line with their school governance. Terms will be staggered. Student representation and voting privileges on the school-based committee will be at the discretion of each school.

**Timing:** The committee will make all reasonable effort to hold its hearing within thirty (30) working days from the date the report of academic dishonesty is referred to it for investigation and disposition. Allegations made at the end of the spring semester and during the summer semester may be investigated and reviewed by the committee within the first two months of the following fall semester. The committee should adjust the timeline for specific student needs.

**Evidence:** Formal rules of evidence do not apply in committee hearings. Committee members may consider as evidence any supporting materials that, in their discretion, contribute to their objectives of discovering the truth and resolving the allegation of dishonesty. Committee members may also exclude evidence that, in their discretion, is repetitious, irrelevant, or not of value to their deliberation. The faculty member alleging academic dishonesty is responsible for presenting materials supporting the allegations. The student is responsible for presenting any materials to support a defense.

**Appearance before Committee:** The student, affected faculty member, and witnesses who are members of the Lesley community are expected to meet with the committee in person unless compliance would result in significant and unavoidable personal hardship. If necessary, the student, referring faculty member, and



witnesses may meet with the committee by telephone or by other methods deemed appropriate by the committee.

**Witnesses:** In conjunction with their initial written statements regarding the allegations, the student and the referring faculty member may submit a list of names of witnesses that committee members may question to obtain evidence. The committee will interview the witnesses it deems relevant. Witnesses are expected to give truthful testimony. During the hearing, committee members will summarize the witnesses' statements and provide each with an opportunity to respond to the statements made by the witnesses.

**Assistance:** Students may not be accompanied by an attorney in the hearing, but they may be accompanied by an administrator or faculty member from the Lesley community to advise them. The role of the Lesley representative is limited to conferring with and advising the student. The advisor is not permitted to argue, make statements, or question witnesses. The committee or student may request the participation of members of the Center for Academic Achievement, the Office of Disability Services, the Office of University Technology, or other such offices as appropriate.

**Confidentiality:** Committee hearings are closed to the public, and all present at the hearing will consider all the information presented as confidential.

**Failure to Appear:** If the student fails to appear after proper notice, the committee may reach its conclusion and set an appropriate sanction based on the evidence that is before it. A student who fails to appear at the hearing either in person, by telephone, or otherwise may not appeal the decision(s) or of the sanction(s) imposed by the committee unless there was an extreme emergency that caused their failure to appear.

**Rendering a Decision:** The committee may take any investigatory action that it deems appropriate. The committee will deliberate in private and will render a decision by majority vote. The committee will only render a decision that a violation has occurred if it is satisfied that a violation has been shown by clear and convincing evidence.

**The Committee's Report:** Upon conclusion of its deliberations, the committee will prepare a written report containing a summary of the allegation(s) of academic dishonesty, the student's response, the committee's findings (including its evaluation of the credibility of the student and witnesses), the evidence that supports its findings, and its recommendation for sanctions if the allegation is credited. The report will be forwarded to the school Dean within two (2) weeks of the final hearing.

#### **Step 5: Determining Sanctions for Academic Dishonesty**

All acts of academic dishonesty diminish the integrity of the University and will be addressed accordingly. Lesley reserves the right to impose any sanction for academic dishonesty that, in its discretion, it finds to be fair and appropriate. Sanctions may include, but are not limited to any one of the following or a combination of the following:

- Formal warning;
- Reduced grade including a failing grade for the assignment;
- Reduced grade including a failing grade for the entire course;
- Forfeiture of student leadership positions, and/or restrictions on participation in University activities;
- Academic probation;

- Suspension;
- Expulsion

A formal warning consists of a written reprimand for violation of acceptable standards of academic conduct. This action takes formal notice of the student's academic misconduct and provides a formal warning that a further act of academic misconduct will result in far more severe action. A formal warning will not be noted in a student's transcript but will be noted in files of the Dean's office.

In appropriate cases, a student may be allowed to perform community service as part of a sanction imposed under this Policy. If that a student accepts a community service alternative, the Dean of the student's School will approve the terms and duration of such service.

*Note: When the sanction is a lowered or failing grade is imposed, this grade may not be grieved through the School's grade grievance procedure.*

The following factors will be considered when determining the appropriate sanction(s):

- The nature and seriousness of the offense;
- The impact or damage to the University, the School, the program, or to others as result of the misconduct;
- The student's motivation, state of mind, and class status at the time of the incident;
- The student's prior academic and disciplinary record at the University;
- The student's response, attitude and demeanor after the violation;
- The student's appreciation of the nature and severity of his/her academic dishonesty;
- Any mitigating circumstances;
- The penalties which have been imposed in similar prior cases.

#### **Step 6: Decision of the Dean**

The school Dean will review all reports and recommendations of the committee and the documentation upon which the recommendations are based. If the student disagrees with the recommendations and believes that there is additional information that was not available to the committee and therefore not considered by it, they may submit this information in writing to the Dean within five (5) days of receipt of the recommendations. The Dean will notify the student, referring faculty member and the committee in writing of a decision within fifteen (15) working days, excluding holidays and Lesley University vacation days. The decision of the Dean is final.

**Record Keeping:** Committee records will be maintained for seven (7) years by the school's Office of the Dean. A copy of the committee's report will be placed in a confidential file as part of the permanent file of each student who is found responsible of academic misconduct. The report will not be shared without a FERPA waiver signed by the student.

### **VI. Lesley University Policy and Advisory Group on Academic Integrity**

Every five years the Lesley university-wide Academic Advisory Committee (AAC) will monitor and review, with the Associate Deans, to review the academic integrity policy and process. The Associate

Deans will monitor the implementation of this policy in all schools, educate the Lesley community about academic integrity, recommend changes to the policy, and develop measures to prevent academic dishonesty at Lesley University.

## ACADEMIC ADVISING

Students who enter either as first time freshmen or transfer students are provided with an educational passport that allows them to move beyond traditional classroom experiences to take advantage of the diversity of opportunities available through the University. Critical to student participation in any offerings at the University is careful and thoughtful academic advising that begins when a student enrolls in the first semester. Once the advising process begins, students and faculty begin development of an advising relationship that continues throughout the student's educational experience.

All first year students are advised by professional advisors in one of the two Undergraduate Academic Advising Centers. Each undergraduate school has a distinct advising office with directors for each unit. During this first year, students learn about the choices and opportunities available to them through the University, gain understanding of the scope of the curriculum, and identify academic areas of interest to pursue. Students who enter as First-year-traditional CLAS students are assigned to a faculty advisor in their chosen area of study in the fall of the junior year. Traditional first-semester transfer students in CLAS are generally assigned to a faculty advisor in their second semester at Lesley or after they have earned a minimum of 60 credits. LA+D students are each assigned a professional advisor and a faculty mentor.

Faculty advisors help students with course selection in their major and provide advice and mentoring on other matters relating to the educational passport, including:

- Exploration of the academic and studio options available at Lesley, including the choice of majors, specializations, and minors;
- Exploration of course options available within each program, as well as the general electives available outside the field of special interest;
- Taking responsibility for their learning to achieve their academic, visual competencies, and professional goals;
- Building strong and trusting relationships to ensure effective communication between advisors and students, and extending to the academic support areas of the University;
- Understanding the role of co-curricular activities in relation to their academic programs of study;
- Assessing life and career goals;
- Pursuing learning opportunities such as study abroad, independent study, or other forms of experiential learning.

Adult students who are either attending classes part-time or full-time also have the benefit of a professional academic advisor through Lesley's Center for the Adult Learner (LCAL). LCAL advisors work closely with returning adult students in conjunction with program faculty to ensure an easy transition to Lesley and assist adults in navigating their paths to graduation. Students who identify themselves as adult (non-traditional) learners to Lesley's admission counselors will be matched with an LCAL advisor who typically will remain the student's advisor throughout their time at Lesley. Certain

programs will transition adult learners from LCAL advisors to faculty advisors early in the student's time at Lesley.

All students should meet regularly with their advisors to seek advice about how to successfully meet the requirements of their degree program(s). The final responsibility for fulfilling these requirements rests with the student. All students should utilize the services and resources of the appropriate undergraduate academic advising center to maximize the advising support available from the professional advisors in the centers.

## THE MISSIONS OF THE ACADEMIC ADVISING CENTERS

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Academic Advising at Lesley University facilitates student academic success through proactive advising and the promotion of self-advocacy. At the College of Liberal Arts and Sciences, the Advising Office provides outreach and proactive initiatives to support undergraduate students in their transition to college and, in particular, their acclimation to the University as a place to discover, learn and grow. The academic advising team is committed to empowering students to take ownership of their academic, career, and personal aspirations by assisting them in the development of intentional and strategic educational plans that align with their long-term goals.

At the College of Art and Design, professional advisors and faculty mentors assist students in developing aesthetic awareness, professional creativity, and productivity. Advisors guide students in gaining perceptual, conceptual, expressive abilities, and strong communication skills. Academic advising relationships foster student learning in the areas of problem solving activities, independent thinking, and understanding student roles and responsibilities for self-advocacy during college-life and beyond.

Advisors in the Center for the Adult Learner offer adult students across the university specialized advising based on their knowledge of the often unique needs of working adults who are balancing their busy lives and higher education.

## ACADEMIC ADVISING GOALS

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- Guide students as they explore their individual values, interests, and skills in relation to majors and academic opportunities both inside and outside of the classroom.
- Ensure that students have access to knowledgeable and informed advisors who demonstrate care and respect for human and cultural differences.
- Communicate regularly with students and provide accurate information regarding policies and procedures to make informed decisions.
- Continually assist students in understanding the relationship between a liberal arts education, academic success, and lifelong learning.
- Foster partnerships between students and advisors, recognizing that each share responsibility in the advising process.

## ADVISEE'S ROLE AND RESPONSIBILITIES

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As members of a diverse college community, students recognize that they are committed to the process of lifelong learning and strive to work with their advisors in this process.

The advisee-advisor relationship is based on a philosophy of shared responsibility. Ultimate responsibility for satisfying college and professional requirements rests with the student.

The following are responsibilities of advisees:

- Read the academic catalog carefully, be aware of degree programs and requirements at the University, and make use of all academic resources on campus
- Come to advising meetings prepared by gathering all relevant decision-making information
- Become knowledgeable about college programs, academic policies, and deadlines-and follow them!
- Accept responsibility for decisions made
- Keep advisor up to date on any changes in your academic progress and/or plans and any medical, financial, or personal issues that may affect your academic performance
- Regularly read Lesley University email and the MyLesley Advising Community website
- Communicate with your advisor; ask questions if a specific concern or an issue is not clear
- Attend pre-registration and other advising meetings
- Obtain advisor sign-off on course selections each semester
- Monitor progress of meeting program requirements
- Utilize university resources
- Meet deadlines as appropriate

### **ADVISOR'S ROLE AND RESPONSIBILITIES**

Professional and faculty advisors view academic advising as integral to the college's educational philosophy of being responsive to the needs of students.

The advisor-advisee relationship is based on a philosophy of shared responsibility. Ultimate responsibility for satisfying college and professional requirements and goals rests, however, with the advisee.

The following are the responsibilities of advisors:

- Help students define and develop academic and career interests/goals
- Assist students with developing an educational plan that is consistent with their goals, interests, and abilities
- Understand and effectively explain curriculum, graduation requirements, and university and college policies and procedures
- Match students' needs with available resources and make appropriate referrals
- Listen to students' concerns and respect their individual values and choices
- Monitor students' academic progress
- Be available to answer students' questions through scheduled meetings or email
- Create student-advisor collaborative relationship
- Encourage exploration across disciplines

- Promote integration of academic and life experiences
- Assist student graduation within appropriate time-line
- Support students to prepare for graduate study and/or a professional career

### **STUDENT-ATHLETE ACADEMIC SUPPORT**

Students who represent the University in intercollegiate competition are assisted with transitions to the campus and balancing athletics with college academic life. Lesley University Athletics is committed to ensuring that student-athletes meet University and NCAA standards while working on academic requirements for degree completion. Through the student athletes' academic advisors and with the collaborative assistance of faculty advisors and the Dean's offices of the College of Liberal Arts and Sciences and the College of Art and Design, student athletes are encouraged to excel in the classroom. Student-athletes are encouraged to utilize tutoring and academic support services provided by the Center for Academic Achievement, which is located on the second floor in Doble Hall.

### **CHANGE OF ADVISOR**

Students requesting a change of advisor should submit a change of advisor form to their respective Academic Advising Center. Requests for a particular advisor are granted upon consultation with the requested advisor and the Director of Advising.

### **DECLARATION OF MAJOR**

CLAS students usually declare a major at the point of admission. Students who enter as undeclared however, must declare a major by the completion of 48 credits. Students choosing to major in Education or Art Therapy must declare their major upon the completion of 30 credits.

LA+D students usually declare a major at the point of admission. LA+D students who are unsure as to the major upon entry are recommended to choose a major upon completion of 42 credits.

### **PROGRAM EVALUATIONS**

Any student with a declared major has access to their program evaluation (i.e. – degree audit) on LOIS at any time during their Lesley career. Program evaluations are maintained by the Registrar's office and are updated as necessary. Using the information detailed in the program evaluation, each student is required to meet with his/her academic advisor every semester to plan an appropriate schedule for the upcoming fall and spring semesters. Students and advisors should communicate any adjustments to the program evaluation (such as course substitutions, course waivers, or changes to the distribution of credits) to the Registrar's office. It is the student's responsibility to schedule this appointment with their academic advisor. Failure to do so may result in an error in course selection, which could adversely affect a student's graduation date.

## **ACADEMIC PROCEDURES**

### **CREDIT HOUR**

Lesley University follows federal guidelines in the definition of a credit hour. One credit is awarded for an amount of work represented in intended learning outcomes and verified by student achievement attained in the equivalent of approximately fifteen (15) contact hours of class time and two hours of out-of-class engaged academic time over a semester or the equivalent over a different period. Thus, a

three-credit semester or term course has approximately 37.5 to 45 hours of class time scheduled with approximately two additional hours of coursework expected outside the classroom for each in-class hour.

## COURSELOAD

CLAS: The prescribed four-year course load is five to six courses per semester (15–18 credits). To meet the minimum academic requirements of 120 credits, a student must average 30 credits each year, which is 15 credits per semester. It is the student's responsibility to monitor the number of credits completed each year as they relate to progress towards graduation.

LA+D: Students must complete 123 credits to earn the BFA. Visual art students should take an average of 15 – 18 credits per semester. LA+D students may elect to take the minimum number of credits per semester (12) with the understanding it will take longer than four years to earn the BFA.

LCAL: Adult learners often find that part-time study is the best fit. Depending therefore on the number of credits transferred, the number of credits needed to complete, and the number of credits taken each semester, completion times for part-time adult learners vary significantly and depend on each student's unique situation.

## ADDITIONAL TUITION CHARGE

Students desiring to register for more than 18 credits per semester must obtain the signature of their academic advisor and the approval of the Director of Academic Advising, Associate Dean, or the Dean before registration. A student who receives permission to carry a course overload will be charged on a per semester credit hour basis for all course credits over the normal course load (18 credits per academic semester.) Courses taken during the January term are considered part of the Spring semester. Students registering for only one semester during the academic year and carrying a course overload will also be charged on a per semester credit hour basis for all course credits over the 18-credit per semester course load.

## DOUBLE COUNTING

CLAS: Students are allowed to double count up to nine credits of coursework to satisfy program requirements in more than one area. This policy does not reduce the number of credits a student must take to complete the baccalaureate program. Rather, it provides additional elective credit opportunities within the present curriculum offerings. Exceptions to this policy are so noted in the academic program section of this catalog. Students are advised to discuss their options with their faculty advisors.

LA+D: Due to the large number of required courses within the BFA programs, LA+D will allow students to double count up to twelve credits of coursework to satisfy minor and/or elective credit opportunities in more than one area. This policy does not reduce the number of credits a student must take to complete the baccalaureate program. Exceptions to this policy are so noted in the academic program section of this catalog. Students are advised to discuss their options with their faculty advisors.

## CROSS-COLLEGE REGISTRATION POLICY

All students may take advantage of the resources available in the other schools of the University. Students may enroll in appropriate courses in the other schools of the university, and in selected graduate-level courses.

These credits will count toward the baccalaureate degree. Graduate courses taken towards the baccalaureate degree cannot be counted again for graduate credit should the student wish to pursue an advanced degree.

## PROVISION OF WAIVER

Under extenuating circumstances, specific academic regulations may be waived by the appropriate division director. Students requesting a waiver of academic requirements should petition the division director and provide a typewritten request that gives full particulars and justification for the request.

## CLASS STANDING DEFINITION

- First year students at Lesley are those students who have earned fewer than 30 credits that count toward the baccalaureate degree.
- Sophomores must have earned between 30 and 59.5 credits.
- Juniors must have earned between 60 and 89.5 credits.
- Seniors must have earned 90 or more credits.

## ACCESS TO RECORDS – LESLEY UNIVERSITY FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) POLICY

Lesley University is required to notify students annually of their rights with respect to the treatment of their education records under the Family Educational Rights and Privacy Act of 1974 (FERPA, also known as the Buckley Amendment). In accordance with FERPA, students are notified of the following rights:

### 1. The right to inspect and review the student's education records within 45 days of the day Lesley University receives a request for access.

The student should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) requested. Within 10 business days of receipt of the request the Lesley University 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 University official to whom the request was submitted, that official shall advise the student of the current official to whom the request was submitted or an appropriate designee will be present when the student examines his/her records.

Lesley University may deny a student access to certain information set forth in FERPA, including, without limitation, confidential letters and confidential statements of recommendation placed in the student's education records before January 1, 1975, and such letters and statements placed in the file after January 1, 1975, if the student has waived the right to inspect and review those letters and statements.

The written request for access and the date and hour of the student review will be recorded in the student file. A student may request and receive photocopies of information and documents contained in the education record. Students may not request copies of college transcripts submitted for admissions.

### 2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.

The student may ask the University to amend a record that is believed to be inaccurate or misleading. The student should write to the University official responsible for the record, clearly identify the

part of the record for which a change is requested, and specify why the record is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the 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.

**3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent the FERPA authorizes disclosure without consent.**

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University 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 University 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, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

In addition, Lesley University may, at times, disclose directory information without a student's consent. Directory information includes: student name, major field of study, and degrees or awards received. If a student does not want some or all of those items designated directory information to be released to the public, the student must notify the Dean of Students in writing prior to October 1.

**4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Lesley University to comply with the requirements of FERPA.**

If a student believes that his/her rights under FERPA have been violated, the student may file a complaint with the executive assistant to the President of Lesley University or with the U.S. Department of Education. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-4605

*Note: Students should be aware that the definition of directory information differs between FERPA and the Solomon Amendment as described below:*

Under the Solomon Amendment, Lesley University may not in policy or practice prohibit or prevent the Secretary of Defense from obtaining, for military recruiting purposes, entry to campus, access to students on campus, access to directory information on students, or have an anti-ROTC policy. According to the Solomon Amendment, Lesley University must provide the military with access to directory information (including name, address, telephone listing, date and place of birth, level of education, academic major, degrees received, and the educational institution in which the student was most recently enrolled) unless a student has formally requested that such information be withheld from third parties.

Parents may have access to information pertaining to their child's educational records and academic standing without prior written consent of the student if they are a dependent as defined under

section 152 of the IRS Code of 1954. If the student is not a dependent, as defined by the IRS Code, then the University must receive prior written consent from the student in order to release such information to the parents.

## USE OF EMAIL

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All students are assigned an official Lesley University email address and the University views correspondence through this account as official communication between the student and the University. Students will be sent official Lesley University communications, including information related to academics and student financial accounts, to that address. Students are responsible for knowing of and complying with official communications sent to their official email address. Lesley University is not responsible for a student's failure to read or respond to emails in a timely manner, including messages that contain a deadline for a response or action. Consequently, students should frequently check their Lesley email account, even during times when classes are not in session, to ensure that they do not miss critical and time-sensitive messages. Students should also regularly check their Clutter and Spam folders in the event that official messages were inadvertently misfiled. Students who opt to forward email from their Lesley account to a non-Lesley account do so at their own risk, as Lesley University is not responsible for any such forwarded messages.

## COURSE INFORMATION

### ACCOMODATIONS FOR STUDENTS WITH A DOCUMENTED DISABILITY

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Students with a documented disability who require accommodation access to class should contact Access Services at [access@lesley.edu](mailto:access@lesley.edu).

Full documentation of Lesley's support services can be found in this catalog in the section on "Student Life and Academic Development".

### COURSE WAIVER/SUBSTITUTION

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When it can be determined that a student has successfully completed a course at Lesley or at another accredited institution which is substantially the same as a required course in one of the degree programs offered in the college, a waiver or substitution may be granted. Applications for course waiver/substitution must be approved and signed by the appropriate division director before submission to the Registrar. Approval of the course waiver/substitution does not reduce the total number of credits required for the awarding of the degree, but allows the student, in consultation with an advisor, to select another approved course for the same number of credits, which may then be taken in lieu of the waived or substituted course.

### INDEPENDENT STUDY

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The University offers students the opportunity to engage in independent study with a faculty mentor to pursue interests in topics not available in the regular curriculum. An independent study may be undertaken for 1 to 6 credits. A student may take no more than three Independent Study courses for up to 9 credits in total, which may be applied to their cumulative course credits. These credits are available to any student who has earned 60 credits (or, with permission of the Chair, 30 credits), has a 3.0 cumulative GPA, and has demonstrated significant ability to work independently. The deadline to register for an independent study is the last day of the Drop/Add period.

Numbered as 4999, Independent Study courses are designed with consultation and consent of the faculty mentor. Once approved by the faculty mentor, the independent study contracts, including the amount of credit to be assigned, and the student's unofficial transcript are reviewed and authorized by the division chair. After approval the contract is then forwarded to the Office of the University Registrar by the student for final registration processing.

In certain, limited circumstances, an independent study for an individual or a group of students replicates a course needed for graduation; such an independent study allows students to complete program requirements even if the course is not available to the students in question as part of the regularly scheduled offerings.

### **COURSE/STUDIO ASSISTANTSHIPS**

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A student may be asked to serve as a Course/Studio Assistant in a particular course that the student has taken previously (or otherwise demonstrated competency). In this role, the student studies the process of planning, implementing, and evaluating the course, while assisting with the preparation and teaching of the course. Students who decide to accept this honor register for course number 4089 under the appropriate discipline prefix. A Course/Studio Assistant Approval form, signed by the faculty and approved by the division director, is required for registration.

A student may not serve as a Course/Studio Assistant in the same course more than once and may not complete more than a total of two courses in this manner.

Contact the appropriate Academic Advising Center for the correct forms and procedures.

### **ADD/DROP POLICY**

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During the first two weeks of each semester, a student may add or drop a course. For accelerated courses, either on ground or online, the add/drop period is the first week. During this period, any course that is dropped will not be recorded on the student's permanent record. However, if after the second week of classes, a student withdraws from the college, withdrawal grades will be reflected on the academic record as required by the student refund policy. During the add/drop period, first semester freshman and transfer students are required to have their advisor's signature on each add/drop form (for CLAS only). After the first semester, students may add or drop a class on LOIS up to the end of the WebReg period. However, all students are strongly encouraged to consult with their advisor before making any changes to their schedule to ensure timely graduation.

Add/drop forms can be obtained from the Registrar's Office and the Undergraduate Academic Advising Centers. The form can also be found on the Registrar's Office web page at [lesley.edu/students/student-records-registration-schedules/forms](http://lesley.edu/students/student-records-registration-schedules/forms) under "Registration".

### **COURSE WITHDRAWAL POLICY**

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The policy regarding withdrawal from courses becomes effective after the add/drop period terminates. If a student withdraws from a course or from the college prior to the end of the tenth week of the semester\* or prior to the end of the fifth week for accelerated courses, s/he will receive a grade of "W" on their transcript. No credit will be given, nor will this be counted in computing the cumulative grade point average. A student who withdraws or discontinues studies in any course after that date will receive a grade of "F."

During the withdrawal period, students (CLAS only) are required to have their advisor's signature on each add/drop form.

\* Refer to the Academic Calendar for exact dates ([lesley.edu/students/academic-resources/academic-calendars](http://lesley.edu/students/academic-resources/academic-calendars)).

### **TRANSFERRING UNDERGRADUATE CREDIT-MATRICULATED STUDENTS**

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This section applies to currently matriculated Lesley students. Transfer of credit information for incoming students may be found in the "Admissions" section of this catalog.

A matriculated Lesley student in good standing may enroll in a course at another accredited college during the academic year, or summer. The following conditions govern the transfer of credit earned at another institution, to Lesley.

- A total of 90 credit hours are transferable to the College of Liberal Arts and Sciences (CLAS), and 66 credit hours are transferable to the College of Art and Design (LA+D), depending on the student's program and providing certain requirements are met.
- A grade of C or better is necessary for transfer of credit; letter grades for transfer are not recorded on the student's permanent record. Grades of "P" (Pass) will be accepted for transfer.
- CLAS: Written approval must be obtained from the student's academic advisor and the Director of Academic Advising *before* a course is taken for transfer credit. Students should contact the CLAS Undergraduate Academic Advising Center for more specific information and the approval forms.
- CLAS students must meet with their advisors to determine the appropriate courses for their program of study prior to submission of the transfer approval form to the Director of Academic Advising.
- CLAS: Upon completion of courses, students must request in writing an official transcript from the college/university where courses were completed to be sent to the Lesley University Registrar's Office.
- CLAS: Credit for student teaching and other practica or internships must be approved by the appropriate Division Chair.
- LA+D: It is strongly recommended that students check with LA+D advising staff to ensure transfer credits will meet requirements before courses are taken for transfer credit.
- LA+D students need approval from the faculty internship representative.
- LA+D: Upon completion of courses, students must request in writing an official transcript from the college/university where courses were completed to be sent to the Lesley University Registrar's Office.

### **PRIOR LEARNING ASSESSMENT (PLA)**

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Lesley University recognizes that adult students may have had professional and life experiences that parallel college level learning.

The PLA process begins with a three (3) credit course, AWRIT 4010 Prior Learning Assessment Preparation. In this course, faculty guide students to identify and document their learning experiences into a comprehensive portfolio. AWRIT 4010 is offered on a Pass/Fail basis

and submission of a PLA portfolio is a requirement for completion of the course, regardless of whether or not it will be assessed for credit. Students may apply for as few as three (3), and as many as forty-five (45) credits that, if awarded, will count toward degree requirements. In addition to the cost of the three-credit course, students pay a \$100 per credit assessment fee at the time they submit the PLA portfolio (students must submit this fee prior to having their portfolios assessed and regardless of how many credits are ultimately awarded).

PLA portfolios are reviewed by a committee who determines whether the student has provided sufficient evidence of learning to warrant the award of credit. Students are notified of the committee's decision by the PLA coordinator in the Center for the Adult Learner. Students wishing to appeal award decisions should contact the PLA Coordinator for instructions. All appeals will be reviewed by the Assistant Vice President for Adult Learning Programs whose decision related to credit awards will be final.

Awarded credits are incorporated into a student's degree plan as transfer credits and are calculated as part of the maximum 90 allowable transfer credits for LCAL students. PLA credits may be applied to requirements in the major, general education, or electives in the BS/BA in Liberal Studies program. (Approval may be required for some credits to count towards traditional CLAS majors.)

Students interested in earning credit through PLA should discuss their eligibility with their advisor early in their degree planning. Potential PLA credits should be considered and discussed as part of a student's transfer credits at the time of enrollment; credits through PLA are ideally taken in, and no later than, the third semester of a student's plan. Students wishing to learn more about the process should contact their advisor or the PLA coordinator in the Center for the Adult Learner, Julianne Corey at [jcorey2@lesley.edu](mailto:jcorey2@lesley.edu).

## **SYLLABUS STATEMENTS**

### **LESLEY UNIVERSITY SYLLABUS STATEMENTS**

#### **Learning Community Statement:**

Faculty, staff and students are all responsible for advancing a campus and classroom climate that creates and values a diversity of ideas, perspectives, experiences and identities. As such, we aspire to engage together in a community where each person is respected and empowered to express themselves and be heard.

We commit to creating an environment and developing course content that recognizes the learning experience of every student with dignity and respect, regardless of differences that include, but are not limited to: race, socio-economic status, ethnicity, indigenous background, immigration status, nationality, gender identity/expression, language, abilities and accommodations, religion/spirituality, sexual orientation, veteran status or membership in uniformed services, political views, age and physical appearance.

Lesley University's Mission Statement ([lesley.edu/about/mission-history](http://lesley.edu/about/mission-history)) states that "...Lesley prepares socially responsible graduates with the knowledge, skills, understanding and ethical judgment to be catalysts shaping a more just, humane, and sustainable world." Among many experts in the field, Diane Goodman has described the following competencies: (1) Building self-awareness, (2) Understanding and valuing others, (3) Knowledge of societal inequities, (4) Interacting effectively with a diversity of people in different contexts, and (5) Fostering equity and inclusion. Our

mission and these competencies are embedded in our curricula and our classrooms. They provide a foundation for transformative teaching and learning, and approaches to social justice.

#### **Disability Statement:**

Lesley University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and to benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and must provide documentation of the disability. Eligibility for reasonable accommodations will be based on the documentation provided.

If you are a student with a documented disability, or feel that you may have a disability, please contact the appropriate disability administrator.

For On-Campus Students with Learning Disabilities, Attention Disorders and Autism/Asperger's Syndrome:

Kimberly J. Johnson, Director LD/ADD Academic Support Program

Doble Hall, 2nd floor

Phone: 617.349.8462 • Fax: 617.349.8324

[kjohnso7@lesley.edu](mailto:kjohnso7@lesley.edu)

For On-Campus Students with Physical, Sensory, and Psychiatric Disabilities:

Daniel Newman, Executive Director Academic Support Services,  
Lesley University ADA/504 Coordinator for Students  
11 Mellen Street

Phone: 617.349.8572 • Fax: 617.349.8324 • TTY: 617.349.8544,  
617-349-8198

[dnewman@lesley.edu](mailto:dnewman@lesley.edu)

For All Off-Campus Students:

Daniel Newman, Executive Director Academic Support Services,  
Lesley University ADA/504 Coordinator for Students  
11 Mellen Street

Phone: 617.349.8572 • Fax: 617.349.8324

[dnewman@lesley.edu](mailto:dnewman@lesley.edu)

The contact persons play the role of facilitator between the student's needs, faculty requirements, and administrative guidelines of the University. Disability-related information is not shared without the permission of the student.

#### **Equal Opportunity and Inclusion Policy:**

Lesley University is committed to preventing discrimination and promoting equal opportunity, affirmative action, and inclusion for all current and prospective faculty, students, and staff. Lesley University strictly prohibits discrimination on the basis of race, ethnicity, color, religion, national origin or ancestry, age, physical or mental disability, pregnancy or parental status, sex, sexual orientation, gender, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws in admission to, access to, participation in, or employment in its

programs and activities. Lesley also prohibits retaliation against any person who brings a complaint of discrimination or harassment against anyone who cooperates in a complaint investigation.

The full policy can be found at [lesley.edu/students/policies/equal-opportunity-and-inclusion-policy](http://lesley.edu/students/policies/equal-opportunity-and-inclusion-policy) or for further information contact these Lesley University officers:

Dr. Anita Poole-Endsley

Equal Opportunity & Title IX Coordinator

617.349.8809 or [apooleen@lesley.edu](mailto:apooleen@lesley.edu)

Ms. Michelle Polowchak

Associate Vice President for Human Resources

617.349.8785 or [michelle.polowchak@lesley.edu](mailto:michelle.polowchak@lesley.edu)

### **Lesley University Library Services:**

The Library Research Portal ([research.lesley.edu](http://research.lesley.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. The Lesley University Library encourages students and faculty to use these academic resources for their assignments:

- Our Ask-A-Librarian page lets you chat, text, call, e-mail, or request a meeting with a librarian!
- Visit our two libraries for drop-in help, course reserves, computers/Wi-Fi, printing, new magazines and journals, and (of course) books!
- Sherrill Library, the main University library, Brattle Campus, 617-349-8850
- Moriarty Library, the arts library, Porter Campus, 617-349-8070

### **Academic Integrity Statement**

Approved by Board of Trustees, December 17, 1997

Approved by Academic Affairs Committee, November 5, 1997

Approved by Faculty Assembly, May 20, 1997

Revised by FAAP and AAC, May 2009

Academic freedom is essential in institutions of higher education. It is the freedom to engage in teaching, research, scholarship, or other creative work as the basis for expanding knowledge, promulgating research findings, and teaching and learning in an atmosphere of free inquiry and expression.

The rights of faculty and students to academic freedom carry with them duties and responsibilities. Faculty and students are entitled to freedom of inquiry and discussion in teaching and learning, to freedom of investigation in research, and to freedom of publication regarding research, scholarship, and creative work. Since discussing different points of view is an essential aspect of free academic inquiry and teaching, it is appropriate for faculty to incorporate both their knowledge and beliefs into their teaching. Concomitant with these freedoms must be a commitment to accuracy and integrity.

Faculty members are private citizens, professionals, and members of an educational institution. Faculty, recognizing that the public may judge an institution by their utterances, should indicate when they are speaking as official representatives of the University.

The complete policy may be found online:

<http://lesley.smartcatalogiq.com/2018-2019/Graduate-Catalog/Academic-Policies/Academic-integrity-Statement>

## **GRADING INFORMATION**

### **GRADING INFORMATION FOR ALL SCHOOLS**

**Grading and GPA:** Most courses offer evaluation of student performance according to the grade and the quality point system listed in the "Grade and Transcript Key." In some courses, students will receive a pass/fail grade instead of a letter grade. Grades submitted by faculty on LOIS are final grades. Faculty members should discuss in each course the criteria and evaluation system used for grading. No grade changes are accepted after graduation. It is the student's responsibility to make sure they understand the expectations of course requirements and grading procedures.

To compute a GPA, the student may use the key to the transcript to translate letter grades into quality points (for example, a three-credit course with a grade of "B" [3.0] is worth nine quality points), add all quality points earned, and divide the total by the number of credits attempted. The grades "P" (pass), "I" (incomplete), "W" (withdrawal), "AW" (administrative withdrawal), and "NA" (never attended) are not included, but "F" (failing) is always included in calculating the grade point average, except when the course is repeated.

**CLAS Students:** Two elective courses per academic year may be taken for a Pass/Fail rather than for a letter grade. The student must request authorization from the instructor to take the course on a Pass/Fail basis no later than the close of the drop/add period. The request may be granted or denied at the discretion of the course instructor. The Pass/Fail option can only be used with courses that are considered "free electives" (course credits not specially applied to a program of study or general education requirements) and the terms of the option for Pass/Fail grading cannot be retracted once they are submitted.

Graduate degree students at the Master's, C.A.G.S., or Ph.D. levels must earn a grade of "B-" or better in all core or required courses for the course to count toward degree requirements. A student must re-take core or required courses for which a grade of "C+" or below was earned.

Graduate students may earn a maximum of three (3) credits of "C+" grades in elective courses to apply the courses toward degree requirements. A grade of "C" or below in elective courses is considered a failing grade and will not be applicable toward degree requirements. Elective courses may be repeated or another elective course may be added as a substitute. All grades will be recorded and appear on a transcript.

If a required course is failed, the course must be repeated or an equivalent course taken. No credit is accrued with a grade of "F". If a student repeats the same course, both grades will be recorded on the official transcript, but only the second grade will be used to compute the cumulative GPA.

**Final Grades:** Students may view their final grades via LOIS at the close of each semester. Grades are available in LOIS to students in



real-time, after the faculty member has entered them electronically. FERPA does not permit the posting or displaying of student grades.

**Grade Submission:** Faculty members submit grades via the Lesley Online Information Service (LOIS) at [lesley.edu/lois](http://lesley.edu/lois) to the Office of the University Registrar. Grades are due within 15 days after the final end date of the semester or term. All grade submission deadlines can be found on the academic calendar at [lesley.edu/students/academic-resources/academic-calendars](http://lesley.edu/students/academic-resources/academic-calendars).

**Grade Changes:** Faculty members may submit grade changes via an official Grade Change Form which can be obtained by contacting the Registrar's Office at 617.349.8740 or 800.999.1959 x8740, or by email [registrar@lesley.edu](mailto:registrar@lesley.edu). When the grade has been changed, faculty should send the completed form to the Registrar's Office.

### Grades — Incomplete

Students who have successfully completed a majority of course requirements (as determined by instructor) but are unable to complete all requirements due to extenuating circumstances may request a temporary grade of "I" (incomplete). The course instructor will determine whether a student is eligible for an Incomplete. Incomplete grades are not guaranteed.

An incomplete grade request must be 1) initiated by the student before the end of the semester/term in which the course is taken or by a date set by the instructor in the course syllabus; 2) agreed to by the instructor; and 3) committed to by the student in writing by completing, signing, and filing a Contract for Completion of Incomplete Coursework (Incomplete Contract). Students should be prepared to provide documentation of their circumstances when submitting a request. Incomplete Contracts are available through the Office of the University Registrar (all students) or assistant director for academic advising (graduate students) and must be completed by the student and instructor. Completed contracts will be disseminated by the student to the relevant offices as indicated on the Incomplete Contract.

Remaining course requirements must be completed in accordance with the Incomplete Contract. Course instructors will set deadlines for the completion and submission of outstanding course requirements. It is the student's responsibility to ensure that all work is completed and submitted within the established deadlines.

In all cases, the incomplete grade must be changed no later than the grading deadline for the subsequent semester/term (e.g., fall 2018 incomplete grades must be changed by the posted grading deadline in the Academic Calendar for spring 2020 courses; fall term 1 incomplete grades must be changed by the posted grading deadline in the Academic Calendar for fall term 2 courses). The changing of an "I" to an academic grade is relayed from the instructor to the Office of the University Registrar via a paper grade change form (see Grade Changes, above).

An "I" grade that is not resolved within the time frames indicated above will automatically become a grade of "F" (Failing). If the course is a requirement and a passing grade was not earned, the student must repeat the course at the current tuition rate to earn a passing grade. The policy regarding incomplete grades remains in effect regardless of the student's withdrawal or leave of absence status. No grade changes are accepted after graduation. Students who receive two or more successive incomplete grades will be subject to an academic review to determine eligibility for continued enrollment.

In those exceptional cases in which a student wishes to request an extension of the incomplete course contract beyond the original time

frame, the student must submit a written request to the faculty member and the program/division director. The extension request must be submitted before the due date on the original incomplete course contract. Extensions are not guaranteed and extension requests submitted after the original deadline will not be reviewed. Further extensions will not be considered.

### Repeating Courses

A student may repeat any course once unless the student has earned a B- or greater in this course. A student will accrue no credit for courses in which the student receives a grade of "F" and a student will receive credit for a course only once. If a student repeats a course, both grades will be recorded on the student's permanent academic transcript, but only the most recent (not necessarily the highest) grade will be used to compute the student's GPA.

**Note:** Yellow Ribbon, G.I. Bill, or other students receiving veteran's benefits are not necessarily eligible to repeat courses that were previously passed. These students should check with the University's VA Certifying Official, Thomas Graves ([tgraves@lesley.edu](mailto:tgraves@lesley.edu) or 617.349.8781), before electing to repeat a course.

### GRADE AND TRANSCRIPT KEY Graduate & Undergraduate Programs

Letter Grade	Point System	P/F GRADE
A	4.0	
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	Pass(Graduate)
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	
D	1.0	
D-	0.7	
F	0.0	

To compute his/her GPA, the student should use the table above to translate his/her letter grades into credit points, add all his/her credit points, and divide the total by the number of credits completed. In computing grade point averages, Pass (P) is not included, but a Fail (F) is always included except when the course has been repeated.

**Additional Grades/Codes**(not included in cumulative average)

P	= Pass
CR	= Credit
NC	= Not for Credit
AUD	= Audit
I	= Incomplete*
ATT	= Attended
ABS	= Absent

\* "I" followed by a grade signifies a prior incomplete which has subsequently been graded. This is only used for undergraduate courses in Fall 1996-Spring 2013. Grade point scale above applies.

**Special Codes**

AW	= Administrative Withdrawal
NA	= Never Attended
SIP	= Course Still in Progress
TR	= Transfer Credit
W	= Withdrawal
RR	= Repeated Course*
WV	= Waiver
YL	= Year Long Course

\* If a student repeats a course in which a grade other than "F" was received, both grades remain on the official transcript, but only the second grade will be used to compute the cumulative GPA.

**Fail (F):** If a required course is failed, the course must be repeated or an equivalent course taken. No credit is accrued with a grade of "F." If a student repeats the same course, both grades will be recorded on the official transcript, but only the second grade will be used to compute the cumulative GPA.

**Pass (P):** This grade applies only to courses that are offered on a Pass/Fail basis and to courses in which the student elects the Pass/Fail option. Minimum passing grades vary among the schools. To earn a grade of "Pass" at the graduate level one must receive a B- or better. At the undergraduate level one must earn a C- or better for courses taken as Pass/Fail.

**Incomplete (I):** Students who have successfully completed a majority of course requirements (as determined by instructor) but are unable to complete all requirements due to extenuating circumstances may request a temporary grade of "I" (incomplete). The course instructor will determine whether a student is eligible for an Incomplete. Incomplete grades are not guaranteed.

**Withdrawal (W):** On-campus students who withdraw from a course after the second class meeting will receive a "W" grade on their transcripts. Off-campus and online students who withdraw from a course after its first week will receive a "W" grade on their transcripts. Students may not withdraw from a standard on-campus course during the last five class meetings. Off-campus and online students may not withdraw from a course during the last three weeks of the term.

**Administrative Withdrawal (AW):** This is an administrative grade assigned to students who have attended no more than the first two classes, but who have not officially dropped or withdrawn from the course. Students who stop attending after the second class, but who fail to withdraw by the published University withdrawal deadline must be assigned a letter grade. If student conduct in class rises to a level where it interferes with the ability of the faculty member to teach, the Dean of the College of Liberal Arts and Sciences reserves the right to administratively withdraw, with prior written notice, any student who interferes with the teaching/learning process. The grade "AW" is recorded on the transcript, but the student's grade point average is not affected.

**Never Attended (NA):** "NA" is an administrative grade assigned to students who are officially registered for the course and whose name appears on the grade roster, but who have never attended class. The grade "NA" is recorded on the transcript, but the student's grade point average is not affected.

**Final Grades:** Students may view their final grades via the Lesley Online Information Service (LOIS) at the close of each semester. Grades are available in LOIS to students in real-time, after the faculty member has entered them electronically. FERPA does not permit the posting or displaying of student grades.

**Auditing Classes**

Students who wish to audit classes (no grade/no credit) may do so with the following stipulations:

- Students may change their status from credit to audit by the end of the drop/add period;
- Students who wish to change from audit to credit must do so by the end of the drop/add period and must pay the balance of the tuition cost at that time;
- Classes taken as audits may not be applied toward degree or certificate requirements.

**Requesting Transcripts**

Students may request that an official transcript of their academic record be sent to the recipient(s) of their choice via the National Student Clearinghouse [studentclearinghouse.org/](http://studentclearinghouse.org/); or view an official transcript online through their LOIS account.

**UNDERGRADUATE GRADE MONITORING****Early Alerts**

CLAS: Early Alerts are required for all students who are at-risk by the 3rd week of semester-based classes, or the 1st week of term-based classes. Faculty members submit the early alert form online via Advisor Trac.

**Mid-Semester Evaluations**

CLAS: Mid-semester evaluation forms are recommended for all students and are required for students with a grade-to-date of C- or below by the 7th week of semester-based classes, or the 3rd week of term-based classes. Faculty members submit mid-semester evaluations electronically via Advisor Trac to notify students of poor progress in their course(s).

Mid-semester evaluations do not appear on the student's permanent academic record. Copies of the report are automatically sent electronically to the students and their advisors.

**Midterm Grading**

LA+D: Students receive midterm grades if the academic status at midterm is C- or lower. Students can check midterm grades using the LOIS system. Some LA+D faculty post grades for all academic performance at midterm but the general rule is that no midterm grade means academic performance is satisfactory at the semester midpoint.

CLAS: It is recommended that CLAS faculty post midterm grades.

**Final Grades**

Students may view recorded grades by accessing LOIS via the web or through the Ellucian.Go application for mobile devices. Official transcripts are not issued to students having financial indebtedness to the university, including library obligations and parking fines.

**GRADE GRIEVANCE POLICY**

Lesley is committed to delivering quality academic services, including fair grading to all students. We recognize that day-to-day problems affecting students in their classes will normally be resolved between the students and the instructor. Such matters shall not be deemed grievances.

The Grade Grievance Policy provides students with a mechanism to appeal grades which they believe constitute an unfair or incorrect application of the grading policy as outlined by the faculty member in his/her syllabus, or are the result of a perceived lack of requested reasonable accommodation for a documented disability.

This grievance procedure will be instituted only after the student has made attempts to resolve the issue through informal discussion with the faculty member, but still believes the grading outcome to be unacceptable. In the event that the student has made every reasonable effort to contact the faculty member for an informal discussion of the grade, either in person or on the telephone, but has been unable to do so, then the student may proceed to Level I.

All records related to this policy will be maintained in the College of Liberal Arts and Sciences or the College of Art and Design Dean's Office for a period of seven (7) years following the resolution of the grievance. The case records of the committee remain confidential under the provisions of the Family Educational Rights and Privacy Act, commonly known as the Buckley Amendment.

**Level I – Filing of Written Complaint** Within thirty (30) calendar days of the beginning of the semester following the one in which the student received the disputed final grade, the student shall present a written complaint to the division director who supervises the course instructor, and to the course instructor. The written complaint must include the title of the course, the dates of the course, the grade received, the reasons why the student believes the grade is incorrect, and the outcome the student seeks.

The student should attach with the complaint any course-related materials that support the complaint.

**Level II – Third Party Facilitation** Upon receipt of a formal written complaint grieving a grade, the division director or department chair will ascertain that an informal meeting between the student and faculty member has taken place, or that reasonable efforts by the student to discuss the issue formally with the faculty member have been unsuccessful. When this requirement has been met, the division director will convene a meeting with the student and the instructor as quickly as possible, but no later than fourteen (14) calendar days, excluding University vacation days, after receiving the complaint. If the instructor or student is unavailable to meet on campus, then the meeting will take place via telephone conference. The student may be accompanied at this meeting with the faculty advisor or another faculty member of the student's choice who will serve in a non-participatory role.

During this meeting, the role of the division director or department chair is to act as a facilitator who may make recommendations, but does not render a decision. As a facilitator, the division director or department chair will review the written complaint and supporting documents and will work with the student and the instructor in an effort to resolve the dispute. If the basis of the grade grievance is that requested reasonable accommodation was not made for the student with a documented disability, the Coordinator of Disability Services for the college or a representative from the Center for Academic Achievement, as appropriate, will also participate in this meeting. Within seven (7) days from the conclusion of this meeting the division director/department chair or Academic Dean will reconfirm in writing to the student and faculty member the outcome of the Level II meeting. If a satisfactory resolution has not been reached at this level, then the student may initiate Level III of the process.

*Note: The division director or department chair who supervises the faculty member serves as facilitator.*

**Level III – Grade Grievance Committee** The College of Arts and Sciences maintain the Grade Grievance Committee for issues that deal with grade grievances. The College of Art and Design maintains the Academic Review Committee.

If a student seeks to continue the grievance process after Level II, then within seven (7) calendar days after receiving the written confirmation of the outcome of the Level II meeting, excluding University vacation days, s/he shall request in writing that the division director notify the Academic Dean.

The student's written request should also include a brief description of the complaint and of the Level I outcome and the Level II outcome. The division director or department chair forwards the student's letter and any materials relevant to the appeal to the Associate Dean within one week. A Grade Grievance Committee is formed by three people from the respective College. In conjunction with the division director or department chair (non-related case), the Academic Dean appoints a faculty member. One person (faculty/administrator with faculty rank) will be appointed by the student. The third person will be a division director or department chair (non-related case). If the basis for the dispute is that a requested reasonable accommodation was not made for a student with a documented disability, then the Coordinator of Disability Services or a representative from the Center for Academic Achievement, as appropriate, will serve on the committee in a non-voting capacity.

The Associate Dean will promptly send the written complaint and supporting documents to the Grade Grievance Committee for distribution. The committee will review the submitted materials, take any other investigatory action it deems appropriate, and render a recommendation by majority vote. The Grade Grievance Committee

will make every effort to complete its work within thirty (30) calendar days of the date of the initiation of Level III, and no later than the end of the semester following the one in which the grade was received. Along with its recommendations, the committee will produce a written report setting forth its investigatory process, its reasoning, and the facts upon which it based its recommendation. The recommendation(s) and summary will be sent to the student and the faculty member. During the review process the student and faculty member agree to a mutually satisfactory resolution of the grievance and the process concludes.

**Level IV – Appeal to Dean** The student and/or faculty member may appeal the recommendations of the committee to the Dean within seven (7) days of receipt of the committee's decision. The request for this additional review shall be in writing and should include the reasons why the student or faculty member believes the committee erred in its recommendations.

The Dean will review the materials submitted to the committee, the committee's recommendations, and its written summary. Within fourteen (14) calendar days, the Dean will inform the student and faculty member in writing of his/her decision, with copies to the committee. In the event that the Dean makes a final decision that is different from the committee's recommendations, then s/he will inform the committee in writing of the reasons for his/her decision. If, subsequent to the final decision, a student or faculty member wishes to include a written statement for the file, s/he may do so. The Dean's decision is final and binding within Lesley University.

The case records of the Grade Grievance Committee remain confidential under the provisions of the Family Educational Rights and Privacy Act, commonly known as the Buckley Amendment.

## CLASS ATTENDANCE

Students are expected to attend classes and are expected to arrive on time. Instructors will specify their policy in the course syllabus. Daily records of student attendance are kept at the discretion of the individual instructor. However, enrollment in a course carries with it an implied, mutual agreement between instructor and student: both agree to come to class prepared and to be active participants in the teaching-learning process. Thus, penalties for student absences or tardiness will also be at the discretion of the individual instructor. Moreover, if excessive absence or tardiness does occur, responsibility for an explanation rests with the individual student. The instructor is not obligated to grant requests for make-up or supplementary work regardless of the reason for the absence or tardiness. Therefore, students should know the individual instructor's policy on attendance at the beginning of the course.

Lesley University Student Health Services does not provide students with routine "sick notes" for brief absences from class due to illness or fatigue.

In the event of an anticipated absence of one week or longer, or in the unusual case of a communicable disease which necessitates class absence for public health issues, Student Health Services will notify the Director of Academic Advising. The Director will notify the student's professors and faculty advisor of the absence. If written documentation is required to complete this process, the Student Health Service may provide that to the student upon return to classes.

## REQUIRED EXAMINATIONS

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Midterm and final examinations or other evaluation activities are required in most non-studio courses. Absences from examinations are excused only in cases of severe illness, death in the immediate family, or occasions of equal exigency and make-up exams or work are granted at the discretion of the individual faculty member.

## RELIGIOUS OBSERVANCE

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Students who are unable, because of their religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement. As a result of absence due to religious observance, students shall have the opportunity to make up the examination, study, or work requirement they may have missed, provided that such make-up examination or work shall not create an unreasonable burden upon Lesley University. The University will not charge any fee for providing students the opportunity to make up examinations or work. No adverse or prejudicial effects shall result to students who avail themselves of the provisions of this policy.

For additional information, contact the Office of Student Life and Academic Development at 617.349.8530.

## CANCELLATION OF CLASSES

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Classes generally will not be cancelled because of inclement weather. If cancellation does occur, announcements will be made on the Lesley website, local radio and TV stations. Students may also call the University switchboard for cancellation news.

In the event of class cancellation by a faculty member, a notice will be posted on the classroom door or email will be sent out to students as soon as notification is received. If an instructor is delayed for class and a Class Cancellation Sign is not posted on the classroom door, students are requested to wait 1/2 hour before leaving the classroom.

Classes held at off campus locations will follow closure policies of the specific facility in which classes are scheduled. Details will be available from off campus location coordinators.

## ACADEMIC STANDARDS

### HONORS AND AWARDS

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#### Edith Lesley Wolfard Award

The Edith Lesley Wolfard Award is named for the founder of Lesley College and is chosen by a vote of the College of Liberal Arts and Sciences faculty and administrators. This award is given to a graduating senior who has achieved academic excellence and has consistently demonstrated qualities of leadership inside and beyond the Lesley community. The award recipient has exhibited a commitment to lifelong learning and professional excellence and the promise of a future best exemplifying the Lesley ideal.

#### Luke Baldwin Award

The Luke Baldwin Award was established in memory of Dr. Luke Baldwin who during his 15 years at Lesley served as an associate professor, associate dean for academic affairs, and provost. Luke came to Lesley as a faculty member in the Adult Baccalaureate program and was an advocate for the adult learner throughout his

career. Lesley is proud to offer the Luke Baldwin Award each year to an adult student who has taken the risk to return to college to live Luke's ideal of lifelong learning and continued service to the community.

### Dean's List

Each semester, full-time students who complete all attempted semester hours and who attain a semester average of 3.6 or more are eligible for the Dean's List. (Incomplete grades are not permitted) Freshmen and sophomores must carry a minimum of nine credits in letter grades, and juniors and seniors, who are not in their placement semester, must also carry a minimum of nine credits in letter grades.

In the semester when seniors and juniors are in placement — and in the case when their placement does not receive a letter grade — they must carry a minimum of 3 credits in letter grades, attain a PASS in their placement and achieve a 3.6 cumulative GPA.

## ACADEMIC STANDING

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A student with a cumulative Grade Point Average (GPA) of at least a 2.0 (CLAS students) or 2.3 (LA+D students) and 2.0 for LA+D freshman is classified as being in Good Academic Standing.

### Academic Review Committee

In each college, the Academic Review Committee is responsible for monitoring students' overall performance to meet the bachelor's degree requirements and academic regulations of that college.

## ACADEMIC ALERT

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A student in Good Academic Standing is given an Academic Alert if the student,

- obtains a semester GPA below 2.0 for CLAS and 2.3 for LA+D students and 2.0 for LA+D freshman;
- the student fails one course

### Academic Support Following an Academic Alert

Students receiving an Academic Alert should consider adjusting their course loads and re-evaluating their involvement in co-curricular activities while they work towards achieving satisfactory academic standards. Students should make appropriate use of the University's academic and personal support services, including the Academic Advising Center and the University's Center for Academic Achievement.

The Director of Academic Advising will assign an Academic Success Advisor to (non-LCAL) CLAS students who receive an academic alert immediately following their first semester at Lesley. LCAL students (on campus, off campus and online adult learners) will obtain this additional support from their academic advisor.

## ACADEMIC PROBATION

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If a student fails to meet academic standing in the second consecutive semester after being placed on Academic Alert, will then be placed on Academic Probation if the student's cumulative GPA falls below 2.0 (CLAS) or 2.3 (LA+D) and 2.0 for freshman (LA+D). If, while on Academic Probation, a student earns a semester GPA of 2.0 or greater but has a cumulative GPA below a 2.0 will remain on Academic Probation.

The Academic Review Committee may place a student on academic probation if the student has not completed 75% of courses

attempted, has not met the internships/student teaching requirement of the major, or has been placed under Divisional Review.

The Associate Dean of the college will notify the student by email of the Academic Review Committee's decision to place the student on academic probation. The student may appeal this decision by providing potentially significant information or evidence that was not available to, or considered by, the Academic Review committee. The student has five (5) business days from the date of the email notification to file an appeal with the Dean's office. The Dean of the college will review the decision of the Academic Review committee and all documentation both considered by the committee and provided by the student. The Dean will make the final decision on academic probation and will notify the student and the Academic Review committee of the decision.

### Academic Support While on Alert or Probation

CLAS students on Academic Probation must adjust their course loads to have no more than 12 credits, and may be required to reduce their involvement in co-curricular activities until they have achieved satisfactory academic standards. Students should make appropriate use of the University's academic and personal support services, including the Academic Advising Center and the University's Center for Academic Achievement.

The Director of Academic Advising will assign CLAS students (non-LCAL) who are on academic probation with a Probation Advisor to serve in addition to the student's regular academic advisor. LCAL students (on campus, off campus and online adult learners) will obtain this additional support from their academic advisor.

## ACADEMIC DISMISSAL

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The Academic Review Committee may recommend dismissal to the Dean of the college if a student,

- earns a semester GPA below a 2.0 while on Academic Probation; or
- earns a GPA of 1.0 or less during their first semester of study at Lesley; or
- does not demonstrate the ability to meet degree requirements, including the internship/student teaching requirement of the major, or the Remediation Plan required in the major.

The Dean will notify the student by email of the Academic Review committee's recommendation for dismissal and offer the student the opportunity to respond. The student will have five (5) business days from the date of the email notification to submit, by email, a detailed written response to the Dean's office. The Dean will make the final decision concerning dismissal and will notify the student (by email and U.S. Mail) and the Academic Review committee of the decision. The Dean's decision is final and may not be appealed.

If a student is dismissed, the financial obligation to the college is governed by the financial regulations stated in the Financial Information section of this catalog.

## RESTRICTED PROGRAMS OF STUDY

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The following programs of study have specific academic and professional standards in addition to the College's general standards. Copies of the relevant standards are available through the divisions and are distributed to the students in the programs of study.

**Education**

Any junior or senior having less than a 3.0 cumulative grade point average, or who otherwise fails to meet the prerequisites, will not be accepted for the Senior Practicum. Likewise, students who do not pass all of their MTEL exams will not be accepted for the Senior Practicum, which is a required element of the Education majors.

The Division's Review Committee may determine that a student who fails to meet academic and professional standards of the major will not be allowed to continue in the major. A student may appeal the decision within five working days of receiving notification if s/he disagrees with the decision and if s/he can demonstrate the availability of new information or evidence that is potentially significant and was not available to the committee and therefore not considered by the committee. The dean will review the decision of the committee and all documentation considered by the committee. The dean will notify the student and the committee of her/his decision within five working days. The decision of the dean is final. Copies of the appeal process are also available from the dean of the college.

**Credit-Bearing Internships and Field Experiences for Students not majoring in Education**

Unless otherwise stated, students must receive a grade of C- or better in any internship course, including the first year introduction to field experience course, in order to take subsequent internship courses.

**Art Therapy, Counseling, Expressive Arts Therapy, Holistic Psychology, Psychology and Human Services**

Any junior or senior having less than a 2.3 cumulative grade point average in major requirements and/or an overall cumulative grade point average less than 2.0 will not be accepted for an internship.

All courses with benchmark grades that are not met must be repeated.

The Division's Review Committee may determine that a student who fails to meet academic and professional standards of the major will not be allowed to continue in that major. The Academic Notification informs the student of the Division Review Committee's concerns and may, if appropriate, include a Remediation Plan. A student may appeal the decision within five working days of receiving notification if s/he disagrees with the decision and if s/he can demonstrate the availability of new information or evidence that is potentially significant and was not available to the committee and therefore not considered by the committee. The dean will review the decision of the committee and all documentation considered by the committee. The dean will notify the student and the committee of her/his decision within five working days. The decision of the dean is final. Copies of the appeal process are also available from the dean of the college.

**Business Management**

All business management majors must achieve a grade of "C" or higher in all courses with prefixes CMGMT or CECON. Courses with grades below C must be repeated. Any exceptions must be approved by the Division Director in order to continue to the next course sequence.

Any junior or senior having less than a 2.3 cumulative grade point average in major requirements and/or an overall cumulative grade point average of less than 2.0 will not be accepted for an internship.

A grade of "C" or better is required to move to the next internship course.

A grade of "B-" or better in the capstone course is required to meet the requirements of the major.

A cumulative grade point average of 2.3 or better in the major is required to meet the requirements of the major.

**Within the General Education Requirements, Business Management majors are required to complete the following courses in the specified categories:**

Social Science Requirement: CECON 2101 Microeconomics. This is 3 of the 6 credits required in the Social Science category.

Math Requirement: CMATH 1590 Patterns and Functions. Please note that based on a student's SAT Math and/or ACT Math scores, the student may be placed in a lower level math course prior to taking CMATH 1590. CMATH 1590 satisfies the 3-credit general education mathematics requirement.

Liberal Arts Electives Requirement: CECON 2102 Macroeconomics. This is 3 of the 12 credits required in the category Liberal Arts Electives.

Business Management Majors are required to demonstrate a foreign language competency.

Students who have studied a foreign language prior to entering Lesley University are encouraged to take the foreign language proficiency exam. Students who receive a passing score will be exempted from the language competency requirement. Competency can be fulfilled by taking two semesters of the same foreign language at the university.

**Creative Writing, English and History**

Any junior or senior having less than a 2.3 cumulative grade point average in major requirements and/or an overall cumulative grade point average of 2.0 will not be accepted for an internship.

**Individually Designed Major (LCAL Students)**

Adult students with transfer or PLA credits may pursue approved individually designed majors. The individually designed major leads to a BA or BS in Liberal Studies with a concentration in the student's area of interest. The concentration should be one that either is not offered through Lesley's traditional programs, nor offered at a time or format accessible to the adult student. Students should be aware that for some disciplines, students will be required to meet the same documented professional standards as outlined by the division for the major.

**Community College Partnership Programs**

Degree completion programs run through the Community College Partnerships Office in the Center for the Adult Learner are restricted to transfer students who have earned an associate's degree. Students applying for the Lesley at Bunker Hill Community College or the Lesley at Urban College of Boston program must have completed an associate degree in a corresponding field to the Lesley program at the time of matriculation.

**PROFESSIONAL AND ACADEMIC STANDARDS**

When a student appears unable to conform to the professional and academic standards of the College of Liberal Arts and Sciences or the College of Art and Design, the case will be referred to the Academic Review Committee.

student takes a LOA but does not return within the LOA window, the student will need to be reinstated per below sections associated with withdrawals.

## **GENERAL SUSPENSION, DISMISSAL**

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In addition to academic dismissal, probation or alert and financial administrative withdrawal, Lesley reserves the right to suspend or dismiss from the academic programs and/or the residence halls any student who, in the opinion of the college authorities, does not conform to the Community Standards of Conduct described in the Student Handbook. Dismissal from the academic programs or the residence halls does not terminate the student's financial obligation to the college for tuition, residence fees, or other indebtedness.

## **CHANGE OF STATUS**

### **LEAVE OF ABSENCE**

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A Leave of Absence may be granted with the following stipulations:

1. The student must plan to return to the college at the end of the specified period of time to complete an academic degree program;
2. The student must be in good academic standing at the time the leave is requested;
3. The student must be cleared by the Financial Aid Office at the time that the leave is requested and, if receiving financial aid, the student must meet with a financial aid representative.

In order to be granted a Leave of Absence, the student must complete a Leave of Absence form prior to the final withdrawal deadline. The Leave of Absence form is available at [www.lesley.edu/forms/loa](http://www.lesley.edu/forms/loa) (log on with your Lesley username and password).

The student (CLAS only) must arrange to meet with the appropriate Director of Academic Advising. A student on a Leave of Absence will remain a degree candidate but will not retain the privileges of a registered student, which preclude utilization of the library, residence hall accommodations, student support services, and financial aid. Additionally, a student who currently has a Stafford Loan (formerly GSL) or is on deferment as a full-time student from a prior Stafford Loan or has been granted a one semester Leave of Absence is entitled to a one-time, one-semester deferment without using the grace period.

All policies and procedures regarding financial information and transcription of grades are in effect.

## **REINSTATEMENT POLICY**

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All students who have been away from Lesley for one or more semesters must apply for reinstatement except for those students who have taken an official Leave of Absence (LOA) and return within the timeframe indicated on their LOA documentation. As indicated below, CLAS students apply for reinstatement via the CLAS advising office (or LCAL office for LCAL students) or the CLAS Dean's office; LA+D students apply for reinstatement via the LA+D advising office.

### **Returning to Lesley following a Leave of Absence:**

If a student takes an official LOA and returns during the time specified in the LOA documentation, the student needs only to register for classes within the normal registration window after consultation with their advisor or their advising office to obtain registration clearance. Students may also request an official extension of their LOA through their advising office. LOA's may be requested for one semester, one term, or two terms. If the

### **Reinstatement for students in good academic standing following a Withdrawal:**

A student who left Lesley in good academic standing should submit to their advising office a request for reinstatement in which they,

- (a) summarize what they have been doing since leaving Lesley;
- (b) provide transcripts for course work, if any, completed during the interim period; and
- (c) discuss why they wish to be reinstated.

The head of the advising office may reinstate such students without approval of the Dean. However, if the head of the advising office has concerns about the application, the Dean will make the final decision on reinstatement.

### **Reinstatement after Academic Probation or Dismissal:**

A student who left Lesley while on academic probation, or after being academically dismissed, must apply to the Associate Dean of their undergraduate college for reinstatement per the guidelines below.

**Academic Probation:** A student who left Lesley on academic probation should submit to their Dean's office a request for reinstatement in which they,

- (a) summarize what they have been doing since leaving Lesley;
- (b) provide transcripts for course work, if any, completed during the interim period;
- (c) discuss why they wish to be reinstated; and
- (d) explain their strategies for achieving academic success at Lesley.

The Associate Dean will review the request and send a recommendation to the Dean. The Dean will make the final decision on reinstatement.

**Academic Dismissal:** Normally, after one semester following academic dismissal, students may apply for reinstatement to Lesley. Although additional conditions for reinstatement may be included in the dismissal documentation, to reapply for reinstatement, a student who was academically dismissed must submit to the Dean's office a request for reinstatement in which they,

- (a) Summarize the issues that led to their academic dismissal;
- (b) Outline what they done since their dismissal to address these issues (and provide a transcript for any courses that they have taken elsewhere during this interim period);
- (c) discuss why they wish to be reinstated;
- (d) Provide evidence to support their position that they are successfully addressing these issues; and
- (e) Explain what they would do differently this time to be academically successful.

To demonstrate that they are prepared to return to Lesley, students who have been academically dismissed often take three or more college courses elsewhere and achieve grades of "B" or better in

each. The Associate Dean will review the request and send a recommendation to the Dean. The Dean will make the final decision on reinstatement.

To ensure consideration, students must submit requests for reinstatement by the dates listed below:

Fall Semester	August 15
Fall 1 Term (online)	August 15
Fall 2 Term (online)	October 1
Spring Semester	January 2
Spring 1 Term (online)	January 2
Summer 1 and 2 Terms (online and on campus)	May 1

### **STUDENT EXCHANGE PROGRAMS**

Lesley University enjoys exchange relationships with universities around the world. There are unique financial and academic benefits to this type of study abroad program. To learn more, contact Lesley's Study Abroad Office to request a planning guide.

### **WITHDRAWAL**

A student (CLAS only) planning to withdraw from the college must make an appointment with the appropriate Director of Academic Advising for an exit interview and to complete official withdrawal forms. A resident student is expected to vacate his/her room within 48 hours of the effective date of withdrawal. A resident student must make an appointment with the Resident Assistant to complete the checkout procedure.

### **DEGREE CONFERRAL**

Lesley University holds one commencement ceremony in May of each year. Degrees are conferred four times each year in August, November, February, and May.

Graduation is not automatic. Students who complete their course of study and expect to graduate must file a declaration of intent to graduate via LOIS by the deadline stated for each conferral.

Responsibility for meeting the requirements for graduation rests primarily with the student. The individual student should become acquainted with the various requirements of general education, liberal arts, and his/her professional program. Before filing the online intent form, students should review their audit with their advisor and/or program director to determine that they have satisfactorily completed all degree requirements needed for graduation.

The Declaration of Intent to Graduate form will be moved to the next conferral period only once if requirements are not completed. No additional deferrals will be permitted; a new Declaration of Intent must be submitted and a new fee will be billed to the student's account.

Students must file online by the published conferral deadlines, regardless of whether or not they intend to participate in the May commencement ceremony. All students who complete degree programs during the August, November, and February conferral

dates are invited to participate in the following May commencement ceremony. All financial obligations, including fines for overdue library materials, must be met prior to graduation.

Students who complete degree programs between conferral dates may request a Requirements Completed Transcript. See "Request a Transcript" on the Transcript web page at [lesley.edu/transcripts](http://lesley.edu/transcripts). A Requirements Completed Transcript is an official transcript with a date verifying that all degree requirements are met. The statement on the transcript will serve as official confirmation of degree completion prior to the next conferral date. Requirements Completed Transcripts are acceptable to the Massachusetts Bureau of Teacher Certification and by most other state departments of education and school systems.

### **LATIN HONORS AT GRADUATION**

Latin Honors for official transcripts, diplomas, and reader cards at the May Commencement Ceremony are based off of the final semester cumulative G.P.A. standings. However, the Commencement Programs are printed before May degree candidate's final semester grades have been received from the faculty. Therefore the Latin Honor status for the Commencement Program is determined based on 45 residency credits for CLAS students and 60 credits for LA+D students and the cumulative grade point average at the end of the last Fall or penultimate semester. Dual degree students who will receive their diploma with their master's degree will receive Latin Honors at that time.

CLAS: To graduate with honors a student must have met the residency requirement outlined above and must have achieved the following\*:

Summa Cum Laude	top 5% of graduating class
Magna Cum Laude	the next 10% (85%-94th percentile)
Cum Laude	the next 15% (70th-84th percentile)

LA+D: To graduate with honors a student must have met the residency requirement outlined and must have achieved the following minimum cumulative grade point average:

Summa Cum Laude	3.8
Magna Cum Laude	3.6
Cum Laude	3.4

Only undergraduate students receiving degrees will be recognized for Latin Honors. All degree requirements must be fulfilled to be recognized for Latin Honors.

\*This policy will go into effect starting with the graduating class of May 2018

### **REQUEST TO PARTICIPATE IN COMMENCEMENT CEREMONIES WITH OUTSTANDING CREDITS**

In order to participate in May commencement exercises, students must complete all degree requirements of their programs and fulfill all financial obligations to the University. In very limited circumstances and only with the approval of a petition by the Dean of the College of Liberal and Sciences, a CLAS student with at least 114 credits, may participate in commencement with "march only" status.



# UNDERGRADUATE PROGRAMS AND COURSES

The College of Liberal Arts and Sciences &

Lesley Art + Design Academic Catalog 2019–2020

Lesley University  
29 Everett Street  
Cambridge, MA 02138-2790  
617.349.8800

## ACADEMIC PROGRAMS

### DESIGNING THE BACCALAUREATE PROGRAM - COLLEGE OF LIBERAL ARTS AND SCIENCES

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Every College of Liberal Arts and Sciences student completes a major that combines theory and practice by incorporating study in the liberal arts with field-based experience appropriate to the program of study. Education students seeking initial licensure in the state of Massachusetts are required to have a liberal arts major in addition to their education major. The solid grounding in the content disciplines that students will teach better prepares them with the knowledge and predispositions to be effective teachers. Education students complete the Education Field Placement, rather than the Experiential Learning component of their liberal arts major. Non-education majors may also choose to double-major in two liberal arts disciplines, again by completing the requirements of each major. Liberal arts double-majors complete the Experiential Learning component for the major which has the greater credits. One of the internships should reflect the competencies of the second major. Students considering double majors should contact the respective divisions in order to determine the feasibility of any specific combination.

All majors incorporate liberal arts coursework and field-based experience appropriate to the program of study. The curriculum in all majors is designed to provide each student with in-depth professional and liberal arts preparation in one's chosen field of interest. Students may also combine majors and minors to develop skills and knowledge in multiple areas. Self-designed majors provide opportunities for self-directed individuals to fashion a unique program of study that best satisfies one's interests and goals.

### DESIGNING THE BACCALAUREATE PROGRAM - COLLEGE OF ART AND DESIGN

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Lesley University College of Art and Design (LA+D) offers several Bachelor of Fine Arts (BFA) degree options including double majors, as well as a BA in Art. and BS in Design for User Experience. Each of our majors aims for the high professional standard that its designation implies. First, we expect our students to receive a well-rounded, high quality education that prepares them for life-long learning and for the many creative art-making challenges they will face. Second, we expect them to become experts in their chosen area of professional practice: to achieve a level of professional mastery in some area of their major or in related interdisciplinary activities. Third, we expect students to foster a critical and historical perspective on their work and to develop writing and speaking skills that allow them to clearly communicate that perspective. Fourth, we expect them to learn about business and professional practices in

their major area of interest through course work, internships, and other professional contacts and experiences. Finally, we expect students to synthesize their studio and general education experiences as the capstone to their studies. This is accomplished through the presentation of a portfolio or exhibition evaluated by outside professionals and faculty.

All LA+D BFA majors incorporate 42 credits of liberal arts coursework, roughly 2/3 of their load in required studio-based programming, and field-based experiences through a required internship program, and professional development coursework appropriate to the specific program of study. University-wide General Education Standards are designed to expand students' knowledge and experiences, not only through classroom learning, but through external experiences and interdisciplinary opportunities as well. These standards were developed 10 years ago with participation of all University faculty members. Each undergraduate program at Lesley University, including the studio BFA programs, strives to meet those standards with specific competencies through a combination of student experiences. Our General Education and Liberal Arts components are offered and taught by Lesley University faculty.

## GENERAL EDUCATION AT LESLEY UNIVERSITY

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### Background

General education, including a foundation in the liberal arts, is the cornerstone of a university education. Its purpose is to develop in students the knowledge, skills, and character necessary to live thoughtful, ethical, and successful lives, both professionally and personally, and to foster a love of lifelong learning.

General education is a requirement at Lesley University and it is delivered with options for flexibility and choice. Lesley University considers past learning and experience when helping students shape their general education curriculum choices to best meet their individual needs. Courses to meet the liberal arts requirements of general education are available throughout the offerings of Lesley University.

### General Education Learning Goals

#### Fundamental Base of Knowledge

Students will develop a fundamental base of knowledge necessary for all future academic study and professional preparation.

#### Critical Reasoning

Students will develop the ability to solve unfamiliar problems and generate new meaning.

#### Social Responsibility

Students will develop an understanding of the individual's role in the larger community and the natural world, and an awareness of the importance of involvement in the same.

#### Multiple Perspectives

Students will develop an awareness of multiple viewpoints by exploring the relationship among values, attitudes, cultures, and behaviors.

#### Lifelong Learning

Students will acquire the interest and ability to further their learning. General Education at Lesley goes beyond offering breadth and depth in the liberal arts. Learning goals are infused into study in the major, in co-curricular settings, in the community, and through self-reflection.

## Flexibility and Choice

Students may demonstrate they have met introductory-level course requirements and have a "sufficient base of knowledge" in Humanities, Science and Math, or Social Sciences through such vehicles as AP credit or previous college courses. Students are also eligible to place out of English Composition (CWRT 1101) through an AP score of 4 or higher. All students are required to complete Writing and Literary Arts (CLITR 1100). Students with a mathematics SAT score below 510 must satisfy a quantitative reasoning requirement prior to their math requirement. Students with AP credits for studio art or pre-college art classes may qualify for studio elective credit.

All other students will be advised into the appropriate introductory-level courses to prepare them for advanced breadth and depth of study in the liberal arts disciplines. Visual art students will be enrolled in mandatory foundation courses the first year of study.

### Academic and Artistic Freedom Policy for Students:

Lesley University supports an atmosphere of academic and artistic freedom in all artistic and scholastic endeavors, and believes that the suppression of free speech or artistic expression is unacceptable where educational inquiry is encouraged. Within such an educational framework, no idea or expression can be forbidden unless it is in violation of federal, state, or local laws. Individual statements and philosophies expressed by students in their work, whether displayed on campus or in the community, should be taken as the statements and philosophies of individuals, not as University sanctioned ideas. In the same spirit, the University encourages an attitude of respect toward all student work, and will take disciplinary action against theft or violation of student artwork or projects.

## EXPERIENTIAL LEARNING

From Lesley University's founding, when Edith Lesley and her colleagues brought their life experiences to develop the Lesley School for training Kindergarten teachers, Lesley has embraced the core intentions of integrating theory with practice and learning from doing.

What is unique about this "experiential learning" today is that it is integrated into the student's overall program of study. All students complete their General Education requirements, the academic requirements of their major, and the experiential learning component of their major. In this way, all Lesley undergraduates are realizing Edith Lesley's vision of integrating theory and practice.

There are several modalities of experiential learning available to students (the specific requirements for each major can be found in the Majors section of the catalog):

### Internships

An internship is a structured, supervised, credit-bearing work experience designed to enrich and complement the students' academic program. By interning, students are able to examine their field of study in depth and develop clear career goals. Internships provide students with a greater level of professionalism, opportunities to develop networking and self-promotion skills, to learn new techniques, and gain industry knowledge. Most important, students gain practical skills that can be applied directly to future professional goals.

Students from all majors are required to complete internships. In CLAS, most first-year students engage in an introduction to field experiences; internships are available during the sophomore, junior

and senior years. In LA+D, internships can be completed during the end of sophomore year or throughout junior year. Internship sponsors benefit from the internship arrangement by having the on-site technical skills and expertise provided by the student interns. Students receive supervision from both site supervisor and faculty representative, thereby allowing students opportunities to gain a greater understanding of a current field of interest from both academic and professional perspectives.

### The Internship Office

#### What is the Lesley University internship experience?

Lesley's internship professionals are dedicated to assisting and supporting you throughout the entire process of securing your internships. Internship staff will work with you to ensure you have the best possible experiences by guiding you to internship opportunities that match your interests and professional goals. Along with the Career Resource Center staff, the Internship staff will prepare you to meet with potential supervisors by sharpening your résumé writing and interviewing skills.

All College of Liberal Arts and Sciences students complete credit-bearing internships. On-site hours requirements vary by major, but range from 6-18 hours/week. Lesley has over 250 partnerships in the Cambridge area, including major hospitals, community agencies, for-profit/not-for-profit businesses, media affiliations (print/TV/radio), local museums, arts programs, libraries, and more. Students may also have an opportunity to complete an international internship. The Internship Office is constantly adding new and exciting internship opportunities to its existing approved list of internship options.

At the College of Art and Design, students take specific program Internship Seminars to help develop their hiring materials and understand their industry, and then work with their Seminar Professor and the LA+D Internship Coordinator to secure an internship. Internships vary from student to student - all completing 120-180 hours, in sites from large companies to small organizations and single artists. Art + Design students have been interns in sites such as Puma North America, Hill Holiday, Tufts Medical Center, American Repertory Theater, Boston Symphony Orchestra, Digital Silver Imaging, Boston Magazine, WGBH, Griffin Museum of Photography, The Guild of Boston Artists, Museum of Fine Arts, Boston Printmakers, Whitney Museum, Photographic Resource Center, Massachusetts Museum of Contemporary Art, Hasbro, Soup2Nuts, CloudKid, FableVision Studios, Public Art Boston, Anthropologie and many more.

#### Why internships make a difference?

Students graduate with more than a degree. After completing their internships, students will have gained valuable first-hand experiences in their field, building a stronger résumé and better preparing them for graduate school. Additionally, through networking at their internship sites, Lesley students will have established several professional contacts in their field prior to graduation.

For more information on CLAS Internships, please contact:

Dr. Jan Wall  
 Director, College of Liberal Arts and Sciences Internship Office  
 jwall2@lesley.edu, 617-349-8902  
 Dan Walker  
 Assistant Director, College of Liberal Arts and Sciences Internship Office  
 dwalker4@lesley.edu, 617-349-8939

For more information on LA+D Internships, please contact:

Josh Cornillon  
 Internship Coordinator, College of Art and Design  
 jcornill@lesley.edu

## Study Abroad

Study abroad cultivates understanding of the social, cultural, economic, political, and technological forces that shape today's global society, while also building self-knowledge and appreciation for multiple perspectives. While abroad, students engage in meaningful cultural exchanges and language-learning. They build confidence and analytical skills. The experience also enhances creativity, as well as career potential.

For more information, visit <https://lesley.edu/life-at-lesley/global-education/study-abroad>. Or contact the Study Abroad Office at [studyabroad@lesley.edu](mailto:studyabroad@lesley.edu).

## LA+D Domestic Exchange and Residencies

Association of Independent Colleges of Art and Design (AICAD) New York Studio Residency Program: Qualified students who are interested in participating in the AICAD New York Studio Residency Program (NYSRP) may contact the Advising Office for assistance in submitting an application. The program is located in DUMBO Brooklyn, New York. Participating students receive individual studio spaces at the NYSRP, weekly critique sessions, and a diverse seminar/visiting artist program that includes a comprehensive introduction to the New York art world. The School of Visual Arts provides off-site administrative services for the NYSRP including digital printing facilities, access to the SVA library and student identification cards. Students earn sixteen credits and a letter grade towards their undergraduate or graduate degree.

Association of Independent Colleges of Art and Design (AICAD) Mobility Program: Schools in the AICAD consortium offer students an exchange opportunity, which allows them to attend another member school for one semester. Interested students should contact the Academic Advising Office for assistance with the application process.

## Community Service

The Office of Community Service is committed to providing Lesley University students and staff with meaningful service opportunities. Through these opportunities, we strive to connect participants with the Cambridge and Boston community.

For more information, visit <http://www.lesley.edu/community-service/>.

## **EDUCATION FIELD PLACEMENT OFFICE**

The College of Liberal Arts and Sciences Education program's Field Placement Office works with you to individually plan and implement your first year, sophomore, and/or junior one-day-a-week field experiences, and your senior student teaching practicum, (if you are interested in Early Childhood Education, your program will include a junior student teaching experience and a seminar). The Director of Field Placement will work with you as you articulate your specific classroom preferences and curriculum interests, and is available to support you throughout your undergraduate field experiences. During your initial field experiences, College of Liberal Arts and Sciences Field Liaisons will provide on-site support. During your senior student teaching experience, Education Program Supervisors will supervise your classroom teaching practice, and a weekly reflective seminar will be incorporated into your program.

Your initial field experiences are integrated into your Education coursework, and your course professors and the Field Placement Office work collaboratively to support you as you develop your emerging teaching practice. This is an essential way that the Education program integrates your theoretical knowledge with actual application. Your first year, sophomore, and junior field experiences prepare you for your senior student teaching experience.

For more information, please contact:

Cheryl Haberman  
 Director, Education Division Field Placement Office  
 haberman@lesley.edu

Mark Donohue  
 Program Coordinator, Education Division Field Placement Office  
 mdonohu4@lesley.edu 617.349.8955

## **HONORS PROGRAMS**

### **College of Liberal Arts and Sciences Honors Program**

Lesley University has a tradition of applied social justice and the CLAS Honors Program with its focus on public work seeks to build on this tradition. Many Honors Programs claim to train students to take the reins of power to guide the future. At Lesley, we seek to train students to break the reins of power that oppress so many communities and to rebuild them in a way that every person can find a place where they belong.

Students with a record of academic promise and leadership in high school apply to join the Honors Program when they apply to enter the College of Liberal Arts and Sciences. Others are invited to join afterward, on the basis of their academic record. The goals of the Lesley University Honors Program can be separated into four pillars: forming a close-knit intellectual community, fostering scholarly independence, developing close interaction with faculty, and integrating this intellectual work with "public work." "Public work is sustained, largely self-directed, collaborative effort, paid or unpaid, carried out by a diverse mix of people who create things of common value determined by deliberation: work by publics, for public purposes, in public" (Boyte 2013).

The CLAS Honors Program seeks to create a strong intellectual community from the start. Most students come into the program in their first year and so we place all of them into a set of linked Honors courses. Students in each section take both classes with the same students, helping them get to know the other entering Honors students quickly. CLAS Honors students take the First Year Seminar (FYS), "Doing Good or Looking Good? The Ethics and Politics of Community Engagement." It gives honors students practice applying

the ethics, theories, and principles of social justice to community engagement. The 20-hour-community engagement component offers students critical hands-on experience with several Boston-based non-profit organizations. A number of course assignments and presentations require students to reflect on their community engagement experience critically and the course thematizes how differences in power and privileges affect the practice of working with diverse communities locally and globally. The content of the FYS is connected to the content of students' linked Writing Composition course, encouraging students to apply knowledge across disciplines. Students take an Honors sophomore seminar to continue to further build the relationships among students in the Honors program and further explore some area of social justice. Students also get together for social events every semester, including attending plays, visiting museums, attending dinners, and attending talks with faculty.

The Lesley Honors program also facilitates Honors students' ability to develop into independent scholars through close interaction with faculty. Students have the option of turning any of their regular coursework into an Honors Contract by proposing to complete an Honors Project. Planning and completing this project builds relationships between the faculty and the Honors students, and requires these students to do additional independent research. Students pursue their passions in close consultation with experts in those fields.

Students leave senior year having built lasting friendships among Honors students and the wider Lesley community. Having completed the requirements of five Honors courses, they leave having developed the skills and practice of independent scholars that can plan and execute well-designed research projects that often engage with the community outside the walls of Lesley's campuses. They leave having developed close relationships with faculty who have guided their intellectual pursuits and mentored them in how to use those skills and talents in their future careers.

For more information on the Honors Program, contact:

Michael Illuzzi  
Associate Professor of Political Science  
Director, Honors Program  
The College of Liberal Arts and Sciences  
University Hall 2-095  
617.349.8257  
milluzzi@lesley.edu

### **Lesley Art+Design Honors Program**

Students who demonstrate academic excellence and artistic talent by high ranking portfolio scores and who wish to engage in a rigorous cross-curricular studio/seminar-based coursework and dialogue as well as extracurricular experiences, are invited to participate in LA+D's Honors Program from the first year experience through the capstone in the fourth year.

Students who participate in this program can expect added rigor in project-based courses, integrated and interdisciplinary practice with group project dynamics, collaborative experiences both inside and outside the classroom. Focused critiques and special events serve to support the development of students' skills as they prepare for lives as creators and active participants in visual culture.

Students will be expected to take a minimum of three of the four honors courses (one per academic year scheduled each fall). Students who are not invited in their foundation year may petition their department Chair to participate. For more information, please

contact First Year Experience Coordinator, Leah Craig, [lcraig@lesley.edu](mailto:lcraig@lesley.edu). Students can also petition to take Honors-based courses through CLAS by contacting Michael Illuzzi (info above.)

## **PRE-LAW AT LESLEY UNIVERSITY**

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Law schools do not require a specific undergraduate major for admission. Rather, they strongly suggest students major in a liberal arts discipline such as political science, sociology, literature, history, or philosophy. They further recommend that students select coursework in their undergraduate studies that emphasize writing, critical thinking, research, and related analytical skills. Students who wish to apply to law school should take a broad range of challenging courses in their area of interest. They should share their interest with their advisor early in their Lesley experience and meet with the Pre-Law advisor, Professor Michael Illuzzi ([milluzzi@lesley.edu](mailto:milluzzi@lesley.edu); 617.349.8257), by the beginning of their junior year. Students should share their intention to go into a career in law with the Internship Coordinators who can help students identify appropriate internship learning opportunities.

## **PRE-MED AT LESLEY UNIVERSITY**

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The Natural Science and Mathematics (NSM) division at Lesley has developed a strong and rigorous program to support students who are interested in attending medical, veterinary or dental school. Preparing for any health-related school requires careful planning beginning in the freshman year and completion of all required courses. Most medical schools use the guidelines established by the American Medical College Application Service (AMCAS): <https://www.aamc.org/students/applying/amcas/>. Students are strongly encouraged to consult this site before the completion of any application to ensure that all requirements are met. Students are also advised to contact Division Chair David Morimoto ([morimoto@lesley.edu](mailto:morimoto@lesley.edu); 617.349.8226) or another member of Lesley's Natural Science and Mathematics (NSM) faculty (617.349.8430) to discuss the pre-med/pre-dental/pre-vet or other health related program.

## **CORE CURRICULUM**

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**Preface:** The distribution of general education courses gives students broad exposure to the liberal arts and allows students to select from offerings available across the University. Included in the Foundations in Liberal Arts Course Requirements is the First Year Seminar (FYS). The goal of this analytical seminar is to enhance the level of problem solving skills of students based upon multiple theoretical frameworks, intensive interdisciplinary reading and writing assignments, explorations of primary texts, documents, artifacts, etc. Here students and animated faculty guide inquiry regarding the evolution of ideas and meaning in scientific, historical, political, economic and psycho-social and cultural contexts. Some of the courses that meet the general education distribution requirements may also meet the requirements in a major the student selects. This allows for integration as well as breadth and depth of knowledge as the student progresses through the college experience.

**Bachelor of Arts | Bachelor of Science Core Curriculum**

**BA | BS Areas of Study (Credit Distribution)**

Arts and Humanities	12
Social Sciences	6
Writing	6
Math/Science	6
Liberal Arts Electives	12

Note: At least 3 credits must be at the 3000 level or above.

3 credits must be in a course or area of study designated as global perspectives.

Students have a choice among a number of different areas or disciplines of study, but in some majors, such as Education, certification, licensure or accreditation requirements may specify particular courses in each area of study.

Arts and Humanities: For BA/BS 3 credits must be in Fine or Performing Arts

BA/BS students may take any 1000 level Lesley Art + Design studio course. However, any 2000 level or above LA+D course must meet the minimum prerequisite requirement of IFNDN 1620 Drawing Intensive, along with any additional prerequisite.

Math/Science: For BA/BS this assumes a math competency is met. If it is not met, 3 credits from CMATH will be used for the Liberal Arts Elective. Only CMATH 1500 level or higher may be used to meet the Math requirement. Students will be assessed for math competency on admission using SAT-M or ACT math scores and with a recommended ALEKS online assessment test.

First Year Seminar: FYS courses may be used to fulfill the designated general education pre-fixes or a liberal arts elective requirement.

**FOUNDATIONS IN LIBERAL ARTS COURSE REQUIREMENTS**

**Arts and Humanities (12 Credits, includes fine/performing arts)**

**9 credits from at least TWO different prefixes:**

IAHIS, CHIST, CHUMS, CLANG, CLITR (except CLITR 1100), CPHIL, CRELS, CMUSC

Elementary and Special Education majors must take CHIST 2121 or CHIST 2330

BA in Art and BS in User Experience majors take 12 credits of IAHIS Art History. Please see individual program information for specific courses

**3 credits from the following Fine and Performing Arts prefixes:**

CDANC, CDRAM, CCRWT, CPMUS, IANIM, IDESN, IDFLM, IFINE, IFNDN, IILLU, INTDS, IPHOT, or ISTUD

**Social Sciences (6 Credits)**

**6 credits from at least TWO different prefixes:**

CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, CSOCL

Elementary and Special Education majors must take CGEOG

Business Management majors must take CECON 2101

BA in Art majors only take 3 credits of Social Sciences

BS in User Experience majors take 9 credits of Social Sciences. It is recommended that 6 credits be fulfilled by the following courses: CPSYC 1101 and CPSYC 3439

**Writing (6 Credits)**

CWRIT 1101 and CLITR 1100 (or credit from Advanced Placement examination or other examination.) CWRIT 1100 may not be used.

**Math/Science (6 Credits)**

One course from CMATH (CMATH 1012, 1011, 1010 and 1009 may not be used)

Business Management majors must take CMATH 1590

One course from either CBIOL or CPHYS (CBIOL 1100 may not be used)

Elementary and Special Education majors must take a science with lab

BS in User Experience majors may take any CMATH course

**Liberal Arts Electives (12 Credits)**

From at least TWO different prefixes; any of the prefixes cited above may be used.

CMATH 1010 or 1009 may be used, and CHLTH 3400 may be used; CWRIT 1100 may not be used.

Business Management majors must take CECON 2102

BA in Art majors may take 15 credits of Liberal Arts Electives in any of the following prefixes: CANTH, CARTH, CBIOL, CCOMM, CCOMP, CDANC, CDRAM, CECON, CEXTH, CGEOG, CGLST, CHLTH, CHIST, CHUMS, CLITR, CMATH, CMGMT, CMUSC, CNSCI, CPHIL, CPHYS, CPLCY, CPOLS, CPSYC, CRELS, CSOCL, CSOCS, CCRWT, CWRIT

**Depth of Study**

To ensure depth in an area of interest, at least 3 of the credits listed above must be at the 3000 level or above.

**Global Perspectives**

3 of the credits listed above must be taken in a course designated as global perspectives; only courses at the 3000-level or above qualify (exception: CLANG 2501 Mandarin Chinese III) .

**COURSES DESIGNATED AS MEETING THE GLOBAL PERSPECTIVES REQUIREMENT:**

**Course Listing**

CANTH 3101	Anthropology of the Caribbean	3
CANTH 3201	Anthropology of Media	3
CANTH 3301	Global Lives in a Transnational Age	3
CGLST 3500	Transnational Digital Activism	3
CGLST 4400	Senior Capstone Seminar: Global Social Change	3
CHIST 3350	Latin America Since 1900	3
CHIST 3355	Modern India: From Colony to Republic	3
CHIST 3360	Africa Since 1800	3
CHIST 4030	Modern Middle East History	3
CHIST 4055	The History of Modern China	3
CHLTH 3310	Complementary, Integrative and Alternative Medicine	3
CHLTH 3400	Health in the Developing World	3

CHUMS 3500	Postcolonial History and Literature	3
CLANG 2501	Mandarin Chinese III	3
CLANG 3500	Readings in Latin American Literature	3
CLITR 3315	Contemporary Latin American Women Writers	3
CMATH 3001	Mathematics in Context	3
CMGMT 4300	Managing in the Global Economy	3
CMUSC 3339	World Music: Folk and Popular	3
CPLCY 4441	Global Child and Family Policy	3
CPOLS 3131	Perspectives on International Relations	3
CPSYC 4452	Psychology of Yoga: East Indian Understanding of Mind, Self and Society	3
CSOCL 3412	Culture and Society of the Middle East	3
CSOCL 4130	Gender and Globalization	3
CSOCS 3452	Yoga: Theory, Culture and Practice	3
IAHIS 3280	Contemporary Art in East Asia	3
IAHIS 3313	Multicultural Photography	3
IAHIS 4150	Africa: Between Tradition and Modernity	3
IAHIS 4400	The Art and Culture of Japan	3

One course from either CBIOL or CPHYS

### Liberal Arts Electives (12 Credits)

Fulfilled by 12 credits from the following prefixes: CANTH, CARTH, CBIOL, CCOMM, CCOMP, CDANC, CDRAM, CECON, CEXTH, CGEOG, CGLST, CHLTH, CHIST, CHUMS, CLANG, CLITR, CMATH, CMGMT, CMUSC, CNSCI, CPHIL, CPHYS, CPLCY, CPOLS, CPSYC, CRELS, CSOCL, CSOCS, CCRWT, CWRIT

All BFA Design majors and double majors are required to fulfill 3 credits from one of the following courses: CANTH 1101, CCOMM 1500, CCOMM 1502, CMGMT 1451, CMGMT 2464, CMGMT 3305, CMGMT 3469, CSOCL 1101, CSOCL 1404, CSOCL 2115, CSOCS 3444

All BFA Animation majors and double majors, and BFA Digital Filmmaking majors fulfill 3 credits by taking CCRWT 2070

## Bachelor of Fine Arts Core Curriculum

### BFA Areas of Study (Credit Distribution)

Art History	15
Social Sciences	3
Writing	6
Math/Science	6
Liberal Arts Electives (varies by department)	12

### FOUNDATIONS IN LIBERAL ARTS COURSE REQUIREMENTS

#### Arts and Humanities (15 Credits)

##### IAHIS

See individual BFA programs for specific course requirements.

#### Social Sciences (3 Credits)

3 credits from the following prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, CSOCL

All BFA Design majors and double majors are required to take one of the following courses to fulfill the Social Sciences credit requirement: CPSYC 1101, CPSYC 1201, CPSYC 2433

#### Writing (6 Credits)

CWRIT 1101 and CLITR 1100 (or credit from Advanced Placement examination or other examination.) CWRIT 1100 may not be used.

#### Math/Science (6 Credits)

One course from CMATH 1009, 1010, or 1011 (if students meet competency in math by AP, SAT scores, or other means, students may take a 2000 level math or an additional science course). Transfer students may take any CMATH course to satisfy math requirement.

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**COLLEGE OF LIBERAL ARTS AND SCIENCES**

## Art Therapy - Bachelor of Science (39 credits)

**(39 credits plus 19 credits of experiential learning)**

The professional major in Art Therapy is designed for students interested in using visual art modalities in working with adults and children in a variety of settings. It prepares students for entry-level positions in a number of human services settings, such as social service agencies, childcare programs or specialized school programs, and other community settings. It is also designed to prepare students for entry into a professional Master's degree program in Art Therapy and/or Expressive Art Therapies. This major combines pre-professional courses in the human services with substantial coursework in psychology and studio art. Students will complete over 400 hours in the field. In order to qualify for professional licensure, students must continue into graduate level preparation in Art Therapy. *Optional specialization: Holistic Psychology.*

**To successfully meet the requirements of the Art Therapy major, students will:**

- develop values that integrate the identity of a visual artist and that of a helping professional.
- integrate the concepts of art therapy within a context of the helping profession, through engagement in experiential learning.
- be able to critically analyze social science research to enhance their development within the field of art therapy.
- demonstrate an understanding of normal and abnormal psychological development.
- display a capacity to utilize multicultural perspectives in their approach to understanding art therapy practice.

### Academic & Professional Standards of the Art Therapy Major

The Division of Psychology & Applied Therapies understands the commitment to self-awareness and self-management that comes with development as a helping professional. Students' capacity to engage with empathic understanding of self and other is of great importance for successful completion of the internship courses and many other aspects of the program. Due to the applied nature of our graduates' work in the field, students' understanding of areas for growth and their own commitment to work on both personal challenges and professional competencies is essential to moving forward in the major.

Division pedagogy is substantially based on students' attendance and participation with the course materials, in activities that require consistent collaboration with others, which itself is based in the ability to take other's perspectives and present one's own opinions respectfully.

Below are listed other specific competencies and professional behaviors that students will be assessed on as they progress through their program of study. Students will be given feedback when issues arise related to these competencies and allowed an opportunity to improve on suggested areas in order to assist them to successfully complete their chosen major. Students failing to reach benchmarked academic standards and professional competencies over time will enter the Division's academic review process. For more specific descriptions of these competencies and the academic review process, please see Division Manual.

### Professional Standards Competencies

A student's ability to function effectively within the context of helping relationships will be continually assessed by the faculty. Among the competencies that will be evaluated, in accordance with a student's experience, are:

- Appropriate work comportment including: attendance; punctuality; sound judgment; quality of work; ability to take initiative; attitude, knowledge or application of agency policy;
- Understanding of, and sensitivity to, the power dynamic in the worker/client relationship and the impact of class, ethnicity, gender, physical ability, race, religion/spirituality, and sexual orientation;
- Awareness of how one's own biases will affect one's understanding of and regard for another;
- Capacity to be a participant and observer in one's helping relationships with others;
- Recognition of and ability to deal with issues relating to how one's own feelings may impact work with clients, agency personnel, and supervisors;
- Ability to interview/converse with clients in order to assess their social and emotional needs;
- Ability to use appropriate verbal and non-verbal communication skills;
- The ability to maintain appropriate and ethically required boundaries, which includes but is not limited to dual relationships, sexual conduct with clients or staff and sexual harassment;
- The appropriate use of self-disclosures;
- Awareness of the scope and limits of one's expertise, including but not limited to identification as interns;
- Understanding of an ability to adapt treatment plans to meet the needs of diverse clinical populations;
- Understanding of and ability to discuss ethical issues as they arise.

## DEGREE REQUIREMENTS

### I. Required Core (18 Credits):

CPSYC 1401	Lifespan Development	3
CARTH 2423	Principles of Art Therapy	3
CPSYC 3405	Abnormal Psychology	3
CSOCS 3444	Research Methods in the Social Sciences	3
CARTH 3523	Art Therapy with Specific Populations	3
CARTH 4523	Studio-Based Art Therapy	3

Minimum grade requirement of "C" in CSOCS 3444 and CARTH 4523 to complete the major.

### II. Required Studio / Survey Arts (21 Credits):

#### A. Art History (3 Credits) - Choose ONE:

IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2200	History of Photography	3
IAHIS 2800	Intro to Ancient and Medieval Art	3
IAHIS 3313	Multicultural Photography	3

### B. Studio Art Courses (18 Credits):

The foundation courses are designed to give art therapy majors a broad experience in 2D and 3D studio work. Electives are intended to build depth and breadth in various media.

Students planning to apply for the dual-degree program or graduate school will need most of the studio art courses completed by mid-junior year, as well as 3 additional credits in psychology.

#### Required Courses (6 Credits):

IFNDN 1620	Drawing Intensive	3
IFINE 1210	Introduction to Painting	3

#### Choose ONE (3 credits):

IFINE 1320	Introduction to Sculpture	3
IFINE 2445	Core Clay I	3
IFNDN 1670	3D Concepts	3

#### Studio Art Electives (9 Credits):

Choose 3 additional studio-arts courses (at least 2 at the 2000-level or above)

#### Required Internship Sequence Coursework (19 Credits):

CPSYC 1551	Foundations and Systems in the Helping Professions	3
CPSYC 2551	Concepts & Skills in Professional Practice	4
CARTH 3501	Art Therapy Internship and Seminar I	6
CARTH 4501	Art Therapy Internship and Seminar II	6

Please note: Minimum grade requirement of C for above internship courses.

CPSYC 1551 : fall semester offering for transfer students only

#### Recommended Courses:

#### Art Therapy Electives:

CARTH 3425	Advocacy & Wellbeing with Photography	3
CARTH 3423	Materials as Metaphors in Art Therapy	3
CARTH 3888	Selected Topics: Art Therapy	3

#### Other Suggested Electives:

CMATH 1522	Introduction to Statistics	3
CPSYC 1201	Cross-Cultural Psychology	3
CPSYC 2403	Theories of Personality	3
CPSYC 2421	Introduction to Counseling	3
CPLCY 3552	Social Policy	3

CMATH 1522 Introduction to Statistics can be a Liberal Arts Foundation math requirement choice

## Holistic Psychology Specialization 12 credits

The Holistic Psychology Specialization is an option designed for Art Therapy majors who want to incorporate elements of a holistic perspective into their professional studies. All students in this specialization must complete the program requirements for the Art Therapy major, as well as the following specialization requirements.

### REQUIREMENTS

#### Required Courses (6 Credits):

CPSYC 1451	Holistic Approach to Healing	3
CPSYC 3451	Holistic Psychology	3



**And choose TWO (6 Credits):**

CHLTH 3310	Complementary, Integrative and Alternative Medicine	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 4405	Transpersonal Psychology	3
CSOCS 3452	Yoga: Theory, Culture and Practice	3

**Dual Degree Art Therapy**

**Bachelor of Science/Master of Arts in Clinical Mental Health Counseling: Art Therapy\***

**Please note: Both the undergraduate and graduate degrees are awarded at the completion of the joint program.**

*\* Students interested in these dual degree programs must speak to the Undergraduate Expressive Arts Therapy Coordinator, Nancy Jo Cardillo.*

The Dual Degree Program in Art Therapy is an honors level program designed for exceptional students. The integrated B.S./M.A. program is developed for students who are interested in accelerating their educational experience in a program combining the curriculum of the undergraduate art therapy major and a graduate program in Art Therapy and Clinical Mental Health Counseling.

The program is designed for students who demonstrate a high level of maturity, academic potential and visual art proficiency. This integrated program demands that students be able to achieve the academic rigor of graduate education and be grounded in visual arts technique and materials by the time they reach their junior year (55-65 credits) of traditional undergraduate study. Students in this accelerated program must be able to achieve a level of introspection and cultural awareness necessary to engage in clinical work at a relatively young chronological age.

The dual degree graduate licensure program (60 credits) is approximately 2 years beyond the 4 year undergraduate program due to 2 years of required graduate level internships. Students may earn up to 24-27 graduate credits while still taking undergraduate courses; all undergraduate requirements should be completed by the end of the fourth year of undergraduate study or 120 credits. For more details speak to the coordinator of Art Therapy or the Chair of Psychology and Applied Therapies. All students interested in applying should attend one of the twice yearly information sessions offered by the Division of Psychology and Applied Therapies and must meet individually with the Dual Degree Coordinator.

Qualified students express interest early in their art therapy program, are reviewed by the faculty and if recommended, apply by late September of their junior year (approximately 55-65 credits). They must be accepted for admission by the Expressive Therapies Division, Graduate School of Arts and Social Sciences. This deadline may be altered for students who transfer to Lesley.

The qualities looked for upon admission include, but are not limited to:

- Ability to empathize and be compassionate within a therapeutic environment
- Demonstrated psychological strength to work with different clinical populations
- Well-organized, independent, motivated, takes initiative
- Ability to handle complexity
- Works well under stress

- Ability to integrate theory and practice
- Demonstrated conceptual literacy
- Willingness to take creative risks in studio work
- Proficiency and disciplined commitment in art making
- Evidence of a range of experience using a variety of art materials and processes

Students are advised jointly until the end of the undergraduate program by the coordinator of the undergraduate Art Therapy program and a graduate school advisor designated for the dual degree program.

**Admissions Criteria for Dual Degree Art Therapy Candidates**

Typically students will apply for the Master's program in the fall of their junior year (around 60 completed credits). Transfer students may follow an alternate timeline with a late December or early January application. At least half of the prerequisite courses and credits listed below (including psychology and studio art) should be completed by the time of application.

1. 3.3 GPA required at the time of application
2. 12 credits in psychology, including Abnormal Psychology and Developmental Psychology with grades of B or better
3. 18 credits of studio art courses mostly complete by fall of junior year
4. A Portfolio submitted online with 15 slides of their artwork. The slides should represent a variety of media, including two- and three-dimensional works demonstrating the applicant's technical abilities and the range of their self-expression.
5. One 3 credit course in Principles of Art Therapy or an art therapy course that includes the history and survey of the profession, different theoretical approaches to art therapy, and its application to various populations.
6. 3 letters of academic support from undergraduate faculty advisor or the Art Therapy undergraduate program coordinator, or from core faculty in your division in consultation with the Art Therapy program coordinator. One of these letters of recommendation should be from an internship site supervisor or work supervisor in human services setting.
7. Successful completion of an admissions interview and review process through the Expressive Therapies Division.

**Accelerated Master's: BS in Art Therapy & MA in Mindfulness Studies**

The Accelerated Master's Degree in Mindfulness Studies & Art Therapy BS/MA program is designed for the exceptional student interested in accelerating his or her education experience by combining the curriculum in the undergraduate major and the master's program in Mindfulness Studies. For Art Therapy majors seeking a non-clinical master's, utilizing some of the art therapy field's new emphasis in mindful artistic creation, this may be a path towards post graduate practice that does not require licensure in similar health and wellness settings. In this accelerated program students complete 9 credits of the 36 credit master's program starting in the spring of their junior year which allows them to complete the low residency master's in online or hybrid courses approximately 4 semesters after BS degree.

Master's Program Description: Academically and experientially rigorous, the M.A. in Mindfulness Studies is the first graduate program of its kind in the United States. Students are immersed in the theory and practice of mindfulness, mindful communications, mindful leadership and social engagement, and the roots of contemplative practice in Buddhist traditions, as well as emerging research on effects of mindfulness on the brain.

This two-year program is offered in a low-residency format, in which students attend a 7-day residency on Lesley's campus in Cambridge, Massachusetts. During the residency students participate in daily meditation, attend classes, meet with faculty members, attend advisory sessions and program-related workshops, network with peers, and participate in community-building events. Other coursework is completed online or in hybrid modalities.

Accelerated Pathways Description: Students eligible for the accelerated master's program demonstrate a high level of maturity, superior academic achievement, and demonstrated interest in and understanding of the potential of a career with this master's degree. The integrated program requires that students can engage in the academic rigor of a graduate education by the time they reach the second semester of their junior year in the undergraduate program in Art Therapy. In that semester and afterward, students in this program must be able to complete one graduate course a semester. Qualified students apply in the fall of their junior year (or by the time they have earned approximately 60 credits) and must be accepted by meeting the admissions standards of the MA program in Mindfulness studies.

#### **Admissions Criteria for Accelerated Master's Program in Mindfulness Studies:**

- 3.3 GPA
- Transcript documenting 60 credits and coursework to date
- Completed Application
- 3 recommendation letters, including one from an internship supervisor; one from undergrad faculty stating readiness for accelerated master's program
- Written personal statement following Master's program questions and guidelines
- An academic writing sample
- Program information meeting with the Associate Director of Advising and Student Services in the Mindfulness Program
- Interview with Director or other Master's program core faculty as designated by the Mindfulness Studies program

#### **Course Sequencing for the Accelerated Master's Degree in Mindfulness:**

Upon acceptance to the program by the determined admission criteria in fall of junior year (at approx. 60 credits) Accelerated Master's students would take the graduate level course sequence below. These courses would count for undergraduate elective credit – and reduce the total number of master's-level credits taken post-graduation by 9 credits.

Spring Junior Year: GMIND 6032: Graduate Academic Writing  
Fall, Senior Year: GMIND 6042: Mindfulness: Practice, Theory and Science

Spring, Senior Year: GMIND 6050: Mindful Leadership and Social Change

Upon graduation, students would attend the summer residency and

register for GMIND 6049: Foundations of Contemplative Practice: The Buddhist Traditions and possibly an elective. Students are not permitted to register for any additional coursework until GMIND 6049 and the residency requirement is met (current program policy).

### **Biology Programs**

The Biology major at Lesley prepares students for entry into a wide variety of graduate level programs in the life sciences as well as the many professional programs in the medical, health, and environmental fields. It also prepares students for direct employment in a number of areas, including the rapidly growing biotech, pharmaceutical, clinical medical and health research industries, as well as for careers in teaching, natural resources, and in relevant government agencies. The many linkages with a solid liberal arts education open the door for Biology majors to explore and pursue a wide variety of non-science careers that benefit from a deep scientific perspective.

The existence of both Bachelor of Arts and Bachelor of Science options offers students great flexibility in exploring biology related careers.

As in all Lesley programs, the emphasis of the Biology major is on student-centered and student-engaged learning and on making connections among disciplines and to the pressing topics of the times. The Biology major includes a required capstone research course and an off campus internship, and it also provides opportunities for independent research with faculty. Laboratory and fieldwork are integral to the major. Honors students also have the opportunity to do a literature-based or research-based senior honors thesis project. Study abroad is also possible and encouraged.

#### **Learning Goals of the Biology Major:**

##### **I. Develop Critical Thinking and Scientific Inquiry Skills**

- Demonstrate the ability to synthesize and analyze information from multiple sources
- Demonstrate the ability to explore nature scientifically: make observations, generate novel questions, bring existing ideas to bear on possible explanations, develop investigations to test predictions, evaluate evidence in light of questions and predictions
- Perform a scientific investigation from inception to presentation of results in oral/visual and written format

##### **II. Develop Scientific Literacy**

- Demonstrate breadth and depth of knowledge in Biology and related disciplines
- Demonstrate understanding of the complexity of living systems from the perspectives of molecular, cellular, organismal, ecological, and evolutionary biology
- Demonstrate an integrative understanding of life's complexity from the multiple perspectives of the biological sciences

##### **III. Understand the Application of Science to Issues of Social Concern**

- Document participation in field-based projects and course assignments that integrate civic engagement and social responsibility with scientific approaches to problems by involving the local community or focusing on scientific issues related to community health and environment

- Understand the causes and consequences of human activity in environmental/ecological systems

IV. Understand from Multiple Perspectives (including a historical perspective) the Breadth of Human Diversity

- Demonstrate an understanding of the origins and importance of biological diversity in human and other living systems

V. Prepare for Future Careers and Learning

- Demonstrate the potential for lifelong learning by applying knowledge within field placements; seeking opportunities to grow professionally, exploring current scholarship, and reflecting on one's own practice

**Marine Studies Consortium (MSC)**

This consortium is an association of 17 Massachusetts higher education and research institutions. MSC courses offer unique learning opportunities in marine and aquatic sciences, environmental Policy, and environmental management. The courses are potential choices for Biology majors, The Biology of Fishes course, offered at the New England Aquarium, may be the only ichthyology course in the world where students use the resources of a major aquarium at every class meeting. Other courses, such as the Biology of Whales are offered nowhere else in New England at the undergraduate level. Courses, which include an additional consortium tuition fee, are held during the evenings on the campuses of our member institutions. MSC course descriptions can be found in the course descriptions section of this catalog. Students wishing to take MSC courses should contact David Morimoto, Division Director, Natural Sciences and Mathematics, College of Liberal Arts and Sciences at 617.349.8226, or morimoto@lesley.edu. Full information about the MSC can be found at [www.assumption.edu/msc/courses.html](http://www.assumption.edu/msc/courses.html).

**Biology - Bachelor of Arts (48-50 credits)**

**(42-44 credits for Education majors)**

The BA in Biology is designed for students who want to become teachers, or for those who seek entry into a professional program, or direct employment in the life sciences after graduation. It is another choice for students who might want to pursue post-baccalaureate training or certification courses or interdisciplinary graduate programs such as those in public/community health, natural resources, or nursing. Since it has fewer credits than the BS in Biology, the BA is a great choice for combining with another major or minor, as students do with Education when they are preparing to be teachers. There exist many possible pairings of the BA in Biology with other majors or minors that can give students unique experiences relevant to any number of possible careers. Students can explore the options and combine the BA in Biology with English or Creative Writing for careers in the exciting field of science writing. They can combine Biology with Earth and Environmental Science for jobs in natural resource management or environmental engineering, and they can also use that combination for graduate school preparation in related environmental science fields. Or, a student may want to pair the BA in Biology with Business Management, perhaps with a specialization in nonprofit management, if they want to explore green business opportunities or a career in marketing for the booming biotech, medical research, healthcare, and pharmaceutical fields. Combined with Political Science, the BA in Biology could lead to a career in law, in the nonprofit sector, or in government services and public administration. Students may choose to combine the BA

in Biology (or psychology) with a minor in Cognitive Neuroscience, to prepare them for this fast growing field of study.

DEGREE REQUIREMENTS

**I. Required Core (39-40 Credits)**

CBIOL 1101	Biology with Lab	4
CPHYS 1250	Physics I with Lab: Forces, Sound, Momentum & Energy	4
CPHYS 1308	General Chemistry I with Lab	4
CBIOL 2101	Biology II with Lab	4
CBIOL 2202	Genetics and Ethics	3
CBIOL 2211	Cell and Molecular Biology	3
CBIOL 2505	Ecology with Lab	4
CPHYS 2102	General Chemistry II with Lab	4
CMATH 3522	Inferential Statistics	3
CNSCI 4550	Directed Research Capstone: Science	3

CBIOL 1101, CPHYS 1308 and CPHYS 1250: waived w/ AP ≥4

**Choose ONE:**

CBIOL 2205	Botany with Lab	4
CBIOL 3100	Animal Behavior with Lab	4
CBIOL 3210	Evolution and the History of Life	3

**II. Electives (Choose ONE)**

CBIOL 2203	Anatomy and Physiology I with Lab	4
CBIOL 2204	Anatomy and Physiology II with Lab	4
CBIOL 2502	Essentials of Health	3
CBIOL 3300	Infectious Diseases	3
CBIOL 3311	Cellular Neurobiology	3
CBIOL 3330	Research Methods in Biology	4
CBIOL 3401	Developmental Biology	3
CBIOL 3600	Epidemiology	3
CBIOL 4089	Practicum in Curriculum and Procedures	3
CNSCI 2101	Introduction to Geographic Information Systems	3
CNSCI 3500	New England Field Studies	3
CPHYS 2011	Biological Chemistry I	3
CPHYS 2250	Physics II with Lab: Electricity, Magnetism, Atoms & Light	4

**III. Internship (6 Credits)**

NOT required of Education Majors, or students who move from an education licensure program into an education minor.

CNSCI 4100	Research Internship and Seminar	3-6
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**Biology - Bachelor of Science (62-65 credits)**

The BS in Biology fulfills entrance requirements for a variety of pre-health careers, including medical school, dental school, veterinary school, as well as occupational therapy, physical therapy, physician's assistant, podiatry, and chiropractor school, among other health professions. Students wanting to be an LPN or to enter nursing school after graduation can also benefit from the BS. A designated Pre-Health Advisor will mentor students and help them navigate and prepare for their professional school exams and applications.

The BS in Biology also prepares students well for graduate school in the life sciences, as well as for direct employment or entry into technical programs in a wide variety of biology related careers, from biotech and pharmaceutical to healthcare and medicine, natural resource management and public or community health. The BS in

Biology is a great choice for students wanting to pursue biology related careers in research, academia, private enterprise or government service.

Students completing the BS in Biology along with their General Education courses and carefully chosen electives will graduate with a solid foundation in biological science and a broad liberal arts background that adds value to students' educational preparation and eventual success beyond graduation.

## DEGREE REQUIREMENTS

### I. Required Core: Biology (28-30 Credits)

CBIOL 1101	Biology with Lab	4
CBIOL 2101	Biology II with Lab	4
CBIOL 2202	Genetics and Ethics	3
CBIOL 2211	Cell and Molecular Biology	3
CBIOL 2505	Ecology with Lab	4
CBIOL 3330	Research Methods in Biology	4

#### Choose ONE:

CBIOL 2205	Botany with Lab	4
CBIOL 3100	Animal Behavior with Lab	4
CBIOL 3210	Evolution and the History of Life	3

#### Choose ONE:

CBIOL 2100	Introduction to Marine Mammals (Marine Studies Consortium course)	3
CBIOL 2203	Anatomy and Physiology I with Lab	4
CBIOL 2204	Anatomy and Physiology II with Lab	4
CBIOL 2205	Botany with Lab	4
CBIOL 2502	Essentials of Health	3
CBIOL 3100	Animal Behavior with Lab	4
CBIOL 3210	Evolution and the History of Life	3
CBIOL 3250	Marine Biology (Marine Studies Consortium course)	3
CBIOL 3330	Research Methods in Biology	4
CBIOL 3311	Cellular Neurobiology	3
CBIOL 3330	Research Methods in Biology	4
CBIOL 3401	Developmental Biology	3
CBIOL 3888	Selected Topics in Biology	3-4
CBIOL 4100	Biology of Whales (Marine Studies Consortium course)	3
CBIOL 4110	Biology of Fishes (Marine Studies Consortium Course)	3
CBIOL 4999	Independent Study	1-6
CNSCI 2101	Introduction to Geographic Information Systems	3
CNSCI 2210	Water Resources Planning and Management	3
CNSCI 3500	New England Field Studies	3
CNSCI 4100	Research Internship and Seminar	3-6
CPHYS 1104	Earth Science and Planetary Geology with Lab	4
CPHYS 2011	Biological Chemistry I	3
CPHYS 2250	Physics II with Lab: Electricity, Magnetism, Atoms & Light	4

CPHYS 1104 Earth Science w/lab (Available as an elective for Education majors only)

Marine Studies Consortium Courses (maximum of 3 credits unless pre-approved by advisor and Division Director)

### II. Required Core: Chemistry, Physics, Mathematics (26 Credits)

CPHYS 1250	Physics I with Lab: Forces, Sound, Momentum & Energy	4
CPHYS 1308	General Chemistry I with Lab	4
CPHYS 2102	General Chemistry II with Lab	4
CPHYS 2308	Organic Chemistry I with Lab	4
CPHYS 3308	Organic Chemistry II w/Lab	4
CMATH 1990	Concepts and Applications of Calculus I	3
CMATH 3522	Inferential Statistics	3

CPHYS 1250 Physics I w/Lab and 1308 General Chemistry I w/Lab, waived w/AP  $\geq 4$

### III. Research Capstone (3 Credits)

CNSCI 4550	Directed Research Capstone: Science	3
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### IV. Internship (6 Credits)

(NOT required of Education Majors)

Education majors are exempt from the Internship Component of this major. Middle School General Science Education majors and Early Childhood, Elementary, Special Education majors follow the same structure as secondary education majors, but must take CPHYS 1104 Earth Science with lab as their one elective.

CNSCI 4100	Research Internship and Seminar	3-6
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## Business Management - Bachelor of Science (44 credits)

(44 credits plus 11 credits of experiential learning)

### Mission of the Bachelor of Science in Business Management Program

The business management major prepares students for positions of leadership in private, public, and not-for-profit organizations. The business management major cultivates each student's capacity to think and act with creativity and innovation. Students master the broad definition of business, while focusing on management. Students learn not only the essential knowledge and skills to manage effectively and efficiently, but also to develop a sense of moral responsibility in professional practice inside and outside of organizations, whatever their size or purpose.

### The Curriculum

The Business Management major at Lesley, fully accredited by the Accreditation Council for Business Schools & Programs (ACBSP), prepares students to meet the challenges of a dynamic and multicultural workplace. Students explore entrepreneurship and small business management with a particular focus on innovative and creative managerial decision making. Ethical leadership is a core value of the major whether in organizations, communities, or the global marketplace. Finally, students examine why and how organizations change over time and how individuals manage change.

The Business Management major seeks to foster the development of students' skills in the areas of communication, innovative problem-solving, and technology. The curriculum encourages integration of the Liberal Arts with the field of Business Management to enhance

students' conceptual skills and ability to connect various disciplines to sound, transformative practice. Using these competencies, students learn to recognize, diagnose, and solve problems critical to organizational performance as well as seek out opportunities for new ventures and shifts in strategy. Students learn how technology is used by organizations to create competitive advantage, as well as how social and psychological factors influence professional development and organizational success. The flexibility of the program design allows students to pursue more in-depth study in areas of special interest.

**Experiential Learning**

The Business Management major emphasizes the value of experience as an integral part of learning and utilizes field experiences and internships to link theory and practice. First year students are introduced to a variety of organizations in the Boston-Cambridge area through tours of facilities and presentations by organizational leaders.

Junior and senior year Business Management majors spend over 200 hours in the field where students undertake a variety of projects and activities as part of the day-to-day operations of participating organizations. Students work under the supervision of experienced professionals in private, public, and not-for-profit organizations approved by the internship coordinator and overseen by the internship faculty advisor. A critical component of the internship experience is the participation in weekly seminars where students discuss and reflect on their experiences to gain a broader view of the workplace, contemporary issues, and organizational trends. At the same time, students are exploring and assessing their own developing skills, abilities and career interests. Internship experiences often lead to job opportunities after graduation.

**Program Specific Requirements**

All business management majors must achieve a grade of "C" or higher in all courses with prefixes CMGMT or CECON. Courses with grades below C must be repeated. Any exceptions must be approved by the Division Director in order to continue to the next course sequence.

Any junior or senior having less than a 2.3 cumulative grade point average in major requirements and/or an overall cumulative grade point average of less than 2.0 will not be accepted for an internship.

A grade of "C" or better is required to move to the next internship course.

A grade of "B-" or better in the capstone course is required to meet the requirements of the major.

A cumulative grade point average of 2.3 or better in the major is required to meet the requirements of the major.

**Within the General Education Requirements, Business Management majors are required to be complete the following courses in the specified categories:**

**Social Science Requirement:** CECON 2101 Microeconomics. This is 3 of the 6 credits required in the Social Science category

**Math Requirement:** CMATH 1590 Patterns and Functions. Please note that based on a student's SAT Math and/or ACT Math scores, the student may be placed in a lower level math course prior to taking CMATH 1590. CMATH 1590 satisfies the 3-credit general education mathematics requirement.

**Liberal Arts Electives Requirement:** CECON 2102 Macroeconomics. This is 3 of the 12 credits required in the category Liberal Arts Electives

**Business Management Majors are required to demonstrate a foreign language competency.**

Students who have studied a foreign language prior to entering Lesley University are encouraged to take the foreign language proficiency exam. Students who receive a passing score will be exempted from the language competency requirement. Competency can be fulfilled by taking two semesters of the same foreign language at the university.

**LEARNING GOALS OF THE BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT**

1. Students will be able to recognize business terms and apply business concepts
2. Students will be able to understand and apply concepts in management
3. Students will be able to evaluate the global business environment, identifying problems and effectively communicating their proposed strategies

DEGREE REQUIREMENTS

**Required Core (44 Credits):**

CMGMT 1451	Foundations of Management	4
CMGMT 2455	Financial Accounting	3
CMGMT 2457	Managerial Accounting	3
CMGMT 2550	Business Analytics I	3
CMGMT 2551	Business Analytics II	3
CMGMT 3202	Business in a Legal Context	3
CMGMT 3460	Corporate Finance I	3
CMGMT 3464	Marketing Strategies	3
CMGMT 3468	Management Information Systems	3
CMGMT 3469	Organizational Behavior and Ethics	3
CMGMT 3560	Operations Management	3
CMGMT 3470	Human Resource Management	3
CMGMT 4300	Managing in the Global Economy	3
CMGMT 4900	Strategic Management Capstone	4

**Required Internships (11 Credits):**

CMGMT 1701	Leader and Professional Development I	2
CMGMT 2701	Leader and Professional Development II	2
CMGMT 3702	Management Internship and Seminar I	3
CMGMT 4732	Business Management Internship Seminar II	4

**Business Management Specializations**

In the Business Management major, specializations allow students the opportunity to focus their programs of study more deeply in particular organizational areas. One of the internships must be conducted in the area of the students' specialization. Courses may not be double-counted with requirements in the major.

**Brand Design and Marketing (21 credits)**

Brand Design focuses developing an identity for an enterprise. Marketing focuses on delivering the right message to the right people at the right time in the right place. As a brand design and marketing student, you will focus in on what takes for an enterprise to realize its

identity in the marketplace and how to generate excitement about that identity.

IDESN 1270 Language of Design is a required pre-requisite for this specialization.

#### Learning Goals of the Brand Design and Marketing Specialization:

1. Students will be able to apply brand principles and concepts to make appropriate decisions regarding product, promotion, price, and distribution systems to meet target brand goals.
2. Students will evaluate the social, cultural, and psychological factors that influence consumer purchasing decisions.
3. Students will demonstrate knowledge of process of gathering, analyzing, and reporting information useful for solving brand problems

#### REQUIREMENTS

##### Required Core (21 credits)

CMGMT 3446	Brand Management	3
CMGMT 3510	Advertising	3
CMGMT 3706	Public Relations	3
IAHIS 1190	Design Thinking & Research	3
IDESN 2220	Typography I	3
IDESN 3400	Brand Realization	3
IDESN 3510	Visual Communication I	3

#### Organizational Leadership (18 Credits)

The purpose of this specialization is to provide students with the skills, techniques, and tools to become effective leaders in any organizational setting. The program is an interdisciplinary offering between the Business Management and Psychology Divisions.

#### REQUIREMENTS

##### Required Core (18 credits)

CMGMT 3305	Developing Your Leadership Capability	3
CMGMT 3xxx 04	Moral Leadership	3
CMGMT 4451	Issues in Leadership: Prof, Legal, Ethical & Policy Concern	3
CPSYC 2431	Social Psychology	3
CPSYC 3425	Applied Group Dynamics	3
CPSYC 3439	Organizational Psychology	3

It is suggested the following course also be taken when offered: CPSYC 3240 Psychology, Power, and Politics.

#### Digital Marketing (21 credits)

#### REQUIREMENTS

##### Required Core (21 credits)

Students can expect to learn about topics such as, social media marketing, email marketing, and mobile strategies that they can adapt to implement contemporary marketing campaigns for any type of organization. Students will prepare to enter the workforce as they learn to make tactical and data-driven decisions using social media measurement, business intelligence, SEO/SEM, web analytics, and marketing data.

CMGMT 3473	E-Commerce: Managing the Digital Enterprise	3
CMGMT 3600	Digital Marketing	3
CMGMT 3xxx 02	Social Media Marketing	3
CMGMT 3xxx 03	Mobile Marketing	3

CMGMT 3xxx 05	Visual Marketing	3
CCOMP 3532	Web Design and the Internet	3
IDESN 3400	Brand Realization	3

#### Marketing (18 Credits)

The Marketing Specialization is designed for students seeking a greater understanding of the processes that impact competitive advantage, buyer behavior, and the creation of new markets in the global economy. Students learn about marketing strategies, the role of technology in shaping consumer perceptions about products and services; and the value of research in identifying consumer segments, marketing new products, and increasing market share.

##### Learning Goals of the Marketing Specialization:

1. Students will be able to apply marketing principles and concepts to make appropriate decisions regarding product, promotion, price, and distribution systems to meet target marketing goals
2. Students will be able to evaluate the social, cultural, and psychological factors that influence consumer purchasing decisions
3. Students will be able to demonstrate knowledge of process of gathering, analyzing, and reporting information useful for solving marketing problems

#### REQUIREMENTS

##### Required Core (18 Credits)

CMGMT 3446	Brand Management	3
CMGMT 3510	Advertising	3
CMGMT 3520	Consumer Behavior	3
CMGMT 3530	Market Research	3
CMGMT 3540	Services Marketing	3
CMGMT 3XXX 06	Marketing Management	3

#### Not-For-Profit Management (18 Credits)

The Nonprofit Management Specialization focuses on managing not-for-profit organizations in fields from economic development to social services. Managers of nonprofits face many of the issues faced by for-profit entities as well as the managerial, organizational, human resources and legal issues of nonprofits. Students also learn how to evaluate organizational effectiveness from the perspectives of multiple stakeholders.

##### Learning Goals of the Not-For-Profit Management Specialization:

1. Students will be able to understand, and apply concepts in nonprofit management
2. Students will be able to use common quantitative tools and approaches to locate, analyze, and report information to solve problems
3. Students will be able to recognize business terms and apply business concepts

#### REQUIREMENTS

##### Required Core (18 credits)

CMGMT 3440	Not-for-Profit Management	3
CMGMT 3442	Arts Management	3
CMGMT 3306	Corporate Social Responsibility	3
CMGMT 3461	Financial Management for Not-for-Profit Organizations	3
CMGMT 3462	Fundraising and Philanthropy	3

CMGMT 3465	Marketing for Not-for-Profit Organizations	3
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**Sports Marketing and Management (18 Credits)**

The Sports Marketing and Management Specialization cultivates students' knowledge of and skills in managing sports organizations across the private, public and not-for-profit sectors. Students explore the complex demands placed on sports organizations, including the challenges of balancing multiple organizational objectives. Students examine the role of sports in society and the broader socio-cultural and economic environments within which sports organizations operate. In addition, students explore the connections among human behavior, motivation, and sport.

**Learning Goals of the Sports Marketing and Management Specialization:**

1. Students will be able to understand, and apply concepts in sport management
2. Students will be able to use common quantitative tools and approaches to locate, analyze, and report information to solve problems
3. Students will be able to recognize business terms and apply business concepts

**REQUIREMENTS**

**Required Core (18 Credits):**

CMGMT 3444	Sport Management	3
CMGMT 3540	Services Marketing	3
CMGMT 3546	Sports Marketing	3
CPSYC 2429	Sport Psychology	3
CBIOL 2502	Essentials of Health	3
CBIOL 2602	Applied Nutrition	3

**Business Management - Bachelor of Science (Online)**

The Business Management major is designed to prepare students for positions of leadership in private, public, and not-for-profit organizations. This major seeks to cultivate each student's capacity to think and act with creativity and innovation. Students master the broad definition of business, while focusing on management - "managing people" - which is the key business function in the global economy. Students learn not only the essential knowledge and skills to manage effectively and efficiently, but also develop a sense of moral responsibility in professional practice inside and outside of organizations, whatever their size or purpose. Ethical leadership is a core value of the major whether in organizations, communities, or the global marketplace. The curriculum encourages integration of the Liberal Arts with the field of Business Management to enhance students' conceptual skills and ability to connect various disciplines to sound transformative practice. The flexibility of the program's design allows students to pursue more in-depth study in areas of special interest.

**REQUIREMENTS**

**Required Core (47 Credits)**

CMGMT 1451	Foundations of Management	4
CMGMT 2455	Financial Accounting	3
CMGMT 2457	Managerial Accounting	3
CMGMT 2550	Business Analytics I	3
CMGMT 2551	Business Analytics II	3
CMGMT 3202	Business in a Legal Context	3

CMGMT 3460	Corporate Finance I	3
CMGMT 3464	Marketing Strategies	3
CMGMT 3469	Organizational Behavior and Ethics	3
CMGMT 3470	Human Resource Management	3
CMGMT 3468	Management Information Systems	3
CMGMT 3560	Operations Management	3
CMGMT 4300	Managing in the Global Economy	3
CMGMT 4105	Becoming a Reflective Practitioner	3
CMGMT 4900	Strategic Management Capstone	4

**Social Science Requirement:** CECON 2101 Microeconomics

**Liberal Arts Electives Requirement:** CECON 2102 Macroeconomics

**Specializations**

**Marketing**

**Required Core (18 Credits)**

CMGMT 3446	Brand Management	3
CMGMT 3510	Advertising	3
CMGMT 3520	Consumer Behavior	3
CMGMT 3530	Market Research	3
CMGMT 3540	Services Marketing	3
CMGMT 3XXX 06	Marketing Management	3

**Not-for-Profit Management**

**Required Core (18 Credits)**

CMGMT 3440	Not-for-Profit Management	3
CMGMT 3442	Arts Management	3
CMGMT 3306	Corporate Social Responsibility	3
CMGMT 3461	Financial Management for Not-for-Profit Organizations	3
CMGMT 3462	Fundraising and Philanthropy	3
CMGMT 3465	Marketing for Not-for-Profit Organizations	3

**Business Management - Bachelor of Science (at Bunker Hill CC)**

In Lesley's Bachelor of Science in Business Management program at Bunker Hill Community College, students take dynamic business-focused classes in a range of areas, including business analytics, corporate finance, and strategic management, as well as courses that fulfill general education requirements. Students develop skills in communication, innovative problem solving, research, presentation, and technology that are needed to work in dynamic and multicultural workplaces. All courses are taught by renowned Lesley University faculty, right on the Bunker Hill Community College campus in Charlestown, Massachusetts.

**REQUIREMENTS**

**Business Management Major Courses (44 Credits)**

CMGMT 1451	Foundations of Management	4
CMGMT 2457	Managerial Accounting	3
CMGMT 2550	Business Analytics I	3
CMGMT 2551	Business Analytics II	3
CMGMT 3202	Business in a Legal Context	3
CMGMT 3460	Corporate Finance I	3
CMGMT 3464	Marketing Strategies	3
CMGMT 3469	Organizational Behavior and Ethics	3
CMGMT 3468	Management Information Systems	3
CMGMT 3470	Human Resource Management	3
CMGMT 3560	Operations Management	3

CMGMT 4105	Becoming a Reflective Practitioner	3
CMGMT 4300	Managing in the Global Economy	3
CMGMT 4900	Strategic Management Capstone	4

### Business Management - Bachelor of Science (at New Bedford DeMello Center)

In Lesley's Bachelor of Science in Business Management program at the DeMello International Center in New Bedford, MA, students take dynamic business-focused classes in a range of areas, including business analytics, corporate finance, and strategic management, as well as courses that fulfill general education requirements. Students develop skills in communication, innovative problem solving, research, presentation, and technology that are needed to work in dynamic and multicultural workplaces. All courses are taught by renowned Lesley University faculty, at the DeMello International Center in downtown New Bedford, MA.

#### REQUIREMENTS

##### Business Management Major Courses (44 Credits)

CMGMT 1451	Foundations of Management	4
CMGMT 2457	Managerial Accounting	3
CMGMT 2550	Business Analytics I	3
CMGMT 2551	Business Analytics II	3
CMGMT 3202	Business in a Legal Context	3
CMGMT 3460	Corporate Finance I	3
CMGMT 3464	Marketing Strategies	3
CMGMT 3468	Management Information Systems	3
CMGMT 3469	Organizational Behavior and Ethics	3
CMGMT 3470	Human Resource Management	3
CMGMT 3560	Operations Management	3
CMGMT 4105	Becoming a Reflective Practitioner	3
CMGMT 4300	Managing in the Global Economy	3
CMGMT 4900	Strategic Management Capstone	4

### Master of Science in Management (33 credits)

The Lesley Master of Management program is designed to inspire and challenge the next generation of decision-makers. You will enhance your career opportunities through building a comprehensive skill set to improve your critical thinking and doing.

Sifting through what information is salient and how it helps explicate problem solving is the core of the learning experience. The Lesley MSM will build two essential skills:

- To think creatively and rigorously when approaching a web of problems or opportunities.
- To lead and execute thoughtfully in fast-moving markets and complex organizations.

The Lesley MSM reflects the velocity of how “good” organizations become “great” organizations and how “great” organizations execute in the 21st Century. The Lesley University MSM graduate will identify opportunities, leverage customer data and insights to maximize the organizations assets and execute swiftly. That is how the Lesley MSM is designed: a totally online curriculum that is a blend of theory and practice. Our competitive difference is the “Ripped from the headlines” multidimensional approach to management learning: these are living case studies, reflecting the realities of managing today. Each day a leader is either awash in information or operating blind of insights.

#### REQUIREMENTS

##### Required Core (18 Credits)

CMGMT 6700	Leading and Managing in the 21st Century	3
CMGMT 6710	What Outstanding Organizations Do Differently	3
CMGMT 6720	Allocating & Managing Resources	3
CMGMT 6730	Systems Management	3
CMGMT 6740	Entrepreneurship	3
CMGMT 6750	Go to Market: Transforming Opportunities into Success	3

##### Specializations

##### General Management (15 Credits)

CMGMT 6770	Business Models	3
CMGMT 6888	Measuring Success	3
CMGMT 6780	Customer Value	3
CMGMT 6790	Global Emerging Markets	3
CMGMT 6800	Simplicity/Innovation/Disruption	3

##### Non-Profit Management (15 Credits)

CMGMT 6100	Social Entrepreneurship	3
CMGMT 6105	Donors	3
CMGMT 6110	Program Development and Evaluation	3
CMGMT 6115	Strategic Communication & Social Media	3
CMGMT 6120	Accounting & Financial Management for Non-Profits	3

### Accelerated Bachelor of Science in Business Management/ Master of Science in Management

#### BS IN BUSINESS MANAGEMENT/MSM IN MANAGEMENT

We will no longer accept students into this program after the fall '19 semester.

The joint program in Management gives qualified undergraduates in the Business Management program the opportunity to complete the master's degree (M.S. in Management) in an accelerated fashion. The undergraduate program in business management prepares our students for the rigor of the graduate program. Students accepted into this accelerated program begin taking graduate courses in their senior year, fulfilling both the undergraduate and graduate requirements. These students will be ready to take the graduate management courses required for specialization in the fifth year and they can complete both the B.S. and M.S.M in five years.

The accelerated program offers:

- Both a bachelor and master degree at the end of 5 years
- Greater in-depth preparation
- Assurance to employers of outstanding applicants, since the criteria for admission to this program are rigorous
- Opportunity to include a specialization in one or more management fields through a combination of undergraduate and graduate study
- A more financially attractive program than a traditional two-phase model (B.S. then MSM or MBA)
- Immersion in integrated undergraduate and graduate training allows the students to concentrate their efforts in a continuous



program incorporating theory and practice throughout their five years

- Strength and support afforded a student through development of long-term professional relationships with faculty members
- The opportunity for the student to complete a third internship during the fifth year if the student desires

Admissions:

There are five paths that a student can take to be accepted into the accelerated program:

1. Students can be accepted into the accelerated program upon admission to Lesley University. Requirements for the program include:
  - a. At least a 3.5 High School Grade Point Average or at least 88 on a 100-point scale
  - b. Mathematics courses that include Pre-Calculus with a grade of at B+/88 or at least a math curriculum that includes Algebra I and II, Geometry, and Trigonometry with a grade of B+/88 in each class
  - c. At least two years, preferably three, of one foreign language
  - d. SAT Math, at least 510 or ACT Math, at least 22
  - e. SAT Verbal, at least 500, or ACT Comp Score, at least 22
  - f. SAT Writing, at least 500
2. Students can be accepted into the accelerated program at the end of their freshmen year provided that they meet the following criteria:
  - a. An overall GPA of at least 3.0 with no grade below C
  - b. The student has taken the following courses:
    - i. At least a grade of B in CMGMT 1451 – Foundations of Management
    - ii. At least a grade of B in CMGMT 1701 – Leader and Professional Development I
3. Students can be accepted into the accelerated program at the end of their sophomore year provided that they meet the following criteria:
  - a. An overall GPA of at least 3.0 with no grade below C
  - b. Students have taken the following courses and received a grade of B or better in each course:
    - i. CMGMT 1451, CMGMT 1701, CMGMT 2701, CECON 2101, CECON 2102, CMGMT 2550, CMGMT 2551, CMGMT 2455, CMGMT 2457, and CMATH 1590
  - c. Students must have a portfolio of accomplishments that include an academic recommendation and writing samples.
4. Students can be accepted into the accelerated program at the end of their junior year provided that they meet the following criteria:
  - a. An overall GPA of at least 3.0 with no grade below C
  - b. Students have completed all of the General Education Requirements
  - c. Students must have a portfolio of accomplishments that include an academic recommendation and writing samples.

d. Students have taken the following courses and received a grade of B or better in each course:

- i. CMGMT 1451, CMGMT 1701, CMGMT 2701, CECON 2101, CECON 2102, CMGMT 2550, CMGMT 2551, CMGMT 2455, CMGMT 2457, CMGMT 3201, CMGMT 3460, CMGMT 3464, CMGMT 3468, CMGMT 3469, CMGMT 3470, CMGMT 3560, CMGMT 3702, and CMATH 1590

5. Students can be accepted into the accelerated program at the end of the first semester of their senior year provided that they meet the following criteria:

- a. An overall GPA of at least 3.0 with no grade below C
- b. Students have completed all of the General Education Requirements
- c. Students must have a portfolio of accomplishments that include an academic recommendation and writing samples.
- d. Students have taken the following courses and received a grade of B or better in each course by the end of the first semester of their senior year:
  - i. CMGMT 1451, CMGMT 1701, CMGMT 2701, CECON 2101, CECON 2102, CMGMT 2550, CMGMT 2551, CMGMT 2455, CMGMT 2457, CMGMT 3201, CMGMT 3460, CMGMT 3464, CMGMT 3468, CMGMT 3469, CMGMT 3470, CMGMT 3560, CMGMT 3702, CMGMT 4702, CMGMT 4300, and CMATH 1590
- e. Students have requested and received permission to take CMGMT 6700 during first semester of their senior year.

6. Transfer students are eligible for admission into the accelerated program.

- a. Students who enter Lesley with less than 30 credits must meet the admission criteria outlined in #2 above
- b. Students who enter Lesley with more than 30 credits must meet the admission criteria outlined in #3 above

Academic Standards

Candidates must meet the academic standards of the College of Liberal Arts & Sciences and maintain at least a 3.0 cumulative GPA. Students must receive a grade of B or better in all courses the with prefixes CECON and CMGMT. In order to be awarded the Master of Science in Management, students must have a cumulative GPA of at least 3.0 GPA in all the graduate courses attempted.

Advising

Students will be assigned a faculty mentor who will be the students' advisor throughout the accelerated program.

Financial Aid

Student in this program are eligible for undergraduate financial aid until they have accumulated 120 credits. Students are eligible for graduate financial aid thereafter.

Tuition

Tuition is assessed at the undergraduate rate for the first four years and at the graduate rate thereafter.

**Registration**

Students follow the registration procedures for the College of Liberal Arts & Sciences. Students must follow the program of study for the accelerated program.

**Program Requirements****Complete the following undergraduate courses:**

## Business Management Core Requirements

- Foundations of Management
- Principles of Financial Accounting
- Principles of Managerial Accounting
- Principles of Macroeconomics (Social Science Requirement)
- Principles of Microeconomics (Liberal Arts Elective Requirement)
- Business Analytics I
- Business Analytics II
- Principles of Marketing
- Corporate Finance I
- Ethics & Organizational Behavior
- Business in a Legal Context
- Human Resource Management
- Management Information Systems
- Operations Management
- Managing in the Global Economy
- Strategic Management Capstone

**Experiential Learning Requirements**

- Leader and Professional Development I
- Leader and Professional Development II
- Management Internship & Seminar I
- Management Internship & Seminar II

**Business Specialization\* (Select One)**

- Nonprofit Management
- Brand Design and Marketing
- Entrepreneurship
- Marketing
- International Business

\*While a business specialization is not required, it is highly recommended that students in the accelerated program choose a business concentration.

**Complete the following graduate courses:**

## Master of Science in Management Core Requirements

- Leading & Managing in the 21st Century\*
- What Outstanding Organizations Do Differently\*
- Allocating & Managing Resources\*
- Systems Management

- Entrepreneurship
- Go to Market: Transforming Opportunities into Success

**Students must select a specialization from among the following:****General Management Specialization**

- Business Models
- Measuring Success
- Customer Value
- Global Emerging Markets
- Simplicity/Innovation/Disruption

**Nonprofit Management**

- Social Entrepreneurship
- Donors
- Program Development & Evaluation
- Strategic Communication & Social Media
- Accounting & Financial Management for Nonprofits\* These courses are taken during the student's senior year

This accelerated program is designed so that 9 credits toward the Bachelor of Science in Business Management are taken at the graduate level.

**Accelerated Bachelor of Science in Business Management/Master of Business Administration**

This program gives qualified undergraduates in the Business Management program the opportunity to complete the master's degree (MBA) in an accelerated fashion. The undergraduate program in business management prepares our students for the rigor of the graduate program. Students accepted into this accelerated master's program begin taking graduate courses in their senior year, fulfilling both the undergraduate and graduate requirements. These students will be ready to take the graduate management courses required for specialization in the fifth year and they will complete both the B.S. and MBA in five years.

The accelerated program offers:

- Both a bachelor and master degree at the end of 5 years
- Greater in-depth preparation
- Assurance to employers of outstanding applicants, since the criteria for admission to this program are rigorous
- Opportunity to include a specialization in one or more management fields through a combination of undergraduate and graduate study
- A more financially attractive program than a traditional two-phase model (B.S. then MSM or MBA)
- Immersion in integrated undergraduate and graduate training allows the students to concentrate their efforts in a continuous program incorporating theory and practice throughout their five years
- Strength and support afforded a student through development of long-term professional relationships with faculty members
- The opportunity for the student to complete a third internship during the fifth year if the student desires

Admissions:

There are five paths that a student can take to be accepted into the accelerated program:

1. Students can be accepted into the accelerated program upon admission to Lesley University. Requirements for the program include:
  - a. At least a 3.5 High School Grade Point Average or at least 88 on a 100-point scale
  - b. Mathematics courses that include Pre-Calculus with a grade of at B+/88 or at least a math curriculum that includes Algebra I and II, Geometry, and Trigonometry with a grade of B+/88 in each class
  - c. At least two years, preferably three, of one foreign language
  - d. SAT Math, at least 510 or ACT Math, at least 22
  - e. SAT Verbal, at least 500, or ACT Comp Score, at least 22
  - f. SAT Writing, at least 500
2. Students can be accepted into the accelerated program at the end of their freshmen year provided that they meet the following criteria:
  - a. An overall GPA of at least 3.0 with no grade below C
  - b. The student has taken the following courses:
    - i. At least a grade of B in CMGMT 1451 – Foundations of Management
    - ii. At least a grade of B in CMGMT 1701 – Leader and Professional Development I
3. Students can be accepted into the accelerated program at the end of their sophomore year provided that they meet the following criteria:
  - a. An overall GPA of at least 3.0 with no grade below C
  - b. Students have taken the following courses and received a grade of B or better in each course:
    - i. CMGMT 1451, CMGMT 1701, CMGMT 2701, CECON 2101, CECON 2102, CMGMT 2550, CMGMT 2551, CMGMT 2455, CMGMT 2457, and CMATH 1590
  - c. Students must have a portfolio of accomplishments that include an academic recommendation and writing samples.
4. Students can be accepted into the accelerated program at the end of their junior year provided that they meet the following criteria:
  - a. An overall GPA of at least 3.0 with no grade below C
  - b. Students have completed all of the General Education Requirements
  - c. Students must have a portfolio of accomplishments that include an academic recommendation and writing samples.
  - d. Students have taken the following courses and received a grade of B or better in each course:
    - i. CMGMT 1451, CMGMT 1701, CMGMT 2701, CECON 2101, CECON 2102, CMGMT 2550, CMGMT 2551, CMGMT 2455, CMGMT 2457, CMGMT 3201, CMGMT 3460, CMGMT 3464,

5. Students can be accepted into the accelerated program at the end of the first semester of their senior year provided that they meet the following criteria:
  - a. An overall GPA of at least 3.0 with no grade below C
  - b. Students have completed all of the General Education Requirements
  - c. Students must have a portfolio of accomplishments that include an academic recommendation and writing samples.
  - d. Students have taken the following courses and received a grade of B or better in each course by the end of the first semester of their senior year:
    - i. CMGMT 1451, CMGMT 1701, CMGMT 2701, CECON 2101, CECON 2102, CMGMT 2550, CMGMT 2551, CMGMT 2455, CMGMT 2457, CMGMT 3201, CMGMT 3460, CMGMT 3464, CMGMT 3468, CMGMT 3469, CMGMT 3470, CMGMT 3560, CMGMT 3702, CMGMT 4702, CMGMT 4300, and CMATH 1590
  - e. Students have requested and received permission to take CMGMT 6700 during first semester of their senior year.
6. Transfer students are eligible for admission into the accelerated program.
  - a. Students who enter Lesley with less than 30 credits must meet the admission criteria outlined in #2 above
  - b. Students who enter Lesley with more than 30 credits must meet the admission criteria outlined in #3 above

Academic Standards

Candidates must meet the academic standards of the College of Liberal Arts & Sciences and maintain at least a 3.0 cumulative GPA. Students must receive a grade of B or better in all courses with the prefixes CECON and CMGMT. In order to be awarded the Master of Business Administration, students must have a cumulative GPA of at least 3.0 GPA in all the graduate courses attempted.

Advising

Students will be assigned a faculty mentor who will be the students' advisor throughout the accelerated program.

Financial Aid

Student in this program are eligible for undergraduate financial aid until they have accumulated 120 credits. Students are eligible for graduate financial aid thereafter.

Tuition

Tuition is assessed at the undergraduate rate for the first four years and at the graduate rate thereafter.

Registration

Students follow the registration procedures for the College of Liberal Arts & Sciences. Students must follow the program of study for the accelerated program.

## THE LESLEY MBA PROGRAM OF STUDY

For current business management majors who are completing the new business management curriculum, there are not additional MBA Core requirements. The new business management core includes:

**Business Management Core Curriculum**

CMGMT 1451	Foundations of Management	4
CMGMT 2455	Financial Accounting	3
CMGMT 2457	Managerial Accounting	3
CMGMT 2550	Business Analytics I	3
CMGMT 2551	Business Analytics II	3
CMGMT 3202	Business in a Legal Context	3
CMGMT 3460	Corporate Finance I	3
CMGMT 3464	Marketing Strategies	3
CMGMT 3468	Management Information Systems	3
CMGMT 3469	Organizational Behavior and Ethics	3
CMGMT 3470	Human Resource Management	3
CMGMT 3560	Operations Management	3
CMGMT 4300	Managing in the Global Economy	3
CMGMT 4900	Strategic Management Capstone	4

**Business Management Experiential Curriculum**

CMGMT 1701	Leader and Professional Development I	2
CMGMT 2701	Leader and Professional Development II	2
CMGMT 3702	Management Internship and Seminar I	3
CMGMT 4732	Business Management Internship Seminar II	4

**MBA Core Curriculum**

CMGMT 6700	Leading and Managing in the 21st Century	3
CMGMT 6710	What Outstanding Organizations Do Differently	3
CMGMT 6720	Allocating & Managing Resources	3
CMGMT 6730	Systems Management	3
CMGMT 6740	Entrepreneurship	3
CMGMT 6750	Go to Market: Transforming Opportunities into Success	3

**Practicum**

CMGMT 7496	Practicum I: Personal Branding and Career Management	1.5
CMGMT 7497	Practicum II: Mess to Model	1.5
CMGMT 7498	Practicum III: Model to Insight	1.5
CMGMT 7499	Practicum IV: Insight to Impact	1.5

**General Education Requirements**

CMATH 1590	Patterns and Functions or	3
CMATH 1990	Concepts and Applications of Calculus I	3
CECON 2101	Microeconomics	3
CECON 2102	Macroeconomics	3

Students can waive these requirements through AP and/or transfer credit

## SPECIALIZATIONS

**General Management (15 Credits)**

CMGMT 6770	Business Models	3
CMGMT 6760	Measuring Success	3

CMGMT 6780	Customer Value	3
CMGMT 6790	Global Emerging Markets	3
CMGMT 6800	Simplicity/Innovation/Disruption	3

**Non-Profit Management (15 Credits)**

CMGMT 6100	Social Entrepreneurship	3
CMGMT 6105	Donors	3
CMGMT 6110	Program Development and Evaluation	3
CMGMT 6115	Strategic Communication & Social Media	3
CMGMT 6120	Accounting & Financial Management for Non-Profits	3

**Children, Youth, & Family Studies - Bachelor of Arts (30 credits)****(30 credits plus 10 credits of experiential learning; licensure requires additional credits)**

This major is designed to engage students in the study of children, youth, and family within the framework of multiple, interconnected contexts: community, culture and society. The major integrates multicultural perspectives throughout the course of study as students learn about the influence of class, race and ethnicity, gender, and culture on human development and family patterns. Students may choose to focus on children, adolescents, emerging adults, and/or the family development across the lifespan.

The major provides a deep foundation in theoretical and practical knowledge and integrates supervised experiential learning with knowledge acquired in classes.

Students may specialize in: Early Intervention (working with children birth to 3 years old with special needs and their families); and Teaching Infants and Toddlers for students interested in obtaining state certification as lead teacher in early child care settings.

The program provides students with a strong foundation in family and developmental studies that will prepare them for graduate studies and work in a broad range of professions.

Students will be able to:

- critically analyze and assess key interdisciplinary theories of child, youth, and family studies.
- examine the impact of social institutions, structures and processes on childhood and youth.
- critically analyze the influence of class, race and ethnicity, gender, sexuality and culture on childhood and family patterns.
- demonstrate the ability to present knowledge acquired, arguments, and analyses effectively in both oral and written forms.
- critically evaluate and conduct social science research on childhood, youth, and family issues.

Please note: a minimum grade of "C" is required in the internship seminars and the capstone course to progress in the major.

## DEGREE REQUIREMENTS

**I. Required Core (15 Credits):**

CSOCS 1441	Children and Society	3
CSOCL 2402	Sociology of Family	3
CSOCL 3445	Race, Class and Gender	3

CSOCS 3444	Research Methods in the Social Sciences	3
CSOCS 4444	Senior Capstone Seminar: Current Issues in Social Science	3

**II. Electives in major (15 Credits)**

- At least three courses from this category should be 3000 level or above.
- No more than two CPSYC courses can be chosen from this category.
- Optional specializations in Early Intervention\* and Teaching Infants and Toddlers\*\* may be substituted for this category of electives

CSOCL 2113	Children in Global Perspective	3
CSOCL 2115	Women in Culture and Society	3
CSOCL 3016	Social Issues in Aging	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	6
CSOCL 4130	Gender and Globalization	3
CPSYC 2401	Child Psychology	3
CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
CPSYC 3407	Critical Issues in Infancy	3
CPSYC 3409	Psychology of Preadolescence and Adolescence	3
CPSYC 3411	Adult Development	3
CPSYC 3413	Psychology of Women	3
CPSYC 3424	Counseling Children, Adolescents and Young Adults	3
CPSYC 3427	Family Interventions	3
CHLTH 3300	Child and Adolescent Health	3
CSWRK 3450	Child Welfare: Challenges and Solutions	3
CPLCY 3552	Social Policy	3
CPLCY 4441	Global Child and Family Policy	3
CWGST 5001	Women, Men and Work	3

Some courses may have minimum grade requirements and/or prerequisites.

**III. Internships (10 credits)**

Double majors in Education and students electing the Optional Specialization in Early Intervention are waived from the internship requirements in this major.

Students electing the Optional Specialization in Teaching Infants & Toddlers, are waived from CSOCS 2401 and CSOCS 3401

CSOCS 2401	Social Sciences Pre-Internship Seminar	1
CSOCS 3401	Social Science Internship and Seminar I	3
CSOCS 4401	Social Science Internship and Seminar II	6

The pre-internship seminar requirement may be fulfilled through any 1000-level field-based course (e.g. CHMSR 1551; CEDUC 1352; CMGMT 1451).

**Optional Specializations**

Students may substitute these specializations for the Electives in Major category listed above.

[Note: these specializations are unchanged from the prior Child Studies major's tracks.]

**\*Early Intervention (30 credits)**

CPSYC 2401	Child Psychology	3
CPSYC 2421	Introduction to Counseling	3
CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
CPSYC 3407	Critical Issues in Infancy	3
CPSYC 3427	Family Interventions	3
CEDUC 3360	Learning Environments for Infants and Toddlers	3
CEDUC 3429	Early Intervention: Theory and Practice	3
CEDUC 3704	Junior Practicum and Seminar in Early Intervention	9

**\*\*Teaching Infants and Toddlers: (19 credits)**

CPSYC 2401	Child Psychology	3
CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
CPSYC 3407	Critical Issues in Infancy	3
CEDUC 3360	Learning Environments for Infants and Toddlers	3
CEDUC 3721	Field Experiences in Learning Environments	4
CEDUC 4357	Problems and Issues in Early Care and Education	3

Students may apply for certification as Lead Teacher for Infants and Toddlers through the Commonwealth of Massachusetts at program completion.

**Counseling - Bachelor of Science (30 credits)**

**(30 credits plus 19 credits of experiential learning)**

The professional major in Counseling is designed to prepare students at the undergraduate level for work in counseling settings or for further graduate education leading to a career as a counselor. It prepares students for entry-level positions in a number of human services settings where counseling skills are necessary. It is also designed to prepare students for entry into a professional Master's degree program in Counseling Psychology and/or the dual-degree programs in Counseling Psychology or Clinical Mental Health Counseling. Students will complete over 400 hours in the field. *Optional specializations: Expressive Arts Therapy; Holistic Psychology.*

**To successfully meet the requirements of the Counseling major, students will:**

- utilize theories of human behavior in assessing clinical problems and in developing appropriate skills and interventions.
- be able to apply multi-cultural and global perspectives in their approach to counseling practice.
- demonstrate an understanding of normal and abnormal psychological development within the human experience across the lifespan.
- critically assess and utilize social science research to further their development as counseling professionals.
- engage in behaviors and practices which conform to professional values, ethics, and standards.

**Academic & Professional Standards of the Counseling Major**

The Division of Psychology & Applied Therapies understands the commitment to self-awareness and self-management that comes

with development as a helping professional. Students' capacity to engage with empathic understanding of self and other is of great importance for successful completion of the internship courses and many other aspects of the program. Due to the applied nature of our graduates' work in the field, students' understanding of areas for growth and their own commitment to work on both personal challenges and professional competencies is essential to moving forward in the major.

Division pedagogy is substantially based on students' attendance and participation with the course materials, in activities that require consistent collaboration with others, which itself is based in the ability to take other's perspectives and present one's own opinions respectfully.

Below are listed other specific competencies and professional behaviors that students will be assessed on as they progress through their program of study. Students will be given feedback when issues arise related to these competencies and allowed an opportunity to improve on suggested areas in order to assist them to successfully complete their chosen major. Students failing to reach benchmarked academic standards and professional competencies over time will enter the Division's academic review process. For more specific descriptions of these competencies and the academic review process, please see Division Manual.

### Professional Standards Competencies

A student's ability to function effectively within the context of helping relationships will be continually assessed by the faculty. Among the competencies that will be evaluated, in accordance with a student's experience, are:

- Appropriate work comportment including: attendance; punctuality; sound judgment; quality of work; ability to take initiative; attitude, knowledge or application of agency policy;
- Understanding of, and sensitivity to, the power dynamic in the worker/client relationship and the impact of class, ethnicity, gender, physical ability, race, religion/spirituality, and sexual orientation;
- Awareness of how one's own biases will affect one's understanding of and regard for another;
- Capacity to be a participant and observer in one's helping relationships with others;
- Recognition of and ability to deal with issues relating to how one's own feelings may impact work with clients, agency personnel, and supervisors;
- Ability to interview/converse with clients in order to assess their social and emotional needs;
- Ability to use appropriate verbal and non-verbal communication skills;
- The ability to maintain appropriate and ethically required boundaries, which includes but is not limited to dual relationships, sexual conduct with clients or staff and sexual harassment;
- The appropriate use of self-disclosures;

Awareness of the scope and limits of one's expertise, including but not limited to identification as interns;

- Understanding of an ability to adapt treatment plans to meet the needs of diverse clinical populations;
- Understanding of and ability to discuss ethical issues as they arise.

### DEGREE REQUIREMENTS

#### I. Required Core (21 Credits):

CPSYC 1401	Lifespan Development	3
CPSYC 2403	Theories of Personality	3
CPSYC 2421	Introduction to Counseling	3
CPSYC 3405	Abnormal Psychology	3
CSOCS 3444	Research Methods in the Social Sciences	3
CPLCY 3552	Social Policy	3
CPSYC 4881	Contemporary Issues in Counseling & Human Services	3

Minimum grade of "C" in CSOCS 3444 and CPSYC 4881 required to complete the major.

Recommended Liberal Arts Foundation Math choice course, CMATH 1522 Introduction to Statistics, should be taken prior to CSOCS 3444 Research Methods in the Social Sciences.

#### II. Counseling Electives (6 Credits):

Choose TWO (One choice must be at the 3000-level or above). At least one CPSYC prefix course is required.

CARTH 2423	Principles of Art Therapy	3
CEXTH 2623	Principles of Expressive Arts Therapy	3
CPSYC 3422	Trauma and Crisis	3
CPSYC 3424	Counseling Children, Adolescents and Young Adults	3
CPSYC 3425	Applied Group Dynamics	3
CPSYC 3427	Family Interventions	3
CPSYC 4426	Imaginative and Embodied Counseling Techniques	3
CSWRK 3201	Case Management in Social Work and Counseling	3

#### III. Psychology Choice (3 Credits):

Any course with a CPSYC prefix.

#### IV. Required Internship Sequence Coursework

CPSYC 1551	Foundations and Systems in the Helping Professions	3
CPSYC 2551	Concepts & Skills in Professional Practice	4
CCOUN 3601	Counseling Internship and Seminar I	6
CCOUN 4601	Counseling Internship and Seminar II	6

Minimum grade requirement of "C" for all internship courses above.

### Optional Counseling Specializations

## Expressive Arts Therapy Specialization 12 credits

The Expressive Arts Therapy Specialization is designed for Counseling majors who want to understand and include elements of the arts and the creative process into their work. All students in this specialization must complete the program requirements for the Counseling major, as well as the following specialization requirements.

### REQUIREMENTS

#### Required Courses (9 Credits):

CEXTH 2623	Principles of Expressive Arts Therapy	3
CEXTH 3623	Expressive Arts Therapy Studio	3
CEXTH 3506	Integrated Arts Approaches	3

#### One Additional Course (3 Credits):

Choose 3 credits from arts choice categories in the Expressive Arts Therapy major.

Note: Beginning second semester junior year students may choose from a wide variety of graduate level expressive therapy courses, please refer to the course listing of expressive arts therapy electives in the Expressive Arts Therapy major for options. It is recommended that you discuss these choices with your advisor and have permission of the graduate course instructor.

#### Required Internships:

One of these internships must be in an approved site using the arts in a clinical situation.

CCOUN 3601	Counseling Internship and Seminar I	6
CCOUN 4601	Counseling Internship and Seminar II	6

## Holistic Psychology Specialization 12 credits

The Holistic Psychology Specialization is designed for Counseling majors who want to incorporate elements of a holistic perspective into their professional studies. All students in this specialization must complete the program requirements for the Expressive Arts Therapy major, as well as the following specialization requirements.

### REQUIREMENTS

#### Required Courses (12 Credits):

CPSYC 1451	Holistic Approach to Healing	3
CPSYC 3451	Holistic Psychology	3

#### And choose TWO:

CHLTH 3310	Complementary, Integrative and Alternative Medicine	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 4405	Transpersonal Psychology	3
CSOCS 3452	Yoga: Theory, Culture and Practice	3

## Counseling Dual Degree Programs

### Bachelor of Science/Master of Arts in Counseling Psychology\*

### OR Bachelor of Science/Master of Arts in Clinical Mental Health Counseling\*

(Both the undergraduate and graduate degrees are awarded at the completion of the joint program.)

\* Students interested in this dual degree program should speak to the Dual Degree Coordinator for Counseling, Dr. Katherine Barone.

## Description of the Program

The integrated dual degree honors-level programs have been developed for exceptional students who are interested in and capable of accelerating their educational experience in a program combining the curriculum of the undergraduate Counseling major and a graduate program in a 5-year Counseling Psychology (48 credits - non-licensure program) or in a 6-year Clinical Mental Health Counseling (60 credits – licensure oriented program). Students should carefully explore the difference between these two graduate level programs with the coordinator and the graduate school liaison before applying. Graduates of the dual degree program in Clinical Mental Health Counseling will have met the academic requirements but not all field based learning requirements for professional licensure in Massachusetts and most states, at the completion of the program at Lesley.

The programs are designed for students who demonstrate a high level of maturity and academic potential. The integrated programs demand that students be able to achieve the academic rigor of graduate education by the time they reach their junior year (approximately 60 credits) of traditional undergraduate study. Students should have completed at least one internship or work with clients in a direct service role and should have completed at least half of their undergraduate academic requirements, including the counseling major requirements.

Students in the accelerated program must be able to achieve a level of introspection and cultural awareness necessary to engage in clinical work at a relatively young chronological age. Qualified students who express interest early in their counseling program, will be reviewed by Psychology & Applied Therapies Division faculty and if recommended, apply by mid-fall of their junior year (or when approximately 55-65 credits are completed). Students will take both undergraduate and graduate courses over the last 3 semesters of their undergraduate program.

## Admissions

Students will be eligible for admission into the programs through application during the fall only; transfer students and adult learners should consult with the coordinator as soon as possible if interested in this program. All applicants should attend one of the twice yearly information sessions offered by the Division of Psychology and Applied Therapies and must meet individually with the Dual Degree Coordinator.

Admission criteria include:

- achievement of a cumulative GPA 3.3;
- letter of academic support from Dual Degree coordinator;
- recommendations by Psychology & Applied Therapies Division core faculty;
- a recommendation letter from a site based supervisor or internship supervisor;
- a score of 396 or higher on the Miller's Analogy Test;
- completing a graduate school group information session;
- and successful completion of an interview with a GSASS Counseling Psychology faculty member. All applications items must be submitted before November 1st.

Transfer students who wish to be eligible to enter this program should follow the requirements for the Counseling major and strive to take client focused (non-administrative) internships or seek work

in a human services type setting for summer jobs before applying to Lesley. Transfer students should contact the Dual degree coordinator as early as possible but at least by the end of June prior to enrolling with 60 or more credits into Lesley. Once accepted into the program, a student will work closely with the Dual Degree Coordinator and their Graduate school advisor to choose an appropriate course sequence.

## Creative Writing - Bachelor of Arts (30 credits)

### (30 credits plus 11 credits of experiential learning)

Focusing on the genres of Fiction, Non-Fiction, Poetry, Writing for Children and Young Adults and Scriptwriting, the Creative Writing Major allows students to integrate theory and practice in a course of study that blends critical writing, creative writing, professional experience and emphasis on publication. Students work closely with faculty on strategies for composition and revision, while approaching the work of master writers through craft-based analysis. Intimate classroom settings foster a collaborative approach to learning via the interaction between peers and faculty where students and faculty push each other to achieve the best and most honest work possible.

The College of Liberal Arts and Sciences offers a course in Magazine Production that yields our Literary Arts Magazine, *Commonthought*. Students have the chance to participate in all aspects of the publication process from submission to editing to layout to final publication. Students also have access to a variety of professional internships in a wide range of settings, including literary arts magazines, arts organizations, and publishers, which offer opportunities to explore careers in writing in the greater Boston area.

Outcomes of the Creative Writing Major:

- Students will study classic and contemporary masterworks of English and American Literature in order to be able to describe and apply the conventions of writing in multiple genres
- Students will read works and write at an advanced level in a chosen genre
- Students will learn to critique and improve their own writing and that of their peers through craft-based analysis, workshops with instructors and peers
- Students will explore strategies for publication of their work
- Students will apply their skills in an appropriate internship setting
- Students will explore opportunities for graduate study as indicated by number of students applying to graduate programs

## DEGREE REQUIREMENTS

### Required Core (12 Credits):

CCRWT 1400	Introduction to Creative Writing	3
CCRWT 3XXX	Junior Seminar in Creative Writing	3
CCRWT 4000	Senior Seminar in Creative Writing	3
CLITR 2400	The Study of Literature in English	3

### Support Courses (6 Credits):

Choose CLITR or CHUMS courses at the 3000-Level and above, with at least 3 credits focusing on your genre of study from the following:

CLITR 3028	United States Drama Since 1900	3
CLITR 3100	Changing Views of Nature in American Literature	3

CLITR 3131	Nineteenth Century American Novel	3
CLITR 3200	Postcolonial Dialogues	3
CLITR 3240	World Drama: Beginning the Traditions	3
CLITR 3250	World Drama from the 18th Century to the Present	3
CLITR 3310	The Family in Literature	3
CLITR 3312	The Plays of Shakespeare	3
CLITR 3313	Comedy	3
CLITR 3314	Tragedy	3
CLITR 3315	Contemporary Latin American Women Writers	3
CLITR 3317	Marriage and Dangerous Liaisons in the Novel	3
CLITR 3329	Race, Ethnicity, Identity in United States Literature	3
CLITR 3337	Short Fiction and Novella	3
CLITR 3338	Women in Literature	3
CLITR 3400	Major Authors	3
CLITR 3600	20th- and 21st-century Literature in English	3
CLITR 3670	Bildungsroman: Novel of Self-Development	3
CLITR 3700	18th- and 19th-century Literature in English	3
CHUMS 3300	Travel/Study London	3
CHUMS 3317	Romanticism in the Arts: Literature, Painting, and Music	3
CHUMS 3331	The Shock of the New: European and American Culture at the Turn of the 20th Century	3
CHUMS 3500	Postcolonial History and Literature	3
CHUMS 3600	Medieval History and Literature	3

### Creative Writing Craft and Reflection (12 Credits):

Choose TWELVE credits from the following, of which THREE must be 3000 level or higher and SIX must be in the study of your chosen genre.

CCRWT 2000	Art and Craft of Creative Non-Fiction	3
CCRWT 2070	The Art and Craft of Screenwriting	3
CCRWT 2080	Art and Craft of Playwriting	3
CCRWT 2300	The Art and Craft of the Short Story	3
CCRWT 2310	The Art and Craft of Poetry	3
CCRWT 2400	Art and Craft of Writing Children's and Young Adult Literature	3
CCRWT 2430	Magazine Production	3
CCRWT 3000	Advanced Poetry	3
CCRWT 3001	Advanced Scriptwriting	3
CCRWT 3100	Advanced Creative Non-Fiction	3
CCRWT 3201	Advanced Short Fiction	3
CCRWT 3300	Autobiographical Writing	3
CCRWT 3400	Genre Fiction Seminar	3
CCRWT 3450	Advanced Writing Children's and Young Adult Literature	3
CCRWT 4349	Senior Thesis in Creative Writing	4

Creative Writing majors must declare one primary genre by the end of second semester sophomore year. In consultation with faculty advisor and/or a Creative Writing faculty mentor, genre choice may be determined according to number of courses taken in a genre and/or academic or career goals. Creative Writing majors write a capstone work in their chosen genre in the Creative Writing Senior



Seminar. Students must complete the advanced, 3000-level course in their chosen genre prior to enrolling in the Senior Seminar.

**Professional / Experiential Component (11 Credits):**

If the student declares an Education Major or Minor, the internship requirement is satisfied with student teaching in the Major or Minor. **All Education majors must select CCRWT 2430 in their Craft and Reflection choices.**

If the student declares any other double major, the internship requirement must be satisfied in the major with the greater number of credits in its experiential component. If they're the same, the student may choose one. Every effort will be made to have one of the internships encompass the objectives of the other major.

Students may choose to do an additional internship in their other major.

CCRWT 2430	Magazine Production	3
CHUMS 2200	Internship Planning and Preparation	1
CHUMS 3100	Field Work and Seminar in the Humanities I	3
CHUMS 4100	Humanities Field Work and Seminar II	4-6

CHUMS 2200 or any other 1000-level field-based course (e.g. CEDUC 1352, CHMSR 1551, CMGMT 1451, CMGMT 1701).

CHUMS 4100 only needs to be taken at 4 credits.

**Other Requirements: Foreign Language Competency**

Competencies in foreign language for the Creative Writing Major are fulfilled by:

1. taking two semesters of American Sign Language, Chinese, French, German, Italian, Portuguese or Spanish at the university level.
2. If students enter Lesley with the proficiency to take American Sign Language II, Chinese II, French II, German II, Italian II, Portuguese II or Spanish II, and they pass that course, this will also satisfy the foreign language competency.
3. Students who have already achieved a proficiency equal to two full semesters of college language instruction before entering Lesley have the following options for satisfying this requirement:
  - Before entering Lesley, students may take an AP language exam or CLEP exam and satisfy the language requirement if they score a grade of four or higher (AP) or 50 or above (CLEP).
  - After entering Lesley, students who wish to demonstrate language competency will be referred to the Foreign Language Coordinator.
  - Students may take a competency exam in any of the languages offered at Lesley under the supervision of the Foreign Language Coordinator. This exam will be equivalent to a final exam given to students in American Sign Language II, Chinese II, French II, German II, Italian II, Portuguese II, or Spanish II. A grade of B or higher in this test will waive the language requirement; a grade ranging from C to B- will place student at the second semester level.
  - Students who wish to demonstrate language competency in any other foreign language must take the CLEP or an equivalent exam as approved by the Foreign Language Coordinator.

**Earth and Environmental Science - Bachelor of Arts (37+ credits)**

The Earth and Environmental Science major prepares individuals for graduate-level training in environmental sciences, or for entry-level employment in a broad and growing spectrum of environmental careers. Students who complete this major will gain scientific literacy and both broad and deep knowledge of biology, earth sciences, or health within the context of the complex environmental challenges facing humanity today. An Integrated Science Track designed specifically for future Middle School, Elementary, Early Childhood, and Special Education teachers allows students to meet teacher licensure requirements for Middle School General Science and leads to comprehensive understanding of environmental issues and the science associated with them. Students wishing to focus on Middle School Mathematics should declare the Mathematics major. A focus on research and field experience in all tracks provides students with first-hand research experiences and helps them develop the essential thinking skills necessary for understanding and studying the environment from multiple perspectives. Student research may involve civic engagement and contribute to the understanding of local urban ecosystems. Immersion in the field will lead to transformative thinking about humans and their complex relations with their environment. The major will lead to the development of a sense of place and a sense of social responsibility informed by a deep understanding of nature, the history of life and humanity, and the complexities of human-environment interactions.

**Learning Goals**

- Develop Critical Thinking and Inquiry Skills
- Develop Scientific Literacy
- Understand the Application of Science to Issues of Social Concern
- Understand from Multiple Perspectives (including a historical perspective) the Breadth of Human Diversity
- Prepare for Future Careers and Learning

**PROGRAM TRACKS**

The Earth and Environmental Science major provides students with the opportunity, working with their advisors and science faculty members, to develop concentrations in biology and earth science. A separate track exists for students who want to pursue the growing field of environmental health. Education majors, including Middle School (separate sub-track), Early Childhood, Elementary, and Special Education Majors, also have a separate track of study. All students will work closely with advisors to choose courses (science, foundation, free elective) that contribute to a comprehensive program of study.

**I. Required Core (25 Credits):**

**Choose ONE:**

CNSCI 2100	Humans in the Environment	3
CPHYS 3010	Our Changing Climate	3

**Choose ONE:**

CBIOL 1101	Biology with Lab	4
CBIOL 2101	Biology II with Lab	4

CBIOL 1101: Students who have completed AP Biology with a score of 4 or higher must take CBIOL 2101 in the place of CBIOL 1101

**Required:**

CPHYS 1104	Earth Science and Planetary Geology with Lab or	4
CPHYS 1110	Environmental Science w/Lab	4
CPHYS 1250	Physics I with Lab: Forces, Sound, Momentum & Energy	4
CPHYS 1308	General Chemistry I with Lab	4
CMATH 1990	Concepts and Applications of Calculus I	3
CMATH 3522	Inferential Statistics	3

**II. Electives (9-12+ Credits):**

Choose 4 courses from CPHYS, CBIOL, CNSCI with at least 1 at 3xxx level or above (Education majors MUST take CNSCI 4550 Directed Research Capstone: Science for 3 of the 12 credits).

**III. Research/Field (6 Credits):**

NOT required of Education Majors (except for CNSCI 4550, which MUST be taken under Category II by education majors).

CNSCI 4550	Directed Research Capstone: Science	3
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**Choose ONE:**

CPHYS 4104	Physical Geology: A New England Perspective	3
CNSCI 3500	New England Field Studies	3

**IV. Internship (6 Credits):**

NOT required of Education Majors, or students who move from an education licensure program into an education minor.

Non-Education Majors must take CNSCI 4100 for 6 credits

CNSCI 4100	Research Internship and Seminar	3-6
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**Optional Health Track (9 Credits):**

Students in this track may replace the 3 courses above in section III with the two courses below plus 1 additional CHLTH course.

CBIOL 2502	Essentials of Health	3
CHLTH 4410	Health and the Environment	3
CHLTH xxxx	(Additional Health Course)	3

**Marine Studies Consortium (MSC)**

This consortium is an association of 17 Massachusetts higher education and research institutions. MSC courses offer unique learning opportunities in marine and aquatic sciences, environmental policy, and environmental management. The courses are potential choices for Environmental Science majors, as well as Education majors. The Biology of Fishes course, offered at the New England Aquarium, may be the only ichthyology course in the world where students use the resources of a major aquarium at every class meeting. Other courses, such as the Biology of Whales and Water Resources Management, are offered nowhere else in New England at the undergraduate level. Courses, which include an additional consortium tuition fee, are held during the evenings on the campuses of our member institutions. MSC course descriptions can be found in the course descriptions section of this catalog. Students wishing to take MSC courses should contact David Morimoto, Division Director, Natural Sciences and Mathematics, College of Liberal Arts and Sciences at 617.349.8226, or morimoto@lesley.edu. For additional information and offerings, visit the consortium's website at <https://www.marinestudiesconsortium.org/>.

**Education Programs - Bachelors of Arts****Leading to Initial Licensure**

Students in Education programs may concentrate their study toward licensure in one of five areas: Early Childhood Education, Elementary Education, Middle School Education, Secondary Education, and Special Education. This study may be extended through various specializations that enhance students' marketability and efficacy in the educational setting. Some students may elect to minor in Education. In addition, students may apply for acceptance in one of several dual degree programs.

The instructional coursework for each program is designed to prepare students for teaching in a multicultural society and it is based upon a process or clinical approach. Throughout the Lesley curriculum, theory is combined with competency-based practical field work with children and adolescents. Methodologies used include formal lectures, round table discussions and/or seminars, and cooperative learning groups. These are combined with collaborative student and faculty interaction to find solutions to the daily problems that aspiring teachers may encounter in their work with students. Appropriate field experiences are arranged in the first, sophomore, and junior years culminating in an intensive student teaching practicum during the senior year.\* In this capstone experience, viewed as a synthesis of all that has been learned, students assume their greatest responsibility as future teachers.

Students select a program according to their professional interests and determine the teaching license for which they plan to qualify.\*\*

The **Early Childhood Education major** leads to licensure as an early childhood teacher, grades PreK-2.

The **Elementary Education major** leads to licensure as an elementary teacher, grades 1-6.

The **Middle School Education major** leads to licensure as a middle school teacher, grades 5-8 for Mathematics and General Science majors. History, Political Science and English majors lead to licensure grades 5-12.

The **Secondary School Education major** leads to licensure as a high school teacher, grades 8-12 for Mathematics majors. History, Political Science, and English majors lead to licensure grades 5-12.

The **Special Education major** leads to licensure as a teacher of students with moderate disabilities, grades PreK-8.

*\*The College accepts reasonable responsibility for providing accessible field placements for any handicapped students and for ensuring that the cooperating school understands the student's handicap.*

*\*\*Teaching licenses described in the catalog are based on the initial licensure requirements of the Commonwealth of Massachusetts.*

**Requirements for Progression in Education Majors**

The College of Liberal Arts and Sciences curriculum is designed to ensure that at the point of graduation Education majors are ready to be effective classroom teachers and meet the requirements of the Massachusetts Educator Tests. Passing these tests is required of all students applying for teacher licensure in Massachusetts, and similar tests are required of students seeking certification in most other states.

As students progress through their coursework at Lesley they must meet specific criteria that indicate their readiness to move to a higher level of teacher preparation within their licensure program.

Beginning with their first year, the program is designed to give students feedback with regard to a variety of skills needed for success as a teacher. This ensures that students have an accurate picture of their skill level as they progress through the program, and may therefore address any areas that need improvement as early as possible.

### First Year

In order to receive preliminary acceptance into the Education major a student must:

- receive a grade of C or higher and successfully complete the field experience in the first year education course: CEDUC 1352 Teaching, Learning and Social Responsibility

A student who does not meet the above requirement embarks on the Course of Action approved by the division director for Education. Upon successful completion of this Course of Action, the student will receive preliminary acceptance into the Education major.

### Sophomore Year

In order to receive full acceptance into the Education major a student must:

- receive a grade of C+ or higher and successfully complete the field experience in the appropriate sophomore core class: Early Childhood Education, Elementary Education, Middle School Education, or Special Education
- receive a grade of C+ or higher in Literacy Learning or Content Area Reading in Grades 5–12
- pass the Massachusetts Educator Communication and Literacy Skills Test

A student who does not meet the above sophomore requirements embarks on the Preparation Plan approved by the division director for Education. Upon successful completion of the Preparation Plan, a student will receive full acceptance into the Education major.

### Junior Year

In order to be eligible for the Junior Practicum and Seminar in Early Childhood Education (Early Childhood Education Majors) or the Junior Practicum and Seminar in Early Intervention (Early Childhood Education Majors with a Specialization in Early Intervention) an Early Childhood student must:

- receive full acceptance into the Education major
- have a cumulative grade point average of 3.0 or higher

In order to be eligible for the Senior Practicum and Seminar a student must:

- receive full acceptance into the Education major
- receive a grade of C+ or higher and successfully complete the field experience in High School Education
- receive a grade of C+ or higher in Teaching Mathematics for Elementary School Teachers (Elementary Education Majors and Special Education Majors)
- receive a passing grade in Junior Practicum and Seminar in Early Childhood Education (Early Childhood Education Majors) or Junior Practicum and Seminar in Early Intervention (Early Childhood Education Majors with a Specialization in Early Intervention)
- have a cumulative grade point average of 3.0 or higher

- pass the Massachusetts Educator Foundations of Reading Test if majoring in Early Childhood Education, Elementary Education, or Special Education
- pass the subject area portion of the Massachusetts Educator Test

### Senior Year

To successfully complete the Education major a student must:

- receive a passing grade in the Senior Practicum and Seminar and Sheltered English Instruction.

### College of Liberal Arts and Sciences MTEL Policy

In order to be eligible for senior student teaching a student must pass all portions of the Massachusetts Tests for Educator Licensure (MTEL) required for his/her license ([www.lesley.edu/certification](http://www.lesley.edu/certification)).

A general timeline for taking the MTEL is outlined in the Requirements for Progression in Education Majors.

### Guidelines for Academic and Professional Behavior

Consistent with Lesley University’s mission, it is our aim to ensure that educator candidates are entering the field as well-prepared and effective teachers, able to support student learning and development through “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” These professional behaviors affect student learning, motivation and development as well as the educator’s own professional growth (National Council for the Accreditation of Teacher Education).

The undergraduate Education Division firmly believes that these dispositions are connected not only to behaviors observed within the field experience but the attitudes and interactions in the university classroom. All teacher candidates are expected to be knowledgeable of the CLAS expectations concerning academic and professional conduct.

Appropriate and professional behavior is expected from students at all times when communicating with faculty, staff, students, and other members of the University community. Students exhibiting concerning or inappropriate behaviors may be referred to meet with the Division Review Committee in order to discuss a remediation plan or dismissal from the major. Repeated and/or egregious offenses may result in a student’s dismissal from the teacher education program.

### Dispositional Expectations for Lesley Classrooms, Interactions with Faculty and Supervisors and Field-Based Classrooms.

Lesley University expects that you will exhibit behavior that:

#### A. Professional Conduct & Tone

1. Uses an appropriate tone in written and oral communication. Demonstrates thoughtful, effective verbal and nonverbal communication and responsive listening.
2. Exhibits professional behavior, including regular attendance, punctuality, appropriate dress and demeanor, and timely completion of required work.
3. Demonstrates responsibility in the appropriate use of technology in both university classroom and PreK-12 classroom settings and in communication with students, families, colleagues and faculty.
4. Maintains appropriate boundaries when interacting with students, families, colleagues and others.

**B. Caring and Respect**

1. Demonstrates sensitivity to community and cultural norms, and engages in and supports appropriate and culturally-responsive professional practices for self and colleagues.
2. Treats all students, colleagues, and members of the University community fairly, equitably and respectfully, valuing individual differences and experiences.
3. Demonstrates sensitive, caring, and respectful behavior toward all students and their families.
4. Respects students' and families' privacy and confidentiality of information.

**C. Engagement**

1. Demonstrates enthusiasm for teaching and the discipline(s) taught.
2. Demonstrates interest and engagement with new ideas and developments in the field.
3. Takes initiative in both university classrooms and PreK-12 classroom settings.

**D. Flexibility**

1. Demonstrates flexibility and is open to adjustment and revision based on needs and changing circumstances.
2. Demonstrates ability to receive and integrate constructive feedback into work and teaching practices.

**E. Collaboration**

1. Demonstrates willingness and ability to collaborate with other professionals and families to improve the overall learning environment for students.
2. Demonstrates concern for the attitudes, beliefs, feelings and welfare of others.

**F. Professional Practices**

1. Demonstrates high expectations for all students and willingness to adapt instruction to meet varying needs and abilities.
2. Demonstrates behavior that supports the safety of all students.
3. Works proactively to create a positive learning experience in pre-service and field based classrooms.
4. Engages in self-reflection regarding one's pedagogical practices and gauges impact on student learning and well-being.
5. Projects self-confidence and leadership in assuming the role of the teacher.

**G. Legal/Ethical Conduct**

1. Engages in ethical conduct as defined by professional educational organizations.
2. Maintains privacy and confidentiality of student and family information according to FERPA regulations.
3. Abides by Lesley University Community Standards of Conduct.

**GUIDELINES FOR FILING AN ACADEMIC NOTIFICATION**

The reasons for filing an academic notification reflect an instructor's concerns about a student in terms of academic performance, and/or professional behavior, and/or Education Division competencies.

An academic notification is a means of informing a student that there are concerns about the student's performance and that either dismissal from the major or a plan for remediation is warranted.

Ordinarily the concern(s) noted in the academic notification would reflect concerns that the instructor has already communicated to the student.

**Step A**

1. Instructor submits to the Division Director the academic notification form articulating the concern.
2. Within 5 working days of the receipt of the academic notification the Division Director will:

- a. consult with the course instructor.
- b. send a letter of notification to the student, requiring the student to attend a meeting with the Division Review Committee which will include the Division Director, the instructor, and one additional faculty member in the Division.
- c. send a copy of the academic notification to the faculty advisor.

**Step B**

1. The Division Review Committee and the student will meet and consult regarding the issues of concern within 5 working days of the receipt of the academic notification. The Committee will then meet to either recommend steps for remediation and a time line for implementation of the recommendations or dismissal from the major.
2. The Division Director sends notification of either dismissal from the major or a copy of the plan for remediation to the student, the Division Review Committee, the faculty advisor, and to the Director of Academic Advising within 5 working days of this meeting.
3. If the student does not participate fully in the academic notification process, the matter will be referred to the CLAS Dean.

**Step C**

If the Division Review Committee dismisses the student from the major, the student may appeal to the Dean of the College of Liberal Arts and Sciences.

If the Division Review Committee recommends remediation, the Division Director will determine the status of precipitating issues, and will take one of the following actions:

1. If the issues have been satisfactorily resolved according to the remediation plan, the academic notification will be determined closed with no further action.
2. If it is determined that the issues may be resolved within a reasonable time frame, such as the next semester, a date will be determined for subsequent review and closure.
3. If it is determined that the student has not made sufficient progress according to the remediation plan, or has not participated fully in the academic notification process, the matter will be referred to the CLAS Dean.

Licensure Programs in Education

## Early Childhood Teacher 45 credits

### Early Childhood/ Early Intervention 51 credits

This major leads to initial licensure as a teacher of early childhood, grades PreK–2. Students completing the major may qualify for a variety of positions involving work with young children in nursery schools, kindergartens, and grades one through two. Within the major, students study ways of meeting children's special needs in regular early childhood settings.

Students in the Early Childhood Major must choose a liberal arts major to complement their professional study. Students may choose from thirteen liberal arts fields:

- Biology
- Children, Youth, & Family Studies
- Creative Writing
- English
- Earth and Environmental Science
- Environmental Studies
- Global Studies: Politics, Culture, and Society
- History
- Mathematical Studies
- Political Science
- Psychology
- Sociology and Social Change
- Spanish

This program requires a minimum of 150 hours of practicum work at the preschool/kindergarten level OR a minimum of 200 hours of practicum work in grade 1 or 2 during the junior year. The senior practicum is a semester experience at the level not chosen for the junior practicum.

Students working toward an Early Childhood Education licensure with an Early Intervention Specialization should refer to the Education Specializations section (p. 98).

### DEGREE REQUIREMENTS

#### I. Required core:

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2351	Early Childhood Education	4
CEDUC 2401	Literacy Learning	3
CEDUC 3373	Developmental Experiences in Mathematics and Science	3
CEDUC 3395	Literature for Children	3
CEDUC 3420	Language Arts, Social Studies and Technology	3
CEDUC 4188	Sheltered English Instruction: Pre-K - 6	4
CEDUC 4360	Working with Parents and Children in Integrated Early Childhood Settings	3
CEDUC 4721	Senior Practicum and Seminar in Early Childhood Education	9

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 2351 and CEDUC 2401: C+ or higher

#### Choose ONE:

CEDUC 3702	Junior Practicum and Seminar in Early Childhood Education	3
CEDUC 3704	Junior Practicum and Seminar in Early Intervention	9

CEDUC 3702 must be taken concurrently with CEDUC 3373 and CEDUC 4360

CEDUC 3704 must be taken concurrently with CEDUC 3429 and CEDUC 3373

Students specializing in Early Intervention must take CEDUC 3704

CEDUC 3704 has required benchmark grades

#### II. Liberal Arts Support Courses:

CPSYC 2401	Child Psychology	3
CPSYC 2437	Characteristics of Children and Youth with Special Needs	3

## Elementary Teacher 48 credits

This major leads to initial licensure as an elementary teacher, grades 1–6. Students will be especially well qualified to serve as teachers in public and private elementary schools. Within the major, the student will consider the mainstreamed special child in the regular classroom.

The senior practicum will be a semester experience at one level within the 1–6 grade range. Coursework in grades 1–6 gives the student experience with children of different ages and a variety of curricula, organizational studies, and grouping strategies characteristic of the elementary school.

Students in the Elementary Major must choose a liberal arts major to complement their professional study. Students may choose from eleven liberal arts fields:

- Biology
- Creative Writing
- English
- Earth and Environmental Science
- Environmental Studies
- Global Studies: Politics, Culture, and Society
- History
- Mathematical Studies
- Political Science
- Psychology
- Spanish

### DEGREE REQUIREMENTS

#### I. Required Core:

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2352	Elementary Education	4
CEDUC 2401	Literacy Learning	3
CEDUC 2710	Effective Classroom Climate Strategies for Pre K-6	3

CEDUC 3374	Teaching Mathematics for the Elementary School Teachers	3
CEDUC 3379	Teaching Geometry, Measurement, and Data	3
CEDUC 3410	Teaching Social Studies and Science from a Problem-Centered Approach	3
CEDUC 3415	Teaching Language Arts and Literature	3
CEDUC 4188	Sheltered English Instruction: Pre-K - 6	4
CEDUC 4350	Embracing Diversity in Classroom Communities	3
CEDUC 4722	Senior Practicum and Seminar in Elementary Education	9

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 2352, CEDUC 2401, and CEDUC 3374: C+ or higher

Can take either CEDUC 4188 or CEDUC 4189

**II. Liberal Arts Support Courses:**

CPSYC 2401	Child Psychology	3
CPSYC 2437	Characteristics of Children and Youth with Special Needs	3

Courses Required for Elementary Education Majors to Meet General Education Distributions.

- **Arts and Humanities:** 3 Credits in American History
- **Math/Science (Mathematics):** It is recommended that students choose one of the following courses: CMATH 1501 Problem Solving, CMATH 5100 Functions & Algebra, CMATH 6101 Number Theory, CMATH 6107 Number & Operations. Students planning to major in Mathematics may choose any mathematics course for which they have met the prerequisites.
- **Social Sciences:** 3 credits in Geography
- **Liberal Arts Electives:** One prefix must be CMATH. This requirement may be waived based on the student's performance on the Lesley University Mathematics MTEL screening.

**Middle School Teacher**

This major leads to initial licensure as a teacher of General Science and Mathematics in grades 5-8 and licensure in English, History, and Political Science grades 5-12. Students may qualify for positions involving work with middle school-aged children in a variety of middle school settings. The education of teachers for middle schools focuses on teaching the whole child — drawing on the psychology of early adolescence to develop teaching techniques, materials, and curricula particularly relevant to children at this stage of development.

The senior practicum will be a semester experience in one setting within the 5–8 grade range. Coursework within grades 5–8 gives the student experience with both children of different ages and a variety of curricula, organizational structures, and grouping strategies characteristic of the middle school.

Students must choose a liberal arts major to complement this major. Students may choose from six liberal arts fields:

- English (Literature Track)
- Earth and Environmental Science
- History

- Mathematics
- Political Science

**TEACHER OF GENERAL SCIENCE (5-8) (42 CREDITS)**

Students must choose the liberal arts major in Earth and Environmental Science and the Education major.

**I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2360	Middle School Education	4
CEDUC 2402	Content Area Reading in Grades 5-12	3
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4350	Embracing Diversity in Classroom Communities	3
EEDUC 5013	Curriculum, Instruction, and Assessment in General Science	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
CEDUC 4732	Senior Practicum & Seminar: Middle School Teacher Of Science	9
	An additional elective at the 2000 level or above in the Earth and Environmental Science Major	3

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 2360 and CEDUC 2402: C+ or higher

**II. Liberal Arts Support Courses:**

CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
CPSYC 3409	Psychology of Preadolescence and Adolescence	3

**TEACHER OF ENGLISH (5-12) (49 CREDITS)**

Students must choose the liberal arts major in English (Literature Track) and the Education Major.

**Choose ONE (3 credits):**

CEDUC 2402	Content Area Reading in Grades 5-12	3
EEDUC 6170	Middle and High School Content Literacy	3

Required Benchmark Grades:

CEDUC 2402 and EEDUC 6170: C+ or higher

**Choose ONE (3 credits):**

CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
ESPED 5100	Inclusion, Social Justice, and Disability	3

**Choose ONE (3 credits):**

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development	3

With the approval of their advisor or the director of the undergraduate Education division, juniors and senior may take graduate courses (EEDUC, ESPED, ECOMP) in the School of Education in those programs that lead to initial licensure. Once enrolled, they must meet all course requirements as outlined on the syllabus.

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**I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2360	Middle School Education	4
CEDUC 2714	Young Adult Literature in the Middle/Secondary Classroom	3
CEDUC 3451	High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4350	Embracing Diversity in Classroom Communities	3
CEDUC 4731	Senior Practicum & Seminar: Middle School Teacher Of English	9
EEDUC 5060	Teaching English Language Arts in Grades 5-12	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

Required Benchmark Grades:

CEDUC 1352: C or higher

CEDUC 2360 and CEDUC 3451: C+ or higher

**TEACHER OF HISTORY (5-12) / TEACHER OF POLITICAL SCIENCE/POLITICAL PHILOSOPHY (5-12) (43 CREDITS)**

Students preparing to teach History must choose the liberal arts major in History and the Education major.

Students preparing to teach Political Science/Political Philosophy must choose the liberal arts major in Political Science and the Education major.

**Choose ONE (9 credits):**

CEDUC 4733	Senior Practicum & Seminar: Middle School Teacher Of History	9
CEDUC 4735	Senior Practicum & Seminar: Middle School Teacher Of Political Science	9

**Choose ONE (3 credits):**

CEDUC 2402	Content Area Reading in Grades 5-12	3
EEDUC 6170	Middle and High School Content Literacy	3

Required benchmark grades:

CEDUC 2402 and EEDUC 6170: C+ or higher

**Choose ONE (3 credits):**

CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
ESPED 5100	Inclusion, Social Justice, and Disability	3

**Choose ONE (3 credits):**

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development	3

**I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2360	Middle School Education	4
CEDUC 3451	High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4

CEDUC 4350	Embracing Diversity in Classroom Communities	3
EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 2360 and CEDUC 3451: C+ or higher

**TEACHER OF MATHEMATICS (5-8) (48 CREDITS)**

Students must choose the liberal arts major in Mathematics and the Education Major.

**I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2360	Middle School Education	4
CEDUC 3374	Teaching Mathematics for the Elementary School Teachers	3
CEDUC 3379	Teaching Geometry, Measurement, and Data	3
CEDUC 3450	Teaching Middle/Secondary Mathematics: Exploring Connections	3
CEDUC 4189	Sheltered English Instruction: 5-12	4
EEDUC 5110	Teaching Mathematics in Grades 5-8	3
EEDUC 6154	Meeting Diverse Needs in the Mathematics Classroom	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
CEDUC 4734	Senior Practicum & Seminar: Middle School Teacher Of Math	9

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 2360: C+ or higher

**Choose ONE (3 credits):**

CEDUC 2402	Content Area Reading in Grades 5-12	3
EEDUC 6170	Middle and High School Content Literacy	3

Required benchmark grades:

CEDUC 2402 and EEDUC 6170: C+ or higher

**II. Support Courses:**

**Choose ONE (3 credits):**

CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
ESPED 5100	Inclusion, Social Justice, and Disability	3

**Choose ONE (3 credits):**

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development	3

With the approval of their advisor or the director of the undergraduate Education division, juniors and seniors may take graduate courses (EEDUC, ESPED, ECOMP) in the School of Education

in those programs that lead to initial licensure. Once enrolled, they must meet all course requirements as outlined on the syllabus.

## Secondary School Teacher

This major leads to initial licensure as a teacher of English (5-12), History (5-12), Mathematics (8-12) or Political Science/Political Philosophy (5-12). Students may qualify for positions involving work with high school students in a variety of secondary school settings. The education of teachers for secondary school draws on the psychology of adolescence to develop teaching techniques, materials, and curricula particularly relevant to students at this stage of development.

The senior practicum will be a semester experience in one setting within the 8–12 grade range. Coursework within grades 8–12 gives the student experience with both adolescents of different ages and a variety of curricula, organizational structures, and grouping strategies characteristic of the secondary school.

Students must choose a liberal arts major to complement this major. Students may choose from four liberal arts fields:

- English (Literature Track)
- History
- Mathematics
- Political Science

### TEACHER OF ENGLISH (5-12) (49 CREDITS)

Students must choose the liberal arts major in English (Literature Track) and the Education major.

#### I. Required Courses:

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2360	Middle School Education	4
CEDUC 2714	Young Adult Literature in the Middle/Secondary Classroom	3
CEDUC 3451	High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4350	Embracing Diversity in Classroom Communities	3
CEDUC 4736	Senior Practicum & Seminar: High School Teacher Of English	9
EEDUC 5060	Teaching English Language Arts in Grades 5-12	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 2360 and CEDUC 3451: C+ or higher

#### Choose ONE (3 credits):

CEDUC 2402	Content Area Reading in Grades 5-12	3
EEDUC 6170	Middle and High School Content Literacy	3

Required benchmark grades:

CEDUC 2402 and EEDUC 6170: C+ or higher

#### Choose ONE (3 credits):

CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
ESPED 5100	Inclusion, Social Justice, and Disability	3

#### Choose ONE (3 credits):

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development	3

With the approval of their advisor or the director of the undergraduate Education division, juniors and seniors may take graduate courses (EEDUC, ESPED, ECOMP) in the School of Education in those programs that lead to initial licensure. Once enrolled, they must meet all course requirements as outlined on the syllabus.

### TEACHER OF HISTORY (5-12) / TEACHER OF POLITICAL SCIENCE/POLITICAL PHILOSOPHY (5-12) (43 CREDITS)

Students preparing to teach History must choose the liberal arts major in History and the Education major.

Students preparing to teach Political Science/Political Philosophy must choose the liberal arts major in Political Science and the Education major.

#### Choose ONE (9 credits):

CEDUC 4737	Senior Practicum & Seminar: High School Teacher Of History	9
CEDUC 4739	Senior Practicum & Seminar: High School Teacher Of Political Science	9

#### Choose ONE (3 credits):

CEDUC 2402	Content Area Reading in Grades 5-12	3
EEDUC 6170	Middle and High School Content Literacy	3

Required benchmark grades:

CEDUC 2402 and EEDUC 6170: C+ or higher

#### II. Support Courses

##### Choose ONE (3 credits):

CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
ESPED 5100	Inclusion, Social Justice, and Disability	3

##### Choose ONE (3 credits):

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development	3

Juniors and seniors may take graduate courses (EEDUC, ESPED, ECOMP) in the School of Education in those programs that lead to initial licensure with the approval of their advisor or the director of the undergraduate Education division. Once enrolled, they must meet all course requirements as outlined on the syllabus.

#### I. Required Courses:

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2360	Middle School Education	4
CEDUC 3451	High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4350	Embracing Diversity in Classroom Communities	3



EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 2360 and CEDUC 3451: C+ or higher

**TEACHER OF MATHEMATICS (8-12) (45 CREDITS)**

Students must choose the liberal arts major in Mathematics and the Education Major.

**Choose ONE (3 credits):**

CEDUC 2402	Content Area Reading in Grades 5-12	3
EEDUC 6170	Middle and High School Content Literacy	3

Required benchmark grades:

CEDUC 2402 and EEDUC 6170: C+ or higher

**II. Support Courses**

**Choose ONE (3 credits):**

CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
ESPED 5100	Inclusion, Social Justice, and Disability	3

**Choose ONE (3 credits):**

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development	3

With the approval of their advisor or the director of the undergraduate Education division, juniors and seniors may take graduate courses (EEDUC, ESPED, ECOMP) in the School of Education in those programs that lead to initial licensure. Once enrolled, they must meet all course requirements as outlined on the syllabus.

**I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 3450	Teaching Middle/Secondary Mathematics: Exploring Connections	3
CEDUC 3451	High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4738	Senior Practicum & Seminar: High School Teacher Of Math	9
EEDUC 6154	Meeting Diverse Needs in the Mathematics Classroom	3
EEDUC 6202	Teaching Mathematics in Grades 8-12	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 3451: C+ or higher

**Special Education Teacher 48 credits**

This major leads to initial licensure as a Teacher of Students with Moderate Disabilities (PreK-8). This program focuses on the development of students' potential in an inclusive learning community. Prospective teachers in this major develop expertise in

assessment, curriculum design, and instructional techniques that provide access to the learning environment. There is an emphasis on the development of skills that lead to the successful collaboration between special and general education.

The senior practicum will be a full semester experience at one level within a PreK-8 setting serving students with special needs.

Students in the Special Education major must choose a liberal arts major to complement their professional study. Students may choose from twelve liberal arts fields:

- Biology
- Children, Youth and Family Studies
- Creative Writing
- English
- Earth and Environmental Science
- Environmental Studies
- Global Studies: Politics, Culture, and Society
- History
- Mathematics or Mathematical Studies
- Political Science
- Psychology
- Spanish

**DEGREE REQUIREMENTS**

**I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2401	Literacy Learning	3
CEDUC 3374	Teaching Mathematics for the Elementary School Teachers	3
CEDUC 3379	Teaching Geometry, Measurement, and Data	3
CEDUC 3410	Teaching Social Studies and Science from a Problem-Centered Approach	3
CSPED 2354	Special Education	4
CSPED 3300	Developing Accessible Instruction for Struggling Readers and Writers	3
CSPED 3320	Assessment that Develops Potential: Diversity in Cognition and Learning	3
CEDUC 4188	Sheltered English Instruction: Pre-K - 6	4
CSPED 4420	Curriculum Adaptation and Technology	3
CSPED 4724	Senior Practicum and Seminar in Special Education	9

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 2401, CEDUC 3374, and CSPED 2354: C+ or higher

Can take either CEDUC 4188 or CEDUC 4189

**II. Liberal Arts Support Courses:**

CPSYC 2401	Child Psychology	3
CPSYC 2437	Characteristics of Children and Youth with Special Needs	3

Courses Required for Special Education Majors to Meet General Education Distributions.

- **Arts and Humanities:** 3 Credits in American History
- **Math/Science (Mathematics):** It is recommended that students choose one of the following courses: CMATH 1501 Problem Solving, CMATH 5100 Functions & Algebra, CMATH 6101 Number Theory, CMATH 6107 Number & Operations. Students planning to major in Mathematics may choose any mathematics course for which they have met the prerequisites.
- **Social Sciences:** 3 credits in Geography
- **Liberal Arts Electives:** One prefix must be CMATH. This requirement may be waived based on the student's performance on the Lesley University Mathematics MTEL screening.

### Teaching Specializations

The following specializations allow students opportunities for in-depth study in the teaching of a particular subject or population. Any student may take additional courses as long as prerequisites are met. Although specializations enhance a student's professional qualifications, specializations do not lead to additional teacher licenses.

### Early Care and Education 12 credits

This specialization is open to students majoring or minoring in Early Childhood Education. As part of their work, students will focus on curriculum planning in daycare with infants and toddlers, or preschoolers or school-age children. Included in the administration course is a one-day-a-week practicum with a daycare administrator, advocate, or policy planner. In completing this specialization, the student will have completed the coursework to be Director I qualified (Massachusetts Office of Child Services Regulations).

#### REQUIREMENTS

##### I. Required core:

CEDUC 3360	Learning Environments for Infants and Toddlers	3
CEDUC 3702	Junior Practicum and Seminar in Early Childhood Education	3
CEDUC 4357	Problems and Issues in Early Care and Education	3
CEDUC 4358	Administration and Leadership in Programs Providing Early Care and Education	3

##### II. Practicum:

One practicum experience must be in a daycare setting.

### Early Intervention 12 credits

This specialization is open to students majoring in Early Childhood Education who wish to work as Early Intervention Specialists with infants and toddlers with special needs and their families in early intervention/home-based settings. Students may apply for certification with advanced standing as Early Intervention Specialists through the Department of Public Health.

### General Early Childhood

#### REQUIREMENTS

##### I. Liberal Arts Major:

Liberal Arts major must be Children, Youth, & Family Studies.

CPSYC 3407	Critical Issues in Infancy	3
CPSYC 3427	Family Interventions	3

both courses must be taken as part of the major course of study.

##### II. Required Core:

CEDUC 3360	Learning Environments for Infants and Toddlers	3
CEDUC 3429	Early Intervention: Theory and Practice	3

##### III. Practicum:

The CEDUC 3704 course requirement cannot be waived for students enrolled in this specialization.

The full-time practicum for students in this specialization, CEDUC 4721, should be split between two placements: a minimum of 100 hours at preschool level (3 or 4 year olds) or kindergarten level, and a minimum of 200 hours at the first or second grade level.

### Explorations in the Reggio Emilia Approach 12 Credits

This specialization is open to students majoring or minoring in Early Childhood Education. Students develop a deeper understanding of long-term investigations, documentation, and the use of symbolic materials in learning through the Reggio approach.

#### REQUIREMENTS

##### I. Required Core:

CEDUC 3702	Junior Practicum and Seminar in Early Childhood Education	3
EEDUC 5300	Environment and Materials in Reggio-Inspired Teaching and Learning	3
EEDUC 5815	The Reggio Emilia Approach to Early Childhood Education	2-3

##### Choose ONE (3 Credits):

CARTS 3440	Intermediate Drawing and Painting	3
EARED 5010	Creative Movement: Kinesthetic Learning Across the Curriculum	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARTS 5351	Cultural History Through Storytelling	3
EARTS 6105	Multiple Perspectives Through Music	3

### Individually Designed 10 Credits

This specialization provides students with the opportunity to explore areas of teaching not covered by more prescribed specializations. Students directly integrate fieldwork with coursework and draw upon the expertise of a particular faculty member.

#### REQUIREMENTS

##### I. Required Core:

CEDUC 3721	Field Experiences in Learning Environments	4
	Two courses chosen in consultation with an Education faculty member	6

## Mathematics Education 9 or 12 Credits

This specialization is designed to provide future classroom teachers with particular preparation in the teaching of mathematics. A graduate with this specialization is well qualified to serve as a building resource person and to assume a leadership role in the development of instructional activities in school mathematics.

### REQUIREMENTS

#### I. Required Core:

CEDUC 4392	Content and Analysis of School Mathematics Curricula	3
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#### Choose ONE (0 or 3 Credits):

(If not already included within the Education major requirements.)

CEDUC 3374	Teaching Mathematics for the Elementary School Teachers	3
EEDUC 5110	Teaching Mathematics in Grades 5-8	3

#### Choose TWO (6 Credits):

CMATH 1501	Problem Solving	3
CMATH xxxx	Any course with a CMATH prefix	3

## Multicultural Education 9 Credits

This specialization is designed for students wishing additional preparation in addressing the challenges and opportunities involved in teaching in a diverse society. Aspiring teachers will have the chance to deepen their knowledge and develop strategies to examine significant issues. These include class, culture, ethnicity, gender, language, sexual orientation, and religion.

### REQUIREMENTS

#### I. Required Core:

CSOCL 2119	Race and Ethnic Relations	3
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#### Choose TWO:

CPSYC 1201	Cross-Cultural Psychology	3
CSOCL 2113	Children in Global Perspective	3
EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3
EEDUC 6111	Constructing the Equitable Classroom: From Theory to Practice	3

CPSYC 1201 and CSOCL 2113: Only one of these courses can be taken to satisfy this requirement.

## Reading Specializations

### Emergent Literacy 12 Credits

This specialization is open to students majoring or minoring in Early Childhood Education who wish to gain more in-depth knowledge about young children's oral language development and their interactions with reading and writing.

### REQUIREMENTS

#### I. Required Core:

CEDUC 3395	Literature for Children	3
CEDUC 3420	Language Arts, Social Studies and Technology	3
CEDUC 3702	Junior Practicum and Seminar in Early Childhood Education	3

EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
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## Teaching Reading 12 Credits

This specialization provides in-depth training in the teaching of reading. Graduates in this area are well qualified to assume instructional responsibilities for the teaching of reading and language arts in self-contained classrooms or in team teaching situations. Students must achieve a grade of B or higher in all coursework taken for this specialization.

### REQUIREMENTS

#### I. Required Core:

CEDUC 2401	Literacy Learning	3
CSPED 3300	Developing Accessible Instruction for Struggling Readers and Writers	3

#### Choose ONE (3 Credits):

CEDUC 3395	Literature for Children	3
CEDUC 3415	Teaching Language Arts and Literature	3

#### Choose ONE (3 Credits):

CEDUC 2402	Content Area Reading in Grades 5-12	3
EEDUC 6101	Content Literacy	3
EEDUC 6402	Clay's Observation Survey of Early Literacy Achievement	2-3

## Science Education 9 Credits

This specialization is designed to provide future classroom teachers with particular preparation in the teaching of science. A graduate with this specialization is well qualified to serve as a resource person and to assume a leadership role in the development of instructional activities in school science.

### REQUIREMENTS

#### I. Required Core:

#### Choose TWO (6 Credits):

CNSCI 3102	Science and Ethics of Gardening (Fall and Spring)	1.5
EEDUC 6080	Urban Ecology Field Studies: Implementing Field Research in Schools	3
CEDUC 3410	Teaching Social Studies and Science from a Problem-Centered Approach Any course with a CBIOL or CPHYS prefix.	3

## Special Education 15 Credits

The specialization in Special Education is open to all students who are taking a major or minor in general education. Students choose a track, dependent on their licensure program. The coursework in this specialization strengthens the general educator's ability to meet the diverse learning needs of students in today's inclusive classrooms. The required courses provide *additional study* in alternative assessment, curriculum adaptation, and instructional strategies for students with special learning needs.

## EARLY CHILDHOOD EDUCATION TRACK (15 CREDITS)

**I. Required Core:****Choose ONE:**

CEDUC 2710	Effective Classroom Climate Strategies for Pre K-6	3
EEDUC 5057	Introduction to D.I.R. (Floortime): A Developmental Model for the Special Child	3

**Choose ONE:**

CARTH 2423	Principles of Art Therapy	3
CEXTH 2623	Principles of Expressive Arts Therapy	3

**Choose THREE:**

CEXTH 3504	Guitar for Therapy and Education	3
CLANG 1701	American Sign Language	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
	Or one of the courses not taken above as part of the required core	

## ELEMENTARY EDUCATION, MIDDLE SCHOOL EDUCATION, AND SECONDARY EDUCATION TRACK (15 CREDITS)

**I. Required Core:**

CSPED 3300	Developing Accessible Instruction for Struggling Readers and Writers	3
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CSPED 3300: Middle school and secondary majors must take CEDUC 2401 Literacy Learning as a pre-requisite for CSPED 3300 above. For these students, CEDUC 2401 will count as 3 of the 9 credits required for this section of the specialization.

**Choose ONE:**

CARTH 2423	Principles of Art Therapy	3
CEXTH 2623	Principles of Expressive Arts Therapy	3

**Choose THREE:**

CEXTH 3504	Guitar for Therapy and Education	3
ESPED 6124	Formal Assessment in Special Education	3
ESPED 6134	Developing IEPs in Collaboration with Schools and Families	3
ESPED 6121	Classroom Management and Behavior Support	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
ESPED 6122	Instructional Accommodations in English Language Arts and Social Studies (PreK-8) or	3
ESPED 6129	Instructional Accommodations in English Language Arts and Social Studies (5-12)	3
ESPED 6128	Targeted Math and Science Instruction: Access and Fluency or	3
ESPED 6105	Instructional Accommodations in Math and Science (5-12)	3

ESPED 6134: This course requires ESPED 6124, Assessment in Special Education, as a prerequisite.

**Teaching English Language Learners 13 Credits**

This specialization provides students with more focused study in the issues faced by English language learners and specific ways to better address their learning needs. Students who complete this specialization meet the Massachusetts Department of Elementary and Secondary Education requirements for English Language Learner Categorical Training in Category 1: Second Language Learning and Teaching, Category 2: Sheltered Content Instruction, and Category 4: Reading and Writing in Sheltered Content Classrooms.

## REQUIREMENTS

**I. Required Core:**

EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3

**Choose ONE:**

CEDUC 4188	Sheltered English Instruction: Pre-K - 6	4
CEDUC 4189	Sheltered English Instruction: 5-12	4

**Choose ONE:**

EEDUC 6111	Constructing the Equitable Classroom: From Theory to Practice	3
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## Dual Degree Programs

The dual degree programs provide opportunities for students to meet requirements for a Bachelor's degree and a Master's degree in an accelerated program. Full-time students can usually complete a dual degree program in five years. The dual degree programs are designed for students who demonstrate a high degree of maturity and academic potential. They require students to meet high standards of academic achievement in both their undergraduate and graduate level coursework. Students admitted to the College of Liberal Arts and Sciences may apply for admission to the dual degree programs at the end of their sophomore year. In order to be accepted into these programs, students must have maintained a cumulative GPA of 3.3 or higher during the first four semesters of college. Formal application involves creating a portfolio application which is reviewed by a team of undergraduate and graduate faculty. Transfer students should consult their division director about the application. Students interested in pursuing a dual degree should contact their advisor or the division director in order to obtain further information.

Currently, four dual degree programs are available for Education students:

- Dual Degree Program for Early Childhood or Elementary Education Majors: Master of Education Degree - Teacher of Students with Moderate Disabilities (PreK-8) Leading to Initial Licensure
- Dual Degree Program for Early Childhood or Elementary Education Majors: Master of Education Degree in Curriculum and Instruction with a Specialization in Integrated Teaching through the Arts leading to Professional Licensure
- Dual Degree Program for Special Education Majors: Master of Education Degree in Elementary Education Leading to Initial Licensure

- Dual Degree Program for Elementary or Special Education  
Majors: Master of Education in English as a Second Language (PreK-6) Leading to Initial Licensure
- Dual Degree Program for Middle and Secondary Education  
Majors: M.Ed. Leading to Initial Licensure as Teacher of Students with Moderate Disabilities (5- 12)
- Dual Degree Program for Early Childhood Education Majors:  
M.Ed. in Early Childhood Education Leading to Professional Licensure

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## Field Experiences and Practicum

Lesley offers its students the opportunity to gain classroom experience prior to their senior student teaching. This component of the Education program is an essential way to integrate coursework with actual application. As part of the first year course CEDUC 1352 Teaching, Learning, and Social Responsibility students interested in becoming teachers in Pre-K through Grade 8 are in the field one day a week for approximately 8 weeks. Students interested in becoming high school teachers complete field visits to high schools that represent multifaceted cultures and communities. A one day a week early field experience is an integral part of CEDUC 2351 Early Childhood Education, CEDUC 2352 Elementary Education, CEDUC 2353 Middle and High School Education, and CSPED 2354 Special Education. Field experiences may also occur for designated periods of time as part of assignments given in other classes.

The Education Division faculty and administrators enjoy a cooperative relationship with a number of schools and districts in Massachusetts. The superintendents, principals, directors and experienced teachers in the following metropolitan and suburban districts have worked cooperatively with Lesley undergraduates.

### Arlington

Arlington High School  
Dallin School  
Hardy School  
Lesley-Ellis School  
Thompson School

### Belmont

Belmont High School  
Burbank School  
Chenery Middle School  
Wellington School  
Winn Brook School

### Boston

Conservatory Lab Charter School  
Curley School  
Eliot School  
Joseph Lee School  
Madison Park High School  
Timilty Middle School

### Brookline

Baker School  
Brookline High School  
Devotion School  
Heath School  
Lawrence School  
Pierce School

### Cambridge

Maria L. Baldwin School

Cambridge-Ellis School  
Cambridge Head Start  
Cambridge Rindge and Latin School  
Cambridgeport School  
Community Charter School of Cambridge  
Fletcher-Maynard Academy  
Graham and Parks School  
Haggerty School  
King Open School  
Los Amigos School  
Newtowne School  
Oxford Street Daycare  
Peabody School  
Peabody Terrace Children's Center  
Radcliffe Child Care Center

### Everett

Everett High School

### Lexington

Community Nursery School  
Jonas Clarke Middle School

### Medford

Andrews Middle School  
McGlynn Middle School

### Somerville

Brown School  
Capuano Early Childhood Center  
East Somerville Community School  
Somerville High School  
West Somerville Community School

### Watertown

Atrium School  
Hosmer School  
Hosmer Early Steps Program  
Lowell School  
Watertown Middle School  
Watertown High School

### Winchester

Winchester High School

Educator Licensure

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## Educator Licensure Regulations

All the education license programs at Lesley are approved through 2021 by the Massachusetts Department of Elementary and Secondary Education (ESE). Because of this state approval, Lesley educator license programs are recognized by the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement 2010-2015. The NASDTEC Interstate Agreement means that undergraduate and graduate educators with an initial or professional license are eligible to apply for certification in other states based upon a MA license.

The Lesley Educator License and Certification website, [www.lesley.edu/certification](http://www.lesley.edu/certification) is the primary source for information on educator licensure. This website has MTEL workshops and MTEL math course schedules and registration instructions. The process for applying for Initial and Professional licenses, and frequently asked questions for both licensure and Massachusetts Tests for Educator Licensure (MTEL) are highlighted. Information regarding license renewal and licensure regulations outside Massachusetts is also

available, along with the latest MTEL information and study resources. Specific links to the Massachusetts Department of Elementary and Secondary Education keep the Lesley community aware of changes to regulations and procedures.

The Lesley Certification and Educator Licensure Office is located in the Graduate School of Education, 1815 Massachusetts Avenue, Offices 2-020 and 2-016, Cambridge, MA, 617.349.8427. The Massachusetts Department of Elementary and Secondary Education is at 75 Pleasant Street, Malden, MA, 02148-5023, or call 781.338.6600, M-F, 2 –5 pm.

### **Massachusetts Educator Licensure Requirements:**

#### **Educator Licensure and Recruitment (ELAR) Account**

ELAR is the state's online portal that enables you to complete most licensure-related transactions on the Internet. Through ELAR, you can apply for or advance a license online, renew a Professional license, check the status of a license/application, make a payment, view what documents are scanned into your file, request a hard copy license, update contact information, view correspondence from the MA Office of Educator Licensure, and print unofficial license information.

**REQUIRED Immediately:** Set up an ELAR account at the Massachusetts Department of Elementary and Secondary Education, go to [www.mass.gov/edu/gateway/](http://www.mass.gov/edu/gateway/). You will be assigned a unique Massachusetts Educator Personnel ID number, or MEPID, which must be reported to Lesley University through Lesley's Online Information Service (LOIS).

### **Sheltered English Immersion (SEI) Endorsement**

In response to the new SEI requirements Lesley has modified all initial licensure programs to include an approved 4-credit Sheltered English Instruction course. Candidates for Initial teacher licensure are required to have an SEI endorsement if seeking licensure after July 1, 2014. License renewals, extensions, or advances after July 1, 2016 will require a Sheltered English Immersion Endorsement.

After July 1, 2016, Professional Development Plans will require at least 15 Professional Development Points (PDPs) related to SEI or English as a second language and at least 15 PDPs related to training strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.

### **Massachusetts Tests for Educator Licensure (MTEL)**

Candidates seeking Initial license as a teacher, specialist, or counselor are required by the state to pass Massachusetts Tests for Educator Licensure (MTEL), a series of pass/fail tests designed to measure readiness for educator licensure. The Communication and Literacy Skills MTEL has a reading subtest and writing subtest, is required for all educator licenses, and is offered year round as a computer-based test. Candidates can opt to take both subtests in the same test administration (4 hours), or each subtest can be taken in a separate 4-hour administration. In addition, subject matter tests are required for teaching and specialist licenses (not for counseling or Instructional Technology), and some licenses require the Foundations of Reading MTEL. The Massachusetts Department of Elementary and Secondary Education (ESE) website contains a list of required MTEL exams for each license area, as does Lesley's MTEL Student Guide [pdf].

In recognition of the need for increased and enhanced math proficiency for teachers and students, the General Curriculum (GC)

MTEL subject test includes a separately-scored mathematics subtest and a multi-subject subtest. GC is required for students in Elementary Education, Moderate Disabilities, and Severe Disabilities programs. Candidates in these license areas take an online math diagnostic; Elementary and/or Moderate Disabilities license candidates take the diagnostic in EEDUC 5012 Teaching Elementary School Mathematics, or earlier if desired. Online math diagnostic results help determine whether students should register for an 18-hour Math General Curriculum workshop or 36-hour Math General Curriculum course.

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### **Massachusetts Educator License Renewal**

Lesley University is a state-approved professional development provider, offering courses, seminars, institutes, workshops, and other activities that fulfill Massachusetts renewal requirements.

Professional development activities are available in a wide range of formats--on weekends, weekdays, and evenings, both on campus and at school sites. See [www.lesley.edu/professional-development-and-continuing-education](http://www.lesley.edu/professional-development-and-continuing-education) for information on Lesley's offerings.

Massachusetts teachers, administrators, and support service personnel must apply to the Department of Elementary and Secondary Education for renewal every five years, as noted on their individual licenses. This requirement applies only to those who hold Professional licenses. Information is available through the Lesley University Certification and Educator Licensure Office at <https://lesley.edu/academics/graduate-school-of-education/certification-and-educator-licensure/professional-ma-licensure>, or at the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA, 02148-5023, or 781.338.6600.

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### **Massachusetts Tests for Educator Licensure Policy Memo**

The following policy regarding students' compliance with the state requirement for passing the Massachusetts Tests for Educator Licensure (MTEL) became effective September 1, 2009. This policy applies only to those students seeking licensure in areas where passing the test is required for licensure in the state of Massachusetts. The goal of this policy is to provide students with early identification of issues that potentially could affect their ability to be licensed to teach or work in schools. The University is committed to providing students with resources based upon needs that are identified by the results of this test(s) or by other evaluative tools in place in the academic programs. The ultimate goal for Lesley University is to provide licensed candidates with the skills, guidance, and supports to become successful educators.

For all graduate (post-baccalaureate) programs leading to Initial licensure in Massachusetts:

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- All new applicants seeking admission to an Initial licensure program must submit evidence of having taken the Communication and Literacy Skills MTEL.
- All students seeking an Initial license must pass ALL portions of the MTEL(s) required for their licensure program to be eligible for student teaching or practicum. (Exception: Reading specialist candidates are required to take, but are not required to pass, the Reading Specialist MTEL prior to the practicum.)

View Lesley's certification website at [www.lesley.edu/certification](http://www.lesley.edu/certification).

For all undergraduate (baccalaureate) programs leading to Initial licensure in Massachusetts:

- In order to be eligible for senior student teaching, students must pass ALL portions of the MTEL(s) required for their licensure program.

### Early Childhood Studies - Bachelor of Science (Non-Licensure Program)

This program is intended primarily to meet the needs of adult students currently working in the field, as early childhood teachers (infant/toddler through preschool in programs outside of the public schools). The program addresses the current movement in early childhood education towards requiring teachers to hold a Bachelor's Degree. This Early Childhood Studies program is designed to meet this need and also to provide currently employed teachers with the rich resources that exist at the College of Liberal Arts and Sciences, the Graduate School of Education, and in the Creative Arts in Learning program. Students completing this 30-credit Early Childhood Studies program, along with a liberal arts concentration and the general education requirements of the College of Liberal Arts and Sciences, would be eligible to earn a Bachelor's of Science degree.

This program resides within the Education Division at 27 Mellen Street, Cambridge. All student inquiries and concerns should be directed to Mary Beth Lawton, Education Division Co-Chair; [mlawton@lesley.edu](mailto:mlawton@lesley.edu); 617-349-8928.

#### REQUIREMENTS

##### I. Required Early Childhood Studies Courses (19 Credits):

CEDUC 4188	Sheltered English Instruction: Pre-K - 6	4
EEDUC 5131	Developments in Cultural Contexts	3
EEDUC 5138	Literacy, Literature, and the Arts in the Early Childhood Classroom	3
EEDUC 6109	Observation, Documentation, and Assessment	3
EEDUC 5139	Learning Mathematics in Early Childhood	3

##### Choose ONE:

EEDUC 6058	Anti-Bias Communities in Early Childhood	3
CEDUC 4350	Embracing Diversity in Classroom Communities	3

##### II. Field Experience (4 Credits):

CEDUC 3721	Field Experiences in Learning Environments	4
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##### III. Early Childhood Studies Specialization (9 Credits):

Select three courses in one of the specialization areas listed. One of the courses should be EEDUC 5120 or EARED 6002.

##### Working with Infants and Toddlers

EEDUC 5120	Young Children with Special Needs	3
CEDUC 4360	Working with Parents and Children in Integrated Early Childhood Settings	3
CEDUC 3360	Learning Environments for Infants and Toddlers	3
CPSYC 3407	Critical Issues in Infancy	3

##### Working with Children with Special Needs

CEDUC 2710	Effective Classroom Climate Strategies for Pre K-6	3
EEDUC 5057	Introduction to D.I.R. (Floortime): A Developmental Model for the Special Child	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
CPSYC 3407	Critical Issues in Infancy	3

##### Working with Preschool Children

EEDUC 5815	The Reggio Emilia Approach to Early Childhood Education	2-3
EEDUC 5300	Environment and Materials in Reggio-Inspired Teaching and Learning	3
EEDUC 6139	A Pedagogy of Play	3
EEDUC 5130	Early Childhood STEAM and Health	3
EEDUC 5120	Young Children with Special Needs	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
CEDUC 2710	Effective Classroom Climate Strategies for Pre K-6	3

EEDUC 5120 and EARED 6002: Only one of EEDUC 5120 or EARED 6002 may be taken to fulfill this specialization requirement.

##### Integrated Teaching through the Arts

EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARED 5010	Creative Movement: Kinesthetic Learning Across the Curriculum	3
EARTS 5351	Cultural History Through Storytelling	3
EARTS 6105	Multiple Perspectives Through Music	3
EARED 6116	Early Childhood Arts, History and Social Science	3

##### IV. Liberal Arts Concentration (15 Credits):

AINTD 3008	Introductory Seminar: Lives in Context	3
CWRIT 2250	Writing Workshop	3
CPSYC 2401	Child Psychology	3
CPSYC 2421	Introduction to Counseling	3
CPSYC 3427	Family Interventions	3

AINTD 3008: required for LCAL students who opt to complete the Liberal Studies degree or concentration.

CWRIT 2250: Students may transfer in writing or have met the writing requirement and be able to waive this course. However, students who have been out of school for a while or with insufficient writing skills are encouraged to take this course. The PLA course also requires a high level of writing as students are required to write essays to document prior learning.

AWRIT 4010: The PLA Prep course and process is an additional option for students to gain credits for their work and life experiences. Students may receive up to 45 credits through this method, including a maximum of 15 credits in the Early Childhood Studies major. Portfolios are reviewed and assessed for final credit awards.

Liberal Arts Requirements	42
Remaining General Electives (via online, PLA, transfer or other)	31

Total Required Credits for Degree 120

### Early Childhood Studies - Bachelor of Science (Non-Licensure Program; Community College Partnerships)\*

The Lesley University Bachelor's Degree Programs at Bunker Hill Community College (BHCC) and Urban College of Boston are designed for students who have completed an Associate's degree in Early Childhood Development to successfully transition into Lesley University's Bachelor of Science in Early Childhood Studies program. Students will primarily take face-to-face courses with Lesley faculty on site at the community colleges but will also have the flexibility of selecting online or Cambridge based courses for elective and general education credit.

#### REQUIREMENTS

##### Early Childhood Major Courses (24 credits)

CEDUC 2712	Writing for Educators	3
CEDUC 3360	Learning Environments for Infants and Toddlers	3
CEDUC 3373	Developmental Experiences in Mathematics and Science	3
CEDUC 3420	Language Arts, Social Studies and Technology	3
CEDUC 4358	Administration and Leadership in Programs Providing Early Care and Education	3
CEDUC 4580	Enhancing Quality Early Childhood Programs: A Field Experience	3
CEDUC 3395	Literature for Children	3
CPSYC 2437	Characteristics of Children and Youth with Special Needs	3

CEDUC 3395 and CPSYC 2437 are required unless taken as part of an associate degree

##### Minor: Child Homelessness Certificate (15 Credits)\*\*

CPSYC 2421	Introduction to Counseling	3
CPSYC 2402	Child Homelessness	3
CPSYC 3407	Critical Issues in Infancy	3
CPSYC 3422	Trauma and Crisis	3
CSOCS 3050	Parenting Resilience	3

##### General Education/Electives

Students will be required to complete Lesley's general education curriculum (through transfer or courses taken at Lesley) and any remaining electives in order to earn the required 120 credits for the bachelor's degree. Students will select electives in conjunction with an advisor.

\*An Associate degree in early childhood education is a requirement for admission.

\*\*The minor may be waived for students for whom completing would require credits in excess of the required 120. Permission from the Department Chair is required.

### English - Bachelor of Arts (30 credits)

(30 credits plus 10-12 credits of experiential learning)

The English major introduces the student to the most significant writers and works of English and American literatures from the Anglo-Saxon period to the contemporary age, and offers exposure as well to the master writers and masterworks of European and world literatures. Survey courses offer broader overviews, while upper-level courses allow for more focused study of different themes, literary periods, genres, and authors, allowing students to pursue questions that interest them in more depth.

The study of literature is valuable not only as a way of learning more about human cultures and societies of the past, but also as a way of better understanding the present world and oneself through engaging with the ideas about the world and self held by some of the most interesting thinkers of human history.

The English major develops this broader literary, cultural, and personal knowledge but also cultivates those capacities and skills so important to any future profession. The close analysis of texts develops the ability to respond critically to the written word and the ideas it conveys; the attention given to writing different kinds and lengths of papers (culminating in a piece of original research in the senior year) develops the ability to communicate clearly and persuasively in written form; the emphasis on discussion and oral presentations helps develop the ability to speak cogently and with ease within and before groups.

#### Outcomes of the English Major:

- Students will demonstrate breadth and depth of knowledge in English and American literatures
- Students will demonstrate research skills appropriate to the discipline, including the following:
  - ability to posit a succinct and arguable thesis
  - ability to organize and analyze evidence from multiple sources
  - ability to adhere to genre and disciplinary conventions
- Students will demonstrate conversancy with different schools and methods of literary interpretation
- Students will develop the ability to communicate effectively and clearly in written and oral assignments
- Students will apply their skills in an appropriate internship setting
- Students will explore opportunities for graduate study as indicated by number of students applying to graduate programs

#### DEGREE REQUIREMENTS

##### I. Required Core (12 Credits):

CLITR 2400	The Study of Literature in English	3
CLITR 2500	The Study of Literature in Translation	3
CLITR 3900	Junior Writing Seminar on Works of a Major Author	3
CLITR 4340	Senior Seminar with Critical Methods	3

##### II. Additional CLITR and CHUMS courses (18 Credits):

At least 12 credits must be at 3000-level or above. Students may take up to 4 credits of studio courses (CCRWT, CDRAM 2042 or CDRAM 2050). \*EXCEPT CHUMS 2100, 2200 and 3400.



### III. Professional/Experiential Component (10 Credits):

If the student declares an Education major or minor, the internship requirement is satisfied with student teaching in the major or minor.

CHUMS 2200	Internship Planning and Preparation	1
CHUMS 3100	Field Work and Seminar in the Humanities I	3
CHUMS 4100	Humanities Field Work and Seminar II	4-6

CHUMS 2200 or any other 1000-level field-based course (e.g. CEDUC 1352, CHMSR 1551, CMGMT 1451, CMGMT 1701)

CHUMS 4100 must be taken at 6 credits

If the student declares any other double major, the internship requirement must be satisfied in the major with the greater number of credits in its experiential component. If they are the same, the student may choose one. Every effort will be made to have one of the internships encompass the objectives of the other major.

Students may choose to do an additional internship in their other major.

Other Requirements: Foreign Language Competency

Competencies in foreign language for the English Major are fulfilled by

1. taking two semesters of American Sign Language, Chinese, French, German, Italian, Portuguese, or Spanish at the university level.
2. If students enter Lesley with the proficiency to take American Sign Language II, Chinese II, French II, German II, Italian II, Portuguese II, or Spanish II, and they pass that course, this will also satisfy the foreign language competency.
3. Students who have already achieved a proficiency equal to two full semesters of college language instruction before entering Lesley have the following options for satisfying this requirement:
  - Before entering Lesley, students may take an AP language exam or CLEP exam and satisfy the language requirement if they score a grade of four or higher (AP) or 50 or above (CLEP).
  - After entering Lesley, students who wish to demonstrate language competency will be referred to the Foreign Language Coordinator.
  - Students may take a competency exam in any of the languages offered at Lesley under the supervision of the Foreign Language Coordinator. This exam will be equivalent to a final exam given to students in American Sign Language II, Chinese II, French II, German II, Italian II, Portuguese II, or Spanish II. A grade of B or higher in this test will waive the language requirement; a grade ranging from C to B- will place student at the second semester level.
  - Students who wish to demonstrate language competency in any other foreign language must take the CLEP or an equivalent exam as approved by the Foreign Language Coordinator.

### Environmental Studies - Bachelor of Arts (31 credits)

**(31 credits plus 9 credits experiential learning. Students majoring in Environmental Studies must either minor in a related field or complete a second major.)**

The interdisciplinary field of environmental studies explores the complex relationship between humans and the physical environment. This timely major allows students to gain a broad and deep understanding of our dependencies on the natural world, and the pressing environmental challenges facing us and future generations. Students complete a broad core of courses (31 credits) exploring the environment through the various lenses of Social Sciences, Natural Sciences, Humanities, Policy, Business Management, Psychology, Health, and Fine Arts. Students are required to pair this major with a related minor or complete a second major, strengthening their ability to apply an environmental perspective to an outside field. Throughout the program, a systems-based perspective and active engagement in environmental issues are emphasized. Students will explore solutions to environmental problems by using scientific inquiry, promoting government action and collective effort, and realizing personal initiative. The combination of this set of perspectives and approaches will lead to a deep understanding of, and appreciation for, the complexity of human-environment interactions.

#### Learning Goals

- Articulate the interrelationships between the scientific, political, economic, social, and spiritual forces that connect individuals and societies to the Earth
- Conceptualize sustainable solutions for critical environmental issues (e.g. implement best practices for the continued survival of the Earth's biosphere)
- Identify the social forces that impact the definitions of environmental problems and notions of risk, and use quantitative and qualitative data to create solutions and design policy proposals that address natural, social and intercultural challenges
- Draw connections between ethics, literature, writing, and art in describing the fundamental role of nature in human ecology, behavior and culture
- Demonstrate interdisciplinary competency by analyzing the intersectionality of environmental, ethical, and social justice issues through the lenses of science, business management and politics

**Recommended paired majors/minors by career interests** (these are suggestions only and not intended to be comprehensive)

- Teachers/Educators
  - Early Childhood
  - Elementary Education
  - Special Education
- Community Activists, Aspiring Politicians and Non-Profit Organizers
  - Political Science
  - Communications
  - Earth and Environmental Science

- Business Management
- Sociology and Social Change
- Therapists, Social Workers, Advocates
  - Holistic Psychology
  - Psychology
  - Art Therapy
- Entrepreneurs
  - Business Management
- Journalists and Science Writers
  - English
  - History
  - Environmental Science
- Naturalists
  - Earth and Environmental Science
  - Biology
- Forest Service, EPA and other Government Positions
  - Earth and environmental Science
  - Biology
  - Political Science
  - Sociology and Social Change
- Artists and Media Professionals
  - Fine Arts programs through LA+D

## DEGREE REQUIREMENTS

NB: Education (Early Childhood, Elementary, SPED) majors are waived from 6 of the 9 research internship credits. Middle School Education majors would need to take Biology, Chemistry, and Physics in addition to the courses for the Environmental Studies major.

Students complete a total of 12 credits (4 courses) from sections II-III, two courses per section, and at least one course at the 3xxx level or above.

### I. Required Core (31 Credits):

CNSCI 2100	Humans in the Environment	3
CPHYS 1110	Environmental Science w/Lab or	4
CBIOL 2505	Ecology with Lab	4
CMGMT 3xxx 01	Business, Sustainability, and Environment	3
CPOLS 3302	Environmental Politics and Policy	3
CPHYS 3010	Our Changing Climate	3
CSOCS 4444	Senior Capstone Seminar: Current Issues in Social Science or	3
CNSCI 4550	Directed Research Capstone: Science	3

Note: Students will be required to take CMATH 1522 Intro to Statistics to fulfill their math general education curriculum as it is a prerequisite for the capstone courses.

### Choose THREE:

#### Must be from at least 2 different prefixes

CGEOG 1001	World Geography	3
CPSYC 3410	Ecopsychology	3
CNSCI 2101	Introduction to Geographic Information Systems	3
CNSCI 3130	Urban Design for Sustainability	3
CNSCI 3102	Science and Ethics of Gardening (Fall and Spring)	1.5
CHLTH 4410	Health and the Environment	3
IILLU 3140	Natural History Drawing and	3
CSOCL 3551	Activism and Change in Communities	3
CMGMT 3306	Corporate Social Responsibility	3
CLITR 3100	Changing Views of Nature in American Literature	3
IAHIS 3200	Art and Nature	3
CNSCI 2140	Coastal Zone Management (Marine Studies Consortium Course)	3
CNSCI 2210	Water Resources Planning and Management	3
CNSCI 4200	Wetlands: Ecology, Hydrology, Restoration (Marine Studies Consortium Course)	3

Note: Env Science and Ecology can serve as elective choices, depending which course is chosen in core above

### Marine Studies Consortium

This consortium is an association of 17 Massachusetts higher education and research institutions. Marine Studies Consortium (MSC) courses offer unique learning opportunities in marine and aquatic sciences, environmental Policy, and environmental management. The courses are potential choices for Earth and Environmental Studies majors, as well as Education majors, The Biology of Fishes course, offered at the New England Aquarium, may be the only ichthyology course in the world where students use the resources of a major aquarium at every class meeting. Other courses, such as the Biology of Whales are offered nowhere else in New England at the undergraduate level. Courses, which include an additional consortium tuition fee, are held during the evenings on the campuses of our member institutions. MSC course descriptions can be found in the course descriptions section of this catalog. Students wishing to take MSC courses should contact David Morimoto, Division Director, Natural Sciences and Mathematics, College of Liberal Arts and Sciences at 617.349.8226, or morimoto@lesley.edu. Full information about the MSC can be found at [www.assumption.edu/msc/courses.html](http://www.assumption.edu/msc/courses.html).

### II. Internship (9 Credits):

CNSCI 3100	Internship and Seminar	3-6
	and	
CNSCI 4100	Research Internship and Seminar	3-6
	or	
CSOCS 3401	Social Science Internship and Seminar I	3
	and	
CSOCS 4401	Social Science Internship and Seminar II	6

NOT required of Education Majors, or students who move from an education licensure program into an education minor.  
 Note: one internship can be substituted with mentored research with Lesley faculty with permission from advisor.

**Expressive Arts Therapy - Bachelor of Science (30 credits)**

**(30 credits plus 19 credits of experiential learning)**

The professional major in Expressive Arts Therapy is designed for students interested in learning about the theory and philosophy of expressive arts therapy and how professionals utilize expressive arts therapy modalities of dance/movement, drama, creative writing, music, poetry and the visual arts in integrated ways in working with children and adults in a variety of settings.

This major prepares students for entry-level positions in a number of human services settings, such as social service agencies, child care programs or specialized school programs, and other community settings. It is also designed to prepare students for entry into a professional, Master of Arts degree licensure program in Expressive Therapies and Mental Health Counseling. This program combines pre-professional courses in the human services with substantial coursework in psychology and the arts. Students will complete over 400 hours in the field. *Optional specializations: Holistic Psychology and Dance/Movement Therapy.*

**To successfully meet the requirements of the Expressive Arts Therapy major, students will:**

- develop multimodal proficiency, synthesizing the identity of an integrated artist with that of a helping professional.
- demonstrate an understanding of modality-specific applications of Expressive Therapies within a context of the helping profession, through engagement in experiential learning.
- be able to critically analyze social science research and utilize their understanding to enhance their development within the field of Expressive Art Therapy.
- show an understanding of normal and abnormal psychological development within a cultural context.
- demonstrate a capacity to utilize multicultural global perspectives in their approach to understanding Expressive Arts Therapy practice.

**Academic & Professional Standards of the Expressive Arts Therapy Major**

The Division of Psychology & Applied Therapies understands the commitment to self-awareness and self-management that comes with development as a helping professional. Students' capacity to engage with empathic understanding of self and other is of great importance for successful completion of the internship courses and many other aspects of the program. Due to the applied nature of our graduates' work in the field, students' understanding of areas for growth and their own commitment to work on both personal challenges and professional competencies is essential to moving forward in the major.

Division pedagogy is substantially based on students' attendance and participation with the course materials, in activities that require consistent collaboration with others, which itself is based in the ability to take other's perspectives and present one's own opinions respectfully.

Below are listed other specific competencies and professional behaviors that students will be assessed on as they progress through their program of study. Students will be given feedback when issues arise related to these competencies and allowed an opportunity to improve on suggested areas in order to assist them to successfully complete their chosen major. Students failing to reach benchmarked academic standards and professional competencies over time will enter the Division's academic review process. For more specific descriptions of these competencies and the academic review process, please see Division Manual.

**Professional Standards Competencies**

A student's ability to function effectively within the context of helping relationships will be continually assessed by the faculty. Among the competencies that will be evaluated, in accordance with a student's experience, are:

- Appropriate work comportment including: attendance; punctuality; sound judgment; quality of work; ability to take initiative; attitude, knowledge or application of agency policy;
- Understanding of, and sensitivity to, the power dynamic in the worker/client relationship and the impact of class, ethnicity, gender, physical ability, race, religion/spirituality, and sexual orientation;
- Awareness of how one's own biases will affect one's understanding of and regard for another;
- Capacity to be a participant and observer in one's helping relationships with others;
- Recognition of and ability to deal with issues relating to how one's own feelings may impact work with clients, agency personnel, and supervisors;
- Ability to interview/converse with clients in order to assess their social and emotional needs;
- Ability to use appropriate verbal and non-verbal communication skills;
- The ability to maintain appropriate and ethically required boundaries, which includes but is not limited to dual relationships, sexual conduct with clients or staff and sexual harassment;
- The appropriate use of self-disclosures;
- Awareness of the scope and limits of one's expertise, including but not limited to identification as interns;
- Understanding of an ability to adapt treatment plans to meet the needs of diverse clinical populations;
- Understanding of and ability to discuss ethical issues as they arise.

**DEGREE REQUIREMENTS**

**I. Required Core (21 Credits):**

CPSYC 1401	Lifespan Development	3
CEXTH 2623	Principles of Expressive Arts Therapy	3
CPSYC 3405	Abnormal Psychology	3
CSOCS 3444	Research Methods in the Social Sciences	3
CEXTH 3506	Integrated Arts Approaches	3
CEXTH 3623	Expressive Arts Therapy Studio	3

CEXTH 4623 Arts-Based Research and Performance 3  
in Expressive Arts Therapy

Minimum grade requirement of "C" in both CSOCS 3444 and CEXTH 4623 to complete the major.

## II. Arts Courses (9 Credits):

Choose ONE course from 3 different categories. At least one course must be taken with a CEXTH or GEXTH prefix.

### Visual Arts

IFINE 1210 Introduction to Painting 3  
IFNDN 1620 Drawing Intensive 3  
IFNDN 1670 3D Concepts 3  
IPHOT 1220 Introduction to Photo: Non-Majors I 3  
IPHOT 1240 Introduction to Photography Non-Majors: Digital 3  
GEXTH 5045 Arts and Healing 3  
GEXTH 6352 Principles and Practices of Art Therapy 3  
GEXTH 6360 Drawing from Within: A Studio Course 3

### Music

CEXTH 3502 Music Therapy: History, Theory, and Application 3  
CEXTH 3504 Guitar for Therapy and Education 3  
CPMUS 2345 Concert Choir 1  
CPMUS 2400 Secondary Piano 3  
GEXTH 6020 Music, Imagery and Psychotherapy 3  
GEXTH 6200 Principles and Practices of Music Therapy 3

### Theater / Drama

CEXTH 3304 Psychodrama and Sociometry: Making the Invisible Visible 3  
CEXTH 3888 Selected Topics: Expressive Arts Therapy 3  
CDRAM 2050 Play Production: Shakespeare 4  
CDRAM 2060 Introduction to Voice and Acting 3  
CDRAM 2070 Movement and Improvisation for the Actor 3  
CDRAM 2080 Art & Craft of Directing & Stage Management 3  
CDRAM 3000 Acting II 3  
GEXTH 5047 Principles and Practices of Drama Therapy 3  
GEXTH 6005 Storytelling in Therapy 3  
GEXTH 6009 Developmental Transformations with Children and Adults 3

### Dance / Movement

CEXTH 3402 Expressive Movement and Somatic Psychology 3  
CEXTH 3404 Nia: Mind-Body Movement 3  
CEXTH 3406 Dance/Movement Therapy: A Kinesthetic Approach to Healing 3  
CDANC 3190 Advanced Performance Workshop 3  
GEXTH 5250 Introduction to Dance/Movement Therapy 3  
GEXTH 6254 Dance Movement Therapy with Children 3  
GEXTH 6255 Jungian Dance and Drama Therapy 3

### Literary Arts

CEXTH 3302 Writing from the Body 3

CCRWT 1400 Introduction to Creative Writing 3  
CCRWT 2000 Art and Craft of Creative Non-Fiction 3  
CCRWT 2090 The Art and Craft of Scriptwriting 3  
CCRWT 2300 The Art and Craft of the Short Story 3  
CCRWT 2310 The Art and Craft of Poetry 3  
CCRWT 2400 Art and Craft of Writing Children's and Young Adult Literature 3

NOTE: Graduate courses (GEXTH prefix) are only available to 2nd semester juniors or seniors who must have permission from their academic advisor and course instructor.

NOTE: Students planning to apply for the dual degree program will need 3 additional credits from any of the above arts courses and must show evidence of competency in at least one art form.

### Required Internship Sequence Coursework (19 Credits):

CPSYC 1551 Foundations and Systems in Helping Professions 3  
CPSYC 2551 Concepts & Skills in Professional Practice 4  
CEXTH 3801 Expressive Arts Therapy Internship and Seminar I 6  
CEXTH 4801 Expressive Arts Therapy Internship and Seminar II 6

All of the above internship courses require a grade of C or better to progress to the next internship and to complete the major.

### Recommended:

Liberal Arts Foundation Requirement: It is recommended that CMATH 1522 Introduction to Statistics be taken prior to CSOCS 3444, as a math choice.

CPSYC 1201 Cross-Cultural Psychology 3  
CPSYC 2403 Theories of Personality 3  
CPSYC 2421 Introduction to Counseling 3  
CPLCY 3552 Social Policy 3

### Optional Expressive Arts Therapy Specializations

#### Dance/Movement Therapy Specialization 11-12 credits

The Dance/Movement Therapy Specialization is designed for Expressive Arts Therapy majors who want to expand their knowledge base to include the elements of dance and movement in their work. All students in this specialization must complete the program requirements for the Expressive Arts Therapy major, as well as the following specialization requirements.

#### REQUIREMENTS

##### Required Core 3 credits

Take one  
CEXTH 3406 Dance/Movement Therapy: A Kinesthetic Approach to Healing 3  
or  
GEXTH 5250 Introduction to Dance/Movement Therapy 3

##### Dance and Movement-Based Electives (8-9 Credits)

At least one course must have either the **CEXTH** or the **GEXTH** prefix. The American Dance Therapy Association looks for a diverse movement background spanning improvisation, cultural and classical forms.

CDRAM 2070	Movement and Improvisation for the Actor	3
CPSYC 2451	Yoga for Mental and Emotional Health	3
CEXTH 3302	Writing from the Body	3
CEXTH 3402	Expressive Movement and Somatic Psychology	3
CEXTH 3404	Nia: Mind-Body Movement	3
CSOCS 3452	Yoga: Theory, Culture and Practice	3
EARED 5010	Creative Movement: Kinesthetic Learning Across the Curriculum	3
GEXTH 5029	Body-Oriented Psychotherapy With Adults	3
GEXTH 6254	Dance Movement Therapy with Children	3
GEXTH 6255	Jungian Dance and Drama Therapy	3
GEXTH 6259	Movement and Healing: Dance Therapy with Adults	3
GEXTH 6260	Anatomy and Kinesiology	3
GEXTH 6412	Yoga and Therapeutic Touch	3

**Studio Dance electives**

CDANC 2000	Modern Dance I	3
CDANC 2002	Modern Dance II	3
CDANC 2005	Swing Dance	2
CDANC 3190	Advanced Performance Workshop	3

Note: Courses with the GEXTH prefix are graduate courses and available to second semester juniors or seniors only and with permission from academic advisor and course instructor.

\* No more than one (1) course focusing on yoga (CPSYC 2451, CSOCS 3452, GEXTH 6412) may be taken as part of the specialization credits. Other yoga-focused courses may be taken as electives.

**Holistic Psychology Specialization 12 credits**

The Holistic Psychology Specialization is an option designed for Expressive Arts Therapy majors who want to incorporate elements of a holistic perspective into their professional studies. All students in this specialization must complete the program requirements for the Expressive Arts Therapy major, as well as the following specialization requirements.

**REQUIREMENTS**

**Required Courses (6 Credits):**

CPSYC 1451	Holistic Approach to Healing	3
CPSYC 3451	Holistic Psychology	3

**And choose TWO (6 Credits):**

CHLTH 3310	Complementary, Integrative and Alternative Medicine	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 4405	Transpersonal Psychology	3
CSOCS 3452	Yoga: Theory, Culture and Practice	3

**Dual Degree Options in Expressive Arts Therapy\***

**Bachelor of Science /Master of Arts in Clinical Mental Health Counseling: Expressive Arts Therapy**

**Bachelor of Science /Master of Arts in Clinical Mental Health Counseling: Dance/Movement Therapy**

**Please note: Both bachelor and master degrees are awarded at the end of the dual degree programs.**

\* Students interested in these dual degree programs must speak to the Undergraduate Expressive Arts Therapy Coordinator, Nancy Jo Cardillo.

The Dual Degree Programs in Expressive Arts Therapy are honors-level programs designed for exceptional students. The integrated B.S./M.A. programs are developed for students who are interested in and capable of accelerating their educational experience in a program combining the curriculum of the Undergraduate Expressive Arts Therapy major and a graduate program in Clinical Mental Health Counseling and Expressive Therapies. Two dual degree programs exist: the Expressive Arts Therapy program and the Dance/Movement Therapy program for students who have taken the Dance/Movement Therapy specialization and have significant previous dance experience.

The programs are designed for students who demonstrate a high level of maturity, academic potential and arts proficiency. Essentially honors programs, they demand that students be able to achieve the academic rigor of graduate education by the time they reach their junior year of traditional undergraduate study (55-65 credits completed). Students in these accelerated programs must be able to achieve a level of introspection and cultural awareness necessary to engage in clinical work, potentially at a relatively young chronological age. Qualified students who express interest early in their expressive art therapy program, are reviewed by the faculty and if recommended, must apply by late September of their junior year (55-65 credits already completed). They must be accepted for admission by the Expressive Therapies Division, Graduate School of Arts and Social Sciences. This may be altered for students transferring to Lesley with a late December/early January application.

These dual degree graduate licensure programs (60 credits) are approximately 2 years beyond the 4 year undergraduate program - due to 2 years of required graduate level internships. Students may earn up to 24-27 graduate credits while still taking undergraduate courses; all undergraduate requirements should be completed by the end of the fourth year of undergraduate study or 120 credits. For more details speak to the Dual Degree Coordinator, or the Chair of Psychology and Applied Therapies. All students interested in applying should attend one of the twice yearly information sessions offered by the Division of Psychology and Applied Therapies and must meet individually with the Dual Degree Coordinator.

The qualities looked for upon admission include, but are not limited to:

- Ability to empathize and be compassionate within an educational and therapeutic environment
- Demonstrated psychological strength to work with different clinical populations
- Well-organized, independent, motivated, takes initiative
- Ability to handle complexity
- Works well under stress
- Ability to integrate theory and practice
- Demonstrated conceptual literacy
- Willingness to take creative risks
- Proficiency and disciplined commitment to an arts practice
- Evidence of a range of experience using a variety of art forms

Students are advised jointly until the end of their undergraduate program by the Coordinator of the Dual Degree Expressive Arts Therapy program and a Graduate School Advisor designated for the dual degree program.

### Admissions Criteria for Dual Degree Expressive Arts Therapy Candidates

Students will apply for the Master's program in the early fall of their junior year (approximately 55-65 credits completed). Transfer students may follow an alternate timeline with a late December or early January application. At least half of all prerequisite courses listed below (and most of the Dance/movement specialization courses, if chosen) should be complete at the time of application.

1. 3.3 cumulative GPA required at time of application
2. 3 credits in Abnormal Psychology and 3 credits in a Developmental Psychology course with grades of B or better
3. 12 credits of arts courses
4. Evidence of proficiency in some form of creative expression – this should be presented either as a video clip of dance/movement performance (for dance/movement specialization), and for the integrated arts program, a video clip of dramatic, music, or dance performance, a slide show portfolio of visual art work, and/or a collection of poetry or examples of creative writing. Applicants should have a basic familiarity with the full experience of the creative process in at least one art form. See coordinator and graduate school admissions website for specific details.
5. 3 letters of academic support including the undergraduate Expressive Arts Therapy Program Coordinator, or a recommendation from core faculty in your division in consultation with the Expressive Arts Therapy Program Coordinator. A letter of recommendation from an internship site supervisor or work supervisor in human services setting is required.
6. Successful completion of an admissions interview and review process through the Expressive Therapies Division, Graduate School of Arts and Social Sciences.

### Licensure/Certification Information:

When students graduate from our MA in Clinical Mental Health Counseling: Expressive Arts Therapies or Dance/Movement Therapy Specialization in Expressive Arts Therapy and Mental Health Counseling they have met the educational requirements\* for both Expressive Arts Therapy registration (REAT) by the International Expressive Arts Therapy Association (IEATA) or Dance/Movement Therapy registration (R-DMT) by the American Dance Therapy Association (ADTA) as well as licensure as a Mental Health Counselor in the state of Massachusetts (LMHC).

*(\*IEATA requires 100 hours of personal expressive arts therapy. This may be done as individual or group expressive arts therapy, not including personal process as required in Master's classes or course work. One's expressive arts therapist cannot be the same person as their supervisor, teacher or head of training program. Lesley does not provide this service, this must be completed outside of Lesley's requirements.)*

*Note: Students pursuing licensure must have their program of study approved by the Program Advisor in the Division of Expressive Therapies.*

## Global Studies: Politics, Culture and Society - Bachelor of Arts (30 credits)

### (30 credits plus 12 credits of experiential learning)

The Global Studies major offers students the opportunity to study individuals, societies, institutions and processes globally— their historical development, cultural orientation, behavior and environment. Based on a foundation in the social sciences, this interdisciplinary approach enables students to integrate theory and research so as to understand the complex nature of political, cultural and economic global issues. The value of experience and the application of theory to practice serve as integral components of the program: Students participate in at least two internships in varied settings— including government; advocacy organizations, and non-governmental organizations— addressing issues ranging from climate change to human rights to refugee crises. In this way, they can begin to shape their career interests and develop the professional skills vital to work in the global domain.

Coursework will include a focus on the following interdisciplinary areas:

- Political, economic and cultural globalization
- Global social change regarding people, institutions and systems
- Social justice and human rights
- Cultural and environmental transformation
- Policy and Advocacy

The Global Studies major is well suited to students wishing to pursue graduate studies, planning careers with an international and/or multicultural orientation, and for those interested in law, policy, and advocacy. The major meets the Massachusetts teacher licensure requirements for certification in Early Childhood Education, Elementary Education and Special Education, and in Middle School Education and Second School Education in “Political Science/Political Philosophy.”

Students will be able to:

- design, conduct and evaluate interdisciplinary social science research in global studies.
- analyze international policies and processes and their impacts on local, national and global communities.
- assess the theories and components (e.g. geographic, historical, cultural, ecological, political and economic) of globalization.
- assess issues of rights, advocacy and social responsibility from local, national and global perspectives.
- integrate and apply theory to experiential and emerging professional practice.
- demonstrate clarity and precision in written and oral communication.

### Language Study

Given the importance of language proficiency for those preparing to work internationally, all students majoring in Global Studies are strongly advised to take two semesters of courses in a foreign language as part of their program of study. These courses may be taken to fulfill General Education requirements, with the credits applied to either the Humanities or the Liberal Arts Electives categories in General Education.

**Travel Study**

Global Studies majors are encouraged to participate in a global travel/ study program during their studies at Lesley. Coursework taken abroad may be applied to the Global Studies major if approved by the Chair of Social Sciences Division.

**Sequence of Courses**

Global Studies majors should take the following core courses in this sequence. Please pay attention to course pre-requisites and the semester a course is offered. The typical year a course is to be taken is also listed:

- CGLST 1200 Global Issues and Challenges (Spring) Year 1
- CGLST 2200 Introduction to Globalization (Spring) Year 2
- CGLST 2xxx Comparative Political Economy (Fall) Year 3
- CGLST 4400 Senior Capstone Seminar: Global Social Change (Spring) Year 4

Please note: A minimum grade of "C" is required in the internship seminars and the capstone course to progress in the major.

**Programs of Study**

The Global Studies major provides two programs of study. Students should follow the program appropriate to them.

- Program of Study for Global Studies Majors
- Program of Study for Dual Global Studies/Education majors seeking Massachusetts Teacher licensure in grades 5-8 or 8-12 in Political Science/Political Philosophy

**PROGRAM OF STUDY FOR GLOBAL STUDIES MAJORS**

**I. Required Core (12 Credits):**

CANTH 1101	Cultural Anthropology	3
CGLST 2xxx	Comparative Political Economy	3
CGEOG 1001	World Geography	3
CPOLS 1101	Introduction to Political Science	3

**II. Required Interdisciplinary Courses (9 Credits):**

CGLST 2200	Introduction to Globalization	3
CGLST 4400	Senior Capstone Seminar: Global Social Change	3
CSOCS 3444	Research Methods in the Social Sciences	3

**III. Electives (9 Credits):**

Choose courses with at least TWO different prefixes, at least 6 credits must be taken at the 3000-level or above.

CANTH 2502	Film, Culture and Society	3
CANTH 3101	Anthropology of the Caribbean	3
CANTH 3201	Anthropology of Media	3
CANTH 3301	Global Lives in a Transnational Age	3
CGLST 3305	Model United Nations Seminar and Conference	4
CGLST 3500	Transnational Digital Activism	3
CHIST 3350	Latin America Since 1900	3
CHIST 3360	Africa Since 1800	3
CHIST 3450	History of International Humanitarian Organizations	3
CHIST 3600	Africa in Film	3
CHIST 4030	Modern Middle East History	3
CHIST 4055	The History of Modern China	3

CHLTH 3400	Health in the Developing World	3
CHUMS 3500	Postcolonial History and Literature	3
CPLCY 4441	Global Child and Family Policy	3
CPOLS 2410	Comparative Politics	3
CPOLS 3131	Perspectives on International Relations	3
CPOLS 3202	U.S. Foreign Policy	3
CPOLS 3300	Violence, Markets and Globalization	3
CPOLS 3401	Latin American Politics	3
CSOCL 2113	Children in Global Perspective	3
CSOCL 3412	Culture and Society of the Middle East	3
CSOCL 4130	Gender and Globalization	3

**IV. Professional/Experiential Component (12 Credits):**

All Students with a dual major in Education are exempted from this component of the major.

CGLST 1200	Global Issues and Challenges	3
CGLST 3100	Global Studies Internship and Seminar	3
CGLST 4100	Global Studies Internship and Seminar	6

The CGLST 1200 requirement may be met by another 1000-level field-based course (e.g., CHMSR 1551; CSOCS 1441; CEDUC 1352; etc.), but it is strongly suggested that any student considering the Global Studies major take CLGST 1200.

NOTE: Only one of the two required internship seminars may be taken online.

**PROGRAM OF STUDY FOR DUAL GLOBAL STUDIES / EDUCATION MAJORS SEEKING LICENSURE IN GRADES 5-8 OR 8-12 IN "POLITICAL SCIENCE/POLITICAL PHILOSOPHY"**

**I. Required Core (12 Credits):**

CGEOG 1001	World Geography	3
CECON 1101	Introduction to Economics	3
CPOLS 1101	Introduction to Political Science	3
CPOLS 3131	Perspectives on International Relations	3

**II. Required Interdisciplinary Courses (9 Credits):**

CGLST 2200	Introduction to Globalization	3
CSOCS 3444	Research Methods in the Social Sciences	3
CGLST 4400	Senior Capstone Seminar: Global Social Change	3

**III. Required Global Perspectives (12 Credits):**

CHIST 1501	World History I	3
CHIST 1502	World History II	3
CHIST 2121	United States History to 1865	3
CHIST 2330	United States History from 1865	3

**Accelerated Master's Degree in Global Studies/International Higher Education**

The accelerated master's program in Global Studies/International Higher Education is designed for the exceptional student interested in accelerating his or her education experience in a program combining the curriculum of the undergraduate Global Studies Major and the master's program in International Higher Education. Students eligible for the accelerated master's program demonstrate a high level of maturity, superior academic achievement, and demonstrated intercultural experience (including home, work, or study abroad experience). The integrated program requires that students can engage in the academic rigor of a graduate education

by the time they reach the second semester of their junior year in the undergraduate program in Global Studies. In that semester and afterward, students in the accelerated program must be able to complete one graduate course a semester. Qualified students apply in the fall of their junior year (or by the time they have earned the equivalent in credits) and must be accepted by meeting the admissions standards of the MA program in International Higher Education.

Admissions Criteria for Accelerated Master's Degree Global Studies/International Higher Education:

- A 3.3 GPA
- An official Lesley University transcript showing that the student has accrued at least 60 credits
- Two (2) Recommendations. One must be from a professor in Lesley University's undergraduate program in Global Studies. One must address the student's intercultural experience.
- Completed graduate admissions application
- A written personal statement focusing on the student's intercultural experience and interest in graduate work in intercultural relations
- Successful completion of an admissions interview and review process through the Master of Arts program in International Higher Education  
For further information, contact Professor Leela Tanikella (ltanikel@lesley.edu).

#### Details of the program:

Application to program in fall of junior year (or completion of a minimum of 60 undergraduate credits) for admission to program in spring of junior year (or after completion of a minimum of 75 credits). Students will enroll in one of the following graduate courses in spring of junior year, fall of senior year, and spring of senior year (or one in each of the final three semesters) of their undergraduate program:

GINTC 6000 Foundations of International Higher Education

GINTC 6100 Identity and Belonging in a Categorized World

GINTC 6105 Student Learning and Development Through International Higher Education

These core courses in the master's program will replace the elective requirements for their BA in Global Studies and will meet some of the core requirements for their MA in International Higher Education. Following graduation from the undergraduate program, students will take 2 courses/6 credits in IHE in the summer immediately following graduation, then 3 courses/9 credits in each of the following fall and spring semesters.

#### Health Science (35+ credits)

The Health Science major is the choice for students who plan to enter the professional fields of Psychiatry, Medicine, Veterinary Medicine, Pharmacology, Optometry, or Dentistry or who want to pursue careers in Occupational Therapy, Physical Therapy, or as a Physician's Assistant. All students taking this major will need a second major (NB: this major can not be used with the Biology major, Education major, Mathematical Studies major, or Chemistry minor). This major is essentially the minimum core requirement for medical school according to the American Association of Medical Colleges (<https://students-residents.aamc.org/applying-medical->

school/article/admission-requirements/). Not everyone who goes to Medical School is a Biology major, although Biology is the most frequent choice. Medical schools are looking for candidates with unique perspectives and broad understandings, so majoring in another discipline may garner more interest, all else being equal. For example, with 25% of the MCAT devoted to psychology and sociology, now with their own test section, these majors may be fruitful choices.

Students will work closely with advisors, including their designated major advisor and the Pre-Health advisor, to ensure that their General Education (Liberal Arts Foundation) courses align with the other Pre-Health requirements such as English, Psychology, Social Science, and Mathematics, which vary with the profession and particular Pre-Health pathway.

#### REQUIREMENTS

##### Electives (3-6 Credits)

Every health-related post baccalaureate program, from medical, veterinary, optometry, pharmacy, and dental school to graduate programs in physical therapy (PT), occupational therapy (OT), psychiatry, and physician's assistant (PA), requires courses beyond the minimal science core offered by the Health Science major. The particular requirements vary from program to program and even from school to school, but they all require at least one and usually two semesters of English, one semester of Mathematics (most often Statistics), and at least one semester each of social science and psychology. Students can generally take these courses as part of your liberal arts core foundation ('Gen Ed').

Grace Ferris (gferris@lesley.edu), the Pre-Health Advisor, helps students choose electives that best meet their interests and needs.

##### Capstone and Internship Courses (9 credits)

Students can choose which of their two majors' capstone and internships courses to take. Most health professions emphasize the importance of volunteer or internship experience in the field during college or prior to entering professional school. If you choose to do these things in the Health Science major, then you would take CNSCI 4550 Directed Research Capstone (3 credits) and a STEM-based Internship (CNSCI 4100) for 6 credits.

##### Required Core (32 Credits)

CBIOL 1101	Biology with Lab	4
CBIOL 2101	Biology II with Lab	4
CPHYS 1308	General Chemistry I with Lab	4
CPHYS 2102	General Chemistry II with Lab	4
CPHYS 2308	Organic Chemistry I with Lab	4
CPHYS 3308	Organic Chemistry II w/Lab	4
CPHYS 1250	Physics I with Lab: Forces, Sound, Momentum & Energy	4
CPHYS 2250	Physics II with Lab: Electricity, Magnetism, Atoms & Light	4

#### History - Bachelor of Arts (30 credits)

##### (30 credits plus 10 credits of experiential learning)

Historians are explorers and storytellers. The past is our world, and history is our craft. The study of history trains students to uncover the forgotten voices and diverse perspectives of the past and explain their relevance to society today. It prepares students to make critical evaluations of long-term transformations that continue to shape the contemporary world, like racism, imperialism, industrialization, and globalization. History majors develop skills that are vital to



meaningful careers and engaged citizenship. They become adept at locating and analyzing primary sources; formulating arguments supported by evidence; and presenting their findings through cogent writing, oral communication, and public presentations.

Majors begin their studies with introductory courses in United States, European, and World history, then move toward greater depth in an area concentration of their choice. Elective courses allow students to focus on specific topics that interest them, such as genocide and transnational social movements, African and African American history, or women and gender inequality. Courses integrate interdisciplinary analyses through film, art, culture, and travel. Students experience history come alive by interning at museums, archives, and other public history sites. Majors may also produce a substantive piece of original scholarship by completing an optional Honors thesis. The major culminates in a senior seminar focused on the craft of historical scholarship and education.

**Learning Goals: History Major**

- Students will demonstrate breadth of knowledge in American, European, and World history, and depth of knowledge in an area focus of their choice.
- Students will demonstrate research skills appropriate to the discipline, including the following:
  - Posit a succinct and arguable thesis
  - Organize and analyze evidence from multiple sources
  - Adhere to genre and disciplinary conventions
  - Demonstrate conversancy with different schools and methods of historical interpretation
  - Communicate effectively and clearly in written and oral assignments
  - Apply their skills in an appropriate internship setting
  - Explore opportunities for graduate study as indicated by number of students applying to graduate programs

**DEGREE REQUIREMENTS**

**I. Required Core (21 Credits):**

CHIST 1501	World History I	3
CHIST 1502	World History II	3
CHIST 2121	United States History to 1865	3
CHIST 2330	United States History from 1865	3
CHIST 2317	Modern European History	3
CHIST 3800	Junior Writing Seminar in History	3
CHIST 4800	Senior Seminar in History	3

**II. Choose ONE Regional Specialization (9 credits, all at 3000-level or above)**

**American History**

CHIST 3320	Immigration and Ethnicity in American History	3
CHIST 3200	Human Rights, Social Justice, and the Constitution in America	3
CHIST 3400	Founders' History and State Constitutions	3
CHIST 3322	African American History	3
CHIST 3328	America Since World War II	3
CHIST 3340	The Women's Movement: A Historical Perspective	3

CHIST 3500	History of Boston	3
CHIST 4200	America in the Great Depression	3
CHUMS 3331	The Shock of the New: European and American Culture at the Turn of the 20th Century	3
CHUMS 3332	Civil War Era: History and Literature	3
CHIST 4349	Senior Thesis in History	4

*\*Students may take either CHIST 3200 or 3400, but not both.*

*\*\*Senior theses must be on a topic in the student's chosen regional specialization.*

**European History**

CHIST 3315	Nazi Germany and the Holocaust	3
CHIST 4049	Great Britain in the Victorian Age	3
CHUMS 3600	Medieval History and Literature	3
CHUMS 3331	The Shock of the New: European and American Culture at the Turn of the 20th Century	3
CHUMS 3700	Study-Travel: Paris at the Crossroads	3
CHIST 3450	History of International Humanitarian Organizations	3
CHIST 4349	Senior Thesis in History	4

*\*\*Senior theses must be on a topic in the student's chosen regional specialization.*

**World History**

CHIST 3350	Latin America Since 1900	3
CHIST 3355	Modern India: From Colony to Republic	3
CHIST 3360	Africa Since 1800	3
CHIST 3450	History of International Humanitarian Organizations	3
CHIST 3600	Africa in Film	3
CHUMS 3500	Postcolonial History and Literature	3
CHIST 4055	The History of Modern China	3
CHIST 4030	Modern Middle East History	3
CHIST 4349	Senior Thesis in History	4

*\*\*Senior theses must be on a topic in the student's chosen regional specialization.*

**III. Professional/Experiential Component (10 Credits):**

If the student declares an Education Major or Minor, the internship requirement is satisfied with student teaching in the Major or Minor. If the student declares any other double major, the internship requirement must be satisfied in the major with the greater number of credits in its experiential component. If they are the same, the student may choose one. Every effort will be made to have one of the internships encompass the objectives of the other major. Students may choose to do an additional internship in their other major.

CHUMS 2200	Internship Planning and Preparation	1
CHUMS 3100	Field Work and Seminar in the Humanities I	3
CHUMS 4100	Humanities Field Work and Seminar II	4-6

*\*CHUMS 2200 or any 1000-level field-based course (e.g., CEDUC 1352, CHMSR 1551, CMGMT 1451; CMGMT 1701).*

*CHUMS 4100 must be taken at 6 credits*

**Other Requirements: Foreign Language competency**

1. Taking two semesters of American Sign Language, Chinese, French, German Italian, Portuguese or Spanish at the university level.
2. If students enter Lesley with the proficiency to take American Sign Language II, Chinese II, French II, German II, Italian II or Spanish II, Portuguese II, and they pass that course, this will also satisfy the foreign language competency.
3. Students who have already achieved a proficiency equal to two full semesters of college language instruction before entering Lesley have the following options for satisfying this requirement:
  - Before entering Lesley, students may take an AP language exam or CLEP exam and satisfy the language requirement if they score a grade of four or higher (AP) or 50 or above (CLEP).
  - After entering Lesley, students who wish to demonstrate language competency will be referred the Foreign Language Coordinator.
  - Students may take a competency exam in any of the languages offered at Lesley under the supervision of the Foreign Language Coordinator. This exam will be equivalent to a final exam given to students in American Sign Language II, Chinese II, French II, German II, Italian II, Portuguese II, or Spanish II. A grade of B or higher in this test will waive the language requirement; a grade ranging from C to B- will place student at the second semester level.
  - Students who wish to demonstrate language competency in any other foreign language must take the CLEP or an equivalent exam as approved by the Foreign Language Coordinator.

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**Holistic Psychology and Wellness - Bachelor of Arts (30 credits)**
**(30 credits plus 13 credits of professional / experiential learning)**

The liberal arts major in Holistic Psychology and Wellness is designed to offer students a foundation in the study of psychology from a holistic perspective. Grounded in the concept that mind, body, and spirit are integrally connected, and in cross-cultural perspectives, students gain an understanding of topics in psychology including methodology, states of consciousness, perception, cognition, and identity. This major prepares students for entry-level positions in a number of human services settings where counseling and/or art therapy or expressive arts therapy skills are necessary. It is also designed to prepare students for entry into Master's programs in Psychology or Counseling.

Students choose one of the following tracks: Counseling; Art Therapy; or Expressive Arts Therapy.

*Honors level students may wish to consider the Accelerated Master's program in Mindfulness Studies.*

**To successfully meet the requirements of the Holistic Psychology and Wellness major, students will:**

- demonstrate the ability to utilize theories of Holistic Psychology in order to understand the ways that mind, body and spirit are integrally connected.
- develop the capacity to utilize cross cultural and global perspectives to understand psychological well-being and distress.

- meet pre-professional competencies in holistic practices, such as yoga, mindfulness, and somatic healing through coursework and internship experience.
- be able to utilize, critically assess, and apply traditional approaches to psychological research to the practices within the field of Holistic Psychology.

**Academic & Professional Standards of the Holistic Psychology & Wellness Major**

The Division of Psychology & Applied Therapies understands the commitment to self-awareness and self-management that comes with development as a helping professional. Students' capacity to engage with empathic understanding of self and other is of great importance for successful completion of the internship courses and many other aspects of the program. Due to the applied nature of our graduates' work in the field, students' understanding of areas for growth and their own commitment to work on both personal challenges and professional competencies is essential to moving forward in the major.

Division pedagogy is substantially based on students' attendance and participation with the course materials, in activities that require consistent collaboration with others, which itself is based in the ability to take other's perspectives and present one's own opinions respectfully.

Below are listed other specific competencies and professional behaviors that students will be assessed on as they progress through their program of study. Students will be given feedback when issues arise related to these competencies and allowed an opportunity to improve on suggested areas in order to assist them to successfully complete their chosen major. Students failing to reach benchmarked academic standards and professional competencies over time will enter the Division's academic review process. For more specific descriptions of these competencies and the academic review process, please see Division Manual.

**Professional standards competencies**

A student's ability to function effectively within the context of helping relationships will be continually assessed by the faculty. Among the competencies that will be evaluated, in accordance with a student's experience, are:

- Appropriate work comporment including: attendance; punctuality; sound judgment; quality of work; ability to take initiative; attitude, knowledge or application of agency policy;
- Understanding of, and sensitivity to, the power dynamic in the worker/client relationship and the impact of class, ethnicity, gender, physical ability, race, religion/spirituality, and sexual orientation;
- Awareness of how one's own biases will affect one's understanding of and regard for another;
- Capacity to be a participant and observer in one's helping relationships with others;
- Recognition of and ability to deal with issues relating to how one's own feelings may impact work with clients, agency personnel, and supervisors;
- Ability to interview/converse with clients in order to assess their social and emotional needs;
- Ability to use appropriate verbal and non-verbal communication skills;

- The ability to maintain appropriate and ethically required boundaries, which includes but is not limited to dual relationships, sexual conduct with clients or staff and sexual harassment;
- The appropriate use of self-disclosures;
- Awareness of the scope and limits of one's expertise, including but not limited to identification as interns;
- Understanding of an ability to adapt treatment plans to meet the needs of diverse clinical populations;
- Understanding of and ability to discuss ethical issues as they arise.

**DEGREE REQUIREMENTS**

**I. Required Core (24 Credits):**

CPSYC 1451	Holistic Approach to Healing	3
CPSYC 1201	Cross-Cultural Psychology	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 3405	Abnormal Psychology	3
CPSYC 3410	Ecopsychology	3
CPSYC 3451	Holistic Psychology	3
CPSYC 4451	Seminar in Holistic Psychology	3
CSOCS 3444	Research Methods in the Social Sciences	3

There is a minimum grade requirement of "C" in both CSOCS 3444 and CPSYC 4451 to complete the major.

Recommended Liberal Arts Foundation Math choice course, CMATH 1522 Introduction to Statistics, should be taken prior to CSOCS 3444 Research Methods in the Social Sciences.

**II. Mind (3 Credits) Choose ONE:**

CPSYC 1401	Lifespan Development	3
CPSYC 2403	Theories of Personality	3

Note: Students planning on going to graduate school in psychology should take both these courses.

**III. Choose ONE course from either a Body Focus or a Spirit Focus (3 Credits).**

**Body Focus:**

CBIOL 2502	Essentials of Health	3
CBIOL 2203	Anatomy and Physiology I with Lab	4
CBIOL 2602	Applied Nutrition	3
CHLTH 3310	Complementary, Integrative and Alternative Medicine	3

**Spirit Focus:**

CRELS 2330	World Religions	3
CSOCS 3452	Yoga: Theory, Culture and Practice	3
CPSYC 4405	Transpersonal Psychology	3
CPSYC 4452	Psychology of Yoga: East Indian Understanding of Mind, Self and Society	3

**IV. Choose ONE course from the lists below from the FOCUS not chosen in Category III (3 Credits):**

**Body Focus:**

CEXTH 3402	Expressive Movement and Somatic Psychology	3
CEXTH 3404	Nia: Mind-Body Movement	3
CPSYC 2451	Yoga for Mental and Emotional Health	3

GEXTH 5029	Body-Oriented Psychotherapy With Adults	3
GEXTH 6400	Holistic Approach to Pain and Stress	3
GEXTH 6412	Yoga and Therapeutic Touch	3
GEXTH 6208	Community and Therapeutic Applications of Drumming	3
GEXTH 6259	Movement and Healing: Dance Therapy with Adults	3

**Spirit Focus:**

CPSYC 2453	Mindfulness and Mental Health	3
CEXTH 3302	Writing from the Body	3
GEXTH 5038	Spirituality: Resource for Psychological & Social Well-Being	3
GEXTH 6019	Storytelling and Healing: A Lifespan Approach	3
GEXTH 6020	Music, Imagery and Psychotherapy	3
GEXTH 6208	Community and Therapeutic Applications of Drumming	3
GEXTH 6255	Jungian Dance and Drama Therapy	3
GEXTH 6412	Yoga and Therapeutic Touch	3

**V. Required Internship Sequence Coursework (7 Credits):**

CPSYC 1551	Foundations and Systems in the Helping Professions	3
CPSYC 2551	Concepts & Skills in Professional Practice	4

There is a minimum grade requirement of "C" in both of these internship courses required to complete the major.

**VI. Choose ONE of the following tracks (each track includes a 6-credit internship):**

**Counseling Track:**

CPSYC 2421	Introduction to Counseling	3
CCOUN 3601	Counseling Internship and Seminar I	6

There is a minimum grade requirement of "C" in CCOUN 3601 to complete the major.

**Art Therapy Track:**

CARTH 2423	Principles of Art Therapy	3
CARTH 3501	Art Therapy Internship and Seminar I	6

There is a minimum grade requirement of "C" in CARTH 3501 to complete the major.

**Expressive Arts Therapy Track:**

CEXTH 2623	Principles of Expressive Arts Therapy	3
CEXTH 3801	Expressive Arts Therapy Internship and Seminar I	6

There is a minimum grade requirement of "C" in CEXTH 3801 to complete the major.

**Accelerated Master's: BA in Holistic Psychology & Wellness & MA in Mindfulness Studies**

The Accelerated Master's Degree in Mindfulness Studies & Holistic Psychology & Wellness BA/MA program is designed for the exceptional student interested in accelerating his or her education experience by combining the curriculum in the undergraduate major and the master's program in Mindfulness Studies. For Holistic Psychology & Wellness students, this offering will uniquely suit their strengths and passions in the areas of holistic health and wellness and eastern traditions of healing. In this accelerated program

students complete 9 credits of the 36 credit master's program starting in the spring of their junior year which allows them to complete the low residency master's in online or hybrid courses approximately 4 semesters after completion of the BA degree.

#### **Master's Program Description:**

Academically and experientially rigorous, the M.A. in Mindfulness Studies is the first graduate program of its kind in the United States. Students are immersed in the theory and practice of mindfulness, mindful communications, mindful leadership and social engagement, and the roots of contemplative practice in Buddhist traditions, as well as emerging research on effects of mindfulness on the brain.

This two-year program is offered in a low-residency format, in which students attend a 7-day residency on Lesley's campus in Cambridge, Massachusetts. During the residency students participate in daily meditation, attend classes, meet with faculty members, attend advisory sessions and program-related workshops, network with peers, and participate in community-building events. Other coursework is completed online or in hybrid modalities.

**Accelerated Pathways Description:** Students eligible for the accelerated master's program demonstrate a high level of maturity, superior academic achievement, and demonstrated interest in and understanding of the potential of a career with this master's degree. The integrated program requires that students can engage in the academic rigor of a graduate education by the time they reach the second semester of their junior year in the undergraduate program in Holistic Psychology. In that semester and afterward, students in this program must be able to complete one graduate course a semester. Qualified students apply in the fall of their junior year (or by the time they have earned the equivalent in credits) and must be accepted by meeting the admissions standards of the MA program in Mindfulness studies.

#### **Admissions Criteria for Accelerated Master's Program in Mindfulness Studies:**

- 3.3 GPA
- Transcript documenting 60 credits and coursework to date
- Completed Application
- 3 recommendation letters, including one from an internship; one from undergrad faculty stating readiness for accelerated master's program
- Written personal statement following Master's program questions and guidelines
- An academic writing sample
- Program information meeting with the Associate Director of Advising and Student Services in the Mindfulness Program
- Interview with Director or other Master's program core faculty as designated by the Mindfulness Studies program

#### **Course Sequencing for the Accelerated Master's Degree in Mindfulness:**

Upon acceptance to the program by the determined admission criteria in fall of junior year (at approx. 60 credits) Accelerated Master's students would take the graduate level course sequence below. These courses would count for undergraduate elective credit – and reduce the total number of master's-level credits taken post-graduation by 9 credits.

Spring, Junior Year: GMIND 6032: Graduate Academic Writing  
Fall, Senior Year: GMIND 6042: Mindfulness: Practice, Theory and Science

Spring, Senior Year: GMIND 6050 Mindful Leadership and Social Change

Upon graduation, students would attend the summer residency and register for GMIND 6049: Foundations of Contemplative Practice: The Buddhist Traditions and possibly an elective. Students are not permitted to register for any additional coursework until GMIND 6049 and the residency requirement is met (current program policy).

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## **Human Services - Bachelor of Science (39 credits)**

### **(39 credits plus 16 credits of experiential learning)**

The Human Services Program prepares students to work with children, adolescents and adults in a variety of human services settings. Human Services majors concentrate on gaining a foundation in the liberal arts, human growth and development, the human services delivery system, and the social policies that shape service delivery and provide for social needs.

Students take a core set of courses that develop the skills for working in human services agencies and settings. A strong component of psychology and sociology courses imbedded in the major provides students with an understanding of human behavior and the social context of the lives of individuals served. Students will complete over 400 hours in the field.

Students will be able to:

- critically apply human services perspectives, concepts and knowledge in a range of practice settings.
- critically evaluate social policy.
- critically evaluate practice approaches and professional identity within a culturally competent framework.
- design, conduct and evaluate social science research.
- demonstrate skills of ongoing, self-reflective practice that conform to professional standards, values and ethics.

Human Services majors graduate with the Bachelor of Science degree and the experience and competence which prepares them for entry-level positions with a range of human service populations in a variety of settings, including the juvenile justice system; health care settings and hospices; criminal justice agencies; community advocacy groups; the child welfare system; parent-action movements; group residences; recreational services; elderly services; policy and legislative agencies; substance abuse programs; crisis intervention services; and not-for-profit agencies and settings. Those students interested in professional careers in social work, psychology, counseling, management, policy/advocacy, or expressive arts therapy will be prepared for entry into specialized graduate schools. *Optional specializations: At-Risk Individuals and Families, At-Risk Organizations and Communities, and Self-Designed Specialization.*

Please note: a minimum grade of "C" is required in the internship seminars and the capstone course to progress in the major.

DEGREE REQUIREMENTS

**I. Required Core Courses (27 Credits):**

CPSYC 1401	Lifespan Development	3
CHMSR 1551	Foundations and Systems in the Helping Professions	3
CHMSR 3303	Micro/Macro Assessment	3
CHMSR 3553	Practical Ethics in Human Services	3
CHMSR 4551	Senior Capstone Seminar: Human Services and Counseling	3
CHMSR 4xxx	Design and Management of Human Services Organizations	3
CPLCY 3552	Social Policy	3
CSOCS 3444	Research Methods in the Social Sciences	3
CSWRK 3201	Case Management in Social Work and Counseling	3

CHMSR 4551: Check prerequisites and minimum grade requirement.

**II. Cultural Diversity Choice (3 Credits):**

Choose ONE.

CSOCL 3445	Race, Class and Gender	3
CSWRK 3301	Challenging Racism	3

**III. Internships (16 Credits):**

\*\*450 hours internship\*\*

CHMSR 2551	Concepts and Skills in Professional Practice	4
CHMSR 3701	Human Services Internship and Seminar I	6
CHMSR 4701	Human Services Internship and Seminar II	6

CHMSR 1551, CHMSR 2551, CHMSR 3701, and CHMSR 4701: Check prerequisites and minimum grade requirement.

**IV. Support Courses (9 Credits):**

Choose THREE from at least two different prefixes & TWO must be 3000 level or above.

CHLTH 3300	Child and Adolescent Health	3
CMGMT 3440	Not-for-Profit Management	3
CMGMT 3469	Organizational Behavior and Ethics	3
CPSYC 3405	Abnormal Psychology	3
CPSYC 3439	Organizational Psychology	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSOCL 2115	Women in Culture and Society	3
CSOCL 2402	Sociology of Family	3
CSOCL 2406	Health, Illness, and Society	3

**V. Optional Specializations**

**At-Risk Individuals and Families (12 Credits)**

Choose FOUR

CPSYC 2402	Child Homelessness	3
CPSYC 3422	Trauma and Crisis	3
CSOCL 3016	Social Issues in Aging	3
CSWRK 3350	Forensic Social Work	3
CSWRK 3450	Child Welfare: Challenges and Solutions	3

**At-Risk Organizations and Communities (18 Credits)**

CSOCL 2113	Children in Global Perspective	3
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CSOCL 3551	Activism and Change in Communities	3
CSOCL 4130	Gender and Globalization	3
CPSYC 3422	Trauma and Crisis	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSWRK 3301	Challenging Racism	3

**Self-Designed Specialization**

Students may choose to work with a core faculty member to design their own specialization in an area of interest. The specialization must include at least four courses that enhance the student's knowledge and skill bases with a particular population or approach to service delivery. (12-15 Credits)

**Human Services - Bachelor of Science (Online)**

The Human Services major helps students develop a foundation in liberal arts, human growth and development, human services delivery systems, and social policies that shape service delivery and provide for social needs. This online program equips students with the skills and expertise to work with a range of populations in a variety of settings, including the juvenile justice system, health care settings and hospices, criminal justice agencies, community advocacy groups, the child welfare system, parent-action movements, group residences, recreational services, elderly services, policy and legislative agencies, substance abuse programs, crisis intervention services, and not-for-profit agencies.

REQUIREMENTS

**Required Courses (51 Credits)**

CHMSR 1552	Introduction to Human Services	3
CHMSR 3303	Micro/Macro Assessment	3
CHMSR 3553	Practical Ethics in Human Services	3
CHMSR 3702	Human Services Online Internship and Seminar I pt. 1	3
CHMSR 3703	Human Services Online Internship and Seminar I pt. 2	3
CHMSR 4702	Human Services Internship and Seminar II pt. 1	3
CHMSR 4703	Human Services Internship and Seminar II pt. 2	3
CHMSR 4xxx	Design and Management of Human Services Organizations	3
CHMSR 4551	Senior Capstone Seminar: Human Services and Counseling	3
CPSYC 1401	Lifespan Development	3
CPSYC 3405	Abnormal Psychology	3
CPLCY 3552	Social Policy	3
CSOCS 3444	Research Methods in the Social Sciences	3
CSOCL 2402	Sociology of Family	3
CSOCL 3445	Race, Class and Gender	3
CSWRK 3201	Case Management in Social Work and Counseling	3
CHLTH 3300	Child and Adolescent Health	3

**Human Services - Bachelor of Science (LCAL only Degree Completion Program)**

Like the traditional Human Service Program, this LCAL-only degree completion program prepares students to work with children, adolescents and adults in a variety of human services settings. Human Services majors concentrate on gaining a foundation in the

liberal arts, human growth and development, the human services delivery system, and the social policies that shape services delivery and provide for social needs.

This degree completion program is designed specifically to meet the needs of working adults to help to maximize their work experience, existing credits and time. In this program classes are offered consistently year-around in evenings, on weekends, and during the day, allowing students the flexibility to complete the Bachelor of Science degree in a timely manner.

## REQUIREMENTS

### Liberal Arts Requirements: 42 credits

Writing: 6

Humanities (American History and Literature): 9

Social Sciences: 9

Sciences and Mathematics (Natural Sciences and Mathematics): 6

Art: 6

Liberal Arts Electives: 6

### I. Required Human Services Courses (21 credits)

CPSYC 1401	Lifespan Development	3
CSOCL 2402	Sociology of Family	3
CSOCS 3444	Research Methods in the Social Sciences	3
CBIOL 2502	Essentials of Health	3
CPLCY 3552	Social Policy	3
CSOCL 3445	Race, Class and Gender	3
CHMSR 4551	Senior Capstone Seminar: Human Services and Counseling	3

### III. Experiential Learning (13 Credits)

CHMSR 1551	Foundations and Systems in the Helping Professions	3
CHMSR 2551	Concepts and Skills in Professional Practice	4

Two additional 3-credit internship courses are currently in development.

### II. Choose 3 Courses (9 Credits)

CPSYC 2421	Introduction to Counseling	3
CPSYC 3422	Trauma and Crisis	3
CPSYC 3425	Applied Group Dynamics	3
CPSYC 3427	Family Interventions	3
CSOCL 3551	Activism and Change in Communities	3
CSWRK 3201	Case Management in Social Work and Counseling	3
CMGMT 3469	Organizational Behavior and Ethics	3

### IV. Remaining Electives (35 Credits)

LCAL Options for Electives

AINTD 3008	Introductory Seminar: Lives in Context	3
CWRIT 2250	Writing Workshop	3
AWRIT 4010	Prior Learning Assessment Preparation	3

Lives in Context is the required Orientation course for all incoming adult students pursuing an individually designed program.

Students may have transferred a writing course or have met the writing requirement and be able to waive this course. However, students who have been out of school for a while or with insufficient

writing skills are encouraged to take this course. The PLA course also requires a high level of writing as students are required to write essays to document prior learning.

Prior Learning Assessment (PLA) is an opportunity for students to gain credits for their work and life experiences which have resulted in extensive learning in one or more areas. Students may receive no more than 45 credits through this method. Portfolios are reviewed and assessed for final credit awards. Students may choose not to pursue this option and take courses instead. For additional information on PLA, students may contact the PLA coordinator Eugene Ferraro at [eferraro@lesley.edu](mailto:eferraro@lesley.edu).

Total: 120 credits

## Bachelor of Arts in Liberal Arts and Interdisciplinary Humanities (Online)

The Humanities Major allows students to situate themselves richly and confidently in the present by engaging them with the ideas, works, and cultural and historical movements which shaped it. In allowing students to develop broader cultural and personal knowledge, this major also cultivates those capacities and skills so important to any future profession: the ability to respond critically to the written word; to be resourceful in fact-finding; to evaluate data critically and to formulate theories about them; to gain facility with writing different kinds and lengths of papers; to communicate clearly and persuasively in written form; to approach situations and tasks drawing on a broad-based cultural competency.

## REQUIREMENTS

### Required Core (31 Credits)

The following list of requirements assumes that students have completed the following courses or their equivalents as part of their general education requirements: CWRIT 1101 (English Composition); CLITR 1100 (Writing and the Literary Arts).

Within the General Education Math requirement, students must choose CMATH 1522 Intro to Statistics.

Foreign language competency requirement: in addition to the eleven courses required for the major, students must show foreign language competency by EITHER completing 6 credits of study in Spanish or French at Lesley OR transferring in the equivalent of a second semester foreign language class.

CHUMS 2200	Internship Planning and Preparation	1
AINTD 4002	Research Capstone	3

### Choose NINE courses

At least 3 different prefixes must be represented;

5 of the 9 courses must be at the 3000-level or above;

3 of those 3000-level or above courses must have the same prefix

CLITR 2120	American Literature	3
CLITR 2330	Introduction to Mythology	3
CLITR 3028	United States Drama Since 1900	3
CLITR 3250	World Drama from the 18th Century to the Present	3
CLITR 3312	The Plays of Shakespeare	3
CLITR 3315	Contemporary Latin American Women Writers	3
CLITR 3329	Race, Ethnicity, Identity in United States Literature	3
CLITR 3337	Short Fiction and Novella	3
CMUSC 1401	Introduction to Form in Classical Music	3

CMUSC 3339	World Music: Folk and Popular	3
CCRWT 1400	Introduction to Creative Writing	3
CCRWT 2300	The Art and Craft of the Short Story	3
CCRWT 2310	The Art and Craft of Poetry	3
CCRWT 3201	Advanced Short Fiction	3
CCRWT 3300	Autobiographical Writing	3
CHIST 1502	World History II	3
CHIST 2330	United States History from 1865	3
CHIST 3200	Human Rights, Social Justice, and the Constitution in America	3
CHIST 3450	History of International Humanitarian Organizations	3
CHUMS 3500	Postcolonial History and Literature	3
CHUMS 3600	Medieval History and Literature	3
CRELS 2330	World Religions	3

### Liberal Studies - LCAL only (30 Credits)

The individually-designed Bachelor's Degree in Liberal Studies program allows adult students to maximize the value of an undergraduate degree by offering the opportunity to design a program of study specific to a set of interests or career goals. Liberal Studies students work with an academic advisor to create a degree plan that takes into account prior learning and professional interests. The degree plan may include on-campus classes, online classes, internships, and independent study.

Students who complete this program will earn a Bachelor of Arts or a Bachelor of Science in Liberal Studies with a concentration in his or her chosen area of study.

#### DEGREE REQUIREMENTS

##### Liberal Arts Requirements - 42 Credits

Liberal Arts courses may be fulfilled via transfer credit, Prior Learning Assessment, or Lesley courses.

##### Electives - 48 Credits

Electives may be fulfilled via transfer credit, Prior Learning Assessment, or Lesley courses.

##### Concentration Requirements - 30 Credits

Students work with an academic advisor to select courses relevant to their concentration or area of focus.

##### I. Required Core (6 Credits):

All students (unless waived by advisor) will take the core 6 credits:

AINTD 3008	Introductory Seminar: Lives in Context	3
AINTD 4002	Research Capstone	3

##### II. Individually Designed Concentration (24 Credits)

Students work with an academic advisor to select eight (8) courses relevant to their concentration or area of focus.

##### Optional Liberal Studies Concentrations

Note: Except in individual circumstances, online students should select from one of the concentrations below. On campus students may also choose one of the pre-designed specializations below or may work with an advisor on an individually designed plan.

Additionally, there are several Business Management Concentrations options available. Both online and on campus students wishing to select a business related concentration must include at minimum, an

approved business minor in their individually designed concentration.

### Developmental Psychology (24 Credits)

Developmental Psychology is a field of study that aims to explain how children and adults change over time from childhood throughout the lifespan. This interdisciplinary cluster of courses provides an introduction and basic understanding of some of the components of the field as well as more advanced research and specific developmental topics. Students will learn how psychology can be used to understand developmental challenges and risks. Elective courses engage students in learning about other contexts of development, and how these impact developmental growth and change.

#### REQUIREMENTS

##### I. Overview of Psychological Concepts

(3 credits):

CPSYC 1101	Introduction to Psychology	3
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##### II. Basic Developmental Concepts

Choose one (3 credits):

CPSYC 1401	Lifespan Development	3
CPSYC 2401	Child Psychology	3

##### III. Applied Research Perspectives

Choose one (3 credits):

CPSYC 2433	Cognitive Psychology	3
CPSYC 2435	Psychology of Learning and Behavior Change	3

##### IV. Contexts for Developmental Risks

Choose one (3 credits):

CPSYC 2402	Child Homelessness	3
CPSYC 2437	Characteristics of Children and Youth with Special Needs	3

##### V. Advanced Development Topics

Choose two (6 credits):

CPSYC 3407	Critical Issues in Infancy	3
CPSYC 3409	Psychology of Preadolescence and Adolescence	3
CPSYC 3411	Adult Development	3
CPSYC 3413	Psychology of Women	3

##### VI. Electives

Choose two (6 credits):

(Substitutions will be considered on an individual basis.)

CHLTH 3300	Child and Adolescent Health	3
CSOCL 2402	Sociology of Family	3
CSOCL 3445	Race, Class and Gender	3
CSOCS 3444	Research Methods in the Social Sciences	3

CSOCS 3444 is strongly recommended for students considering graduate school.

### Human Services (24 Credits)

This concentration offers students the opportunity to explore a range of approaches to human services delivery and change, addressing a variety of personal, interpersonal, or environmental

stressors. Students are able to choose from between two tracks, either the Macro Track or the Micro Track.

The Macro Track offers students the opportunity to focus on initiating change on the community and societal levels through a variety of interventions including community organizing, advocacy, policy development, or economic development and administration (systemic change).

The Micro Track offers students the opportunity to focus on a range of direct interventions designed to support behavioral or interpersonal change for children, adolescents, and/or adults in a variety of human service settings (individual or small group change).

## REQUIREMENTS

### Macro Track Electives

Choose two (6 credits):

At least one course must be at a 3000-level

CMGMT 3440	Not-for-Profit Management	3
CPSYC 2402	Child Homelessness	3
CPSYC 3439	Organizational Psychology	3
CSOCL 2402	Sociology of Family	3
CSOCL 3016	Social Issues in Aging	3
CSOCL 3551	Activism and Change in Communities	3
CSWRK 3301	Challenging Racism	3

### Micro Track Electives

Choose two (6 credits):

At least one course must be at a 3000-level

CPSYC 3405	Abnormal Psychology	3
CSOCL 1404	Social Problems	3
CSWRK 3201	Case Management in Social Work and Counseling	3
CSWRK 3301	Challenging Racism	3

### Related Electives

9 credits

Elective courses that are related to the concentration will be selected by the student in conjunction with the advisor based on student interest, goals and course availability.

### Required Core

9 credits

CHMSR 1552	Introduction to Human Services	3
CHMSR 3303	Micro/Macro Assessment	3
CPLCY 3552	Social Policy	3

## Mathematical Studies - Bachelor of Arts (30+ credits)

### (30-33 credits plus 6 credit internship)

The Mathematical Studies major is designed for students with an interest in further study of mathematics but not planning to teach secondary mathematics or to pursue graduate study in mathematics. Mathematical Studies is especially recommended for Elementary Education majors interested in specializing in mathematics or Environmental Studies majors who would like more of a quantitative emphasis, but is open to other students, as well.

### Learning Goals for the Mathematical Studies Major:

I. To develop an appreciation of the power, beauty, and utility of mathematics

- Use mathematics to model real-life problems in the sciences and other disciplines

- Conduct a real-world mathematical study
- Demonstrate a sociocultural perspective of mathematics including how mathematics provides a lens on global issues, cultural concerns, and social responsibility

II. To develop a grounding in critical thinking, analysis, and problem solving

- Generate, collect, and organize information systematically
- Analyze and construct logical arguments
- Discover patterns, formulate conjectures, and construct appropriate models through exploration and experimentation

III. To develop an understanding of both theoretical and applied mathematics

- Conceptually justify mathematical procedures
- Apply the conceptual ideas and skills of calculus
- Interpret and apply statistical methods
- Use, evaluate, and choose appropriate technology to explore and solve mathematical problems

IV. To develop the ability to communicate and justify mathematical concepts and solution strategies

- Connect multiple representations of mathematical ideas (e.g. graphs, tables, formulas, situations)
- Read, write, and create mathematical justifications using correct mathematical terminology and symbols
- Engage in mathematical discourse, work in collaborative teams, and reflect on the mathematical ideas of others

## DEGREE REQUIREMENTS

### I. Required Core (12 Credits)

CMATH 1990	Concepts and Applications of Calculus I	3
CMATH 3001	Mathematics in Context	3
CMATH 3522	Inferential Statistics	3
CMATH 4550	Directed Research Capstone: Math	3

### II. Additional Courses (18-21 Credits)

**(Choose a total of 6 courses: At least 4 from Category A, and at most 2 from Category B)**

#### Category A (Mathematics): Choose FOUR or more

CMATH 1501	Problem Solving	3
CMATH 1522	Introduction to Statistics	3
CMATH 1590	Patterns and Functions	3
CMATH 2140	Discrete Mathematics	3
CMATH 2144	Topics in Geometry	3
CMATH 2590	Concepts and Applications of Calculus II	3
CMATH 2990	Multivariable Calculus	3
CMATH 3000	Transition to Abstract Mathematics through Number Theory	3
CMATH 3xxx	Linear Algebra & Differential Equations	3
CMATH 4200	Abstract Algebra	3

CMATH 2140 and CMATH 2144 are required for Middle School Education majors

(Note: Secondary Education majors should complete the



Mathematics major)

**Category B (Other Quantitative Disciplines): Choose up to TWO**

CNSCI 2100	Humans in the Environment	3
CBIOL 1400	Research Experiences in Natural Science	3
CPHYS 1400	Research Experiences in Natural Science	3
CBIOL 2505	Ecology with Lab	4
CMGMT 2457	Managerial Accounting	3
CMGMT 3460	Corporate Finance I	3
CSOCS 3444	Research Methods in the Social Sciences	3
CPSYC 3441	Elements of Statistics in Psychology	3
CPHYS 1250	Physics I with Lab: Forces, Sound, Momentum & Energy	4
CPHYS 2250	Physics II with Lab: Electricity, Magnetism, Atoms & Light	4
CPHYS 1308	General Chemistry I with Lab	4
CPHYS 2102	General Chemistry II with Lab	4
CPHYS 2308	Organic Chemistry I with Lab	4
CPHYS 3308	Organic Chemistry II w/Lab	4

Other quantitative courses may be substituted with the approval of the NSM Division Chair.

**III. Internship Component (6 Credits)**

Working with their advisor and the CLAS Internship Office, all students, except for Education majors, develop an individual plan for applying their mathematical knowledge to the professional world through an internship.

CNSCI 4100	Research Internship and Seminar	3-6
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CNSCI 4100 must be taken for six credits.

**Mathematics - Bachelor of Arts (33+ credits)**

**(33-35 Credits plus 6 credits of experiential learning)**

Mathematics is a discipline of interconnected concepts that focus on pattern, quantity, space, and change. Through mathematics, we can better understand, represent, and solve problems in our world. A primary goal of the mathematics major is to help students develop habits of mind that enable them to look at real-world problems with a critical and analytical eye, and to take appropriate action. Students in the major will encounter the challenging, creative, and empowering ideas of mathematics that make this discipline an exceptional achievement of the human mind.

This major is directly linked to the mission of the University as it provides a powerful set of tools that enables students to participate more fully as citizens and in the role of social activists. The program is designed with the following principles:

- Mathematics is relevant. Full participation in today's complex world requires deep understanding of mathematics. Courses focus on describing, modeling, and analyzing real-life situations.
- Mathematics is meaningful. Students are expected to construct mathematical meaning and to communicate their ideas effectively in several representational forms: numerical, graphical, analytical, verbal.

- Mathematics is a laboratory discipline in that it emphasizes students' collaborative involvement in mathematical investigations.
- Mathematics increases students' career options. Greater participation in mathematical careers is a critical goal of the program. All students in the major complete related field experiences or internships.
- Mathematics evolves with technological advances. Teaching and learning mathematics is optimized in a technology-rich environment.

**Learning Goals for the Mathematics Major:**

I. To develop an appreciation of the power, beauty, and utility of mathematics

- Use mathematics to model real-life problems in the sciences and other disciplines
- Conduct a real-world mathematical study
- Demonstrate a sociocultural perspective of mathematics including how mathematics provides a lens on global issues, cultural concerns, and social responsibility

II. To develop a grounding in critical thinking, analysis, and problem solving

- Generate, collect, and organize information systematically
- Analyze and construct logical arguments
- Discover patterns, formulate conjectures, and construct appropriate models through exploration and experimentation

III. To develop an understanding of both theoretical and applied mathematics

- Conceptually justify mathematical procedures
- Apply the conceptual ideas and skills of calculus
- Interpret and apply statistical methods
- Use, evaluate, and choose appropriate technology to explore and solve mathematical problems

IV. To develop the ability to communicate and justify mathematical concepts and solution strategies

- Connect multiple representations of mathematical ideas (e.g. graphs, tables, formulas, situations)
- Read, write, and create mathematical justifications using correct mathematical terminology and symbols
- Engage in mathematical discourse, work in collaborative teams, and reflect on the mathematical ideas of others

V. To develop the ability to pursue future careers and learning

- Gain mathematical skills necessary for entry into the job market, graduate program, or civic engagement
- Apply mathematical knowledge within field placements
- Seek opportunities to grow professionally, explore current scholarship, and reflect on one's own practice

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DEGREE REQUIREMENTS

**I. Required Courses (21 Credits):**

CMATH 1990	Concepts and Applications of Calculus I	3
CMATH 2590	Concepts and Applications of Calculus II	3
CMATH 3000	Transition to Abstract Mathematics through Number Theory	3
CMATH 3xxx	Linear Algebra & Differential Equations	3
CMATH 3522	Inferential Statistics	3
CMATH 4200	Abstract Algebra	3
CMATH 4550	Directed Research Capstone: Math	3

**II. Additional Courses (12-14 Credits):**

**(Choose 4 Courses: 2, 3, or 4 CMATH at 2000-level or above and 0, 1, or 2 CPHYS)**

CMATH 2140	Discrete Mathematics	3
CMATH 2144	Topics in Geometry	3
CMATH 2990	Multivariable Calculus	3
CMATH 3001	Mathematics in Context	3
CPHYS 1250	Physics I with Lab: Forces, Sound, Momentum & Energy	4
CPHYS 2250	Physics II with Lab: Electricity, Magnetism, Atoms & Light	4
CPHYS 1308	General Chemistry I with Lab	4
CPHYS 2102	General Chemistry II with Lab	4
CPHYS 2308	Organic Chemistry I with Lab	4
CPHYS 3308	Organic Chemistry II w/Lab	4

These courses listed above are approved electives. Other CPHYS courses can be approved by your advisor.

CMATH 2140 & CMATH 2144 required for Middle and Secondary Education majors  
CMATH 2990 & CMATH 3001 required for Secondary Education majors

**III. Internship (6 credits):**

**(NOT required for Education majors or students who move from an education licensure program to an education minor.)**

Working with their advisor and the CLAS Internship Office, all students except for Education majors develop an individual plan for applying their mathematical knowledge to the professional world.

CNSCI 4100	Research Internship and Seminar	3-6
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CNSCI 4100 must be taken for six credits.

**Political Science - Bachelor of Arts (30 credits)**

**(30 credits plus 10 credits of experiential learning)**

Political science is the study of how goal-oriented individuals and groups use power to influence the behavior of others and achieve desired outcomes. Governments are public institutions that frame official power relations and strongly determine most political outcomes. The political science major offers courses in six fields of political science:

- U.S. Politics
- Comparative Politics
- Political Theory

- International Relations
- Public Policy
- Political Behavior

Political science majors will emerge from the program with an understanding of governmental structures and processes, methods for evaluating policy, strategies for exercising power, and conceptual tools for analyzing political events and outcomes. Thus prepared, graduates will be ready to improve lives through teaching, writing, or active political engagement.

Students will be able to:

- systematically and critically analyze government, politics and public policy, and analyze the process by which systematic knowledge about government, politics and policy is produced.
- frame thoughtful questions, conduct and evaluate scholarly research, marshal convincing evidence about the causes and possible solutions to political issues and problems,
- compare and contrast questions of private and public values.
- critically evaluate perspectives (e.g. geographic, ethnic, racial, gender-based, cultural, and historical) as they are used to identify, examine and understand political issues.
- write and speak with clarity and precision.

Students who are double majoring in Political Science and Education are exempted from the Professional/Experiential component of the Political Science major.

Please note: a minimum grade of "C" is required in the internship seminars and the capstone course to progress in the major.

DEGREE REQUIREMENTS

**I. Required core (15 Credits):**

CPOLS 1101	Introduction to Political Science	3
CPOLS 2121	U.S. Politics	3
CPHIL 2000	Political Philosophy	3
CSOCS 3444	Research Methods in the Social Sciences	3
CSOCS 4444	Senior Capstone Seminar: Current Issues in Social Science	3
	or	
CGLST 4400	Senior Capstone Seminar: Global Social Change	3

**II. Choice Courses (15 Credits):**

At least 6 credits must be taken at the 3000 level or above.

CPOLS 2130	Elections and Democracy	3
CPOLS 2410	Comparative Politics	3
CPOLS 3121	American Constitutional Law	3
CPOLS 3131	Perspectives on International Relations	3
CPOLS 3202	U.S. Foreign Policy	3
CPOLS 3212	Political Economy	3
CPOLS 3300	Violence, Markets and Globalization	3
CPOLS 3302	Environmental Politics and Policy	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CPLCY 3552	Social Policy	3
CPSYC 3240	Psychology, Power, and Politics	3
CSOCL 3551	Activism and Change in Communities	3

**III. Experiential Component (10 Credits):**

Students who are also majoring in Education are exempted from this component of the major.

CSOCS 2401	Social Sciences Pre-Internship Seminar	1
CPOLS 3100	Political Science Internship and Seminar I	3
CPOLS 4100	Political Science Internship and Seminar II	6

The pre-internship seminar requirement may be fulfilled through any 1000-level field-based course (e.g. CHMSR 1551; CEDUC 1352; CMGMT 1451, CGLST 1200).

**Dual Political Science/Education Majors:**

Dual Political Science/Education majors seeking licensure in grades 5-8 or 8-12 in "Political Science/Political Philosophy" should take the following Choice Courses:

CPOLS 2410	Comparative Politics	3
CPOLS 3131	Perspectives on International Relations	3
	One additional choice course at the 3000-level or above	

**Choose ONE:**

CHIST 2121	United States History to 1865	3
CHIST 2330	United States History from 1865	3

**Choose ONE (both may be applied to the Arts and Humanities category):**

CHIST 1501	World History I	3
CHIST 1502	World History II	3

**Students should also include the following courses in their**

**General Education selection:**

CECON 2101	Microeconomics	3
CECON 2102	Macroeconomics	3
CGEOG 1001	World Geography	3

(CGEOG 1001 and either CECON 2101 or CECON 2102 may be applied to the General Education Social Science category, and the remaining course may be applied to General Education Liberal Arts Electives.)

**Psychology - Bachelor of Arts (30 credits)**

**(30 credits plus 13 credits of experiential learning)**

The psychology major provides a rigorous, exciting and complex exploration of the science of behavior and mental processes. The scientific study of psychology covers many topics including individual development, cognition and memory, personality, abnormal behavior, and group, social and cultural processes as well as techniques for working with people. Students benefit from an understanding of the methodology of psychology via laboratory and other courses and also from experiential learning in internships. These internships provide students with knowledge and skills about how psychology is applied in therapeutic and research settings. Students in Lesley's psychology major will be prepared for graduate study in psychology or for a career in the many diverse applied areas of the field.

**To successfully meet the requirements of the Psychology major, students will:**

- demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- understand and apply basic research methods in psychology, including research design, data analysis and interpretation.
- respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- understand and apply psychological principles to personal, social and organizational issues.
- be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

**Academic & Professional Standards of the Psychology Major**

The Division of Psychology & Applied Therapies understands the commitment to self-awareness and self-management that comes with development as a helping professional. Students' capacity to engage with empathic understanding of self and other is of great importance for successful completion of the internship courses and many other aspects of the program. Due to the applied nature of our graduates' work in the field, students' understanding of areas for growth and their own commitment to work on both personal challenges and professional competencies is essential to moving forward in the major.

Division pedagogy is substantially based on students' attendance and participation with the course materials, in activities that require consistent collaboration with others, which itself is based in the ability to take other's perspectives and present one's own opinions respectfully.

Below are listed other specific competencies and professional behaviors that students will be assessed on as they progress through their program of study. Students will be given feedback when issues arise related to these competencies and allowed an opportunity to improve on suggested areas in order to assist them to successfully complete their chosen major. Students failing to reach benchmarked academic standards and professional competencies over time will enter the Division's academic review process. For more specific descriptions of these competencies and the academic review process, please see Division Manual.

**Professional standards competencies**

A student's ability to function effectively within the context of helping relationships will be continually assessed by the faculty. Among the competencies that will be evaluated, in accordance with a student's experience, are:

- Appropriate work comporment including: attendance; punctuality; sound judgment; quality of work; ability to take initiative; attitude, knowledge or application of agency policy;
- Understanding of, and sensitivity to, the power dynamic in the worker/client relationship and the impact of class, ethnicity, gender, physical ability, race, religion/spirituality, and sexual orientation;
- Awareness of how one's own biases will affect one's understanding of and regard for another;
- Capacity to be a participant and observer in one's helping relationships with others;

- Recognition of and ability to deal with issues relating to how one's own feelings may impact work with clients, agency personnel, and supervisors;
- Ability to interview/converse with clients in order to assess their social and emotional needs;
- Ability to use appropriate verbal and non-verbal communication skills;
- The ability to maintain appropriate and ethically required boundaries, which includes but is not limited to dual relationships, sexual conduct with clients or staff and sexual harassment;
- The appropriate use of self-disclosures;
- Awareness of the scope and limits of one's expertise, including but not limited to identification as interns;
- Understanding of an ability to adapt treatment plans to meet the needs of diverse clinical populations;
- Understanding of and ability to discuss ethical issues as they arise.

## DEGREE REQUIREMENTS

### I. Required Courses (21 Credits):

CPSYC 1101	Introduction to Psychology	3
CPSYC 1401	Lifespan Development	3
CPSYC 2403	Theories of Personality	3
CPSYC 3405	Abnormal Psychology	3
CPSYC 3441	Elements of Statistics in Psychology	3
CSOCS 3444	Research Methods in the Social Sciences	3
CPSYC 4907	Psychology Capstone	3

There is a minimum grade requirement of "C" in both CSOCS 3444 and CPSYC 4907 to complete the major.

Recommended Liberal Arts Foundation Math choice course, CMATH 1522 Introduction to Statistics, should be taken prior to CSOCS 3444 Research Methods in the Social Sciences.

### II. Lab Courses (3 Credits):

Choose ONE.

CPSYC 2431	Social Psychology	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 2435	Psychology of Learning and Behavior Change	3

### III. Additional CPSYC Courses (6 Credits):

Take TWO additional CPSYC courses.

### IV. Required Internship Sequence Coursework (13 Credits):

CPSYC 1551	Foundations and Systems in the Helping Professions	3
CPSYC 2551	Concepts & Skills in Professional Practice	4
CPSYC 3901	Psychology Internship and Seminar I	6

All of the above internship courses have a minimum grade requirement of "C" to complete the major.

## Psychology - Bachelor of Arts (Online)

The psychology major provides an exciting and complex exploration of the science of behavior and mental processes. The scientific study

of psychology covers many topics including individual development, cognition and memory, personality, abnormal behavior, and group, social, and cultural processes as well as techniques for working with people. Students benefit from an understanding of the methodology of psychology via laboratory and other courses and also from the experiential learning in the internship. This internship provides students with knowledge and skills about how psychology is applied in therapeutic and research settings. Students in Lesley's psychology major will be prepared for graduate study in psychology or for a career in the many diverse applied areas of the field.

*The Psychology major for the online program is adapted for adult learners who may be working but the major has the same outcomes and academic and professional standards requirements as the on-campus psychology major.*

To successfully meet the requirements of the Psychology major, students will:

- demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- understand and apply basic research methods in psychology, including research design, data analysis and interpretation.
- respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- understand and apply psychological principles to personal, social and organizational issues.
- be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

### Academic & Professional Standards of the Psychology Major

The Division of Psychology & Applied Therapies understands the commitment to self-awareness and self-management that comes with development as a helping professional. Students' capacity to engage with empathic understanding of self and other is of great importance for successful completion of the internship courses and many other aspects of the program. Due to the applied nature of our graduates' work in the field, students' understanding of areas for growth and their own commitment to work on both personal challenges and professional competencies is essential to moving forward in the major.

Division pedagogy is substantially based on students' attendance and participation with the course materials, in activities that require consistent collaboration with others, which itself is based in the ability to take other's perspectives and present one's own opinions respectfully.

Below are listed other specific competencies and professional behaviors that students will be assessed on as they progress through their program of study. Students will be given feedback when issues arise related to these competencies and allowed an opportunity to improve on suggested areas in order to assist them to successfully complete their chosen major. Students failing to reach benchmarked academic standards and professional competencies over time will enter the Division's academic review process. For more specific descriptions of these competencies and the academic review process, please see Division Manual.

### Professional standards competencies

A student’s ability to function effectively within the context of helping relationships will be continually assessed by the faculty. Among the competencies that will be evaluated, in accordance with a student’s experience, are:

- Appropriate work comportment including: attendance; punctuality; sound judgment; quality of work; ability to take initiative; attitude, knowledge or application of agency policy;
- Understanding of, and sensitivity to, the power dynamic in the worker/client relationship and the impact of class, ethnicity, gender, physical ability, race, religion/spirituality, and sexual orientation;
- Awareness of how one’s own biases will affect one’s understanding of and regard for another;
- Capacity to be a participant and observer in one’s helping relationships with others;
- Recognition of and ability to deal with issues relating to how one’s own feelings may impact work with clients, agency personnel, and supervisors;
- Ability to interview/converse with clients in order to assess their social and emotional needs;
- Ability to use appropriate verbal and non-verbal communication skills;
- The ability to maintain appropriate and ethically required boundaries, which includes but is not limited to dual relationships, sexual conduct with clients or staff and sexual harassment;
- The appropriate use of self-disclosures;
- Awareness of the scope and limits of one’s expertise, including but not limited to identification as interns;
- Understanding of an ability to adapt treatment plans to meet the needs of diverse clinical populations;
- Understanding of and ability to discuss ethical issues as they arise.

**REQUIREMENTS**

**Required Core (30 Credits):**

CPSYC 1101	Introduction to Psychology	3
CPSYC 1401	Lifespan Development	3
CPSYC 2403	Theories of Personality	3
CPSYC 3405	Abnormal Psychology	3
CPSYC 3441	Elements of Statistics in Psychology	3
CSOCS 3444	Research Methods in the Social Sciences	3
CPSYC 3902	Psychology Internship and Seminar, Part 1: Online Program	3
CPSYC 3903	Psychology Internship and Seminar, Part 2: Online Program	3
CPSYC 4910	Online Psychology Capstone	3

A minimum grade of C must be earned in all the following courses in order to meet the requirements of the psychology major: CSOCS 3444, CPSYC 3902/3903, and CPSYC 4910.

Note: CPSYC 3902 & CPSYC 3903 are completed at the same internship site.

Please note: Recommended course for online psychology students, prior to internship sequence: CHMSR 1552 Introduction to Human Services

**Lab Course (choose ONE for 3 Credits):**

CPSYC 2431	Social Psychology	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 2435	Psychology of Learning and Behavior Change	3

**Choose TWO additional psychology courses (6 Credits)**

Students may choose from lab courses listed above or select an online psychology elective. Sample courses include:

CPSYC 2401	Child Psychology	3
CPSYC 2402	Child Homelessness	3
CPSYC 3240	Psychology, Power, and Politics	3
CPSYC 3411	Adult Development	3
CPSYC 3413	Psychology of Women	3
CPSYC 3439	Organizational Psychology	3

**Psychology - Bachelor of Arts (at Bunker Hill CC)**

In Lesley’s Bachelor of Arts in Psychology program at Bunker Hill Community College, students develop a thorough understanding of psychological theories and apply core psychological principles to personal, social, and organizational issues. Through theoretical and applied coursework, students will gain the knowledge and skills needed for successful careers in a wide variety of settings including working with diverse populations, children, and families. Students are also well prepared to pursue graduate programs in the helping professions.

This pathway is specifically designed for students who have earned an Associate's Degree from a partner community college, and Lesley University has clearly articulated degree completion pathways for Psychology for community college graduates and transfer students. Therefore, many of the required Psychology courses (listed below) may be satisfied through transfer credit. In addition to the Psychology major requirements, approximately 30 credits of liberal arts foundation and/or elective credits are required. The classes needed to complete the Psychology degree, including required classes and electives, are taught by Lesley University faculty on the Bunker Hill Community College campus in Charlestown, MA. Coursework may also be completed online.

**REQUIREMENTS**

**Required Core (21 Credits)**

CPSYC 1101	Introduction to Psychology	3
CPSYC 1401	Lifespan Development	3
CPSYC 2403	Theories of Personality	3
CPSYC 3405	Abnormal Psychology	3
CPSYC 3441	Elements of Statistics in Psychology	3
CSOCS 3444	Research Methods in the Social Sciences	3
CPSYC 4907	Psychology Capstone	3

**Lab Courses (3 Credits)**

Choose ONE		
CPSYC 2431	Social Psychology	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 2435	Psychology of Learning and Behavior Change	3

**Additional CPSYC Courses (6 Credits)**

Take TWO additional CPSYC courses

**Required Internship Sequence Coursework (9 Credits)**

CPSYC 1551	Foundations and Systems in the Helping Professions	3
CPSYC 3902	Psychology Internship and Seminar, Part 1: Online Program	3
CPSYC 3903	Psychology Internship and Seminar, Part 2: Online Program	3

A minimum grade of C must be earned in all the following courses in order to meet the requirements of the psychology major: CSOCS 3444, CPSYC 3902 and 3903, and CPSYC 4907.

**Self-Designed Major 30 credits (Minimum)**

The Self-Designed Major provides students with the opportunity to create their own individualized majors in areas of interest in which structured majors do not exist in the college, but for which we have courses which can be combined to provide an individualized course of study. Students with unique educational, research, and career objectives that cannot be satisfied by existing majors and minors, or combinations thereof, may wish to pursue this option. They are required to formulate clearly an area of interest and develop a coherent plan of study supported by a strong rationale, in consultation with at least one core faculty member in their area of interest.

A Self-Designed Major is appropriate for the academically-strong, self-motivated student who has a solid foundation in the liberal arts, support from a core faculty member, and a convincing argument illustrating the need to design an individualized major.

Only students with a minimum GPA of 3.0 may submit an application for the program. Prior to developing an application, interested students should meet with Associate Professor Liv Cummins, the Self-Designed Major Advisor, who will assess the suitability of the program and, if suitable, guide the student in developing a successful SDM application. Upon meeting with the SDM advisor, students must write a formal proposal, which includes the following two parts:

1 – Program of Study: Guided by faculty members in their area of study, students create a list of relevant courses in the self-designed major program. The program must include areas of both breadth and depth, as well as a specific capstone course. In addition, it must include at least two professional internships (the nature of which should be explained in the narrative; see below). Students should include pertinent existing courses across the University, and consider potential independent studies.

2 – Narrative Argument explaining the Program of Study: This written narrative, usually 4-8 pages long, allows students to make a rationale, detailed, coherent argument for why a Self-Designed Major is the only major which can meet their particular educational and career goals, and how it will do so. Students should describe the area of concentration and specific learning goals. Relevant background information may be included, providing a clear sense of students' connection to this area of study, related experiences, and how they envision using the knowledge and experience gained from the major in the future. The narrative must also provide an explanation of each of the courses in the Program of Study and the rationale for their inclusion. Finally, the narrative must include the name of a

core faculty member with whom the student has consulted to create the Program who can speak to their ability to succeed in the major and who will serve as their academic advisor upon approval of the Self-Designed Major.

**REQUIREMENTS FOR DEGREE COMPLETION FOR THE SELF-DESIGNED MAJOR**

30 credits minimum from the Self-Designed Major Program of Study (including a capstone experience) *plus* two internships are required for graduation.

The student will receive a B.A., B.F.A., or B.S. degree, depending on the individualized major's fit with the degree definitions in the Lesley University catalog.

**Bachelor of Social Work (40 credits)****(40 credits plus 12 credits of experiential learning)**

The Bachelor's degree in Social Work (BSW) builds on Lesley's liberal education in the arts and social sciences to prepare students for social work practice that considers people in the context of their social environments. Examples of the social environment include individuals (Micro practice) families (Meso practice) cultures, communities, economic conditions, or various forms of oppression (Macro practice) as they influence human well-being. Building on this understanding, the BSW course of study teaches students to use scientific inquiry, ethical principles and critical thinking to engage with, to assess, to intervene and to advocate for and with clients. Throughout the program, acquired knowledge is translated to practice skills through a planned progression of course-related fieldwork and experiential learning.

**DEGREE REQUIREMENTS****Experiential Component (12 credits):**

CSWRK 4XXX 1	Social Work Integrative Seminar & Capstone 1	6
CSWRK 4XXX 2	Social Work Integrative Seminar & Capstone 2	6

**Required Courses:**

CSWRK 2101	Introduction to Social Work	3
CSOCL 1101	Introduction to Sociology	3
	or	
CSOCL 1404	Social Problems	3
CANTH 1101	Cultural Anthropology	3
CSWRK 2XXX 1	Social Welfare Policy & Practice	3
CHMSR 2551	Concepts and Skills in Professional Practice	4
	or	
CSWRK 2XXX 2	Principles of Social Work Practice	3
CSWRK 2XXX 3	Power, Privilege & Helping	3
	or	
CSWRK 3301	Challenging Racism	3
CSWRK 3201	Case Management in Social Work and Counseling	3
CSOCS 3444	Research Methods in the Social Sciences	3
CSWRK 3XXX 1	Human Behavior in the Social Environment	3
CSWRK 3XXX 2	Principles of Practice with Individuals, Families & Groups	3

CSWRK 3XXX 3	Principles of Practice with Organizations, Communities & Systems	3
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Recommended that students complete CSWRK 2101, CSOCL 1101 or CSOCL 1404, and CANTH 1101 prior to applying to the program

**Electives:**

Choose two of the following courses from two different prefixes (6 credits):

CSWRK 2XXX 3	Power, Privilege & Helping	3
CSWRK 3301	Challenging Racism	3
CSWRK 3350	Forensic Social Work	3
CSWRK 3450	Child Welfare: Challenges and Solutions	3
CSOCL 3551	Activism and Change in Communities	3
CPLCY 4441	Global Child and Family Policy	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	6
CSOCL 3445	Race, Class and Gender	3
CSOCL 4130	Gender and Globalization	3
CSOCL 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3

CSWRK 2XXX: Power, Privilege & Helping or CSWRK 3301 can count as an elective if not taken for core

**Sociology and Social Change - Bachelor of Arts (30 credits)**

**(30 credits plus 10 credits of experiential learning)**

The major in Sociology and Social Change provides students with a strong foundation in understanding social life and the organization of society. Sociologists study the social relationships between individuals and the larger relationships between social groups and societies. The sociological perspective focuses on how social relationships, social groups, and social structures affect individuals in their daily lives and how they affect the organization and operation of society. Our Sociology and Social Change major has a unique focus on social change, investigating ways to improve social problems and the social world, especially from the perspective of social justice and equality. It is a practical major with a particular emphasis on social action and engagement in the world to improve social life and social conditions.

Sociologists develop theories about human behavior, social organization, and social change based on evidence and research, using scientific methods including surveys, ethnography, experimentation, interviewing, and statistical analysis. With a strong focus on research and internships in the community, the Sociology and Social Change major prepares students for graduate school, and for work in social policy, law and advocacy; community organizations; government agencies; social work; international organizations; business; public health; and public administration.

Students will be able to:

- explain how social relationships, social groups, and social structures affect individuals and how they affect the organization and operation of society.
- critically analyze the intersecting effects of race, class, gender, sexuality, age, and globalization on social life and social structures.
- employ sociological theories to develop analyses of human behavior, social organization, and social change.

- frame sociological questions from the perspective of social justice and equality, and design empirical research that leads to creative solutions.
- effectively present knowledge acquired from sociological analyses on social life and social conditions in both written and oral forms.

Please note: a minimum grade of “C” is required in the internship seminars and the capstone course to progress in the major.

**DEGREE REQUIREMENTS**

**I. Required Core (18 Credits)**

CSOCL 1101	Introduction to Sociology	3
CSOCL 2101	Contemporary US Society	3
CSOCL 3445	Race, Class and Gender	3
CSOCL 3500	Social Theory	3
CSOCS 3444	Research Methods in the Social Sciences	3
CSOCS 4444	Senior Capstone Seminar: Current Issues in Social Science	3

**II. Electives - Choose 4 courses, at least one at the 3000 level or above (12 Credits)**

CPLCY 3552	Social Policy	3
CPLCY 4441	Global Child and Family Policy	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSOCL 1404	Social Problems	3
CSOCL 2113	Children in Global Perspective	3
CSOCL 2115	Women in Culture and Society	3
CSOCL 2119	Race and Ethnic Relations	3
CSOCL 2402	Sociology of Family	3
CSOCL 2406	Health, Illness, and Society	3
CSOCL 3121	Women, Men and Work	3
CSOCL 3200	Health Care Systems	3
CSOCL 3412	Culture and Society of the Middle East	3
CSOCL 3436	Cities and Urban Life	3
CSOCL 3551	Activism and Change in Communities	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	6
CSOCL 4089	Practicum in Curriculum and Procedures	3
CSOCL 4130	Gender and Globalization	3
CSOCL 4201	Social Issues in Education	3
CSOCS 1441	Children and Society	3

**III. Internship/Fieldwork (10 Credits)**

CSOCS 2401	Social Sciences Pre-Internship Seminar	1
CSOCS 3401	Social Science Internship and Seminar I	3
CSOCS 4401	Social Science Internship and Seminar II	6

The pre-internship seminar requirement may be fulfilled through any 1000-level field-based course (e.g. CHMSR 1551; CEDUC 1352; CMGMT 1451).

**Spanish Major (30 credits + 10 credits of experiential learning)**

Majors in Spanish will be able to service the ever-growing Spanish-speaking communities as teachers, therapists, social workers and managers. Furthermore, Spanish majors will read the works of great

writers in the original, learn about the culture and the history of Spanish-speaking countries, be directly informed of current events of these countries from media in Spanish, and explore and understand cultural constructions through film, music and other popular culture produced in the Spanish-speaking world. Moreover, our students will be able to improve their communicative competence in Spanish in order to meet the demands of their careers.

Informed by theoretical frameworks and critical studies, a student in the Spanish Major will be an analytical reader of literature, history and culture. Spanish majors will also learn how to speak Spanish in a professional environment, from Business to Social Work. Through readings, discussions and critical writing, the Spanish major will provide an avenue for expanding intellectual horizons and honing skills. Critical thinking and analytical reasoning are, after all, at the core of the linguistic, literary and cultural studies required to master a second language and culture.

### DEGREE REQUIREMENTS

#### Required Core (12 Credits)

CLANG 3102	Advanced Spanish Grammar and Composition	3
CLANG 3103	Advanced Spanish Conversation	3
CLANG 3300	Introduction to the Spanish Literary Arts	3
CLANG 4100	Masters of the Spanish Tradition	3

#### Support Courses: Cultural Studies

Choose 2 (6 credits)

CLANG 3101	The World of Spanish: Texts and Images	3
CLANG 3XXX	Spanish Peninsular Cultures	3
CLANG 3XXX 2	Latin American Cultures	3

#### Support Courses: Advanced Literatures and Arts

Choose 3 (9 credits)

CLANG 3500	Readings in Latin American Literature	3
CLANG 3400	Tradition and Change: Readings in Spanish Literature	3
CLANG 3200	Postcolonial Dialogues	3
CLANG 3XXX 3	Reading in Latinx Literature	3

#### Support Courses Delivered in English

Choose 1 (3 credits)

CLITR 3315	Contemporary Latin American Women Writers	3
CHIST 2321	Immigration and Ethnicity in American History	3
CHIST 3350	Latin America Since 1900	3
CPOLS 3401	Latin American Politics	3

#### Professional/Experiential Component (10 credits)

CHUMS 2200	Internship Planning and Preparation	1
CHUMS 3100	Field Work and Seminar in the Humanities I	3
CHUMS 4100	Humanities Field Work and Seminar II	4-6

If the student declares an Education and a Liberal Arts major, the internship requirement must be satisfied with student teaching. If the student declares any other double major, the internship requirement must be satisfied in the major with the greater number of credits in its experiential component. If they're the same, the student may choose one. Every effort will be made to have one of the internships

encompass the objectives of the other major. Students may choose to do an additional internship in their other major.

The first course requirement can also be satisfied by any other 1000-level field-based course (e.g. CEDUC 1352, CHMSR 1551, CMGMT 1451, CMGMT 1701).

### STUDY ABROAD

Spanish majors are encouraged to increase their proficiency in the language through the experience of studying in a Spanish-speaking country. For the major a maximum of 9 credits is normally recognized for one semester and 12 for two semesters of study in a program preapproved by advisor and/or the coordinator of Foreign Language instruction. Students must obtain approval from the coordinator of Foreign Language instruction in order for their courses to count toward the major or minor; otherwise, credit is not guaranteed.

### COLLEGE OF ART AND DESIGN

#### Animation & Motion Media- Bachelor of Fine Arts (123 credits)

#### DEGREE REQUIREMENTS

##### Required Foundation Courses (12 credits)

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3
INTDS 1001	First Year Conference	

##### Required Animation & Motion Media Core Courses (51 credits)

IANIM 1250	Principles of Animation I	3
IANIM 1260	Principles of Animation II	3
IANIM 1300	Animation Seminar	3
IILLU 2100	Anatomy and Figure Drawing	3
IANIM 2110	Sophomore Seminar I	3
IANIM 2120	Sophomore Seminar II	3
IANIM 3600	Audio Production & Design	3
	or	
IDFLM 2220	Editing Intensive	3
IANIM 2470	Drawing for Animation	3
IANIM 2495	Digital Animation: 2D	3
IANIM 3495	Digital Animation: 3D	3
	or	
IANIM 3650	Toys, Props & Products	3
IANIM 3500	Junior Seminar	3
IANIM 4200	Business of Animation	3
IANIM 4465	Senior Studio I	6
IANIM 4882	Internship/Animation	2
IANIM 4885	Animation Internship Seminar	1
IANIM 4890	Senior Studio II	6

##### Animation & Motion Media Major Electives (6 credits)

Any IANIM non-required course.

The following are a sample of elective courses:

##### Choose 2 Major Electives

IANIM 2490	Character Animation	3
IANIM 3100	Game Production I	3
IANIM 3265	Character Design	3
IANIM 3450	Stop Motion Animation	3
IANIM 3600	Audio Production & Design	3



IANIM 3650	Toys, Props & Products	3
<b>Art History Requirements (15 credits)</b>		
IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2460	History of Animation	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Elective Courses (12 credits)**

**Choose 2 Studio Electives**

Any course from prefixes: IANIM, IDESN, IDFLM, IFINE, IILLU, INTDS and IPHOT for which you meet the prerequisites

Studio Elective	3
Studio Elective	3

**Choose 2 General Electives**

Choose any course in the University that you are qualified for.

General Elective	3
General Elective	3

**BFA Dual Major: Animation & Motion Media/Design (147 credits)**

DEGREE REQUIREMENTS

**Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3
INTDS 1001	First Year Conference	

**Required Animation & Motion Media/Design Core Courses (78 credits)**

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop	3
	or	
IANIM 2470	Drawing for Animation	3
IANIM 3600	Audio Production & Design	3
	or	
IDFLM 2220	Editing Intensive	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2300	Interactive Workshop	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IDESN 3515	Visual Communication II	3
	or	
IDESN 1500	User Experience I	3
IDESN 3525	Visual Communication III	3
	or	
IDESN 2505	User Experience II	3
IDESN 3750	Junior Design Studio	3
IDESN 4455	Design Senior Studio 1	3
	or	
IDESN 4465	Interactive Senior Studio 1	3
IDESN 4456	Design Senior Studio 2	3
	or	
IDESN 4466	Interactive Senior Studio 2	3
IDESN 4705	Professional Practices	3

	or	
IANIM 4200	Business of Animation	3
IANIM 1250	Principles of Animation I	3
IANIM 1260	Principles of Animation II	3
IANIM 1300	Animation Seminar	3
IILLU 2100	Anatomy and Figure Drawing	3
IANIM 2495	Digital Animation: 2D	3
IANIM 3495	Digital Animation: 3D	3
	or	
IANIM 3650	Toys, Props & Products	3
IANIM 3500	Junior Seminar	3
IANIM 4465	Senior Studio I	6
IANIM 4890	Senior Studio II	6

**Internship & Internship Seminar (3 credits)**

IDESN 4882	Internship/Design	2
IDESN 4885	Design Internship Seminar	1
	or	
IANIM 4882	Internship/Animation	2
IANIM 4885	Animation Internship Seminar	1

**Studio Electives/Support Course (3 credits)**

Any course from prefixes: IANIM, IDESN, IDFLM, IFINE, IILLU, INTDS and IPHOT for which you meet the prerequisites

Studio Elective	3
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**Animation and Design Major Electives (6 credits)**

Any non-required course from prefixes: IANIM and IDESN for which you meet the prerequisites

IANIM	Animation Major Elective	3
IDESN	Design Major Elective (2000 level)	3

**Media or Design Elective (3 credits)**

Media or Design Elective Options: Choose one 3.0 credit course from below

IDESN 3888	Design Special Topics	3
IDFLM 1200	Storyteller: Intro to Digital Filmmaking	3
IDFLM 1210	Digital Filmmaking Techniques I	3
IFINE 1220	Color and Composition	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2390	Screen Printing I	3
IFINE 2555	Abstract Drawing	3
IFINE 2655	Wood Working	3
IILLU 2160	Letterpress Studio	3
IILLU 2300	Principles of Illustration	3
IPHOT 1220	Introduction to Photo: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
INTDS 3110	Visual Books	3

**Art History/Critical Studies Courses (15 credits)**

IAHIS 1190	Design Thinking & Research	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2100	History of Modern Design	3
IAHIS 2460	History of Animation	3
IAHIS 3610	Design Discourse	3
	or	
IAHIS 1700	Digital Culture	3

**BFA Dual Major: Animation/Illustration (156 credits)**

## DEGREE REQUIREMENTS

**Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3
INTDS 1001	First Year Conference	

**Required Animation/Illustration Core Courses (72 credits)**

IANIM 1250	Principles of Animation I or	3
IILLU 1240	Illustration Now	3
IANIM 1260	Principles of Animation II	3
IANIM 1300	Animation Seminar	3
IANIM 2470	Drawing for Animation	3
IANIM 2495	Digital Animation: 2D	3
IANIM 3600	Audio Production & Design or	3
IDFLM 2220	Editing Intensive	3
IANIM 3495	Digital Animation: 3D or	3
IANIM 3650	Toys, Props & Products	3
IANIM 3500	Junior Seminar	3
IANIM 4200	Business of Animation	3
IANIM 4465	Senior Studio I	6
IANIM 4890	Senior Studio II	6
IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2130	Sequential Projects	3
IILLU 2300	Principles of Illustration	3
IILLU 2515	Design for Illustration or	3
IDESN 2220	Typography I	3
IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6
IILLU 2910	Digital Duo	3
IILLU 3165	Junior Studio	3
IILLU 3960	The Working Illustrator	3
IILLU 4310	Portfolio for Illustration/Senior Jury	3
IILLU 4315	Senior Studio	3

**Internship & Internship Seminar (3 credits)**

IILLU 4882	Internship/Illustration	2
IILLU 4885	Illustration Internship Seminar or	1
IANIM 4882	Internship/Animation	2
IANIM 4885	Animation Internship Seminar	1

**Animation/Illustration Major Electives (18 credits)**

Any IANIM non-required course

Any IILLU non-required course

IANIM	Animation Major Elective	3
IANIM	Animation Major Elective	3
IANIM	Animation Major Elective	3
IILLU	Illustration Major Elective (3000/4000)	3
IILLU	Illustration Major Elective (3000/4000)	3
IILLU	Illustration Major Elective (3000/4000)	3

**Studio Electives/Support Course (6 credits)**

Any course from prefixes: IANIM, IDESN, IDFLM, IFINE, IILLU, INTDS, IPHOT and ISTUD for which you meet the prerequisites

Studio Elective	3
Studio Elective	3

**Art History/Critical Studies Courses (15 credits)**

IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2400	Illustration Survey	3
IAHIS 2460	History of Animation	3
IAHIS	Art History Elective	3

**General Elective (3 credits)**

Choose any course in the University that you are qualified for

General Elective	3
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**BS Design for User Experience-Online (120 credits)**

## DEGREE REQUIREMENTS

**Required Core Courses (33 credits)**

IDESN 1270	Language of Design	3
IDESN 1500	User Experience I	3
IDESN 1600	User Experience Research Methods	3
IDESN 1700	Sketching for Interactive Design	3
IDESN 2115	Introduction to Web Design	3
IDESN 2220	Typography I	3
IDESN 2505	User Experience II	3
IDESN 2700	Information Architecture	3
IDESN 2750	Elements of Interface	3
IDESN 2810	UX Design Business Practices	3
IDESN 3510	Visual Communication I	3

**Design Electives (6 credits)****Choose TWO Electives**

IDESN 2250	Design Thinking	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3535	Advanced Web Projects	3

**Arts & Humanities Courses (12 credits)**

IAHIS 1700	Digital Culture	3
IAHIS 2100	History of Modern Design	3
IAHIS 2105	History of Interface	3
IAHIS XXXX	History/Critical Studies Elective	3

**Social Science (9 credits)**

Required 9 credits from prefix CANTH, CECON, CGEOG, CGLIST, CPOLS, CPSYC, CPLCY, CSOCS or CSOCL

Recommended courses:

CPSYC 1101	Introduction to Psychology	3
CPSYC 3439	Organizational Psychology	3

**Math & Science Requirements (6 credits)**

CMATH	Math Requirement	3
Science Requirement	Any course from CBIOL or CPHYS	3

**General Electives (36 credits)**

General Elective	3
General Elective	3
General Elective	3
General Elective	3
General Elective	3
General Elective	3
General Elective	3
General Elective	3
General Elective	3
General Elective	3
General Elective	3
General Elective	3

**Graphic Design - Bachelor of Fine Arts (123 credits)**

DEGREE REQUIREMENTS

**Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3
INTDS 1001	First Year Conference	

**Required Core Graphic Design Courses (45 credits)**

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2300	Interactive Workshop	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IDESN 3515	Visual Communication II	3
IDESN 3525	Visual Communication III	3
IDESN 3750	Junior Design Studio	3
IDESN 4455	Design Senior Studio 1	3
IDESN 4456	Design Senior Studio 2	3
IDESN 4705	Professional Practices	3
IDESN 4882	Internship/Design	2
IDESN 4885	Design Internship Seminar	1

**Graphic Design Major Elective (3 credits)**

**Choose ONE Major Elective**

The following are a sample of courses:

IDESN 2590	Bindings & Boxes	3
IDESN 3015	Graphic Design London	3
IDESN 3110	Interactive Projects	3
IDESN 3230	Typeface Design	3
IDESN 3310	Packaging and Presentation	3
IDESN 3400	Brand Realization	3
IDESN 3535	Advanced Web Projects	3
IDESN 4490	Special Topics in Design	3
IDESN 4500	Advanced Projects in Design	3
IDESN 4510	Environmental Graphic Design	3

**Media or Design Elective (6 credits)**

Choose either TWO Media Electives or ONE Media Elective and ONE Design Major Elective

Media or Design Major Elective Options: Choose one 3.0 credit course from below

IANIM 1250	Principles of Animation I	3
IDESN 3888	Design Special Topics	3
IDFLM 1200	Storyteller: Intro to Digital Filmmaking	3
IDFLM 1210	Digital Filmmaking Techniques I	3
IFINE 1220	Color and Composition	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2390	Screen Printing I	3
IFINE 2555	Abstract Drawing	3
IFINE 2655	Wood Working	3
IILLU 2160	Letterpress Studio	3
IILLU 2300	Principles of Illustration	3
IPHOT 1220	Introduction to Photo: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
INTDS 3110	Visual Books	3

**Studio Electives (6 credits)**

Any LA+D studio course from prefixes: IANIM, IDESN, IDFLM, IFINE, IFNDN, IILLU, INTDS and IPHOT for which you meet the prerequisites

Studio Elective	3
Studio Elective	3

**Art History Requirements (15 credits)**

IAHIS 1190	Design Thinking & Research	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2100	History of Modern Design	3
IAHIS 3610	Design Discourse	3
	IAHIS Art History Elective	3

**General Electives (9 credits)**

Choose any course in the University that you are qualified for.

General Elective	3
General Elective	3
General Elective	3

**Interactive Design - Bachelor of Fine Arts (123 credits)**

DEGREE REQUIREMENTS

**Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3
INTDS 1001	First Year Conference	

**Required Core Design Courses (45 credits)**

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop	3
IDESN 2300	Interactive Workshop	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IDESN 1500	User Experience I	3
IDESN 2505	User Experience II	3
IDESN 3750	Junior Design Studio	3

IDESN 4465	Interactive Senior Studio 1	3
IDESN 4466	Interactive Senior Studio 2	3
IDESN 4705	Professional Practices	3
IDESN 4882	Internship/Design	2
IDESN 4885	Design Internship Seminar	1

**Design Major Elective (3 credits)****Choose ONE Major Elective**

The following are a sample of courses:

IDESN 2590	Bindings & Boxes	3
IDESN 3015	Graphic Design London	3
IDESN 3110	Interactive Projects	3
IDESN 3230	Typeface Design	3
IDESN 3310	Packaging and Presentation	3
IDESN 3400	Brand Realization	3
IDESN 3535	Advanced Web Projects	3
IDESN 3540	From Concept to Campaign	3
IDESN 4490	Special Topics in Design	3
IDESN 4500	Advanced Projects in Design	3
IDESN 4510	Environmental Graphic Design	3

**Media or Design Elective (6 credits)**

Choose either TWO Media Electives or ONE Media Elective and ONE Design Major Elective

Media or Design Elective Options: Choose one 3.0 credit course from below

IANIM 1250	Principles of Animation I	3
IDESN 3888	Design Special Topics	3
IDFLM 1200	Storyteller: Intro to Digital Filmmaking	3
IDFLM 1210	Digital Filmmaking Techniques I	3
IFINE 1220	Color and Composition	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2390	Screen Printing I	3
IFINE 2555	Abstract Drawing	3
IILLU 2160	Letterpress Studio	3
IILLU 2300	Principles of Illustration	3
IPHOT 1220	Introduction to Photo: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
INTDS 3110	Visual Books	3

**Art History Requirements (15 credits)**

IAHIS 1190	Design Thinking & Research	3
IAHIS 1210	Art of the Western World II	3
IAHIS 1700	Digital Culture	3
IAHIS 2100	History of Modern Design	3
IAHIS 2105	History of Interface	3

**Studio Electives (6 credits)**

Any LA+D studio course from prefixes: IANIM, IDESN, IDFLM, IFINE, IFNDN, IILLU, INTDS and IPHOT for which you meet the prerequisites

Studio Elective	3
Studio Elective	3

**General Electives (9 credits)**

Choose any course in the University that you are qualified for.

General Elective	3
General Elective	3
General Elective	3

**BFA Dual Major: Design/Fine Arts (144 credits)****DEGREE REQUIREMENTS****Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3
INTDS 1001	First Year Conference	

**Required Design/Fine Arts Core Courses (63 credits)**

IDESN 1270	Language of Design	3
	or	
IFINE 1220	Color and Composition	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2300	Interactive Workshop	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IDESN 3515	Visual Communication II	3
	or	
IDESN 1500	User Experience I	3
IDESN 3525	Visual Communication III	3
	or	
IDESN 2505	User Experience II	3
IDESN 3750	Junior Design Studio	3
IDESN 4705	Professional Practices	3
	or	
IFINE 4900	Professional Development	3
IDESN 4455	Design Senior Studio 1	3
	or	
IDESN 4465	Interactive Senior Studio 1	3
IDESN 4456	Design Senior Studio 2	3
	or	
IDESN 4466	Interactive Senior Studio 2	3
IFINE 1656	Figure Drawing	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 2200	Painting I	3
IFINE 2300	Printmaking: Intaglio I	3
	or	
IFINE 2351	Lithography I	3
IFINE 1320	Introduction to Sculpture	3
	or	
IFINE 2445	Core Clay I	3
IFINE 3810	Fine Arts Junior Studio	3
IFINE 4800	Senior Studio I	3
IFINE 4810	Senior Studio II	3

**Internship & Internship Seminar (3 credits)**

IDESN 4882	Internship/Design	2
IDESN 4885	Design Internship Seminar	1
	or	
IFINE 4882	Internship/Fine Arts	2
IFINE 4885	Fine Art Internship Seminar	1

**Design/Fine Arts Major Electives (18 credits)**

Any IDESN non-required course		
Any 3.0 credit IFINE non-required course		
IDESN	Design Elective	3
IDESN	Advanced Design Major Elective (3000/4000 level)	3
IFINE	Fine Arts Major Course (2000 level)	3
IFINE	Fine Arts Major Course (3000/4000)	3
IFINE	Fine Arts Major Course (3000/4000)	3
IFINE	Fine Arts Major Course (3000/4000)	3

**Media or Design Elective (3 credits)**

Design Major Elective: Any non-required IDESN course for which you meet the prerequisites

Media Elective Options: Choose one 3.0 credit course from below

IANIM 1250	Principles of Animation I	3
IDESN 3888	Design Special Topics	3
IDFLM 1200	Storyteller: Intro to Digital Filmmaking	3
IDFLM 1210	Digital Filmmaking Techniques I	3
IFINE 1220	Color and Composition	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2390	Screen Printing I	3
IFINE 2555	Abstract Drawing	3
IFINE 2655	Wood Working	3
IILLU 2160	Letterpress Studio	3
IILLU 2300	Principles of Illustration	3
IPHOT 1220	Introduction to Photo: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
INTDS 3110	Visual Books	3

**Art History/Critical Studies Courses (18 credits)**

IAHIS 1190	Design Thinking & Research	3
IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2100	History of Modern Design	3
IAHIS 3600	Art Since 1945	3
IAHIS 3610	Design Discourse	3
	or	
IAHIS 1700	Digital Culture	3

**BFA Dual Major: Design/Illustration (150 credits)**

DEGREE REQUIREMENTS

**Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3
INTDS 1001	First Year Conference	

**Required Design/Illustration Core Courses (75 credits)**

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2300	Interactive Workshop	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3

IDESN 3515	Visual Communication II	3
	or	
IDESN 1500	User Experience I	3
IDESN 3525	Visual Communication III	3
	or	
IDESN 2505	User Experience II	3
IDESN 3750	Junior Design Studio	3
IDESN 4455	Design Senior Studio 1	3
	or	
IDESN 4465	Interactive Senior Studio 1	3
IDESN 4456	Design Senior Studio 2	3
	or	
IDESN 4466	Interactive Senior Studio 2	3
IDESN 4705	Professional Practices	3

IILLU 1240	Illustration Now	3
IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2130	Sequential Projects	3
IILLU 2300	Principles of Illustration	3
IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6
IILLU 2910	Digital Duo	3
IILLU 3165	Junior Studio	3
IILLU 3960	The Working Illustrator	3
IILLU 4310	Portfolio for Illustration/Senior Jury	3
IILLU 4315	Senior Studio	3

**Internship & Internship Seminar (3 credits)**

IDESN 4882	Internship/Design	2
IDESN 4885	Design Internship Seminar	1
	or	
IILLU 4882	Internship/Illustration	2
IILLU 4885	Illustration Internship Seminar	1

**Design/Illustration Major Electives (12 credits)**

Any IDESN non-required course to equal 6 credits total

Any IILLU non-required course to equal 6 credits total

IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3
IDESN	Design Major Elective	3
IDESN	Design Major Elective	3

**Media or Design Elective (3 credits)**

Design Major Elective: Any non-required IDESN course for which you meet the prerequisites

Media Elective Options: Choose one 3.0 credit course from below

IANIM 1250	Principles of Animation I	3
IDESN 3888	Design Special Topics	3
IDFLM 1200	Storyteller: Intro to Digital Filmmaking	3
IDFLM 1210	Digital Filmmaking Techniques I	3
IFINE 1220	Color and Composition	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2390	Screen Printing I	3
IFINE 2555	Abstract Drawing	3
IFINE 2655	Wood Working	3
IILLU 2160	Letterpress Studio	3
IPHOT 1220	Introduction to Photo: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3

INTDS 3110	Visual Books	3
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**Studio Elective (3 credits)**

Any course from prefixes: IANIM, IDESN, IDFLM, IFINE, IILLU, INTDS and IPHOT for which you meet the prerequisites

Studio Elective	3
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**Art History/Critical Studies Courses (15 credits)**

IAHIS 1190	Design Thinking & Research	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2100	History of Modern Design	3
IAHIS 2400	Illustration Survey	3
IAHIS 3610	Design Discourse	3
	or	
IAHIS 1700	Digital Culture	3

**Digital Filmmaking - Bachelor of Fine Arts (123 credits)**

## DEGREE REQUIREMENTS

**Required Foundation Courses (9 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
INTDS 1001	First Year Conference	

**Digital Filmmaking Core Courses (45 credits)**

IDFLM 1210	Digital Filmmaking Techniques I	3
IDFLM 1220	Digital Filmmaking Techniques II	3
IDFLM 1230	Concepts of Cinema I	3
IDFLM 1240	Concepts of Cinema II	3
IDFLM 2215	Cinematography	3
IDFLM 2220	Editing Intensive	3
IDFLM 2410	Sophomore Seminar I: Concepts	3
IDFLM 2420	Sophomore Seminar II: Projects	3
IDFLM 3210	Production & Management	3
IDFLM 3430	Junior Seminar: On & Off The Set	3
IDFLM 4210	Thesis Seminar I	6
IDFLM 4220	Thesis Seminar II	6
IDFLM 4882	Digital Filmmaking Internship	2
IDFLM 4885	Digital Filmmaking Internship Seminar	1

**Digital Filmmaking Electives (6 credits)**

Any IDFLM non-required course

Digital Filmmaking Major Elective	3
Digital Filmmaking Major Elective	3

**Art History Requirements (15 credits)**

IAHIS 1210	Art of the Western World II	3
IAHIS 2500	History of the Moving Image	3
IAHIS 2505	History of the Moving Image II	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Elective Courses (30 credits)****Studio Electives (15 credits)**

Any studio courses offered in any department at LA+D with prefixes, IANIM, IDESN, IDFLM, IFINE, IILLU, INTDS and IPHOT for which you meet the prerequisites

Studio Elective	3
Studio Elective	3
Studio Elective	3
Studio Elective	3
Studio Elective	3

**Choose 2 General Electives**

Choose any course in the University that you are qualified for

General Elective	3
General Elective	3

**BA in Art (120 credits)**

## DEGREE REQUIREMENTS

**Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3
INTDS 1001	First Year Conference	

**Required Core Fine Art Courses (15 credits)**

IFINE 1656	Figure Drawing	3
IFINE 1220	Color and Composition	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 2200	Painting I	3
IFINE 2300	Printmaking: Intaglio I	3
	or	
IFINE 2351	Lithography I	3

**Fine Arts Internship/Internship Seminar (3 credits)**

IFINE 4885	Fine Art Internship Seminar	1
IFINE 4882	Internship/Fine Arts	2

**Required Core Fine Art Courses (6 credits)**

Choose TWO:

IFINE 2445 Core Clay or IFINE 2205 Painting II or IFINE 1320 Intro to Sculpture

**Studio Elective (3 credits)**

Select ONE from one of the following disciplines provided prerequisites are met:

- Drawing
- Sculpture
- Ceramics
- Printmaking
- Painting

**Art History Requirements (12 credits)**

IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 3600	Art Since 1945	3
IAHIS	Global Perspectives Art History Elective	3

**General Studies (39 credits)**

Maximum 6 credits taken from 1000 level  
 Minimum 12 credits taken from 2000/3000 level  
 Minimum 9 credits taken from 4000 level  
 Minimum 12 credits taken from LA+D prefixes (IAHIS, IANIM, IDESN, IDFLM, IILLU, INTDS and IPHOT)

General Studies courses include any course in the University for which you are qualified and include the following prefixes: CAMST, CANTH, CARTH, CBIOL, CCOMM, CCOMP, CCRWT, CDANC, CDRAM, CECON, CEXTH, CGEOG, CGLST, CHLTH, CHIST, CHUMS, CLANG, CLITR, CMATH, CMGMT, CMUSC, CNSCI, CPHIL, CPHYS, CPLCY, CPOLS, CPSYC, CRELS, CSOCL, CSOCS, CWRIT, IAHIS, IANIM, IDESN, IDFLM IFINE, IILLU, INTDS, IPHOT AND ISTUD

**Fine Arts - Bachelor of Fine Arts (123 credits)**

DEGREE REQUIREMENTS

**Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3
INTDS 1001	First Year Conference	

**Required Core Fine Art Courses (27 credits)**

IFINE 1220	Color and Composition	3
IFINE 1656	Figure Drawing	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 2200	Painting I	3
IFINE 2300	Printmaking: Intaglio I	3
	or	
IFINE 2351	Lithography I	3
IFINE 3810	Fine Arts Junior Studio	3
IFINE 4800	Senior Studio I	3
IFINE 4810	Senior Studio II	3
IFINE 4900	Professional Development	3

**Fine Arts Internship/Internship Seminar (3 credits)**

IFINE 4885	Fine Art Internship Seminar	1
IFINE 4882	Internship/Fine Arts	2

**Required Core Fine Art Courses (6 credits)**

Choose TWO:

IFINE 2445 Core Clay or IFINE 2205 Painting II or IFINE 1320 Intro to Sculpture

**Studio Elective (3 credits)**

Select ONE from one of the following disciplines provided pre-requisites are met:

- Drawing
- Sculpture
- Ceramics
- Printmaking
- Paintng

**Fine Arts Major Electives (12 credits)**

IFINE	Fine Arts Major Course (3000/4000)	3
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IFINE	Fine Arts Major Course (3000/4000)	3
IFINE	Fine Arts Major Course (3000/4000)	3
IFINE	Fine Arts Major Course (3000/4000)	3

**Fine Arts Electives**

The following are a sample of courses:

IFINE 3100	Advanced Projects in Drawing	3
IFINE 4100	Advanced Projects in Drawing	3
IFINE 3190	Interdisciplinary Studio I	3
IFINE 4190	Interdisciplinary Studio II	3
IFINE 3200	Advanced Projects in Painting	3
IFINE 4200	Advanced Projects in Painting	3
IFINE 3270	Concepts in Drawing	3
IFINE 3300	Advanced Printmaking	3
IFINE 4300	Advanced Printmaking	3
IFINE 3415	Special Topics in Claywork	3
IFINE 3420	Advanced Projects in Sculpture	3
IFINE 4420	Advanced Projects in Sculpture	3
IFINE 3515	Advanced Figure Sculpture	3
IFINE 3700	Advanced Figure Drawing	3
IFINE 4700	Advanced Figure Drawing	3
IFINE 3950	Advanced Figure Painting	3
IFINE 4415	Form Development in Clay	3

**Art History Requirements (15 credits)**

IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 3600	Art Since 1945	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Elective Courses (30 credits)**

**Choose 4 Studio Electives (12 credits)**

Any LA+D studio course from prefixes: IANIM, IDESN, IFINE, IILLU, INTDS and IPHOT for which you meet the prerequisites

Studio Elective	3
Studio Elective	3
Studio Elective	3
Studio Elective	3

**Choose 2 General Electives (6 credits)**

Choose any course in the University that you are qualified for

General Elective	3
General Elective	3

**Illustration - Bachelor of Fine Arts (123 credits)**

DEGREE REQUIREMENTS

**Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3
INTDS 1001	First Year Conference	

**Required Core Illustration Courses (42 credits)**

IILLU 1240	Illustration Now	3
IILLU 1250	Illustration Tools & Methods	3
IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2130	Sequential Projects	3
IILLU 2300	Principles of Illustration	3
IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6
IILLU 2515	Design for Illustration or	3
IDESN 2220	Typography I	3
IILLU 2910	Digital Duo	3
IILLU 3165	Junior Studio	3
IILLU 3960	The Working Illustrator	3
IILLU 4310	Portfolio for Illustration/Senior Jury	3
IILLU 4315	Senior Studio	3
IILLU 4882	Internship/Illustration	2
IILLU 4885	Illustration Internship Seminar	1

**Illustration Major Electives (9 credits)**

Choose any 3 credit IILLU non-required courses

IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3

The following are a sample of courses:

IILLU 2110	The Dynamic Figure	3
IILLU 2160	Letterpress Studio	3
IILLU 2900	Experimental Illustration	3
IILLU 3130	City Sketchbook	3
IILLU 3140	Natural History Drawing	3
IILLU 3150	Body Adornment & Fashion Drawing	3
IILLU 3275	Comix: Process and Practice	3
IILLU 3500	Painting for Illustration	3
IILLU 3610	Comic Book and Storyboard	3
IILLU 3710	Book Illustration	3
IILLU 4760	Advanced Painting for Illustration	3
IILLU 4822	Obsessions and Phobias	3
IILLU 4823	Sci-Fi and Fantasy	3

**Art History Requirements (15 credits)**

IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2400	Illustration Survey	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Electives (30 credits)****Choose 4 Studio Electives (12 credits)**

Any LA+D studio course from prefixes: IANIM, IDESN, IFINE, IILLU, INTDS, IPHOT and ISTUD for which you meet the prerequisites

Studio Elective	3
Studio Elective	3
Studio Elective	3
Studio Elective	3

**Choose 2 General Electives (6 credits)**

Choose any course in the University that you are qualified for

General Elective	3
General Elective	3

**Visual Narrative - Bachelor of Fine Arts (120 credits)**

## DEGREE REQUIREMENTS

**Required Foundation Courses (9 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
INTDS 1001	First Year Conference	

**Required Core Visual Narrative Courses (54 credits)**

IILLU 1240	Illustration Now	3
IILLU 1250	Illustration Tools & Methods	3
IILLU 2130	Sequential Projects	3
IILLU 2300	Principles of Illustration	3
IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6
IILLU 2750	Artist as Author	3
IILLU 2910	Digital Duo	3
IILLU 3550	Self Publishing	3
IILLU 3960	The Working Illustrator	3
IILLU 4310	Portfolio for Illustration/Senior Jury	3
IILLU 4315	Senior Studio	3
IILLU 4882	Internship/Illustration	2
IILLU 4885	Illustration Internship Seminar	1

CCRWT 1400	Introduction to Creative Writing	3
CCRWT 2000	Art and Craft of Creative Non-Fiction	3
CCRWT 2300	The Art and Craft of the Short Story	3
CCRWT 2400	Art and Craft of Writing Children's and Young Adult Literature	3
CLITR 3337	Short Fiction and Novella	3

**Visual Narrative Major Electives (6 credits)**

Choose any 3 credit IILLU non-required courses

IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3

The following are a sample of courses:

IILLU 2110	The Dynamic Figure	3
IILLU 2160	Letterpress Studio	3
IILLU 2900	Experimental Illustration	3
IILLU 3130	City Sketchbook	3
IILLU 3140	Natural History Drawing	3
IILLU 3150	Body Adornment & Fashion Drawing	3
IILLU 3275	Comix: Process and Practice	3
IILLU 3500	Painting for Illustration	3
IILLU 3610	Comic Book and Storyboard	3
IILLU 3710	Book Illustration	3
IILLU 4760	Advanced Painting for Illustration	3
IILLU 4822	Obsessions and Phobias	3
IILLU 4823	Sci-Fi and Fantasy	3

**Visual Narrative Major Electives (6 credits)**

Choose one of the following CCRWT electives

CCRWT 3100	Advanced Creative Non-Fiction	3
CCRWT 3450	Advanced Writing Children's and Young Adult Literature	3



**Art History Requirements (15 credits)**

IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2400	Illustration Survey	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Electives (18 credits)**

**Choose 2 Studio Electives (6 credits)**

Any LA+D studio course from prefixes: IANIM, IDESN, IDFLM, IFINE, IILLU, INTDS, and IPHOT for which you meet the prerequisites

IFINE 2750	Text & Image or Studio Elective Studio Elective	3 3 3
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**Choose 1 General Electives (3 credits)**

Choose any course in the University that you are qualified for General Elective 3

**BFA Dual Major Illustration/Fine Arts (150 credits)**

DEGREE REQUIREMENTS

**Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3
INTDS 1001	First Year Conference	

**Required Illustration/Fine Arts Core Courses (63 credits)**

IILLU 1250	Illustration Tools & Methods	3
IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2130	Sequential Projects	3
IILLU 2300	Principles of Illustration	3
IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6
IILLU 2910	Digital Duo	3
IILLU 3165	Junior Studio	3
IILLU 3960	The Working Illustrator	3
IILLU 4310	Portfolio for Illustration/Senior Jury	3
IILLU 4315	Senior Studio	3
IFINE 1220	Color and Composition	3
IFINE 1656	Figure Drawing	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 2200	Painting I	3
IFINE 1320	Introduction to Sculpture or	3
IFINE 2445	Core Clay I	3
IFINE 2300	Printmaking: Intaglio I or	3
IFINE 2351	Lithography I	3
IFINE 3810	Fine Arts Junior Studio	3
IFINE 4800	Senior Studio I	3
IFINE 4810	Senior Studio II	3

**Professional Development** 3

**Internship & Internship Seminar (3 credits)**

IILLU 4882	Internship/Illustration	2
IILLU 4885	Illustration Internship Seminar or	1
IFINE 4882	Internship/Fine Arts	2
IFINE 4885	Fine Art Internship Seminar	1

**Art History/Critical Studies Courses (18 credits)**

IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2400	Illustration Survey	3
IAHIS 3600	Art Since 1945	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Illustration/Fine Arts Major Electives (24 credits)**

Any 3.0 credit non-required courses with IILLU prefix to equal 12 credits

Any 3.0 credit non-required courses with IFINE prefix to equal 12 credits

IFINE	Fine Arts Major Elective (2000 level)	3
IFINE	Fine Arts Major Course (3000/4000)	3
IFINE	Fine Arts Major Course (3000/4000)	3
IFINE	Fine Arts Major Course (3000/4000)	3
IILLU	Illustration Major Elective	1.5
IILLU	Illustration Major Elective	1.5
IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3

**General Elective (3 credits)**

Choose any course in the University that you are qualified for General Elective 3

**Photography - Bachelor of Fine Arts (123 credits)**

DEGREE REQUIREMENTS

**Required Photography Foundation Courses (21 credits)**

IPHOT 1200	Photography Lab I	3
IPHOT 1210	Photography Lab II	3
IPHOT 1300	Foundation Seminar I	3
IPHOT 1310	Foundation Seminar II	3
IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
INTDS 1001	First Year Conference	

**Required Core Photography Courses (30 credits)**

IPHOT 2005	Photography Lab III	3
IPHOT 2075	Lighting Techniques	3
IPHOT 2015	Photography Lab IV	3
IPHOT 2330	Contemporary Trends in Photo	3
IPHOT 2410	Sophomore Seminar I: Concepts	3
IPHOT 2420	Sophomore Seminar II: Projects	3
IPHOT 3160	Junior Year Portfolio	3
IPHOT 3745	Photography & Identities	3
IPHOT 4120	Professional Directions	3
IPHOT 4150	Senior Portfolio I	3
IPHOT 4160	Senior Portfolio II	3

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IPHOT 4882	Internship/Photography	2
IPHOT 4885	Photography Internship Seminar	1

**Required Conceptual Elective (choose one)**

IPHOT 3115	Documentary Photography	3
IPHOT 3370	Documentary Projects	3
IPHOT 3440	The Constructed Image	3
IPHOT 3470	Photo Noir	3
IPHOT 3715	Landscape of Memory: Histories	3
IPHOT 3740	Art in Context	3

**Required Techniques Elective (choose one)**

IPHOT 2100	Alternative Processes	3
INTDS 3110	Visual Books	3
IPHOT 3585	Video Projects and Installations	3
IPHOT 3750	Photographic Books	3
IPHOT 4100	Advanced Alternative Processes: Projects	3

**Required Professional Elective (choose one)**

IPHOT 2215	Taking In: The Best of LA+D Photography	3
IPHOT 3680	Conceptual Editorial Photography	3
IPHOT 4660	Advanced Commercial Projects	3

**Art History Requirements (15 credits)**

IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2200	History of Photography	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Electives (27 credits)**

**Studio Electives/Support Courses (9 credits)**

Any LA+D studio course from prefixes: IANIM, IDESN, IFINE, IILLU, INTDS, IPHOT and ISTUD for which you meet the prerequisites

Studio Elective	3
Studio Elective	3
Studio Elective	3

**General Electives (6 credits)**

Choose any course in the University that you are qualified for.

General Elective	3
General Elective	3

**BFA Dual Major: Photography/Design (153 credits)**

**DEGREE REQUIREMENTS**

**Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3
INTDS 1001	First Year Conference	

**Required Photography/Design Core Courses (84 credits)**

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop	3

IDESN 1400	Introduction to Interactivity	3
IDESN 2300	Interactive Workshop	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IDESN 3515	Visual Communication II	3
	or	
IDESN 1500	User Experience I	3
IDESN 3525	Visual Communication III	3
	or	
IDESN 2505	User Experience II	3
IDESN 3750	Junior Design Studio	3
IDESN 4455	Design Senior Studio 1	3
	or	
IDESN 4465	Interactive Senior Studio 1	3
IDESN 4456	Design Senior Studio 2	3
	or	
IDESN 4466	Interactive Senior Studio 2	3
IDESN 4705	Professional Practices	3
	or	
IPHOT 4120	Professional Directions	3
IPHOT 1200	Photography Lab I	3
IPHOT 1210	Photography Lab II	3
IPHOT 1300	Foundation Seminar I	3
IPHOT 1310	Foundation Seminar II	3
IPHOT 2005	Photography Lab III	3
IPHOT 2075	Lighting Techniques	3
IPHOT 2015	Photography Lab IV	3
IPHOT 2330	Contemporary Trends in Photo	3
IPHOT 2410	Sophomore Seminar I: Concepts	3
IPHOT 2420	Sophomore Seminar II: Projects	3
IPHOT 3160	Junior Year Portfolio	3
IPHOT 3745	Photography & Identities	3
IPHOT 4150	Senior Portfolio I	3
IPHOT 4160	Senior Portfolio II	3

**Internship & Internship Seminar (3 credits)**

IPHOT 4882	Internship/Photography	2
IPHOT 4885	Photography Internship Seminar	1
	or	
IDESN 4882	Internship/Design	2
IDESN 4885	Design Internship Seminar	1

**Photography Major Electives (6 credits)**

Take two 3.0 credit electives from the following Photography elective categories: Conceptual, Techniques or Professional

**Conceptual Courses**

IPHOT 3115	Documentary Photography	3
IPHOT 3370	Documentary Projects	3
IPHOT 3440	The Constructed Image	3
IPHOT 3470	Photo Noir	3
IPHOT 3715	Landscape of Memory: Histories	3
IPHOT 3740	Art in Context	3

**Professional Courses**

IPHOT 2215	Taking In: The Best of LA+D Photography	3
IPHOT 3680	Conceptual Editorial Photography	3
IPHOT 4660	Advanced Commercial Projects	3

**Techniques Courses**

IPHOT 2100	Alternative Processes	3
IPHOT 3585	Video Projects and Installations	3
IPHOT 3750	Photographic Books	3
IPHOT 4100	Advanced Alternative Processes: Projects	3
INTDS 3110	Visual Books	3

**Design Major Electives (3 credits)**

Any IDESN non-required course		
IDESN	Design Major Elective	3

**Media or Design Elective (3 credits)**

Media Elective Options: Choose one 3.0 credit course from below

IANIM 1250	Principles of Animation I	3
IDESN 3888	Design Special Topics	3
IDFLM 1200	Storyteller: Intro to Digital Filmmaking	3
IDFLM 1210	Digital Filmmaking Techniques I	3
IFINE 1220	Color and Composition	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2390	Screen Printing I	3
IFINE 2555	Abstract Drawing	3
IFINE 2655	Wood Working	3
IILLU 2160	Letterpress Studio	3
IILLU 2300	Principles of Illustration	3
INTDS 3110	Visual Books	3

**Art History/Critical Studies Courses (15 credits)**

IAHIS 1190	Design Thinking & Research	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2100	History of Modern Design	3
IAHIS 2200	History of Photography	3
IAHIS 3610	Design Discourse	3
	or	
IAHIS 1700	Digital Culture	3

**Self Designed Major in Interdisciplinary Studies - Bachelor of Fine Arts (123 credits)**

DEGREE REQUIREMENTS

**Required Foundation Year Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3
INTDS 1001	First Year Conference	

**BFA Major Introduction Course (3 credits)**

Choose from one of the following 3.0 credit major introduction courses

IANIM 1250	Principles of Animation I	3
IDESN 1270	Language of Design	3
IFINE 1220	Color and Composition	3
IILLU 1240	Illustration Now	3

**Foundation Drawing Elective (3 credits)**

Select ONE:

IFNDN 1653	Drawing Elective: Conceptual Drawing	3
IFNDN 1655	Drawing Elective: Self-Portrait	3

**Self Designed Major in Interdisciplinary Studies Core Course (21 credits)**

INTDS 2340	Space, Time and Form	3
INTDS 2500	Motion, Matter & Meaning	3
INTDS 2540	Still in Motion	3
INTDS 3500	Interdisciplinary Synthesis	3
INTDS 4000	Senior Studio I	3
INTDS 4010	Senior Studio 2	3
INTDS 4882	Internship/Interdisciplinary Studies	2
INTDS 4885	Interdisciplinary Internship Seminar	1

**Self Designed Major in Interdisciplinary Studies Electives (21 credits)**

Selected from approved list of Interdisciplinary Studio courses; other courses available upon approval from the Department Chair, Christine Collins, ccollin4@lesley.edu

	Interdisciplinary Studio Elective (2000 level)	3
	Interdisciplinary Studio Elective (2000 level)	3
	Interdisciplinary Studio Elective (3000 level)	3
	Interdisciplinary Studio Elective (3000 level)	3
	Interdisciplinary Studio Elective (3000 level)	3
	Interdisciplinary Studio Elective (4000 level)	3
	Interdisciplinary Studio Elective (4000 level)	3
IANIM 3600	Audio Production & Design	3
IDESN 1270	Language of Design	3
IDESN 2115	Introduction to Web Design	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IPHOT 3585	Video Projects and Installations	3
IILLU 2900	Experimental Illustration	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 2116	Fine Arts Drawing Studio II	3
IFINE 2215	Abstract Painting	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2420	Abstract Principles of Sculpture	3
IFINE 2431	Principles of Perceptual Sculpture I	3
IFINE 2435	Principles of Perceptual Sculpture II	3
IFINE 2555	Abstract Drawing	3

**Art History Requirements (15 credits)**

IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 3380	History of New Media	3
IAHIS 4600	Postmodernism	3
	or	
IAHIS 4620	Hyperculture: Art & Technology	3
IAHIS	Art History Elective	3

**Elective Courses (33 credits)****Choose 7 General Electives (21 credits)**

Choose any course in the University that you are qualified for

General Elective (2000 level)	3
General Elective (2000 level)	3
General Elective (3000 level)	3
General Elective (3000 level)	3
General Elective (3000 level)	3
General Elective (4000 level)	3
General Elective (4000 level)	3

**MINORS****COLLEGE OF LIBERAL ARTS AND SCIENCES MINORS**

The College of Liberal Arts and Sciences provides minors designed to give students the opportunity to explore an area of particular interest other than their major. The minors are deliberately designed to enable the student to have an understanding of an area of study in an abbreviated form. Minors are generally shaped with one or two introductory courses followed by selected electives. Students enrolled in the College of Art and Design are eligible to complete any of the minors below (except the Visual Arts minor); however, completion of additional minors may add to degree completion time. Students should consult with their advisors if minors are desired.

**Africana Studies** (p. 140)

**Art Therapy** (p. 140)

**Biology** (p. 141)

**Business Management** (p. 141)

**Chemistry** (p. 142)

**Cognitive Neuroscience** (p. 143)

**Communication and Media Studies** (p. 142)

**Creative Writing** (p. 143)

**Drama** (p. 143)

**Earth Science** (p. 144)

**Education** (p. 144)

**Environmental Science** (p. 144)

**Environmental Studies** (p. 145)

**Expressive Arts Therapy** (p. 145)

**Financial Planning** (p. 146)

**Foreign Language—Individually Designed** (p. 146)

**Global Studies** (p. 146)

**Health** (p. 147)

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**Psychology** (p. 149)

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**Spanish** (p. 150)

**Visual Narrative** (p. 151)

**Women's, Gender, and Sexuality Studies** (p. 151)

**Africana Studies 15 credits**

Africana Studies is a focused, interdisciplinary and transnational program of study that examines the historical, political, social, economic, and cultural processes and institutions of people across the African diaspora.

**REQUIREMENTS****Required core (6 credits):**

CHIST 3322	African American History	3
CSOCL 3445	Race, Class and Gender	3

**Choose THREE (9 credits):**

CANTH 3101	Anthropology of the Caribbean	3
CHIST 3360	Africa Since 1800	3
CHIST 3600	Africa in Film	3
CHUMS 3500	Postcolonial History and Literature	3
CLITR 3329	Race, Ethnicity, Identity in United States Literature	3
CMGMT 3799	Black Business Leadership & Entrepreneurship	3
CMUSC 2500	History of Jazz	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSWRK 3301	Challenging Racism	3
CSOCL 2119	Race and Ethnic Relations	3
IAHIS 3450	Arts of Africa	3
IAHIS 3530	African-American Art: The Harlem Renaissance Through the Civil Rights Movement	3
IAHIS 4150	Africa: Between Tradition and Modernity	3

**Art Therapy Minor 15 credits**

The Art Therapy minor will allow students to integrate basic art therapy concepts and skills into their major course of study.

FOR CLAS STUDENTS IN A PSYCHOLOGY-BASED OR HUMAN SERVICES MAJOR

**I. Required Core Courses (6 Credits):**

CARTH 2423	Principles of Art Therapy	3
CARTH 3523	Art Therapy with Specific Populations	3

**II. Required Studio Art Courses (3 Credits):**

IFNDN 1620	Drawing Intensive	3
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**III. Advanced Studio Art Courses (6 Credits):**

Choose 6 credits (check pre-requisites)

IFNDN 1670	3D Concepts	3
IFINE 1210	Introduction to Painting	3
IFINE 2401	Ceramics: Handbuilding	3
IFINE 2411	Ceramics: Wheel Throwing	3
IFINE 2445	Core Clay I	3

FOR CLAS STUDENTS NOT IN A PSYCHOLOGY-BASED OR HUMAN SERVICES MAJOR

**I. Required Core Courses (9 Credits):**

CPSYC 1401	Lifespan Development	3
CARTH 2423	Principles of Art Therapy	3
CARTH 3523	Art Therapy with Specific Populations	3

**II. Required Studio Art Courses (3 Credits):**

IFNDN 1620	Drawing Intensive	3
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**III. Advanced Studio Art Courses (3 Credits):**

Choose ONE.

IFNDN 1670	3D Concepts	3
IFINE 1210	Introduction to Painting	3
IFINE 2401	Ceramics: Handbuilding	3
IFINE 2411	Ceramics: Wheel Throwing	3
IFINE 2445	Core Clay I	3

FOR LA+D STUDENTS

Note: For LA + D students considering Art Therapy graduate program, CPSYC 3405 Abnormal Psychology should be one of the chosen courses and one additional course in psychology should be chosen resulting in 12 credits in psychology.

**I. Required Core Courses (9 Credits):**

CPSYC 1401	Lifespan Development	3
CARTH 2423	Principles of Art Therapy	3
CARTH 3523	Art Therapy with Specific Populations	3

**II. Psychology Choice (6 Credits):**

Choose TWO.

CPSYC 2421	Introduction to Counseling	3
CPSYC 2403	Theories of Personality	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 3405	Abnormal Psychology	3

**Biology Minor 17+ Credits**

REQUIREMENTS

**Required Core (8 Credits):**

CBIOL 1101	Biology with Lab	4
CBIOL 2101	Biology II with Lab	4

**Electives (9-12 Credits):**

Choose THREE (at least one at the 3xxx level or above).

CBIOL 2100	Introduction to Marine Mammals (Marine Studies Consortium course)	3
CBIOL 2202	Genetics and Ethics	3
CBIOL 2203	Anatomy and Physiology I with Lab	4
CBIOL 2204	Anatomy and Physiology II with Lab	4
CBIOL 2205	Botany with Lab	4
CBIOL 2211	Cell and Molecular Biology	3
CBIOL 2505	Ecology with Lab	4
CBIOL 2602	Applied Nutrition	3
CBIOL 3100	Animal Behavior with Lab	4
CBIOL 3210	Evolution and the History of Life	3
CBIOL 3250	Marine Biology (Marine Studies Consortium course)	3
CBIOL 3300	Infectious Diseases	3
CBIOL 3311	Cellular Neurobiology	3
CBIOL 3330	Research Methods in Biology	4
CBIOL 3401	Developmental Biology	3
CBIOL 3888	Selected Topics in Biology	3-4
CBIOL 4100	Biology of Whales (Marine Studies Consortium course)	3
CBIOL 4110	Biology of Fishes (Marine Studies Consortium Course)	3
CHLTH 4210	Women and Health	3

CNSCI 2101	Introduction to Geographic Information Systems	3
CNSCI 2120	Field Experiences in Tropical Ecology	3
CNSCI 3500	New England Field Studies	3
CPHYS 1104	Earth Science and Planetary Geology with Lab	4

**Business Management Minors 18-21 credits**

The Business Management minors provide students with an opportunity to learn the fundamentals of managing organizations. Students learn about managers' roles, the functional departments in organizations, and the human behaviors that influence organizational effectiveness. They develop the capacity to think and act with creativity and imagination and to provide leadership within their chosen field.

BUSINESS MANAGEMENT (19 CREDITS)

The Business Management minor provides students with an opportunity to learn the fundamentals of managing organizations. Students learn about managers' roles, the functional departments in organizations, and the human behaviors that influence organizational effectiveness. They develop the capacity to think and act with creativity and imagination and to provide leadership within their chosen field.

**Required Core (19 credits)**

CMGMT 1451	Foundations of Management	4
CMGMT 2455	Financial Accounting	3
CMGMT 2457	Managerial Accounting	3
CMGMT 3104	Decision Making	3
CMGMT 3202	Business in a Legal Context	3
CMGMT 3469	Organizational Behavior and Ethics	3

BRAND DESIGN AND MARKETING (21 CREDITS)

Brand Design focuses developing an identity for an enterprise. Marketing focuses on delivering the right message to the right people at the right time in the right place. As a brand design and marketing student, you will focus in on what takes for an enterprise to realize its identity in the marketplace and how to generate excitement about that identity.

**Required Core (21 credits)**

CMGMT 3464	Marketing Strategies	3
CMGMT 3510	Advertising	3
CMGMT 3706	Public Relations	3
IAHIS 1190	Design Thinking & Research	3
IDESN 2220	Typography I	3
IDESN 3400	Brand Realization	3
IDESN 3510	Visual Communication I	3

IDESN 1270 Language of Design is a pre-requisite for this minor.

DIGITAL MARKETING (18 CREDITS)

**Required Core (18 credits)**

Students can expect to learn about topics such as, social media marketing, email marketing, and mobile strategies that you can adapt to implement contemporary marketing campaigns for any type of organization. Student will prepare to enter the workforce as you learn to make tactical and data-driven decisions using social media measurement, business intelligence, SEO/SEM, web analytics, and marketing data.

CMGMT 3446	Brand Management	3
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CMGMT 3464	Marketing Strategies	3
CMGMT 3473	E-Commerce: Managing the Digital Enterprise	3
CMGMT 3600	Digital Marketing	3
CMGMT 3xxx 02	Social Media Marketing	3
CMGMT 3xxx 03	Mobile Marketing	3

### MARKETING (18 CREDITS)

The Marketing Minor is designed for students seeking a greater understanding of the processes that impact competitive advantage, buyer behavior, and the creation of new markets in the global economy. Students learn about marketing strategies, the role of technology in shaping consumer perceptions about products and services; and the value of research in identifying consumer segments, marketing new products, and increasing market share.

#### Required Core (18 credits)

CMGMT 3446	Brand Management	3
CMGMT 3510	Advertising	3
CMGMT 3520	Consumer Behavior	3
CMGMT 3530	Market Research	3
CMGMT 3540	Services Marketing	3
CMGMT 3706	Public Relations	3

CMGMT 3464 Marketing Strategies is a prerequisite for this minor

### NOT-FOR-PROFIT MANAGEMENT (18 CREDITS)

The Nonprofit Minor focuses on managing not-for-profit organizations in fields from economic development to social services. Managers of nonprofits face many of the issues faced by for-profit entities as well as the managerial, organizational, human resources and legal issues of nonprofits. Students also learn how to evaluate organizational effectiveness from the perspectives of multiple stakeholders.

#### Required Core (18 credits)

CMGMT 3440	Not-for-Profit Management	3
CMGMT 3442	Arts Management	3
CMGMT 3306	Corporate Social Responsibility	3
CMGMT 3461	Financial Management for Not-for-Profit Organizations	3
CMGMT 3462	Fundraising and Philanthropy	3
CMGMT 3465	Marketing for Not-for-Profit Organizations	3

### ORGANIZATIONAL LEADERSHIP (18 CREDITS)

The purpose of this program is to provide students with the skills, techniques, and tools to become effective leaders in any organizational setting. The program is an interdisciplinary offering between the Business Management and Psychology Divisions. The program is open to all Lesley University undergraduates who wish to develop and enhance their leadership capabilities.

#### Required Core (18 credits)

CMGMT 3305	Developing Your Leadership Capability	3
CMGMT 3xxx 04	Moral Leadership	3
CMGMT 4451	Issues in Leadership: Prof, Legal, Ethical & Policy Concern	3
CPSYC 2431	Social Psychology	3
CPSYC 3425	Applied Group Dynamics	3
CPSYC 3439	Organizational Psychology	3

It is suggested the following course is also taken when offered: CPSYC 3240 Psychology, Power, and Politics

Note: For all management minors: one component of the student's experiential learning requirement in the chosen major must encompass management functions.

### SPORTS MARKETING AND MANAGEMENT (18 CREDITS)

The Sports Marketing and Management Minor cultivates students' knowledge of and skills in managing sports organizations across the private, public and not-for-profit sectors. Students explore the complex demands placed on sports organizations, including the challenges of balancing multiple organizational objectives. Students examine the role of sports in society and the broader socio-cultural and economic environments within which sports organizations operate. In addition, students explore the connections among human behavior, motivation, and sport.

#### Required Core (18 credits)

CMGMT 3444	Sport Management	3
CMGMT 3464	Marketing Strategies	3
CMGMT 3546	Sports Marketing	3
CPSYC 2429	Sport Psychology	3
CBIOL 2502	Essentials of Health	3
CBIOL 2602	Applied Nutrition	3

Note: For all management minors: one component of the student's experiential learning requirement in the chosen major must encompass management functions.

## Chemistry Minor 22 credits

This minor is designed to provide students with a strong background in chemistry, which will help ready them for graduate study in laboratory, pharmaceutical, or forensic science. A comprehension of matter at the molecular level is also very beneficial to students wishing to pursue further study in medicine or environmental science.

### REQUIREMENTS

#### I. Required Core (16 credits)

CPHYS 1308	General Chemistry I with Lab	4
CPHYS 2102	General Chemistry II with Lab	4
CPHYS 2308	Organic Chemistry I with Lab	4
CPHYS 3308	Organic Chemistry II w/Lab	4

#### II. Choose Two (6 credits)

CPHYS 2011	Biological Chemistry I	3
CPHYS 2047	Life Chemistry: Drugs in Our Lives	3

## Communication and Media Studies Minor 15 credits

This minor is designed for students in other majors who want to incorporate an understanding of media and communication into their major focus.

### REQUIREMENTS

#### I. Required Core (6 Credits):

CCOMM 1500	Introduction to Communication	3
CCOMM 2520	Media Analysis	3

#### II. Choose Three (9 Credits):

At least six credits must be at the 3000 level or above.		
CANTH 2502	Film, Culture and Society	3
CCOMM 2502	Introduction to Journalism	3
CCOMM 3500	Documentary Film Production	3
CCOMM 3505	Political Communication	3

CANTH 3201	Anthropology of Media	3
CHIST 3600	Africa in Film	3
CHUMS 3400	Masterpieces of World Cinema	3
IAHIS 3380	History of New Media	3
IDESN 2115	Introduction to Web Design	3
IDESN 2300	Interactive Workshop	3
IPHOT 2330	Contemporary Trends in Photo	3
IPHOT 3115	Documentary Photography	3

### Cognitive Neuroscience Minor 15 credits

This minor provides a strong background in the biological underpinnings of behavior and cognition. It is intended for students who have an interest in the exploration of the mind-body relationship or who plan to pursue a career in neuroscience or a related discipline. This minor may be most applicable to Psychology, Biology, Counseling, Education, Art Therapy, Expressive Arts Therapy, and Children, Youth, & Family Studies majors.

#### REQUIREMENTS

##### I. Required Core (3 Credits):

##### Foundations in Cognitive Science

CPSYC 2433	Cognitive Psychology	3
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##### II. Choose one (3 Credits):

##### Biological and Chemical Neuroscience

CPHYS 2011	Biological Chemistry I	3
CBIOL 2211	Cell and Molecular Biology	3
CPHYS 2047	Life Chemistry: Drugs in Our Lives	3

##### III. Choose One (3 Credits):

##### Structural and Functional Neuroscience

CBIOL 3311	Cellular Neurobiology	3
CBIOL 3100	Animal Behavior with Lab	4
CNSCI 3410	Human Neuroanatomy	3

##### IV. Choose One (3 Credits):

##### Applied Cognitive Neuroscience

CPSYC 4702	Clinical Neuropsychology	3
CPSYC 4751	The Science of Consciousness	3

##### V. Elective (3 Credits):

Choose any course listed above NOT already being applied to SECTIONS I. – IV.

### Creative Writing Minor 15 credits

The Creative Writing Minor allows students to integrate theory and practice courses that blend critical writing and creative writing. Students work closely with faculty on strategies for composition and revision while approaching the work of master writers through craft-based analysis.

#### REQUIREMENTS

##### I. Required Core (3 Credits):

CCRWT 1400	Introduction to Creative Writing	3
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### II. Choose TWELVE credits of any courses with a CCRWT prefix

CCRWT 2000	Art and Craft of Creative Non-Fiction	3
CCRWT 2070	The Art and Craft of Screenwriting	3
CCRWT 2080	Art and Craft of Playwriting	3
CCRWT 2090	The Art and Craft of Scriptwriting	3
CCRWT 2300	The Art and Craft of the Short Story	3
CCRWT 2310	The Art and Craft of Poetry	3
CCRWT 2400	Art and Craft of Writing Children's and Young Adult Literature	3
CCRWT 2430	Magazine Production	3
CCRWT 3000	Advanced Poetry	3
CCRWT 3001	Advanced Scriptwriting	3
CCRWT 3100	Advanced Creative Non-Fiction	3
CCRWT 3201	Advanced Short Fiction	3
CCRWT 3300	Autobiographical Writing	3
CCRWT 3400	Genre Fiction Seminar	3
CCRWT 3450	Advanced Writing Children's and Young Adult Literature	3
CCRWT 4000	Senior Seminar in Creative Writing	3
CCRWT 4349	Senior Thesis in Creative Writing	4
CCRWT 1888	Selected Topics in Creative Writing	3
CCRWT 3888	Selected Topics in Creative Writing	3
CCRWT 5888	Selected Topics in Creative Writing	3

At least TWO courses must be at the 3000-level or above.

### Drama Minor 16 credits

The Drama minor offers students practical theatre skills through performance and technical experience of play production, as well as a foundation in dramatic literature and critical study of theatrical styles, modes, and professional roles.

#### REQUIREMENTS

##### Required core:

##### Choose ONE (4 Credits):

CDRAM 2042	Play Production Projects	4
CDRAM 2050	Play Production: Shakespeare	4

##### Choose FOUR (12 Credits):

CDRAM 2060	Introduction to Voice and Acting	3
CDRAM 2070	Movement and Improvisation for the Actor	3
CDRAM 2080	Art & Craft of Directing & Stage Management	3
CDRAM 3000	Acting II	3
CDRAM 3888	Selected Topics in Drama	3
CHUMS 3400	Masterpieces of World Cinema	3
CLITR 3028	United States Drama Since 1900	3
CLITR 3240	World Drama: Beginning the Traditions	3
CLITR 3250	World Drama from the 18th Century to the Present	3
CLITR 3312	The Plays of Shakespeare	3
CLITR 3313	Comedy	3
CLITR 3314	Tragedy	3
CMUSC 2328	History of Musical Theatre	3

At least six of these credits must be at the 3000-level.

**Earth Science Minor 16+ credits**

## REQUIREMENTS

**Required Core (4 Credits):**

CPHYS 1104	Earth Science and Planetary Geology with Lab	4
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**Choose FOUR (at least three from PHYS and one at the 3xxx level or above - 12-16 Credits):**

CBIOL 1101	Biology with Lab	4
CBIOL 2101	Biology II with Lab	4
CBIOL 2505	Ecology with Lab	4
CBIOL 3210	Evolution and the History of Life	3
CNSCI 2101	Introduction to Geographic Information Systems	3
CNSCI 2120	Field Experiences in Tropical Ecology	3
CNSCI 3101	Advanced Topics in GIS	3
CNSCI 3500	New England Field Studies	3
CPHYS 2104	Meteorology	3
CPHYS 2106	Oceanography	3
CPHYS 2510	Astronomy	3
CPHYS 3010	Our Changing Climate	3
CPHYS 3020	Sediments: The Language of the Earth	3
CPHYS 3888	Selected Topics in Physical Science	3-4
CPHYS 4104	Physical Geology: A New England Perspective	3

**Education Minor 20-24 credits**

This minor provides students with the opportunity to explore the field of education by combining coursework with experiences in a variety of educational settings. A variety of Education specializations are available to Education minors.

## REQUIREMENTS

**Required Core (8 Credits):**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 3721	Field Experiences in Learning Environments	4

**Choose ONE (3 Credits):**

CEDUC 2401	Literacy Learning	3
CEDUC 2402	Content Area Reading in Grades 5-12	3

**Choose ONE (3 Credits):**

CPSYC 2401	Child Psychology	3
CPSYC 3409	Psychology of Preadolescence and Adolescence	3

**Choose ONE (3 Credits):**

CHLTH 3300	Child and Adolescent Health	3
CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
CSOCL 2113	Children in Global Perspective	3
EEDUC 6111	Constructing the Equitable Classroom: From Theory to Practice	3

**Choose ONE (4 Credits):**

CEDUC 2351	Early Childhood Education	4
CEDUC 2352	Elementary Education	4
CSPED 2354	Special Education	4

CEDUC 2360	Middle School Education	4
CEDUC 3451	High School Education	4

**Choose ONE (3 Credits):**

CEDUC 2710	Effective Classroom Climate Strategies for Pre K-6	3
CEDUC 2714	Young Adult Literature in the Middle/Secondary Classroom	3
CEDUC 3373	Developmental Experiences in Mathematics and Science	3
CEDUC 3374	Teaching Mathematics for the Elementary School Teachers	3
CEDUC 3395	Literature for Children	3
CEDUC 3415	Teaching Language Arts and Literature	3
CEDUC 4350	Embracing Diversity in Classroom Communities	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

**Environmental Science Minor 16+ credits**

## REQUIREMENTS

**Required Core (3 Credits):**

CNSCI 2100	Humans in the Environment	3
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**Choose ONE (4 Credits):**

CBIOL 1101	Biology with Lab	4
CPHYS 1308	General Chemistry I with Lab	4
CPHYS 1104	Earth Science and Planetary Geology with Lab	4

**Choose THREE additional science courses (9-12 Credits):**

Choose 3 courses from the following areas: Biology, Chemistry, Earth Science, Health (1 must be at the 3000-level or above).

CBIOL 2101	Biology II with Lab	4
CBIOL 2202	Genetics and Ethics	3
CBIOL 2205	Botany with Lab	4
CBIOL 2505	Ecology with Lab	4
CBIOL 2602	Applied Nutrition	3
CBIOL 3100	Animal Behavior with Lab	4
CBIOL 3210	Evolution and the History of Life	3
CBIOL 3300	Infectious Diseases	3
CBIOL 3888	Selected Topics in Biology	3-4
CBIOL 4089	Practicum in Curriculum and Procedures	3
CHLTH 3300	Child and Adolescent Health	3
CHLTH 3400	Health in the Developing World	3
CHLTH 3888	Selected Topics in Health	3
CHLTH 4210	Women and Health	3
CHLTH 4410	Health and the Environment	3
CNSCI 2120	Field Experiences in Tropical Ecology	3
CNSCI 3102	Science and Ethics of Gardening (Fall and Spring)	1.5
CNSCI 3500	New England Field Studies	3
CPHYS 1308	General Chemistry I with Lab	4
CPHYS 2104	Meteorology	3
CPHYS 2106	Oceanography	3
CPHYS 2510	Astronomy	3
CPHYS 3020	Sediments: The Language of the Earth	3
CPHYS 2047	Life Chemistry: Drugs in Our Lives	3



CPHYS 3888	Selected Topics in Physical Science	3-4
CPHYS 4089	Practicum in Curriculum and Procedures	3
CPHYS 4104	Physical Geology: A New England Perspective	3

CNSCI 4200	Wetlands: Ecology, Hydrology, Restoration (Marine Studies Consortium Course)	3
CNSCI 2101	Introduction to Geographic Information Systems	3
IAHIS 3200	Art and Nature	3

**Marine Studies Consortium Courses:**

CBIOL 2100	Introduction to Marine Mammals (Marine Studies Consortium course)	3
CBIOL 3250	Marine Biology (Marine Studies Consortium course)	3
CBIOL 4100	Biology of Whales (Marine Studies Consortium course)	3
CBIOL 4110	Biology of Fishes (Marine Studies Consortium Course)	3
CNSCI 2140	Coastal Zone Management (Marine Studies Consortium Course)	3
CNSCI 2210	Water Resources Planning and Management	3
CNSCI 4100	Research Internship and Seminar	3-6

**Environmental Studies Minor 16+ credits**

This minor offers students the opportunity to explore environmental issues from a multidisciplinary approach. A total of 12 credits beyond general education are required. Several courses with significant field-based learning experiences, in addition to laboratory courses, exist. This minor is a good choice for anyone wanting to broaden and deepen their knowledge of environmental studies and whose career choices involve decisions around environmental issues.

**REQUIREMENTS**

**Required Core (7 Credits):**

CNSCI 2100	Humans in the Environment	3
CPHYS 1110	Environmental Science w/Lab	4

**Choose THREE (at least 1 at 3000 level, at least 2 different prefixes):**

CGEOG 1001	World Geography	3
CLITR 2XXX	Why Nature?	3
CMGMT 2XXX	Business, Sustainability and Environment	3
CPLCY 3552	Social Policy	3
CPOLS 3302	Environmental Politics and Policy	3
CPSYC 3410	Ecopsychology	3
CHUMS 3XXX	Environmental Justice and Ethics	3
CPHYS 3010	Our Changing Climate	3
CNSCI 3130	Urban Design for Sustainability	3
CNSCI 3102	Science and Ethics of Gardening (Fall and Spring)	1.5
CHLTH 4410	Health and the Environment	3
IILLU 3140	Natural History Drawing	3
CSOCL 3551	Activism and Change in Communities	3
CMGMT 3306	Corporate Social Responsibility	3
CLITR 3100	Changing Views of Nature in American Literature	3
CNSCI 2140	Coastal Zone Management (Marine Studies Consortium Course)	3
CNSCI 2210	Water Resources Planning and Management	3

**Expressive Arts Therapy Minor 15 credits**

The minor in expressive arts therapies offers students an opportunity to study the principles of expressive arts therapies: visual art, music, dance, drama, play, poetry, and intermodal arts while considering professional application in a range of settings.

**REQUIREMENTS**

**I. Required Core (6 Credits):**

LA+D students & students in majors outside of Human Services or psychology-based majors are required to take CPSYC 1401: Lifespan Development (making 9 credits in this category)

CEXTH 2623	Principles of Expressive Arts Therapy	3
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**Choose ONE (3 Credits):**

CEXTH 3506	Integrated Arts Approaches	3
CEXTH 3623	Expressive Arts Therapy Studio	3

**II. Arts Courses: Choose from three different categories (9 Credits) – at least one course must have a CEXTH or GEXTH prefix**

Students required to take CPSYC 1401 (above) only need 6 credits of “Arts courses” from two different categories. LA+D students may not choose courses from the Visual Arts category. NOTE: Graduate courses (GEXTH prefix) are only available to 2nd semester juniors or seniors who must have permission from their academic advisor and the course instructor.

**Visual Arts**

IFNDN 1620	Drawing Intensive	3
IFNDN 1670	3D Concepts	3
IPHOT 1220	Introduction to Photo: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
GEXTH 5045	Arts and Healing	3
GEXTH 6352	Principles and Practices of Art Therapy	3
GEXTH 6360	Drawing from Within: A Studio Course	3

**Music**

CPMUS 1111	Instrumental Ensemble	1
CPMUS 1340	Introductory Piano	3
CPMUS 2345	Concert Choir	1
CPMUS 2400	Secondary Piano	3
CEXTH 3502	Music Therapy: History, Theory, and Application	3
CEXTH 3504	Guitar for Therapy and Education	3
GEXTH 6020	Music, Imagery and Psychotherapy	3
GEXTH 6200	Principles and Practices of Music Therapy	3

**Theater / Drama**

CDRAM 2042	Play Production Projects	4
CDRAM 2050	Play Production: Shakespeare	4
CDRAM 2060	Introduction to Voice and Acting	3
CDRAM 2070	Movement and Improvisation for the Actor	3

CDRAM 2080	Art & Craft of Directing & Stage Management	3
CDRAM 3000	Acting II	3
CEXTH 3304	Psychodrama and Sociometry: Making the Invisible Visible	3
GEXTH 5047	Principles and Practices of Drama Therapy	3
GEXTH 6005	Storytelling in Therapy	3
GEXTH 6009	Developmental Transformations with Children and Adults	3

**Dance / Movement**

CDANC 2000	Modern Dance I	3
CDANC 2002	Modern Dance II	3
CDANC 3190	Advanced Performance Workshop	3
CEXTH 3402	Expressive Movement and Somatic Psychology	3
CEXTH 3404	Nia: Mind-Body Movement	3
CEXTH 3406	Dance/Movement Therapy: A Kinesthetic Approach to Healing	3
GEXTH 5250	Introduction to Dance/Movement Therapy	3
GEXTH 6254	Dance Movement Therapy with Children	3
GEXTH 6255	Jungian Dance and Drama Therapy	3

**Literary Arts**

CCRWT 1400	Introduction to Creative Writing	3
CCRWT 2000	Art and Craft of Creative Non-Fiction	3
CCRWT 2090	The Art and Craft of Scriptwriting	3
CCRWT 2300	The Art and Craft of the Short Story	3
CCRWT 2310	The Art and Craft of Poetry	3
CCRWT 2400	Art and Craft of Writing Children's and Young Adult Literature	3
CEXTH 3302	Writing from the Body	3

**Financial Planning (21 credits)**

Lesley University is a part of a consortium of colleges and universities that enables Lesley students to participate in a program leading to the certified financial planner (CFP) certification. Students who pursue this program would get a minor in financial planning. The CFP program is a 7 course series. All courses are offered online in an 8-week format. The courses are taught by faculty members from the colleges and universities in the consortium. Students are not required to have a business program to participate in the program.

**DEGREE REQUIREMENTS****Requirements List**

CFINL 3301	General Principles of Financial Planning	3
CFINL 3302	Risk Management and Insurance Planning	3
CFINL 3303	Investment Planning	3
CFINL 3304	Tax Planning	3
CFINL 3305	Retirement Savings and Income Planning	3
CFINL 3306	Estate Planning	3
CFINL 3307	Capstone Course in Financial Planning	3

**Foreign Language Minor (Individually-Designed) 15 credits**

This minor allows students who have taken language courses at Lesley or at other colleges in the United States or abroad to create a minor that reflects that work. In consultation with the Coordinator of Foreign Languages, Dr. Clara Ronderos, students devise a program of study consisting of upper-level language and culture courses.

The following represent parameters for the Individually-designed Minor in Foreign Languages. Each student will work with the Foreign Language Study Advisor to draw up his/her particular program of study.

Fifteen (15) credits of foreign language and culture courses, only six (6) of which may be at the 2000-level (2nd year language courses). Content areas may include foreign culture/film/literature/history, among others. At least nine (9) credits of coursework at the 3000-level or above are required. A limit of one 3-credit 3000-level or above course in these content areas may be taken in English.

Appropriate AP credit in foreign language or literature may be applied to this minor.

**Global Studies Minor 15 credits**

This interdisciplinary minor offers students the opportunity to study individuals, groups, societies and systems globally drawing upon a social science foundation. Elective choices provide students with the opportunity to choose a specific area of focus or to provide breadth of area focus.

**REQUIREMENTS****Required Core (6 Credits):**

CGLST 1200	Global Issues and Challenges	3
CGLST 2200	Introduction to Globalization	3

**Choose THREE (9 Credits):**

At least 6 credits must be at the 3000-level or above.

CANTH 2502	Film, Culture and Society	3
CANTH 3101	Anthropology of the Caribbean	3
CANTH 3201	Anthropology of Media	3
CANTH 3301	Global Lives in a Transnational Age	3
CGLST 2xxx	Comparative Political Economy	3
CGLST 3305	Model United Nations Seminar and Conference	4
CGLST 3500	Transnational Digital Activism	3
CHIST 3350	Latin America Since 1900	3
CHIST 3360	Africa Since 1800	3
CHIST 3450	History of International Humanitarian Organizations	3
CHIST 3600	Africa in Film	3
CHIST 4030	Modern Middle East History	3
CHIST 4055	The History of Modern China	3
CHLTH 3400	Health in the Developing World	3
CHUMS 3500	Postcolonial History and Literature	3
CPLCY 4441	Global Child and Family Policy	3
CPOLS 2410	Comparative Politics	3
CPOLS 3131	Perspectives on International Relations	3
CPOLS 3202	U.S. Foreign Policy	3
CPOLS 3300	Violence, Markets and Globalization	3
CSOCL 2113	Children in Global Perspective	3
CSOCL 3412	Culture and Society of the Middle East	3

CSOCL 4130	Gender and Globalization	3
CANTH 1101	Cultural Anthropology	3
CGEOG 1001	World Geography	3
CPOLS 1101	Introduction to Political Science	3
	An appropriate travel course with approval of Social Sciences Division Chair.	

**Health Minor 16-18 credits**

This minor offers students the opportunity to explore the field of health from a multidisciplinary perspective.

**REQUIREMENTS**

**Required Core (7 Credits):**

CBIOL 1101	Biology with Lab or	4
CBIOL 2101	Biology II with Lab	4
CBIOL 2502	Essentials of Health	3

**Electives - Choose THREE (9-11 Credits):**

**(at least one course must be at the 3000-level or above)**

CBIOL 2203	Anatomy and Physiology I with Lab	4
CBIOL 2204	Anatomy and Physiology II with Lab	4
CBIOL 2602	Applied Nutrition	3
CBIOL 3300	Infectious Diseases	3
CBIOL 3600	Epidemiology	3
CHLTH 3310	Complementary, Integrative and Alternative Medicine	3
CHLTH 3300	Child and Adolescent Health	3
CHLTH 3400	Health in the Developing World	3
CHLTH 4210	Women and Health	3
CHLTH 4410	Health and the Environment	3
CPHYS 2047	Life Chemistry: Drugs in Our Lives	3
CSOCL 2406	Health, Illness, and Society	3

CBIOL, CHLTH, CNSCI, CPHYS 3888 Selected Topics courses as approved by Division Chair

**History Minor 15 credits**

Historians are explorers and storytellers. The past is our world, and history is our craft. The study of history trains students to uncover the forgotten voices and diverse perspectives of the past and explain their relevance to society today. It prepares students to make critical evaluations of long-term transformations that continue to shape the contemporary world, like racism, imperialism, industrialization, and globalization. History minors develop skills that are vital to meaningful careers and engaged citizenship. They become adept at locating and analyzing primary sources; formulating arguments supported by evidence; and presenting their findings through cogent writing, oral communication, and public presentations.

The minor includes one introductory course in United States, European, or World history, followed by a broad choice of elective courses. Elective courses allow students to focus on specific topics that interest them, such as genocide, transnational social movements, African and African American history, or gender inequality. Courses integrate interdisciplinary analyses through film, art, culture, and travel.

**REQUIREMENTS**

**Choose ONE (3 Credits):**

CHIST 1501	World History I	3
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CHIST 1502	World History II	3
CHIST 2121	United States History to 1865	3
CHIST 2317	Modern European History	3
CHIST 2330	United States History from 1865	3

**Choose FOUR (12 Credits):**

CHIST 1501	World History I	3
CHIST 1502	World History II	3
CHIST 2121	United States History to 1865	3
CHIST 3320	Immigration and Ethnicity in American History	3
CHIST 2330	United States History from 1865	3
CHIST 2338	20th Century World History	3
CHIST 3200	Human Rights, Social Justice, and the Constitution in America	3
CHIST 3315	Nazi Germany and the Holocaust	3
CHIST 2317	Modern European History	3
CHIST 3322	African American History	3
CHIST 3328	America Since World War II	3
CHIST 3340	The Women's Movement: A Historical Perspective	3
CHIST 3350	Latin America Since 1900	3
CHIST 3355	Modern India: From Colony to Republic	3
CHIST 3360	Africa Since 1800	3
CHIST 3400	Founders' History and State Constitutions	3
CHIST 3450	History of International Humanitarian Organizations	3
CHIST 3500	History of Boston	3
CHIST 3600	Africa in Film	3
CHIST 3888	Selected Topics in History	3
CHIST 4030	Modern Middle East History	3
CHIST 4049	Great Britain in the Victorian Age	3
CHIST 4055	The History of Modern China	3
CHIST 4200	America in the Great Depression	3
CHIST 4800	Senior Seminar in History	3
CHIST 4999	Independent Study	1-9
CHUMS 3332	Civil War Era: History and Literature	3
CHUMS 3300	Travel/Study London	3
CHUMS 3331	The Shock of the New: European and American Culture at the Turn of the 20th Century	3
CHUMS 3500	Postcolonial History and Literature	3
CHUMS 3600	Medieval History and Literature	3
CHUMS 3700	Study-Travel: Paris at the Crossroads	3

At least SIX of these credits must be taken at the 3000-level or above.

**Human Services Minor 15 credits**

This minor offers students the opportunity to explore a range of approaches to human services delivery and change, addressing a variety of personal, interpersonal, or environmental stressors. The minor provides students with two different tracks from which to choose, either the Macro Track or the Micro Track.

**MACRO TRACK**

The Macro Track offers students the opportunity to focus on initiating change on the community and societal levels through a variety of interventions including community organizing, advocacy, policy

development, or economic development and administration (systemic change).

**Required Core (9 Credits):**

CHMSR 1551	Foundations and Systems in the Helping Professions	3
CHMSR 3303	Micro/Macro Assessment	3
CPLCY 3552	Social Policy	3

**Choose TWO courses (6 Credits):**

At least one of the courses chosen below must be at or above the 3000 level.

\*\* Students may substitute appropriate graduate-level courses with permission of the Division Director for Social Sciences

CHMSR 4551	Senior Capstone Seminar: Human Services and Counseling	3
CMGMT 3440	Not-for-Profit Management	3
CPLCY 4441	Global Child and Family Policy	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CPSYC 2402	Child Homelessness	3
CPSYC 3439	Organizational Psychology	3
CSOCL 1404	Social Problems	3
CSOCL 2402	Sociology of Family	3
CSOCL 3016	Social Issues in Aging	3
CSOCL 3551	Activism and Change in Communities	3
CSOCL 4130	Gender and Globalization	3
CSWRK 3301	Challenging Racism	3

**MICRO TRACK**

The Micro Track offers students the opportunity to focus on a range of direct interventions designed to support behavioral or interpersonal change for children, adolescents, and/or adults in a variety of human service settings (individual or small group change).

**Required Core (9 Credits):**

CHMSR 1551	Foundations and Systems in the Helping Professions	3
CHMSR 3303	Micro/Macro Assessment	3
CPLCY 3552	Social Policy	3

**Choose TWO (6 Credits):**

CBIOL 2502	Essentials of Health	3
CPSYC 3405	Abnormal Psychology	3
CPSYC 3422	Trauma and Crisis	3
CPSYC 3424	Counseling Children, Adolescents and Young Adults	3
CPSYC 3427	Family Interventions	3
CSOCL 1404	Social Problems	3
CSWRK 3201	Case Management in Social Work and Counseling	3
CSWRK 3301	Challenging Racism	3
CSWRK 3350	Forensic Social Work	3

For Human Services Minors, one component of the student's experiential learning requirement in their major must be in a human services setting or a setting that provides the opportunity for micro or macro skill development.

**International Education Minor 17 credits**

This minor prepares students for positions teaching English as a Second Language in international settings.

Six credits in a foreign language are required for the General Education Humanities Choice.

**REQUIREMENTS****Required Core (14 Credits):**

CEDUC 2432	Introduction to Global and Comparative Education	3-4
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3

**Choose ONE (3 Credits):**

CEDUC 4350	Embracing Diversity in Classroom Communities	3
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**Choose ONE (4 Credits):**

CEDUC 4188	Sheltered English Instruction: Pre-K - 6	4
CEDUC 4189	Sheltered English Instruction: 5-12	4

**Liberal Arts Support Courses (3 Credits)****Choose ONE (3 Credits):**

CSOCL 2113	Children in Global Perspective	3
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Students who select this minor are committing to fulfilling the Professional/Experiential Component of the Global Studies major in an educational setting, one in an area school with an international population and one international student teaching experience abroad.

**Literature Minor 15-16 credits**

The minor in literature allows the student to explore literary texts from a variety of cultures throughout human history. A required survey course provides foundational breadth in English, American, or World literature, while a range of electives provides opportunity for focused study in different literary periods, genres, and authors.

**REQUIREMENTS****Choose ONE (3 Credits):**

CLITR 2400	The Study of Literature in English	3
CLITR 2500	The Study of Literature in Translation	3

**Choose FOUR (12-13 Credits):**

CDRAM 2042	Play Production Projects	4
CDRAM 2050	Play Production: Shakespeare	4
CHUMS 3300	Travel/Study London	3
CHUMS 3331	The Shock of the New: European and American Culture at the Turn of the 20th Century	3
CHUMS 3332	Civil War Era: History and Literature	3
CHUMS 3500	Postcolonial History and Literature	3
CHUMS 3600	Medieval History and Literature	3
CLITR 2330	Introduction to Mythology	3
CLITR 3028	United States Drama Since 1900	3
CLITR 3100	Changing Views of Nature in American Literature	3
CLITR 3200	Postcolonial Dialogues	3
CLITR 3240	World Drama: Beginning the Traditions	3
CLITR 3250	World Drama from the 18th Century to the Present	3
CLITR 3310	The Family in Literature	3
CLITR 3312	The Plays of Shakespeare	3
CLITR 3313	Comedy	3
CLITR 3314	Tragedy	3

CLITR 3317	Marriage and Dangerous Liaisons in the Novel	3
CLITR 3320	History of the English Language	3
CLITR 3329	Race, Ethnicity, Identity in United States Literature	3
CLITR 3337	Short Fiction and Novella	3
CLITR 3338	Women in Literature	3
CLITR 3400	Major Authors	3
CLITR 3600	20th- and 21st-century Literature in English	3
CLITR 3700	18th- and 19th-century Literature in English	3
CLITR 3888	Selected Topics in Literature	3
CLITR 4999	Independent Study	1-9

At least SIX of these credits must be taken at the 3000-level or above.

### Mathematics Minor 15 credits

This minor is designed to provide students with a greater understanding of the organization of mathematics and the opportunity for a more in-depth study of its content. The emphasis is on developing students' abilities to use mathematics to analyze mathematical problem situations, to make decisions, to predict future outcomes, and to verify results. A total of 12 credits beyond general education requirements is required (assuming double counting one of the two courses fulfills the general education requirement in Mathematics).

#### REQUIREMENTS

##### Required Core (6 Credits):

CMATH 1522	Introduction to Statistics	3
CMATH 1990	Concepts and Applications of Calculus I	3

##### Choose THREE (9 Credits):

CMATH 2140	Discrete Mathematics	3
CMATH 2144	Topics in Geometry	3
CMATH 3001	Mathematics in Context	3
CMATH 3522	Inferential Statistics	3
CMATH 2590	Concepts and Applications of Calculus II	3
CMATH 2990	Multivariable Calculus	3
CMATH 3888	Selected Topics in Mathematics	3
CMATH 4200	Abstract Algebra	3
CMATH 4550	Directed Research Capstone: Math	3

### Political Science Minor 15 credits

#### REQUIREMENTS

##### I. Required Core (6 Credits):

CPOLS 1101	Introduction to Political Science	3
CPOLS 2121	U.S. Politics	3

##### II. Choice Courses (9 Credits):

At least 6 credits must be taken at the 3000 level or above.

CPHIL 2000	Political Philosophy	3
CPLCY 3552	Social Policy	3
CPOLS 1888	Selected Topics in Political Science	3
CPOLS 2130	Elections and Democracy	3
CPOLS 2410	Comparative Politics	3
CPOLS 3121	American Constitutional Law	3

CPOLS 3131	Perspectives on International Relations	3
CPOLS 3202	U.S. Foreign Policy	3
CPOLS 3212	Political Economy	3
CPOLS 3300	Violence, Markets and Globalization	3
CPOLS 3302	Environmental Politics and Policy	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CPOLS 3888	Selected Topics in Political Science	3
CPSYC 3240	Psychology, Power, and Politics	3

### Psychology Minor 12 credits

A minor in Psychology offers the student an opportunity to explore the methodology, data, and various aspects of human behavior and experience. A total of 12 credits are required.

Please note: At least two courses in the minor must be taken at a 3000 level or above. Most 3000 level courses will require at least one 1000 level and one 2000 level psychology courses as prerequisites; all 4000 level courses require both 2000 & 3000 level courses as prerequisites.

#### REQUIREMENTS

##### I. Required Core:

##### Group A-Topics in Psychology – Choose ONE (3 Credits):

CPSYC 1101	Introduction to Psychology	3
CPSYC 1201	Cross-Cultural Psychology	3
CPSYC 1451	Holistic Approach to Healing	3
CPSYC 2403	Theories of Personality	3
CPSYC 2431	Social Psychology	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 2435	Psychology of Learning and Behavior Change	3
CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
CPSYC 3240	Psychology, Power, and Politics	3
CPSYC 3405	Abnormal Psychology	3
CPSYC 3415	Reel Psychology	3
CPSYC 3439	Organizational Psychology	3
CPSYC 3441	Elements of Statistics in Psychology	3
CPSYC 3451	Holistic Psychology	3
CPSYC 3888	Selected Topics in Psychology	3
CPSYC 4224	Psychobiography	3
CPSYC 4405	Transpersonal Psychology	3
CPSYC 4452	Psychology of Yoga: East Indian Understanding of Mind, Self and Society	3

##### Group B-Developmental Psychology – Choose ONE (3 Credits):

CPSYC 1401	Lifespan Development	3
CPSYC 2401	Child Psychology	3
CPSYC 3407	Critical Issues in Infancy	3
CPSYC 3409	Psychology of Preadolescence and Adolescence	3
CPSYC 3411	Adult Development	3
CPSYC 3413	Psychology of Women	3

##### Group C-Counseling – Choose ONE (3 Credits):

CPSYC 2421	Introduction to Counseling	3
CPSYC 3422	Trauma and Crisis	3
CPSYC 3424	Counseling Children, Adolescents and Young Adults	3

CPSYC 3425	Applied Group Dynamics	3
CPSYC 3427	Family Interventions	3
CPSYC 3429	Understanding Addictions	3
CPSYC 4426	Imaginative and Embodied Counseling Techniques	3

## II. Choose One Additional CPSYC Course (3 Credits) from above

CSOCS 3444 Research Methods may be substituted

### Social Work Minor 15 credits

The minor in social work offers the student the opportunity to explore the history, foundations, and approaches to helping in the field of social work within a multicultural society. The goal of the minor is to help students understand the knowledge, values and skills critical to social work, and how they are used in making a difference on a personal, community, or global level. A total of 15 credits are required

#### REQUIREMENTS

##### Required Core:

CSWRK 2101	Introduction to Social Work	3
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##### Choose One:

CSWRK 3201	Case Management in Social Work and Counseling	3
CSWRK 3450	Child Welfare: Challenges and Solutions	3

##### Working with Individuals and Families - Choose ONE:

CARTH 2423	Principles of Art Therapy	3
CEXTH 2623	Principles of Expressive Arts Therapy	3
CPSYC 2421	Introduction to Counseling	3
CPSYC 3422	Trauma and Crisis	3
CPSYC 3424	Counseling Children, Adolescents and Young Adults	3
CPSYC 3427	Family Interventions	3
CPSYC 3425	Applied Group Dynamics	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	6
CSWRK 3201	Case Management in Social Work and Counseling	3

##### Racism and Oppression - Choose ONE:

CSOCL 2119	Race and Ethnic Relations	3
CSOCL 3445	Race, Class and Gender	3
CSWRK 3301	Challenging Racism	3

##### Policy and Advocacy - Choose ONE:

CPLCY 3552	Social Policy	3
CPLCY 3888	Selected Topics in Public Policy	3
CPLCY 4441	Global Child and Family Policy	3
CSOCL 3551	Activism and Change in Communities	3

For all social work minors, one component of the student's experiential learning requirement in their major must be in a social work setting or a setting that utilizes social work perspectives/approaches.

### Sociology Minor 12 credits

The minor in Sociology offers students the opportunity to study human behavior in the social and cultural environment. The aim of the minor is to enable students to understand the connection between social institutions, cultural practices, and personal experience.

#### REQUIREMENTS

##### Required Core

##### Require Course (3 Credits):

CSOCL 1101	Introduction to Sociology	3
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##### Choose THREE (9 Credits):

At least one course must be at the 3000-level or above.

CPLCY 3552	Social Policy	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSOCL 1888	Selected Topics in Sociology	3
CSOCL 1404	Social Problems	3
CSOCL 2113	Children in Global Perspective	3
CSOCL 2115	Women in Culture and Society	3
CSOCL 2119	Race and Ethnic Relations	3
CSOCL 2402	Sociology of Family	3
CSOCL 2406	Health, Illness, and Society	3
CSOCL 3121	Women, Men and Work	3
CSOCL 3412	Culture and Society of the Middle East	3
CSOCL 3436	Cities and Urban Life	3
CSOCL 3445	Race, Class and Gender	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	6
CSOCL 3888	Selected Topics in Sociology	3
CSOCL 4130	Gender and Globalization	3
CSOCL 4201	Social Issues in Education	3
CSOCS 3444	Research Methods in the Social Sciences	3
CSOCS 4444	Senior Capstone Seminar: Current Issues in Social Science	3

Courses may not be double counted with those taken to meet general education requirements.

### Spanish Minor 15 credits

Students who would like to add a Spanish Minor to any major program of their undergraduate education will have the opportunity to work with the ever-growing Spanish-speaking communities as teachers, therapists, social workers and managers. Spanish minors will read the works of great writers in their original language, learn about the culture and the history of Spanish-speaking countries, be directly informed of current events of these countries from media in Spanish, and explore and understand cultural constructions through film, music and other popular culture produced in the Spanish-speaking world.

#### REQUIREMENTS

##### Choose FIVE (15 Credits):

CLANG 2103	Spanish III	3
CLANG 2104	Spanish IV	3
CLANG 3101	The World of Spanish: Texts and Images	3
CLANG 3102	Advanced Spanish Grammar and Composition	3
CLANG 3103	Advanced Spanish Conversation	3
CLANG 3200	Postcolonial Dialogues	3
CLANG 3300	Introduction to the Spanish Literary Arts	3
CLANG 3400	Tradition and Change: Readings in Spanish Literature	3
CLANG 3500	Readings in Latin American Literature	3
CLANG 4100	Masters of the Spanish Tradition	3

CLITR 3315	Contemporary Latin American Women Writers	3
	or	
CHIST 3350	Latin America Since 1900	3
	or	
CPOLS 3401	Latin American Politics	3

Students are encouraged to transfer in credits from study abroad in a Spanish-speaking program. They are allowed to take only SIX credits at the 2000-level for their minor.

### Visual Narrative 15 Credits

Visual storytelling is a burgeoning form of communication that combines writing and images, and can be found in journalism, fiction, young adult and children's books, comic books and other forms. The Visual Narrative Minor brings together a variety of courses that gives undergraduates a more sophisticated and well-developed approach to the creation and invention of graphic non-fiction and fiction for any audience. The courses come from both Creative Writing and Illustration and encourage collaboration and creative cross-pollination by undergraduate students and faculty.

#### Outcomes:

- Students will research different kinds of visual story telling
- Students will develop stories and writing skills appropriate to this form and their own interests
- Student will learn visual techniques of sequential narrative such as storyboarding and cinematic viewpoint
- Students will acquire the skills needed to create engaging visual narrative as both writers and image makers
- Students will create their own visual narratives in the form of book dummies and/or published documents.

#### REQUIREMENTS

##### Required Core

CCRWT 1400	Introduction to Creative Writing	3
CCRWT 4999	*Independent Study in research for personal projects	3
IILLU 4999	*Independent Study in research for personal project	3

All students are required to take 3 credits of studio electives and 3 credits of writing electives to complete the minor.

See department chair of either Humanities or Illustration to arrange independent study

##### Choose ONE Writing Elective

CCRWT 2000	Art and Craft of Creative Non-Fiction	3
CCRWT 2300	The Art and Craft of the Short Story	3
CCRWT 2400	Art and Craft of Writing Children's and Young Adult Literature	3
CCRWT 3100	Advanced Creative Non-Fiction	3
CCRWT 3201	Advanced Short Fiction	3
CCRWT 3300	Autobiographical Writing	3
CCRWT 3450	Advanced Writing Children's and Young Adult Literature	3

##### Choose ONE Studio Elective

IILLU 2130	Sequential Projects	3
IILLU 2160	Letterpress Studio	3
IILLU 3275	Comix: Process and Practice	3
IILLU 3610	Comic Book and Storyboard	3
IILLU 3710	Book Illustration	3
IPHOT 3130	Artist's Books	3

### Women's, Gender, and Sexuality Studies Minor 15 credits

The Women's, Gender, and Sexualities Studies minor introduces an interdisciplinary, intersectional, and transnational understanding of gendered experiences. It examines how women's, men's, and trans experiences are locally and globally constituted at the intersection of race, class, sexuality, ethnicity, nationality, religion, (dis)ability, and other forms of differences. This interdisciplinary minor incorporates a diverse range of courses in the areas of sociology, history, literature, psychology, anthropology, and political science.

The specialization bridges the gap between theory and activism by connecting historical and contemporary feminist theories with local, regional, and transnational feminist activism. It trains students for advanced graduate studies as well as social-justice oriented non-profit, government, and international professions.

#### REQUIREMENTS

##### Required Core

##### Required Course (6 Credits):

CSOCL 2115	Women in Culture and Society	3
CSOCL 3445	Race, Class and Gender	3

##### Choose THREE (9 Credits):

Course selections should be from at least two disciplines.

CANTH 2502	Film, Culture and Society	3
CANTH 3101	Anthropology of the Caribbean	3
CANTH 3301	Global Lives in a Transnational Age	3
CEDUC 4350	Embracing Diversity in Classroom Communities	3
CHIST 3320	Immigration and Ethnicity in American History	3
CHIST 3340	The Women's Movement: A Historical Perspective	3
CHLTH 4210	Women and Health	3
CLITR 3315	Contemporary Latin American Women Writers	3
CLITR 3338	Women in Literature	3
CPLCY 4441	Global Child and Family Policy	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CPSYC 1201	Cross-Cultural Psychology	3
CPSYC 3413	Psychology of Women	3
CSOCL 2119	Race and Ethnic Relations	3
CSOCL 2402	Sociology of Family	3
CSOCL 3121	Women, Men and Work	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	6
CSOCL 4130	Gender and Globalization	3
CSWRK 3301	Challenging Racism	3
IAHIS 3310	Women in Art	3

### COLLEGE OF ART AND DESIGN MINORS

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The College of Art & Design offers visual art minors designed to give students a foundation in the conceptual & technical aspects outside of their chosen discipline. Allowing experimentation & exploration through carefully selected requirements and elective options, Designers, Animators, Illustrators, Fine Artists, Photographers and visual thinkers will find the grounding in craftsmanship and vision a complement to their primary area of study. Students in the College of Liberal Arts and Sciences are eligible to enroll in any LA+D minors; however, completion of minors may add to degree completion time. Students should consult with their advisor if minors are desired.

Animation & Motion Media (p. 152)

Art History (p. 152)

Book Art (p. 153)

Design (p. 153)

(p. 153)

(p. 153) (p. 153)

Digital Filmmaking (p. 153)

Fine Arts (p. 154)

Graphic Design-Online (p. 154)

Illustration (p. 154)

Installation/Performance (p. 155)

Photography (p. 155)

User Experience- Online (p. 155)

Visual Narrative (p. 156)

Web Design-Online (p. 156)

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### Animation & Motion Media

The Minor in Animation is designed to give you a solid foundation in the conceptual and technical aspects of animation and motion media art. Furthermore, it offers you a set of elective courses that allow you to explore the rich field of animation: character animation, 2D and 3D, experimental, motion media, game art, VFX, and more.

#### REQUIREMENTS

##### Required Courses (6 credits)

IANIM 1250	Principles of Animation I	3
IANIM 1260	Principles of Animation II	3

##### Electives (9 credits)

Select three courses

IANIM 1300	Animation Seminar	3
IANIM 3800	Anime: Roots to Modern Day	3
IANIM 2470	Drawing for Animation	3
IANIM 2490	Character Animation	3
IANIM 2495	Digital Animation: 2D	3
IANIM 2500	Experimental Motion Media	3
IANIM 2600	Experimental Animation	3
IANIM 3100	Game Production I	3
IANIM 3450	Stop Motion Animation	3
IANIM 3495	Digital Animation: 3D	3
IANIM 3500	Junior Seminar	3

IANIM 3580	Live Action for Animators	3
IANIM 3600	Audio Production & Design	3
IANIM 3650	Toys, Props & Products	3
IAHIS 2460	History of Animation	3
IDFLM 2220	Editing Intensive	3
IDFLM 3500	Compositing & Visual Effects	3

#### Program Notes

For further information about this minor please contact Catriona Baker, Interim Chair of Animation & Motion Media at cbaker9@Lesley.edu. To declare this as your minor complete a Request for Change of School or Program form and submit it to the Registrar's office in University Hall, Porter Square. You are responsible for determining how the change in program affects your educational plans.

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### Art History

The minor in Art History provides students with a greater understanding of the historic and theoretical context of contemporary visual culture.

All students must take three required courses (9 credits) and 3 credits in a non-Eurocentric art subject toward the 21 required credits total.

LA+D students must take a discipline specific art history course listed below and 6 additional credits of Art History electives at the 3000 level or above to earn the required 21 credits.

CLAS students must take 9 additional credits of Art History electives at the 3000 level or above to earn the required 21 credits.

#### REQUIREMENTS

##### Required Courses (9 credits)

IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 3750	Critical Perspectives in Art History & Visual Culture	3

##### Departmental Elective (3 credits)

LA+D Students must take the departmental Art History elective that corresponds with their studio major

IAHIS 2100	History of Modern Design	3
IAHIS 2200	History of Photography	3
IAHIS 2400	Illustration Survey	3
IAHIS 2460	History of Animation	3
IAHIS 3600	Art Since 1945	3

##### Non-Eurocentric Elective (3 credits)

3 credits in a non-Eurocentric elective must be taken. Examples of non-Eurocentric electives include:

IAHIS 3280	Contemporary Art in East Asia	3
IAHIS 3313	Multicultural Photography	3
IAHIS 3450	Arts of Africa	3
IAHIS 4400	The Art and Culture of Japan	3

##### Advanced Art History Electives (6 credits)

Students must take 6 credits in 3000/4000 level Art History electives

IAHIS	Advanced Art History Elective (3000/4000 level)	3
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IAHIS	Advanced Art History Elective (3000/4000 level)	3
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**Program Notes**

For further information about this minor please contact Stuart Steck, Director of Integrated Studies, at 617.349.8097 or ssteck@lesley.edu. To declare this as your minor complete a Request for Change of School or Program form and submit it to the Registrar's office in University Hall, Porter Square. You are responsible for determining how the change in program affects your educational plans.

**Book Art**

Book art is a wide-ranging contemporary art form for artists and designers with traditional roots. The Minor in Book Art is an interdisciplinary approach to book art that gives you a grounding in craftsmanship, vision and design that will allow you to experiment and explore your work in this versatile form. The minor is rooted in three LA+D departments: Photography, Design and Illustration. Each offers a core course which you can follow in a number of directions through a variety of electives for a total of 15 credits.

**REQUIRED COURSES**

**Required Courses (9 credits)**

IDESN 2220	Typography I	3
IILLU 2160	Letterpress Studio	3
INTDS 3110	Visual Books	3

**ELECTIVE COURSES**

**Electives (6 credits)**

Students must fulfill 6 credits electives by combination of the 3.0 and 1.5 credit courses listed below

IILLU 2130	Sequential Projects	3
IILLU 3130	City Sketchbook	3
IILLU 2900	Experimental Illustration	3
IFINE 2370	Monotype I	1.5
IDESN 3200	Typography II	3
IPHOT 3130	Artist's Books	3
CCRWT 1400	Introduction to Creative Writing	3

**Program Notes**

For further information about this minor please contact:

**Illustration:**

Kate Castelli, 617.349.8079, castelli@lesley.edu

**Design:**

Heather Shaw, 617.349.8066, hsha3@lesley.edu

**Photography:**

Christine Collins, 617.349.8047, ccollins4@lesley.edu

To declare this as your minor complete a Request for Change of School or Program form and submit it to the Registrar's office in University Hall, Porter Square. You are responsible for determining how the change in program affects your educational plans.

**Design**

The Minor in Design provides students with an opportunity to learn about perceptual, conceptual and technical skills needed in the field of graphic design. Students will learn about studio habits, image-making, visual research, typography and the history of modern design. Coursework spans across both screen and print technologies.

**REQUIREMENTS**

**Required Courses (6 credits)**

IDESN 1270	Language of Design	3
IDESN 2220	Typography I	3

**Electives (6 credits)**

Choose TWO:

IDESN 1300	Design Workshop	3
IDESN 1400	Introduction to Interactivity	3
IDESN 3200	Typography II	3
IDESN 3510	Visual Communication I	3

**Electives (3 credits)**

Choose ONE:

IAHIS 1190	Design Thinking & Research	3
IAHIS 1210	Art of the Western World II	3
IAHIS 1700	Digital Culture	3
IAHIS 2100	History of Modern Design	3

**Program Notes**

For further information about this minor please contact Heather Shaw, Chair of Design, at 617.349.8066 or hshaw3@lesley.edu. To declare this as your minor complete a Request for Change of School or Program form and submit it to the Registrar's office University Hall, Porter Square. You are responsible for determining how the change in program affects your educational plans.

**Digital Filmmaking**

The Minor in Digital Filmmaking - The contemporary artist is increasingly cross-disciplinary. The Digital Filmmaking Minor will provide a program of study in which students can concentrate their work in a discipline but also seek ways in which they can enhance and expand their primary area of study. This Minor will support and encourage students to explore ways in which they can introduce a cross-disciplinary approach to their art practice - with an emphasis on time-based work, installation, and the intersection of old and new media including video and web-based art.

**Required Courses (6 credits)**

IDFLM 1210	Digital Filmmaking Techniques I	3
	or	
IDFLM 1220	Digital Filmmaking Techniques II	3
IDFLM 1230	Concepts of Cinema I	3
	or	
IDFLM 1240	Concepts of Cinema II	3

**Digital Filmmaking Elective Courses (6 credits)**

Select TWO

IDFLM 1230	Concepts of Cinema I	3
	or	
IDFLM 1240	Concepts of Cinema II	3
IDFLM 1210	Digital Filmmaking Techniques I	3
	or	
IDFLM 1220	Digital Filmmaking Techniques II	3

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IDFLM 2220	Editing Intensive	3
INTDS 2500	Motion, Matter & Meaning	3
INTDS 2540	Still in Motion	3

Registrar's office in University Hall, Porter Square. You are responsible for determining how the change in program affects your educational plans.

**Elective (3 credits)**

Select ONE course from the following:

IAHIS 2500	History of the Moving Image	3
IAHIS 2220	The Power of German Film & Photography	3
IAHIS 3025	Cinema Eye, Cinema Art: A History of Film	3
IANIM 3580	Live Action for Animators	3
IANIM 3600	Audio Production & Design	3
IDFLM 1500	LA+D TV	3
IDFLM 2215	Cinematography	3
IDFLM 2500	Music Video & Commercial Editing	3
IDFLM 2600	12 Documentary Films	3
IDFLM 2700	Genres in Cinema	3
IDFLM 2800	Makeup, Hair & Prosthetics	3
IDFLM 3500	Compositing & Visual Effects	3
INTDS 2340	Space, Time and Form	3

**Program Notes**

For further information about this minor please contact Matthew Nash, Chair of Digital Filmmaking, at 617.349.8044 or mnash@lesley.edu. To declare this as your minor complete a Request for Change of School or Program form and submit it to the Registrar's office in University Hall, Porter Square. You are responsible for determining how the change in program affects your educational plans.

**Fine Arts**

The Minor in Fine Arts can enhance anyone's education and provide a basis for a lifetime of engagement with the arts. Fine Arts provides skills, creative thinking and appreciation applicable to many fields of study, especially for careers in education, counseling, therapy, business, marketing, communications, art history and any of the other visual art disciplines.

**Required Course (3 credits)**

IFINE 2115	Fine Arts Drawing Studio I	3
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**Elective (9 credits)**

Select THREE:

IFINE 1210	Introduction to Painting	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2300	Printmaking: Intaglio I	3
	or	
IFINE 2351	Lithography I	3
IFINE 2445	Core Clay I	3

**Electives Courses (3 credits)**

Students must fulfill Fine Arts Electives through courses with the prefix IFINE

IFINE	Fine Arts Elective	3
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**Program Notes**

For further information about this minor please contact Matthew Cherry, Chair of Fine Arts, at 617.349.8004 or matthew.cherry@lesley.edu. To declare this as your minor complete a Request for Change of School or Program form and submit it to the

**Graphic Design- online**

The undergraduate Graphic Design minor offers students seeking to expand their creative talents the opportunity to build proficiency in technical design tools, methods and theory. This 18-credit minor exposes students to design techniques and theory across multiple media formats.

**REQUIREMENTS**

**Required Courses (18 credits)**

IDESN 1270	Language of Design	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IAHIS 2100	History of Modern Design	3

**Program Notes**

For further information about this minor please contact Lisa Spitz, at lspitz@lesley.edu

**Illustration**

The Minor in Illustration gives you a strong foundation in the conceptual and technical aspects of illustration as well as a self-directed package of courses that allows experimentation across the field or focus in a particular direction such as children's books, games, comics or editorial. We encourage you to speak with the Chair of Illustration if you would like help picking courses that will best serve your interests.

**REQUIREMENTS**

**Required Course (3 credits)**

IILLU 2300	Principles of Illustration	3
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**Elective (3 credits)**

Select ONE:

IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2420	Techniques: Composition & Transparent Media	3
IILLU 2430	Techniques: Opaque Media	3
IILLU 2440	Techniques: Mixed Media	3
IILLU 2910	Digital Duo	3

**Elective Courses (9 credits)**

IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3

**Program Notes**

For further information about this minor please contact Kate Castelli, Chair of Illustration, at 617.349.8079 or castelli@lesley.edu. To declare this as your minor complete a Request for Change of School or Program form and submit it to the Registrar's office in University Hall, Porter Square. You are responsible for determining how the change in program affects your educational plans.

## Installation/Performance

The Minor in Installation/Performance is a Multi-Media minor. The contemporary artist is increasingly cross-disciplinary. This minor will provide a program of study in which students can concentrate their work in a discipline but also seek ways in which they can enhance and expand their primary area of study. It will support and encourage students to explore ways in which they can introduce a cross-disciplinary approach to their art practice -- with an emphasis on linear and non-linear time-based work and the intersection of old and new media, sound art, installation, performance and experiential art.

### Required Courses (9 credits)

IFINE 3190	Interdisciplinary Studio I or	3
IFINE 4190	Interdisciplinary Studio II	3
INTDS 2340	Space, Time and Form	3
INTDS 3500	Interdisciplinary Synthesis	3

### Elective (3 credits)

Select ONE:

INTDS 2500	Motion, Matter & Meaning	3
INTDS 2540	Still in Motion	3

### Elective (3 credits)

Select ONE:

IAHIS 3380	History of New Media	3
IAHIS 4620	Hyperculture: Art & Technology	3
IANIM 3100	Game Production I	3
IFNDN 1653	Drawing Elective: Conceptual Drawing	3
IILLU 2440	Techniques: Mixed Media	3
IILLU 2650	Introduction to Indie Games	3
IILLU 2900	Experimental Illustration	3
INTDS 3110	Visual Books	3
INTDS 3210	Visual Books II	3

### Program Notes

For further information about this minor please contact Christine Collins, Chair of Photography, at 617.349.8047 or ccollins@lesley.edu. To declare this as your minor complete a Request for Change of School or Program form and submit it to the Registrar's office in University Hall, Porter Square. You are responsible for determining how the change in program affects your educational plans.

## Photography

The Minor in Photography at LA+D Is designed to provide a solid foundation, both technically and conceptually, in the medium of photography and its pertinent relationships to today's designers, illustrators, animators, fine artists and critical thinkers. The required photography foundation options will integrate you into the program so that you feel comfortable and at home with other majors and in all the studios, labs and seminars. The elective options allow you to focus on a particular facet or level of expertise in the discipline.

### Required Course (6 credits)

select one of the following 2 combinations to total 6 credits:

IPHOT 1200	Photography Lab I	3
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IPHOT 1300	Foundation Seminar I or	3
IPHOT 1220	Introduction to Photo: Non-Majors I or	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
IPHOT 1300	Foundation Seminar I	3

### Elective (3 credits)

Select ONE:

IAHIS 2200	History of Photography	3
IPHOT 2330	Contemporary Trends in Photo	3

### Electives Courses (6 credits)

IPHOT	Photography Elective (2000/3000 level)	3
IPHOT	Photography Elective (3000/4000 level)	3

### Program Notes

For further information about this minor please contact Christine Collins, Chair of Photography at 617.349.8046 or ccollins4@lesley.edu. To declare this as your minor complete a Request for Change of School or Program form and submit it to the Registrar's office in University Hall, Porter Square. You are responsible for determining how the change in program affects your educational plans.

## User Experience- online

With a foundation in design theory, the undergraduate User Experience minor provides students with the critical thinking, making, and technical skills relevant to a career in User Experience Research or Design. This 18-credit minor exposes students to a user-centered design approach. Students will learn to evaluate interfaces, identify new product opportunities, design and prototype for web/mobile apps, and plan and conduct research.

### REQUIREMENTS

#### Required Courses (18 credits)

IDESN 1500	User Experience I	3
IDESN 1600	User Experience Research Methods	3
IDESN 2250	Design Thinking	3
IDESN 2505	User Experience II	3
IDESN 2810	UX Design Business Practices	3
IAHIS 2105	History of Interface	3

### Program Notes

For further information about this minor please contact Lisa Spitz, at lspitz@lesley.edu

## Visual Effects

The Minor in Visual Effects (VFX) provides Animation and Digital Filmmaking students with the technical and conceptual skills needed to enhance their visual moving images, be it in film: video, web design, game application, or animation, through computer generated imagery to enhance and clarify their narrative. We encourage you to speak with the Chair of Animation or Film if you would like help picking an elective that will best serve your interests.

### Required Courses (12 credits)

IDFLM 3500	Compositing & Visual Effects	3
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IANIM 3750	Contemporary Topics in VFX	3	CCRWT 3300	Autobiographical Writing	3
IANIM 3850	Visual Effects Studio	3	CCRWT 3450	Advanced Writing Children's and Young Adult Literature	3
IANIM 4300	Creating Worlds	3			

**Electives Studio Options**

Select ONE

IANIM 2700	Mixed Reality: Non-Linear Storytelling	3
IANIM 2750	Rendering & Lighting for Virtual Space	3
IANIM 2900	3D Character Animation	3
IANIM 3825	Rigging & Skinning	3

**Program Notes**

For further information about this minor please contact Trina Baker, Chair of Animation, [cbaker@lesley.edu](mailto:cbaker@lesley.edu), or Matthew Nash, Chair of Digital Filmmaking, [mnash@lesley.edu](mailto:mnash@lesley.edu). To declare this as your minor complete a Request for Change of School or Program form and submit it to the Registrar's office in University Hall, Porter Square. You are responsible for determining how the change in program affects your educational plans.

**Visual Narrative**

Visual storytelling is a burgeoning form of communication that combines writing and images, and can be found in journalism, fiction, young adult and children's books, comic books and other forms. The Visual Narrative Minor will bring together a variety of courses that will give undergraduates a more sophisticated and well developed approach to the creation and invention of graphic non-fiction and fiction for any audience. The courses come from both Creative Writing and Illustration, and encourage collaboration and creative cross pollination by undergraduate students and faculty.

**Required Courses (9 credits)**

IILLU 2300	Principles of Illustration	3
CCRWT 1400	Introduction to Creative Writing	3
IILLU 2750	Artist as Author	3
	or	
IILLU 3550	Self Publishing	3

**Electives Studio Options**

Select ONE

IILLU 2130	Sequential Projects	3
IILLU 2160	Letterpress Studio	3
IILLU 3275	Comix: Process and Practice	3
IILLU 3610	Comic Book and Storyboard	3
IILLU 3710	Book Illustration	3
INTDS 3110	Visual Books	3
IPHOT 3130	Artist's Books	3

**Electives Writing Options**

Select ONE

CCRWT 2000	Art and Craft of Creative Non-Fiction	3
CCRWT 2300	The Art and Craft of the Short Story	3
CCRWT 2400	Art and Craft of Writing Children's and Young Adult Literature	3
CCRWT 3100	Advanced Creative Non-Fiction	3
CCRWT 3201	Advanced Short Fiction	3

**Program Notes**

For further information about this minor please contact Kate Castelli, Chair of Illustration, at 617.349.8079 or [castelli@lesley.edu](mailto:castelli@lesley.edu) or Christine Evans, Division Director of Humanities, at 617.349.8959/[evans@lesley.edu](mailto:evans@lesley.edu). To declare this as your minor complete a Request for Change of School or Program form and submit it to the Registrar's office in University Hall, Porter Square. You are responsible for determining how the change in program affects your educational plans.

**Web Design- online**

With a foundation in design for user experience, the undergraduate Web Design minor provides students with the strategic, conceptual, organizational, and technical skills relevant to a career in Web Design. This 18-credit minor exposes students to basic and advanced coding for web and mobile interfaces. Students will learn to evaluate interfaces, organize complex information, and build fully functioning web/mobile interfaces with a content management system.

**REQUIREMENTS****Required Courses (18 credits)**

IDESN 1500	User Experience I	3
IDESN 1700	Sketching for Interactive Design	3
IDESN 2115	Introduction to Web Design	3
IDESN 2700	Information Architecture	3
IDESN 3535	Advanced Web Projects	3
IAHIS 1700	Digital Culture	3

**Program Notes**

For further information about this minor please contact Lisa Spitz, at [lspitz@lesley.edu](mailto:lspitz@lesley.edu)

**CERTIFICATES**

**Advanced Professional Certificate - Animation & Motion Media** (p. 157)

**Advanced Professional Certificate -Design** (p. 157)

**Advanced Professional Certificate -Illustration** (p. 158)  
(p. 158)

**Certificate in Holistic Health and Wellness** (p. 158)

**Certificate in Child Homelessness Studies** (p. 158)

**Certificate in Graphic Design- online** (p. 156)

**Certificate in User Experience- online** (p. 157)

**Certificate in Web Design- online** (p. 157)

**COLLEGE OF ART AND DESIGN PROFESSIONAL CERTIFICATES****Certificate in Graphic Design- online (18 credits)**

The certificate in Graphic Design prepares professionals for a career in Visual Design. Gain perceptual, conceptual, visual, and technical skills necessary to take your career to the next level. Through our

asynchronous learning platform, you'll interact with students who share similar career goals and aspirations. Each of our courses feature hands-on learning opportunities where you'll explore studio habits, image-making, visual research, typography and the history of modern design. Coursework spans across both screen and print technologies.

**REQUIREMENTS**

**Required Courses (18 credits)**

IDESN 1270	Language of Design	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IAHIS 2100	History of Modern Design	3

**Program Notes**

For further information about this certificate please contact Lisa Spitz, at lspitz@lesley.edu

**Certificate in User Experience- online (18 credits)**

This certificate is for anyone seeking to move into a career in user experience design. It is also suited for practicing designers seeking to expand their knowledge within the area of design research. Through an asynchronous learning platform, students will learn how to conduct human-centered design research, generate actionable insights, frame large-scale problems, and prototype functional solutions that include digital products, services and systems.

**REQUIREMENTS**

**Required Courses (18 credits)**

IDESN 1500	User Experience I	3
IDESN 1600	User Experience Research Methods	3
IDESN 2250	Design Thinking	3
IDESN 2505	User Experience II	3
IDESN 2810	UX Design Business Practices	3
IAHIS 2105	History of Interface	3

**Program Notes**

For further information about this certificate please contact Lisa Spitz, at lspitz@lesley.edu

**Certificate in Web Design- online (18 credits)**

This certificate is for anyone who is interested in developing essential design and development skills for the web. It is also suited for practicing designers seeking to expand their knowledge of interface design and front-end web development. Through an asynchronous learning platform, students will learn how to evaluate interfaces, organize complex information, sketch and prototype for screen-based interactions, and build websites that function for mobile-first responsive design.

**REQUIREMENTS**

**Required Courses (18 credits)**

IDESN 1500	User Experience I	3
IDESN 1700	Sketching for Interactive Design	3
IDESN 2115	Introduction to Web Design	3
IDESN 2700	Information Architecture	3
IDESN 3535	Advanced Web Projects	3
IAHIS 1700	Digital Culture	3

**Program Notes**

For further information about this certificate please contact Lisa Spitz, at lspitz@lesley.edu

**Professional Certificate - Animation & Motion Media (60 credits)**

**DEGREE REQUIREMENTS**

**Required Animation & Motion Media Courses (33 credits)**

IANIM 1250	Principles of Animation I	3
IANIM 1260	Principles of Animation II	3
IANIM 2110	Sophomore Seminar I	3
IANIM 2120	Sophomore Seminar II	3
IANIM 3600	Audio Production & Design	3
	or	
IDFLM 2220	Editing Intensive	3
IANIM 2495	Digital Animation: 2D	3
IANIM 4200	Business of Animation	3
IANIM 4465	Senior Studio I	6
IANIM 4890	Senior Studio II	6

**Animation & Motion Media Electives (6 credits)**

Any IANIM non-required course, including certain specified IILLU and IDESN courses

IANIM	Animation Elective	3
IANIM	Animation Elective	3
	or	
IANIM 4880	Internship - Animation	3

**Art History/Critical Studies Requirements (6 credits)**

IAHIS 2460	History of Animation	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Studio Electives (6 credits)**

Any studio course offered in any department at LA+D from prefixes: IANIM, IDESN, IDFLM, IFINE, IFNDN, IILLU, INTDS and IPHOT

	Studio Elective	3
	Studio Elective	3

**General Elective (9 credits)**

Choose any course in the University that you are qualified for.

	General Elective	3
	General Elective	3
	General Elective	3

**Professional Certificate - Design (60 credits)**

**DEGREE REQUIREMENTS**

**Required Design Courses (39 credits)**

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop	3
IDESN 2220	Typography I	3
IDESN 2300	Interactive Workshop	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IDESN 3515	Visual Communication II	3
	or	
IDESN 1500	User Experience I	3
IDESN 3525	Visual Communication III	3

	or		
IDESN 2505	User Experience II	3	
IDESN 3750	Junior Design Studio	3	
IDESN 4455	Design Senior Studio 1	3	
	or		
IDESN 4465	Interactive Senior Studio 1	3	
IDESN 4456	Design Senior Studio 2	3	
	or		
IDESN 4466	Interactive Senior Studio 2	3	
IDESN 4705	Professional Practices	3	

**Design Electives (9 credits)**

Any IDESN non-required course for which you meet the prerequisites

IDESN	Design Major Elective (2000 level)	3	
IDESN	Design Major Elective (2000 level)	3	
IDESN	Advanced Design Major Elective (3000/4000 level)	3	

**Media Elective (3 credits)**

Media Elective Options: Choose one 3.0 credit course or two 1.5 credit courses from below

IANIM 1250	Principles of Animation I	3	
IDFLM 1200	Storyteller: Intro to Digital Filmmaking	3	
IDFLM 1210	Digital Filmmaking Techniques I	3	
IFINE 1220	Color and Composition	3	
IFINE 1320	Introduction to Sculpture	3	
IFINE 2180	Collage	1.5	
IFINE 2390	Screen Printing I	3	
IFINE 2555	Abstract Drawing	3	
IFINE 2655	Wood Working	3	
IILLU 2160	Letterpress Studio	3	
IILLU 2300	Principles of Illustration	3	
IPHOT 1220	Introduction to Photo: Non-Majors I	3	
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3	

**Art History/Critical Studies Requirements (6 credits)**

IAHIS 1190	Design Thinking & Research	3	
IAHIS 2100	History of Modern Design	3	

**General Electives (3 credits)**

Choose any course in the University that you are qualified for.

General Elective	3	
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**Professional Certificate - Illustration (60 credits)****DEGREE REQUIREMENTS****Required Illustration Courses (30 credits)**

IILLU 2100	Anatomy and Figure Drawing	3	
IILLU 2300	Principles of Illustration	3	
IILLU 2515	Design for Illustration	3	
	or		
IDESN 2220	Typography I	3	
IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6	
IILLU 2910	Digital Duo	3	
IILLU 3165	Junior Studio	3	
IILLU 3960	The Working Illustrator	3	
IILLU 4310	Portfolio for Illustration/Senior Jury	3	
IILLU 4315	Senior Studio	3	

**Illustration Major Electives (12 credits)**

Any IILLU non-required course.

IILLU	Illustration Major Elective	3	
IILLU	Illustration Major Elective	3	
IILLU	Illustration Major Elective (3000/4000)	3	
IILLU	Illustration Major Elective	3	

**Art History/Critical Studies Requirements (6 credits)**

IAHIS 2400	Illustration Survey	3	
IAHIS	Art History Elective	3	

**Elective Courses (12 credits)****Choose 1 Studio Electives**

Any studio course offered in any department at LA+D from prefixes:

IANIM, IDESN, IDFLM, IFINE, IFNDN, IILLU, INTDS and IPHOT	Studio Elective	3	
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**Choose 3 General Electives**

Choose any course in the University that you are qualified for.

General Elective	3	
General Elective	3	
General Elective	3	

**COLLEGE OF LIBERAL ARTS AND SCIENCES CERTIFICATES****Certificate in Holistic Health and Wellness**

The Holistic Health and Wellness Certificate promotes the acquisition of knowledge and skills that allows for the integration of mind, body and spirit through various healing practices. Participants in the certificate program are encouraged to engage the wellbeing of the whole person through both academic discourse and applied theory. The program of study allows the student to get a broad theoretical overview of the field in the Holistic Approaches to Healing course. This is followed by courses in Mindfulness for Mental Health and Yoga for Emotional and Mental Health, allowing the student to gain applied skills within holistic health practices. The student will then choose a fourth course from among several options which allows them to further their knowledge and skills in another major modality of health and wellness.

Required courses:

CPSYC 1451 Holistic Approaches to Healing

CPSYC 2451 Yoga for Emotional and Mental Health

CPSYC 2453 Mindfulness for Mental Health

Choose ONE of the following:

CARTH 2423 Principles of Art Therapy

CEXTH 2623 Principles of Expressive Arts Therapy

CPSYC 2421 Introduction to Counseling

CEXTH 3402 Expressive Movement and Somatic Psychology

**Certificate in Child Homelessness Studies**

Many children who have experienced homelessness have also experienced trauma. Traumatic experiences take many forms and can have a lasting impact on a child's development. Witnessing or enduring acts of violence, living through multiple transitions in terms of residence or caregivers, and issues related to poverty and stress

create conditions that require specific skill sets for professionals who work with children. The Lesley University faculty recognized this need and created a certificate program that integrates theory and practice. The curriculum addresses the structural origins of homelessness, the critical issues that support and sustain parental resiliency, the vital role of play and reading in infant and toddler development, and the neuroscience that underlies child development. This curriculum comprises the first Child Homelessness Studies Certificate offered in the United States.

The Child Homelessness Studies certificate is a 15 credit program designed to provide students with a multi-disciplinary understanding of the origins and nature of child homelessness. Students will also become knowledgeable regarding common intervention strategies for children and families in transition, from trauma-focused psychological approaches and case management, to housing and shelter initiatives, as well as policy-level advocacy. This certificate is designed to prepare undergraduate students for future employment in settings that specifically address child homelessness, as well as work with children across settings, where homelessness may otherwise go unrecognized. The certificate also prepares students for graduate study in fields that are germane to the epidemic of child homelessness.

The Child Homelessness Studies certificate is comprised of five courses that ensure a solid grounding in topics essential to understanding and addressing child homelessness and child development in a holistic sense. It is recommended that students take CPSYC 2402 and CPSYC 2421 as the foundational courses for the certificate.

CPSYC 2421 Introduction to Counseling

CPSYC 2402 Child Homelessness

CPSYC 3407 Critical Issues in Infancy

CPSYC 3422 Trauma and Crisis

CSOCS 3050 Parenting Resilience

## TRAVEL STUDY

### Travel Study Options

An enriching experience that fosters personal and intellectual growth, studying in another country builds a sophisticated worldview and increases career potential. The Study Abroad Office at Lesley will help you plan a travel-study program to learn about the economic, political, social and technological forces that shape today's global society. Students may apply to study abroad for a semester or full academic year and/or participate in travel courses taught by Lesley faculty. In recent years, students have studied at world-class universities in Europe, participated in theatre-focused courses in London, conducted field-based research in Africa, Asia and Latin America, and traveled with faculty to Vietnam, Laos, Peru, and South Africa.

For more information, and to review our current list of study abroad providers and exchange partners, visit our web page: [lesley.edu/study-abroad](http://lesley.edu/study-abroad). Information on financial aid consideration for travel-study is available at <http://www.lesley.edu/financial-aid/study-abroad/>.

### Travel Study Policies and Procedures

1. Applicants must be in good academic and personal standing.

2. Students must work with the Study Abroad Office to complete the application process and secure the appropriate approvals.

3. Applications must be filed at least one semester before intended travel.

## COLLEGE OF LIBERAL ARTS AND SCIENCES COURSES

### CANTH - ANTHROPOLOGY

#### CANTH1101 - Cultural Anthropology (3)

This course introduces students to basic anthropology concepts and methods of cultural analysis. Students will chronicle the development and evolution of anthropology, and focus on cultural anthropology, the study of human culture, social behaviors, beliefs and interaction. Students will be encouraged to analyze processes of change within and between groups, especially in regard to identity, family, religion and spirituality, economy, politics, power and globalization. The majority of the work will be classroom-based, but experiential components will be included and are essential to understanding the role of an anthropologist in the field.

Offered: Fall semester.

#### CANTH 1150 - FYS - Media & Migration: Globalization of Communication & Culture (3)

This first year seminar course surveys the global production, dissemination, and consumption of media by individuals, families, and communities as they build relationships across national borders and use media to maintain connections, to represent themselves, and to understand the migration experience. Course materials examine the historical and social contexts in which these media forms have been used, highlighting the relationship between media, migration, and the formation of social and cultural identities.

Offered: Fall semester.

#### CANTH1888 - Selected Topics: Anthropology (3)

This course focuses on a specific topic in anthropology.

Offered: As needed.

#### CANTH 2502 - Film, Culture and Society (3)

This course considers the history and development of anthropological and ethnographic filmmaking in fostering an appreciation for cultural diversity. We will focus on the encounter of the social scientist and the filmmaker with their subjects and how issues of cultural background and social categories of race, class and gender impact our study of cultural diversity and the human experience. Students will be introduced to a critical understanding of the visual construct of reality in studying how cultural beliefs and practices are interrelated. Through film screenings, lectures, readings and classroom discussion students will experience how patterns of behavior in various cultures can be 'exoticized' and will be better able to evaluate both written ethnographies as well as filmic representations of human behavior. We will use ethnographic film to illustrate anthropological concepts in a global and historical context and develop a critical perspective for viewing visual representations of culture.

Offered: Fall semester.

**CANTH 3101 - Anthropology of the Caribbean (3)**

The Course surveys the Caribbean from anthropological and historical perspectives, examining the role of globalization in the cultural, political, and economic heterogeneity of the region through the study of histories of colonialism and the plantation system, tourism, the construction of race and gender in the Caribbean nation-states, the production of popular culture, and the importance of transnational communities and migrations in contemporary Caribbean cultures. Fulfills Global Perspectives requirement.

Prerequisite: one CANTH, CSOCL, or CSOCS course. Offered: Fall semester.

**CANTH 3201 - Anthropology of Media (3)**

This course examines the ways people across the world use media as part of everyday life to make meaning and to communicate important messages about their culture to themselves and to others through a study of media producers and consumers as well as forms of media and media technologies that include film, television, newspapers, radio, new media, and recorded music and explore media as a cultural form to gain new insights into the roles media plays in social life.

Prerequisite: ONE CSOCL, CSOCS, OR CANTH COURSE. Offered: Spring semester.

**CANTH 3301 - Global Lives in a Transnational Age (3)**

This course considers how individuals, communities, and nations are transformed by experiences of globalization and migration. The term “globalization” is increasingly used in academics, politics, and popular culture, and involves the flows of actors, capital, information, technologies, and products across regional and national borders. The goal of this course is to take an ethnographic approach to globalization and transnationalism; that is, to understand the impact of global processes on local communities and how these processes have meaning in people’s everyday lives. Course materials trace processes and politics of global production and consumption as well as the lived experiences of migrants to examine the ways in which communities and identities are shaped both within and across national borders. We will focus on the cultural politics of race, nation, citizenship, gender, and place as a means to interrogate social inequality as the lives of people around the world become increasingly interconnected.

Prerequisite: ONE CSOCL, CSOCS, OR CANTH COURSE. Offered: Fall semester.

**CANTH 3888 - Selected Topics: Anthropology (3)**

This course focuses on a specific topic in Anthropology.

Offered: As needed.

**CANTH 5001 - Native North Americans (3)**

An overview of the lifestyle, customs, religion, and history of the Natives of North America, which provides an evaluation of what is known about indigenous people before European contact, places them in a historical context, and studies them in the light of modern times.

Offered: in the January session.

**CARTH - ART THERAPY****CARTH 2423 - Principles of Art Therapy (3)**

This course provides an introduction to the history, philosophy, and theory of art therapy. Students will learn about the creative process and visual expression as it relates to therapy. Students will engage with artmaking in class and outside of class and will reflect on the process with peers and in an ongoing journal. Readings, lectures, films, and experiential exercises will be utilized. No artistic ability or training is necessary. Students will need to purchase a small amount of specific art supplies.

Offered: Fall, Spring, and Summer.

**CARTH 3423 - Materials as Metaphors in Art Therapy (3)**

Materials used in art therapy will be explored through examining the work of contemporary artists and art therapists, engaging in art making, and examining applications in art therapy practice. The social context of work with materials is examined, and both traditional and innovative materials and processes will be discussed and explored. Students will gain fluency with the materials that serve as a “language” for art therapy practice and will be able to apply this understanding in internship settings.

Prerequisite: CARTH 2423 or permission of instructor. Offered: Every even year Spring.

**CARTH 3425 - Advocacy & Wellbeing with Photography (3)**

Photographs create visual narratives, which can document the ongoing stories and dynamics within an individual’s life or that of a society. Photographs can serve as nonverbal indicators of aspects that are worth exploring to generate beneficial change. You will be guided through techniques of employing commonly used devices, such as the cellphone camera, and basic editing software. Subsequently, we will look at visual narratives and counter-narratives to situate images in the context of psychological wellbeing and emotional healing. We will be exploring visual narratives, created in a multitude of cultural contexts, by photographers such as Duane Michals, Sophie Calle, and Araki Nobuyoshi to name but a few.

Prerequisite: CARTH 2423 or CEXTH 2623 or permission of instructor. Offered: Spring.

**CARTH 3501 - Art Therapy Internship and Seminar I (6)**

The student works under the supervision of an experienced professional in an approved art therapy site for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to examine the issues growing out of daily field experience and to relate these issues to principles of art therapy and social policy. Summer internship seminars are conducted online. Students must secure a pre-approved internship site, by working with the internship office, before the first class. NOTE: students must achieve a minimum grade of C to meet the requirements of the major.

Prerequisite: CSOCS 3444, minimum grade of C in CPSYC 2551, a 2.3 cumulative grade point average in the major, and an overall cumulative grade point average of 2.0, or permission of the Division Chair. Offered: Fall, Spring and Summer semesters.

**CARTH 3523 - Art Therapy with Specific Populations (3)**

This course builds on the student's knowledge of art therapy and the creative process by looking at the application of art therapy with different populations. Populations include different age groups, clinical diagnoses, and settings. Students will also learn about



various approaches such as medical art therapy and community art therapy.

Prerequisite: CARTH 2423 or CEXTH 2623 or permission of instructor. Offered: Fall and Spring.

### **CARTH 3888 - Selected Topics: Art Therapy (3)**

This course focuses on a specific topic in art therapy.

Offered: As needed.

### **CARTH 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. The course is recommended for students interested in studying a particular subject in depth, and for those wishing to participate in the planning and teaching process.

Offered: As needed.

### **CARTH 4501 - Art Therapy Internship and Seminar II (6)**

The student works under the supervision of an experienced professional in an approved art therapy site for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to reflect on the practice issues observed over several internships and to relate student experiences to principles of art therapy and social policy. Summer internship seminars are conducted online. Summer internship seminars are conducted online. Students must secure an approved internship site, by working with the Internship Office, before the first class. NOTE: students must achieve a minimum grade of C to fulfill the requirements of the Art Therapy major.

Prerequisite: Minimum grade of C in CARTH 3501, a 2.3 GPA in the core courses of the major, an overall cumulative grade point average of 2.0 or permission of the Division Chair. Offered: Fall, Spring and Summer.

### **CARTH 4523 - Studio-Based Art Therapy (3)**

Students will gain an experiential as well as theoretical understanding of studio-based art therapy by actively engaging in art making within the group. A major goal will be to deepen the student's understanding of and comfort with the creative process through their own creative exploration. Readings, group discussions, and processing of the art-making experiences will be utilized. NOTE: students must achieve a minimum grade of C to fulfill the requirements of the Art Therapy major.

Prerequisite: CARTH 3523 and, senior standing or 90 credits, or permission of the instructor. Offered: Fall, Spring.

### **CARTH 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and Division Chair. Offered: As needed.

## **CBIOL - BIOLOGY**

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### **CBIOL 1100 - Patterns in Nature (3)**

What do lungs have to do with broccoli have to do with rivers? What's the connection between swarms of bees, rush hour traffic and schools of fish? If your friend's roommate's sister is happy, does that affect how happy you are? And does that have anything to do with Internet videos going viral? In this First Year Seminar course, we will explore the connections between various, sometimes seemingly disparate phenomena with key concepts of complexity theory, the core of which is how simple rules give rise to complex phenomena. To start, we will familiarize ourselves with basic topics that we will need to later understand fractals, networks and chaos.

Offered: As First Year Seminar.

### **CBIOL 1101 - Biology with Lab (4)**

This course introduces the core concepts in modern biology, with an emphasis on the way of thinking in science. Topics covered include an introduction to organisms and ecology, evolutionary theory, Mendelian genetics, biological chemistry, and biology of the cell. This course meets for four hours weekly in order to integrate laboratory experiences.

Offered: Fall and spring semesters.

### **CBIOL 1400 - Research Experiences in Natural Science (3)**

This course will give students an opportunity to explore current topics in scientific research and visualize themselves as scientists by working in small groups with professional scientists. During the course, students will pass through three to four research modules, each focused on a different aspect of science and include lecture, discussion, field trips, hands-on data collection and data analysis. Each module will explore up to date primary literature, and take students to field and laboratory sites around the greater Boston area. The course is geared towards students interested in entering scientific fields as well as non-science majors who want a hands-on, active experience in science.

Offered: Summer only.

### **CBIOL 1150 - FYS - Patterns in Nature (3)**

What do lungs have to do with broccoli have to do with rivers? What's the connection between swarms of bees, rush hour traffic and schools of fish? If your friend's roommate's sister is happy, does that affect how happy you are? And does that have anything to do with Internet videos going viral? In this First Year Seminar course, we will explore the connections between various, sometimes seemingly disparate phenomena with key concepts of complexity theory, the core of which is how simple rules give rise to complex phenomena. To start, we will familiarize ourselves with basic topics that we will need to later understand fractals, networks and chaos.

Offered: Fall semester.

### **CBIOL 1888 - Selected Topics in Biology (3)**

This course focuses on a specific topic in biology.

Offered: As needed.

### **CBIOL 2100 - Introduction to Marine Mammals (Marine Studies Consortium course) (3)**

This course explores the biology and natural history of marine mammals in the North Atlantic, including whales, dolphins, and seals. Topics include evolution, anatomy, behavior, field identification, the history of whaling, and contemporary whaling issues. Demonstration laboratory work will focus on a small marine

mammal. One Saturday field trip on Massachusetts Bay is required. Generally

Prerequisite: CBIOL 1101. Offered: Fall semester. Off campus; Marine Studies Consortium course; involves fee.

#### **CBIOL 2101 - Biology II with Lab (4)**

In this course, students will build upon the material from Biology I, by examining the underlying processes and emerging properties of living systems, and applying that understanding in laboratory and field work. Topics to be covered include the molecular basis of biological reactions; biology of the cell; plant systems; animal systems; metabolism; reproduction; genetics; evolution; and populations and ecosystems.

Prerequisite: CBIOL 1101 or equivalent. Offered: spring semester.

#### **CBIOL 2202 - Genetics and Ethics (3)**

This course deals with the fundamentals of classical genetics, molecular genetics, and the genetics of the evolutionary process. Wherever possible, students will include the experimental rationale and results that have led to our present understanding of genetics. Experiments are designed to help students understand and appreciate research in genetics, and to develop the ability to examine and interpret experimental data. Problem sets are designed to help students with their problem-solving skills.

Prerequisite: Any CBIOL or CHLTH class. Offered: Spring semester.

#### **CBIOL 2203 - Anatomy and Physiology I with Lab (4)**

This course is an integrated study of the internal and external structures of the human body and the physical relationships among body parts from the cellular to the system levels of organization, including molecules and cells, tissues, and the skeletal, muscular, and nervous systems. Furthermore, it includes the study of the function of all the parts of the human organism. Students will engage in an in-depth systemic study of the body, its functions and malfunctions which will expand their comprehension of the relationships among body systems.

Prerequisite: Any CBIOL or CHLTH class. Offered: Fall and Summer 1 semesters.

#### **CBIOL 2204 - Anatomy and Physiology II with Lab (4)**

In this course students will study the internal and external structures of the body and the physical relationships among body parts as well as how the human organism performs its vital functions. Students will engage in an in-depth systematic study of the body, its structures, its functions and malfunctions. In the laboratory, students will observe the physiological processes in their own bodies as well as in living and preserved animals. The course includes an integrated study of the structure and function of the various systems including the endocrine, cardiovascular System, lymphatic, immune, digestive, respiratory, urinary, and reproductive systems.

Prerequisite: CBIOL 2203. Offered: Spring semester.

#### **CBIOL 2205 - Botany with Lab (4)**

This is an introductory biology course designed to provide students with a basic understanding of the structure, physiology, growth, development, and reproduction of flowering plants. The gross morphology and microscopic anatomy of stems, roots, leaves, flowers, fruits, and seeds are discussed with the emphasis on the diversity of plants. Students will develop specific skills needed to successfully propagate and maintain healthy plants. This course

meets for four hours weekly in order to integrate laboratory experiences.

Prerequisite: CBIOL 1101 or equivalent. Offered: every other Fall semester.

#### **CBIOL 2211 - Cell and Molecular Biology (3)**

In Cell and Molecular Biology students delve into the details of the fundamental, essential components of life by examining the structures, functions and interactions of cells. Focusing on the basic unit of life, the cell, this course will reveal the microscale and nanoscale workings of organisms; students will learn how cells make proteins, produce and utilize energy, import and export materials, communicate with other cells, and much more. Cell and Molecular Biology entails a comprehensive view of cellular anatomy, which comprises the foundation of fields such as developmental biology, immunology, pharmacology, cancer biology, endocrinology and neuroscience---fields in which students mastering CMB concepts will readily be able to pursue studies.

Prerequisite: CBIOL 1101. Offered: Spring semester.

#### **CBIOL 2501 - Evolution (3)**

In this course, you will explore the fundamental process of biological evolution and the rise in life's variation on Earth through time. Through textbook readings and online discussions, video watching, and online activities, you will examine both the evidence of evolution and the processes of evolution, including natural selection and speciation. You will also learn about the history of life on Earth from its early origins in a reducing atmosphere to the development of single celled organisms to the origin and diversification of animals, including human evolution. Prerequisite: A basic background in general biology is strongly recommended. This class is restricted for science credit to LCAL students. However, all students can take as a free elective.

Offered: Summer online.

#### **CBIOL 2502 - Essentials of Health (3)**

This course emphasizes concepts basic to the maintenance of lifelong optimal health. Topics include: awareness of preventable causes and recognition of the signs and symptoms of disease; communicable and non-communicable diseases; nutrition; weight control; therapeutic drugs and their side effects; toxic agents and environmental factors; narcotics, alcohol, and tobacco; and emotional and mental well-being as integral aspects of health. Social and economic factors and health services that have bearing on these topics are examined.

Prerequisite: Some background in health or human biology preferred but not required. Offered: Fall and Spring semesters.

#### **CBIOL 2505 - Ecology with Lab (4)**

This course introduces students to the basic principles of ecological science. Models for population growth, nutrient cycle, food chains, and the extinction and conservation of endangered species are explored in communities of plants and animals. Field trips to local ecosystems (temperate forest, beach intertidal zone, and offshore ocean) enhance students' abilities in observation and analysis and are a major component of the course. Computer simulation is used to illustrate models and principles.

Prerequisite: Any CBIOL or CPHYS class. CBIOL 1101 or equivalent are strongly recommended. Offered: Fall semester.

**CBIOL 2602 - Applied Nutrition (3)**

This course focuses on the food choices individuals make daily and how a nutritionally sound diet provides the foundation for good health. There is an emphasis on diet planning and the nutrients that are essential to well-being as well as changing nutrient needs throughout the life cycle. Through the use of readings, lectures, labs, and group discussions students will learn basic nutrition concepts and develop the skills necessary to examine their own diets, sort out nutritional advice, and become better informed consumers and members of the community. This course begins with a personal nutritional assessment and questions designed to help students identify cultural and social meanings attached to various foods that affect their selections.

Prerequisite: Some background in health or human biology preferred. Offered: Spring semester.

**CBIOL 3100 - Animal Behavior with Lab (4)**

This course explores the basic concepts and principles of animal behavioral systems in the context of current topics and issues. The course explores the evolutionary origins and physical mechanisms of the behavior of animals (from insects to mammals) in natural contexts. Topics to be covered include behavioral genetics, foraging, predator/prey co-evolution, communication systems, perception, mating systems, parental care, and cooperation and social behavior. Through first-hand laboratory experiences, we will develop an understanding of scientific methods and practices in research. We will explore the diversity of behavioral adaptations, and relate this diversity to an understanding of how evolution shapes behavior. The information you learn in this course will comprise a foundation in the biology of behavior with which you can integrate your subsequent learning, even outside the fields of science.

Prerequisite: Any CBIOL or CNSCI class. Offered: Spring semesters of odd numbered years.

**CBIOL 3210 - Evolution and the History of Life (3)**

In this course students will explore the fundamental process of biological evolution and the rise in life's variation on Earth through time. Through textbook readings and discussions, journal articles, films, hands-on activities, and field excursions, students will examine the processes of natural selection, adaptation, and speciation. Students will then explore the changes in life on Earth from its early origins in a reducing atmosphere to the diversification of prokaryotes; the symbiotic origins of eukaryotes; and the origin and diversification of animals, fungi, and plants. The course will end with a study of human evolution.

Prerequisite: Any CBIOL or CPHYS class. Offered: Fall semesters of even numbered years.

**CBIOL 3250 - Marine Biology (Marine Studies Consortium course) (3)**

This lecture/lab course surveys the basic biology, behavior, and life history of marine biota, and reviews the physical aspects of various marine habitats from polar to tropical latitudes. The course focuses on the evolution of adaptive responses to the oceanic environment and the roles of the physical environment and the species interactions in structuring marine communities. Laboratory activities include field trips to different marine habitats and examination of specimens from several marine phyla. Generally

Prerequisite: Any CBIOL or CNSCI class or CPHYS 2106. Offered: Fall semester. Off campus; Marine Studies Consortium course; involves fee.

**CBIOL 3300 - Infectious Diseases (3)**

A study of the causes, detection, prevention, control, and treatment of infectious diseases. Diseases studied include those caused by bacteria, fungi, protozoa, and viruses, with special emphasis on the sexually transmitted diseases (STD's) including AIDS and related opportunistic infections such as Tuberculosis. The social and medical implications of infectious diseases are also examined.

Prerequisite: Any CBIOL or CHLTH class. Offered: Fall semesters of even numbered years.

**CBIOL 3311 - Cellular Neurobiology (3)**

How is it that, to borrow the words of Neurologist VS Ramachandran, "a threepound mass of jelly... can contemplate the vastness of interstellar space... the meaning of infinity...and... contemplate itself contemplating on the meaning of infinity" and so much more? In this course we will examine the fundamental cellular and molecular structures that comprise the brain and other parts of the nervous system. Starting with the properties and behaviors of the basic unit of the nervous system the neuron we will find out how interactions among proteins and cells can give rise to complex phenomena like cognition attention memory and sensation.

Prerequisite: CBIOL 1100 or permission of instructor.

**CBIOL 3330 - Research Methods in Biology (4)**

This is a laboratory-based course in which students will learn to apply biochemical, molecular and cellular biology techniques to address scientific questions. Students will learn principles and practices of basic biochemical characterization of DNA, proteins, bacterial culture, transformation, nucleic acid purification and quantitation, DNA restriction digestion and analysis, primer design and polymerase chain reaction (PCR). In addition, students will learn computer-based DNA sequence analysis, data acquisition and database searches. Students will also explore various aspects of bioinformatics and genomics, and advanced molecular techniques such as next generation sequencing and microarrays, which play important roles in genomics and proteomics.

Offered: Every other Spring.

**CBIOL 3401 - Developmental Biology (3)**

How does a single fertilized egg become a sophisticated multicellular organism, such as a person? In Developmental Biology (Dev Bio), we'll examine in molecular and cellular detail the amazing processes of change that organisms undergo during their maturation. Starting with the starting point of many life forms, the embryo, we will investigate a variety of topics, including the roles hormones and other molecules play, the differentiation of cells to take on specific functions, and the formation of body structures, such as limbs and organs. After covering a range of foundational concepts, we will be well-equipped to discuss how environmental and behavioral factors affect the development of organism, topics of particular relevance to contemporary society.

Prerequisite: CBIOL 1101 and CPHYS 1308.. Offered: Spring semester.

**CBIOL 3600 - Epidemiology (3)**

This course introduces students to the epidemiological methods used in the study of today's health-related problems. This course will integrate several different perspectives to help students gain a more complete understanding of the determinants of health and illness (e.g. genetic and epi-genetic factors behind chronic diseases; social psychological factors related to race, class, and gender; and the link between specific environmental toxins and asthma, in addition to

other health conditions). The application of these perspectives to specific clinical and population data provide the foundation for students to identify the potential causal effects of modifiable risks and exposures in an effort to prevent negative health outcomes and promote well-being in communities.

Prerequisite: CBIOL 2502. Offered: As needed.

### **CBIOL 3888 - Selected Topics in Biology (3-4)**

This course focuses on a specific topic in biology.

Offered: as needed.

### **CBIOL 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. This course is recommended for students interested in studying a particular subject in more depth, and for those wishing to participate in the planning and teaching process. See Course Assistantships for details.

### **CBIOL 4100 - Biology of Whales (Marine Studies Consortium course) (3)**

This course provides a comprehensive review of the biology and conservation of cetaceans. A thorough grounding in cetacean mammalogy and population biology will prepare students to understand conservation problems presented as case histories by leading researchers in the field.

Prerequisite: 3 credits from CBIOL, CNSCI, or CPHYS at the 3000 level or higher. Offered: Spring semester. Off campus; Marine Studies Consortium course; involves fee.

### **CBIOL 4110 - Biology of Fishes (Marine Studies Consortium Course) (3)**

This upper-level survey course covers the evolution, systematics, anatomy, physiology, and behavior of freshwater, marine, and anadromous fishes from temperate to tropical environments. The course also examines the diversity of fish interactions in aquatic communities: predator/prey relationships, host/symbiont interactions, and the various roles of fishes as herbivores. Study of inter- and intra-specific predator/prey relationships among fish populations in aquatic communities integrates principles of ecology. Access to the collection of the New England Aquarium provides an extraordinary opportunity to understand principles of ichthyology through the study of living fish.

Prerequisite: 6 credits from CBIOL, CNSCI, or CPHYS at the 3000 level or higher. Offered: generally every Spring; off campus; Marine Studies Consortium course; involves fee.

### **CBIOL 4210 - Women and Health (3)**

This course is designed to explore and analyze selected topics in health that affect women's lives from adolescence through old age. It places women's health issues in context with their individual biological and psychosocial development, their family roles, and their roles in the larger society. The multicultural focus is on differences women in the United States experience due to race/ethnicity and sociocultural differences. Obstacles to optimum health for minority women in the United States are examined.

Prerequisite: Some background in health or human biology strongly preferred. Offered: Summer semester.

### **CBIOL 4999 - Independent Study (1-6)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and Division Chair. Offered: As needed.

## **CMGMT - BUSINESS MANAGEMENT**

### **CMGMT 1150 - FYS - The Ethical Leader: Choosing Right for Good (3)**

Students will examine the various ethical and moral issues arising in contemporary economic activities that affect society and the world in this First Year Seminar. Values, both historical and contemporary, that shape the economic environment will be explored as well as personal values that influence human behavior in all social systems. This course treats ethics in the context of leadership decision-making, recognizing the importance of making sound ethical judgments in a complex world.

Offered: Fall semesters.

### **CMGMT 1420 - Personal Finance (3)**

This is an introductory course for all Lesley students. The course addresses financial issues in today's environment of high living costs and financial uncertainties. A focus will be the importance of planning, analyzing, and controlling personal finances. Students will acquire a variety of skills and techniques for personal financial management, enabling success professionally and personally in achieving financial goals. A key project will be the development of a portfolio of stocks and mutual funds.

Offered: Spring semester.

### **CMGMT 1451 - Foundations of Management (4)**

This course provides an introductory view of contemporary organizations and the impact of change in the workplace of the twenty-first century. Students learn about organizational environments both physical and digital, the processes for managing these environments, and the roles of individuals to achieve organizational goals. Current theories and methods to effectively plan and manage change in public, private, and non-profit sectors are examined. The changing nature of organizational leadership is explored with particular emphasis on the realities of a global society.

Offered: Fall semester.

### **CMGMT 1590 - Quantitative Modeling for Business (3)**

This course provides students with fundamental quantitative and analytic concepts and tools needed to make informed data driven business decisions. This course is divided into two parts. Part One is centered on developing quantitative skills in algebraic operations, linear equations, functions and graphs, financial math, and basic statistics. Part Two of the course is centered on developing analytic skills in MS Excel. This includes the basics of Excel, manipulating data, analyzing data, and statistics. This is a competency development based course. Students must achieve a minimum competency to complete the course.

**CMGMT 1701 - Leader and Professional Development I (2)**

This course is designed to help students identify, appreciate, and capitalize on natural strengths so that they will be better prepared to communicate, learn, think, make critical decisions, and set realistic goals.

Offered: Spring semester.

**CMGMT 2310 - Leadership Skills Workshops (1-3)**

This course offers a series of workshops to develop specific skills critical to workplace effectiveness. These skills workshops, offered on rotation, will help students master competencies in areas that include conflict management; problem solving in the workplace; presentations; project management; portfolio development; planning for successful meetings; and strategies for effective negotiation. Hands-on activities, short-term projects, guest speakers, and current readings for discussion will provide the framework for these workshops.

Offered: As needed.

**CMGMT 2455 - Financial Accounting (3)**

Students learn the basic concepts needed to analyze the financial status of an organization, and learn to use financial analysis for managerial decisions. Through step-by-step procedures, students learn how to develop and use basic accounting tools starting with the creation of balance sheets and income statements to the completion of other accounting records to form a complete accounting system. Other topics covered are revenues and monetary assets, inventories and cost of sales, depreciation, working capital, consolidated statements, and useful ratios for financial analysis. (Class – 3 hours, Lab – 1 hour, Course hours – 4; Credit – 3 credits.) The lab component is 25% of the course grade and attendance is required. The lab is scheduled on a day that is different from the days that the class meets.

Prerequisite: CMATH 1590. Offered: Fall.

**CMGMT 2457 - Managerial Accounting (3)**

This course builds upon the student's understanding of basic accounting techniques and focuses on the internal accounting processes that help managers gather and organize the information needed for making day-to-day decisions within the organization. The course introduces students to methods for analyzing, interpreting and applying financial and non-financial information such as cost accounting, break-even analysis, cost analysis and the budgetary process. (Class – 3 hours, Lab – 1 hour, Course hours – 4; Credit – 3 credits.) The lab component is 25% of the course grade and attendance is required. The lab is scheduled on a day that is different from the days that the class meets.

Prerequisite: CMGMT 2455, CMATH 1590. Offered: Spring.

**CMGMT 2550 - Business Analytics I (3)**

A course in basic statistics is offered in a wide variety of disciplines--from the social sciences to business to the natural sciences. The same statistical methods are applied across disciplines. Therefore it should not be surprising that the tools you will learn to use in this course will benefit you in your future courses and careers regardless of whether your career interest is Finance, Accounting, MIS, Management, Marketing, or outside the business realm. In this course you will learn basic descriptive statistical methods, sampling methodology, how to draw inferences from samples to larger populations and how to make predictions based upon historical relationships between variables. We develop statistical methods of

inductive reasoning to make the best-possible business decisions based on available partial (sample) information. We rely on deductive (mathematical) reasoning through Probability as a vital tool to help us achieve that goal. (Class – 3 hours, Lab – 1 hour, Course hours – 4; Credit – 3 credits.) The lab component is 25% of the course grade and attendance is required. The lab is scheduled on a day that is different from the days that the class meets.

Prerequisite: CMATH 1590. Offered: Fall.

**CMGMT 2551 - Business Analytics II (3)**

As a continuation of CMGMT 2550 Business Analytics I, this course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations, to apply basic business analytics tools in a spreadsheet environment, and to communicate with analytics professionals to use and interpret analytic models and results effectively for better business decisions. (Class – 3 hours, Lab – 1 hour, Course hours – 4; Credit – 3 credits.) The lab component is 25% of the course grade and attendance is required. The lab is scheduled on a day that is different from the days that the class meets.

**CMGMT 2701 - Leader and Professional Development II (2)**

In this course, students develop skills in emotional intelligence, values in action, seven habits of highly effective managers, leading self, and leading others.

Offered: Fall Semester.

**CMGMT 3104 - Decision Making (3)**

Decision-making is central to the role of manager. This class examines fundamental theoretical and practical approaches to decision making in management as reflected in the growing literature on the topic. The course emphasizes the application of a wide variety of techniques and methods derived from these theoretical approaches to problem solving in management. The course is also designed to improve students' decision-making and problem solving capabilities as individuals and as members of groups.

Offered: Spring Semester.

**CMGMT 3216 - Data Visualization (3)**

A variety of data is being generated by businesses, government entities, and human activities at increasing rates and complexity. The goal of this course is to expose students to key design principles and techniques that can increase the understanding of complex data, and gain valuable insights for the data. Good visualizations present a visual interpretation of the data and also improve comprehension, communication, and decision making. Concepts, techniques, and methods for creating effective data visualizations will be covered. The course will also have a focus on how to present information clearly and effectively. In addition to completing the prerequisite coursework, students must have basic Excel and computer competency before enrolling in this course.

Prerequisite: CMGMT 2550, CMGMT 2551.

**CMGMT 3217 - Introduction Data Science/Data Mining (3)**

The course introduces students to applied examples of data collection, processing, transformation, management, and analysis to provide students with hands-on introduction to data science experience. Students will explore key concepts related to data science, including applied statistics, information visualization, text

mining, and machine learning. “R”, the open source statistical analysis and visualization system, is used throughout the course. R is reckoned to be the most popular choice among data analysts worldwide; having knowledge and skill with using it is considered a valuable and marketable job skill for data scientists.

### **CMGMT 3202 - Business in a Legal Context (3)**

This course examines the legal issues that affect businesses. The course begins with an overview of the contemporary legal environment and the courts and a discussion of crimes and torts. The course’s central focus is on common law contracts and Uniform Commercial Code contracts for sales and leases of goods. Course topics also include product liability, agency law and business organizations.

Prerequisite: 60+ credits complete. Offered: Spring semester.

### **CMGMT 3305 - Developing Your Leadership Capability (3)**

In this course students will explore leadership both as a specialized role and as a shared influence process. They will assess the skills, knowledge and experience required to influence others, to serve as catalysts for action and reflection. Students will use literature and film as vehicles to gain both a theoretical foundation of leadership issues as well as to apply these ideas to practical examples. They will explore narratives that demonstrate the development of leadership skills and the consequences of leadership behavior.

Offered: Spring semester.

### **CMGMT 3306 - Corporate Social Responsibility (3)**

Students will examine the various ethical and moral issues arising in contemporary economic activities which affect society and the world. Values both historical and contemporary that shape the economic environment will be explored as well as personal values which influence human behavior in all social systems. This course treats ethics in the context of leadership decision-making recognizing the importance of making sound ethical judgments in a complex world.

### **CMGMT 3307 - Business Negotiations (3)**

This course is designed to orient you to some basic principles of negotiation increase your awareness of your individual negotiation style and provide you with practice to begin applying your new knowledge immediately to your own experiences. Thinking through critical interactions from the perspective of a negotiation framework allows for an analytical approach to problem solving which helps facilitate clear communication and better decision-making.

Offered: January.

### **CMGMT 3440 - Not-for-Profit Management (3)**

This course is designed to give a comprehensive overview of nonprofit design, management and leadership. There are over 30,000 nonprofits in the Commonwealth of Massachusetts and they are collectively one of the leading employment sectors nationwide. As the economy continues to contract, the need for well-organized and well-led nonprofits will continue to grow. The sector will increasingly demand more of its managers and volunteers, thus it is imperative that those seeking to enter this field are well-trained and supported.

Prerequisite: Must have completed at least 60 undergraduate credits. Offered: Spring semester.

### **CMGMT 3442 - Arts Management (3)**

This course will serve as an overview of management practices in the arts and the functioning of nonprofit arts organizations. In this course, you will gain an understanding of the decision-making and strategic planning that managers use in arts organizations. By the end of the semester, students will have a general sense of how a nonprofit arts organization is organized, managed, staffed, funded and evaluated. We will also extensively discuss how arts organizations measure effectiveness. Additionally, students will have the opportunity to do some investigating of personally selected arts organizations and experiences.

Prerequisite: Must have completed at least 60 undergraduate credits. Offered: Fall semester.

### **CMGMT 3444 - Sport Management (3)**

This course is designed to survey the field and practice of sport management in the contexts of youth, amateur, international, professional and recreational sport. The sport industry is legitimized by a comprehensive understanding of the organizational structure and governing bodies of the sporting world. Course work will focus on the application of core management theories and methods to the sport industry. Topics will include corporate organization, manufacturing, marketing, finance, sales, sponsorship, communication, league management and event management. Students will work in groups and individually to simulate participation in a complete management team producing two main projects: one intramural tournament for college students and one large-scale sporting event proposal.

Prerequisite: Open to students with 60 or more credits. Offered: Fall semester.

### **CMGMT 3446 - Brand Management (3)**

As products pricing and distribution increasingly become commodities the new competitive arena is brand value which creates long-term profitable brand relationships. Building brand equity involves managing brands within the context of other brands as well as managing brands over multiple categories over time there are just as many opportunities for greatness as there are pitfalls. An effective branding process will create a unique identity that differentiates a brand from its competition. In this class you’ll be equipped with the tools you need to understand effective brand management the heart of a company’s competitive strategy

Offered: Spring Semester.

### **CMGMT 3450 - Entrepreneurship (3)**

Do you have an idea that you would like to turn into reality? We will figure out how to develop your idea through the creation of a business plan, which bridges the gap between intention and implementation. Become an entrepreneur by developing a business or addressing a social need.

Offered: Fall semester.

### **CMGMT 3460 - Corporate Finance I (3)**

Students will study financial institutions and markets, analyzing how firms obtain, invest, and apply funds efficiently. The use of financial information in decision making is emphasized. Students will study such topics as cash budgeting, forecasting, ratio analysis, taxes,

financial statements, internal/external financing, and capital investment in company resources.

Prerequisite: CMGMT 2455, CMGMT 2457, CMGMT 2550, CECON 2101, CECON 2102. Offered: Fall semester.

### **CMGMT 3461 - Financial Management for Not-for-Profit Organizations (3)**

This course focuses on managing financial resources in not-for-profit organizations and includes identification of financial information that is critical to operations how to access it and how to use it. The course begins with a review of accounting principles moving to an analysis of financial reports revenue streams and other funding sources in the not-for-profit sector. An important content area of the course involves the collection and analysis of data and information for decision making reading current financial issues in the not-for-profit sector and case studies provide the format for the course.

Offered: as needed.

### **CMGMT 3464 - Marketing Strategies (3)**

This course provides students with a basic framework for understanding marketing principles and how the marketing process is managed. Emphasis is placed on the four P's (product, place, pricing, and promotion) and their integration, as well as on the role of and reactions to marketing in today's society.

Prerequisite: CMGMT 2550, CMGMT 2551, CMATH 1590. Offered: Fall.

### **CMGMT 3462 - Fundraising and Philanthropy (3)**

This course provides an opportunity for students to gain an understanding of the basic theories, skills, and practices involved in generating funds for nonprofit organizations, and an opportunity to test what they have learned in a real-life setting. Students will find that nearly all of the learned fundraising skills are also applicable to public or private organizations, and that they engage in a significant amount of fundraising.

Offered: Fall.

### **CMGMT 3465 - Marketing for Not-for-Profit Organizations (3)**

In this course students learn the basic principles of marketing in the not-for-profit sector. Students gain an understanding of the complex processes associated with marketing not-for-profit organizations including the managerial processes of planning implementation and analysis of new programs; voluntary exchanges of values; and the influence of organizational mission culture public and community relations and the development of community resources to support institutional growth and long-term survival. Technology applications include the analysis of website data to support marketing decisions and the use of e-commerce by not-for-profit organizations.

Offered: as needed.

### **CMGMT 3468 - Management Information Systems (3)**

This course examines the management and use of information systems as a strategic tool. It covers the role of information technology in organizations, computer and information processing, hardware and software, managing data resources, telecommunications and networks, electronic commerce, security, ethics and leading information technologies and applications.

Prerequisite: 60+ credits complete. Offered: Spring semester.

### **CMGMT 3469 - Organizational Behavior and Ethics (3)**

Through the use of primary research and case studies, this course explores theories of ethics and organizational behavior. Students learn about organizational structure, formal and informal work groups, and the relationship among individuals, the work group, and the organization. The course emphasizes the differing perceptions in organizations through the exploration of such topics as leadership, motivation, performance, career development and change management, and ethics.

Prerequisite: 60+ credits complete. Offered: Fall semester.

### **CMGMT 3470 - Human Resource Management (3)**

This course examines the major concepts and trends in human resources management, through a variety of classical and contemporary readings. Students explore relevant HR laws and how they apply, and their significance in the workplace; assess the elements of a competitive compensation system; determine "best practices" in assessing employee performance; generate a plan for acquiring, training, and developing employees; and generate a comprehensive analysis of a major HR area.

Prerequisite: 60+ credits complete. Offered: Fall semester.

### **CMGMT 3473 - E-Commerce: Managing the Digital Enterprise (3)**

This course explores the fundamentals of the commercial internet. Students learn the main steps in creating commercial networks and the innovative applications made possible by the World Wide Web. Students analyze technologies which, when combined with basic marketing principles, provide global reach at minimum cost, allowing small firms to compete effectively with large organizations, and partner-networks to be developed through digital channels. The course further explores the potential for bridging hemispheric boundaries and cultures to bring economic opportunity to all regions of the world. Recommended that students have familiarity with economics and marketing principles.

Offered: as needed.

### **CMGMT 3510 - Advertising (3)**

With the continuing fragmentation of markets, audiences, and the media, an understanding of advertising and its ties to contemporary integrated marketing communications is necessary for marketing programs to be successful. This course will provide students with the techniques and processes of traditional advertising, as well as a transition into modern integrated marketing communications. Students will have hands-on experience in developing a real advertising campaign.

Prerequisite: CMGMT 3464. Offered: Spring semester.

### **CMGMT 3520 - Consumer Behavior (3)**

Understanding how and why consumers and organizations make purchase decisions concerning the products and services they use is an important part of the marketing process. This course will carefully examine the processes and influences of buyer behavior. A term project will look closely at the purchase behavior of real consumers in a real situation to provide a realistic perspective on a field which encompasses marketing, management, psychology, and sociology.

Prerequisite: CMGMT 3464. Offered: Fall semester.

### **CMGMT 3530 - Market Research (3)**

Effective marketing research is necessary for successful management of all phases of the marketing process. In today's information-

oriented environment, a marketing manager cannot succeed without a thorough understanding of the research process. This course is intended to acquaint students with the fundamental marketing research skills of problem formulation, research design, questionnaire design, data collection, data analysis, and report presentation and writing.

Prerequisite: CMGMT 3464. Recommended: a basic course in statistics or research. Offered: as needed.

### **CMGMT 3540 - Services Marketing (3)**

The service sector of the American economy, which includes education, government, health care, and not-for-profit organizations, has been growing in size and importance for a long time. This course will examine closely what differentiates the marketing of services from the marketing of products. Attention will necessarily be focused on the intricate interplay among traditional management function of marketing, operations, and human resources that characterize the marketing of services.

Prerequisite: CMGMT 3464 or permission of instructor. Offered: as needed.

### **CMGMT 3546 - Sports Marketing (3)**

The course provides an overview of sports marketing as a component of an integrated marketing strategy. The class will study the history and contemporary application of sports marketing as a method to achieve goals. In the course, the class will examine strategies that address critical business constituencies, including consumers, trade factors, employees, athletes and the financial community. It covers sports marketing within the context of special sporting event sponsorships and professional sports teams as well as governing organizations, sports media (broadcast, print and the Internet), licensing, hospitality, etc.

Prerequisite: CMGMT 3464 and 60+ credits. Offered: Spring.

### **CMGMT 3550 - Linear Optimization (3)**

This is an introductory course on optimization—that is, on mathematical programming—intended for undergraduates and graduate students in management or engineering. The principal coverage includes linear programming, nonlinear programming, integer programming and heuristic programming. The emphasis is on model building using Excel. The emphasis on model building (rather than algorithms) is one of the features that makes this course distinctive.

Prerequisite: CMGMT 2550, CMGMT 2551 and 60+ credits completed. Offered: Spring.

### **CMGMT 3560 - Operations Management (3)**

This course provides students with fundamental management and analytical concepts/tools for the management of operations and the decision-making process within the supply chain. Competitive advantage driven by supply chain strategy is a rapidly developing practice in the global business environment. Topics include supply chains issues and strategy, the operations management framework, the Six Sigma approach, quality management, demand and supply planning, inventory management/control, and product and service delivery systems.

Prerequisite: CMGMT 1451, CMGMT 2455, CMGMT 2457, CMGMT 2550, CMGMT 2551, CMGMT 3460, CMGMT 3464, CECON 2101, CECON 2102, CMATH 1590. Offered: Spring semester.

### **CMGMT 3600 - Digital Marketing (3)**

The internet is a dynamic marketplace if there ever was one. This class will give you the theoretical understanding of the internet marketplace necessary to adapt to its many changes, while also equipping you with the skills you'll need to perform vital daily functions. By the end of the course, you will be able to walk into any company with an online presence and improve their use of the internet.

Prerequisite: CMGMT 3464.

### **CMGMT 3702 - Management Internship and Seminar I (3)**

This internship offers the student an opportunity to continue to study management in an organizational setting. The student works in an organization for 120 hours over a semester under the supervision of an experienced manager. Supervision involves written self-assessment and the development of a learning contract written under the guidance of the field site supervisor and a Lesley supervisor. The student writes a paper summarizing the work experience and evaluating learning in light of the goals specified in the contract. Seminar meetings are held throughout the semester.

Prerequisite: CMGMT 1701, CMGMT 2701. Offered: Spring semester.

### **CMGMT 3706 - Public Relations (3)**

This class is an introduction to the field of public relations, and covers how to create comprehensive digital-influenced strategies and ultimately how to be an effective PR professional in this new digital age. In this course, we will explore emerging social media technologies and study their application in contemporary PR practice. The format is a combination of informal lecture and small-group discussion, case analysis, and guest lecture. We will also study how to use digital technologies to monitor conversations on the Internet, engage online communities, identify influencers, and establish thought leadership.

Prerequisite: CMGMT 3464. Offered: Spring semester.

### **CMGMT 3799 - Black Business Leadership & Entrepreneurship (3)**

African-American business leaders have successfully contributed to the growth of the American economy for centuries. This course is not only for black students, but for every student interested in learning about great business leaders who might be a black entrepreneur, intrapreneur (entrepreneur in a corporate setting), union leader or social entrepreneur.

### **CMGMT 3888 - Selected Topics in Business Management (3)**

This course focuses on a specific topic in business management.

Offered: As needed.

### **CMGMT 4300 - Managing in the Global Economy (3)**

In this course, students explore the relationship among culture, politics, and economics and their influence on American firms doing business in international markets. The course focuses on the process of globalization, and offers alternative perspectives on the complex issues that impact organizations engaged in business abroad. Topics include emerging views of consumer behavior, organizational adaptation to local life and work patterns, and ethical issues that firms and individuals must recognize and respond to in order to live and work in international communities.



Prerequisite: CMGMT 1451, CMGMT 2455, CMGMT 2457, CMGMT 2550, CMGMT 2551, CMGMT 3202, CMGMT 3460, CMGMT 3464, CMGMT 3468, CMGMT 3469, CMGMT 3470, CMGMT 3560, CECON 2101, CECON 2102, CMATH 1590. Offered: Fall semester.

**CMGMT 4451 - Issues in Leadership: Prof, Legal, Ethical & Policy Concern (3)**

This seminar provides advanced students an opportunity for in-depth research and study on various topics that concern legal, ethical, and policy concerns of management. Different topics are covered each semester and students are required to concentrate their research in areas not included in other courses.

Prerequisite: Permission of instructor. Offered: Fall and Spring semesters.

**CMGMT 4732 - Business Management Internship Seminar II (4)**

The Senior Internship Seminar II represents the capstone experiential learning component of the course of study in management or communications. This course requires the completion of 120 hours at an approved site. Working in learning teams, students engage in weekly seminars that offer a supportive and enriching place for students to develop insights into the world of work and their own engagement as reflective practitioners. The instructor works as facilitator as students take ownership of their field and classroom experiences.

Prerequisite: Completion of CMGMT 3702. Offered: Fall and Spring semesters.

**CMGMT 4888 - Selected Topic in Business Management (3)**

Offered: As needed.

**CMGMT 4900 - Strategic Management Capstone (4)**

This capstone course applies the concepts learned in many previous business management courses. Central to the outcome of the course will be the completion of a 5-step strategic analysis performed on an organization in which the student assesses the mission, external analysis, internal analysis and considers the organization's decisions and efforts pertaining to their functional, business, corporate and global strategies. It is recommended that students have reached senior standing or have permission of the division chair.

Prerequisite: CMGMT 1451, CMGMT 2455, CMGMT 2457, CMGMT 2550, CMGMT 2551, CMGMT 3202, CMGMT 3460, CMGMT 3464, CMGMT 3468, CMGMT 3469, CMGMT 3470, CMGMT 3560, CMGMT 4300, CECON 2101, CECON 2102, CMATH 1590. Offered: Spring semester.

**CMGMT 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and Division Chair. Offered: Fall and Spring semesters.

**CMGMT 5100 - A Competent and Capable Leader (3)**

This graduate course is designed to explore leadership both as a specialized role and as a shared influence process. Students will assess the skills, knowledge and experience required to influence others, to serve as catalysts for action and reflection. Students will use literature and film as vehicles to gain both a theoretical foundation of leadership issues as well as to apply these ideas to practical examples. They will explore human stories that demonstrate the development of leadership skills and the

consequences of leadership behavior. This course will establish the foundational theories that connect directly to business practices. It offers students with simulated scenarios that can be applied to genuine business practice.

**CMGMT 5110 - A Socially Responsible and Ethical Leader (3)**

This graduate course is designed to explore leadership both as a specialized role and as a shared influence process. Students will assess the skills, knowledge and experience required to influence others, to serve as catalysts for action and reflection. Students will use literature and film as vehicles to gain both a theoretical foundation of leadership issues as well as to apply these ideas to practical examples. They will explore human stories that demonstrate the development of leadership skills and the consequences of leadership behavior. This course will establish the foundational theories that connect directly to business practices. It offers students with simulated scenarios that can be applied to genuine business practice.

Prerequisite: CMGMT 5100.

**CMGMT 5120 - Leader Development III (3)**

Students learn the scholarly context – classic and contemporary management theories in applied contexts. This course will help students identify and exploit new sources of competitive advantage. You'll analyze the sources of S/W/O/T: Strength, Weaknesses, Opportunities and Threats and how to capitalize on them, which first means understanding what you are seeing.

Students will learn to think deeper, acquiring the foundation for building the skills and knowledge necessary to be an effective and ethical manager in a global and interconnected environment. Students will examine and contrast management and leadership theories and practice. Managers control and monitor, not firms in the traditional sense, but complex networks and systems. Leaders are focused on change and innovation.

Prerequisite: CMGMT 5100, CMGMT 5110.

**CMGMT 6100 - Social Entrepreneurship (3)**

The Social Entrepreneur desires positive impact on the community, looks to outcomes that promote social justice, seeks effective leadership and management of the social enterprise, and looks to develop and implement strategies for scaling the enterprise for impact. This course will focus on understanding exactly what constitutes a social enterprise as well as what are the various business models being used to drive organizations that are transforming their community and the world. We will discuss, at length, the best practices involved with launching, scaling and managing a mission-driven organization as well as how it is sustainably funded.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

**CMGMT 6105 - Donors (3)**

Donors are at the very center of every nonprofit social enterprise and are wholeheartedly responsible for the existence of a nonprofit organization. We will examine the various types of fundraising strategies and how nonprofits successfully cultivate individuals, corporations and foundations to drive meaningful and measurable social impact. Special attention will be paid to strategic planning and newer fundraising models such as venture philanthropy.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

### **CMGMT 6110 - Program Development and Evaluation (3)**

Program development and evaluation correspond to a set of skills and expertise needed for all individuals interested in working as a professional in the field of nonprofit management. In this frame of reference, the course is designed as a tool to support students writing grant proposals, evaluating the development of such proposals, and creating effective presentations. The theories regarding the design of evaluations, the logistics of community change programs, analysis of data, and efficient use of program evaluations will be discussed to provide the framework and support the application of the applied skills that form the core of the course.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

### **CMGMT 6115 - Strategic Communication & Social Media (3)**

This graduate course is designed to offer important marketing and social media components for nonprofit managers. Just like the private sector, nonprofits also use a plethora of media resources to communicate with their main constituents: broadcasting services and successes to generate interest in their new initiatives. The course offers the nonprofit manager with a framework for marketing techniques used to develop unique brands and get the attention of stakeholders. This course addresses outreach issues faced by nonprofits; it assesses return on investment; and it focuses on best practices related to social media and marketing for nonprofits.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

### **CMGMT 6120 - Accounting & Financial Management for Non-Profits (3)**

Effective financial management is critical to the success of any organization, including nonprofits. Too many nonprofits, though, get caught up in a “mission vs. money” mindset. While we certainly don’t want to chase funding in ways that contradict a nonprofit’s mission, nor do we want to view accounting and financial management as a necessary evil. This course will cover the fundamentals of nonprofit accounting and finance that every nonprofit manager should understand. We will not focus on fundraising, but we will examine how dynamic nonprofits manage their financial resources. We will go beyond basic accounting for transactions, touching on budgeting, preparing and analyzing financial statements, purchasing, asset management, investments, and risk management. Our focus will be on “mission AND money” and the interdependence of the two.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by the permission of the instructor. Offered: online.

### **CMGMT 6700 - Leading and Managing in the 21st Century (3)**

Students learn the scholarly context – classic and contemporary management theories in applied contexts. This course will help students identify and exploit new sources of competitive advantage. They will analyze the sources of S/W/O/T: Strength, Weaknesses, Opportunities and Threats and how to capitalize on them, which first means understanding what is seen.

Students will learn to think deeper, acquiring the foundation for building the skills and knowledge necessary to be an effective and ethical manager in a global and interconnected environment. Students will examine and contrast management and leadership theories and practice. Managers control and monitor, not firms in the traditional sense, but complex networks and systems. Leaders are focused on change and innovation.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

### **CMGMT 6710 - What Outstanding Organizations Do Differently (3)**

“Mindsets” (the culture, assumptions, thoughts, beliefs, and feelings held by associates) drive results. Personalities/structures/processes impact outcomes, intended and unintended. Catalysts search for opportunities of creative disruption. Change management is grounded in organizational culture: it is people focused. Successful change is systemic, it alters how people work and behave. Everyone in the organization is impacted. The course’s “people focus” often explores the human response to change and their environment – a response that is often counter-intuitive, unconscious and resistant. There will be an emphasis on organizational cultures. This course will examine the literature, theories and paradigms around change interventions. These interventions necessitate change management, which is a structured approach to enabling people in an organization to transition from their current state to a desired future state. Sustainable interventions need to be executed with integrity. The impact of this future state must enable social justice in the broadest sense.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

### **CMGMT 6720 - Allocating & Managing Resources (3)**

This course will expose you to the basic analytical principles of managerial accounting, as well as the techniques of financial analysis and decision-making, cash-flow analysis, risk management, and budgeting. You will become fluent in The Language of Business. There is an emphasis on the “tools” of cost accounting and ratio analysis. However, this is not accomplished with a static presentation but by presenting managerial accounting as a tool to efficiently achieve organizational goals.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

### **CMGMT 6730 - Systems Management (3)**

This course on systems management explores the dynamic of operational performance on customer satisfaction as considers manufacturing, services and not for profit organizations. Systems management incorporates a strategic approach to operations management techniques, quality design and management, the optimization of a global supply chain, project management, scheduling and capacity decisions, Six Sigma quality and lean processes, organizational design and resource management. Special consideration will be given to organizational design, talent management and knowledge creation.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

**CMGMT 6740 - Entrepreneurship (3)**

The course examines the historic evolution, economic and societal impact of entrepreneurship processes from conception to implementation of a new venture. Focus is on attributes of entrepreneurs and entrepreneurial teams and their search and assessment of various resources to convert opportunities into profitable businesses. “Profitable” may be conceptualized as benefits to the community (social entrepreneurship), as measured by The Triple Bottom Line. Students will be given a broad understanding of the field of entrepreneurship and learn the critical tools necessary to the creation of a successful venture; critique the basic forms of small business ownership; and develop a basic, small business plan.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

**CMGMT 6750 - Go to Market: Transforming Opportunities into Success (3)**

Marketing is the process of turning wants and needs into decisions and actions. It involves a range of activities designed to convey a persuasive message to a target audience. The course covers marketing plans, qualitative and quantitative research, consumer psychology, product positioning and strategy, pricing, packaging, brand equity, the marketing mix, customer value, and business-to-business and global marketing. All this is executed in a global context. Through it all, you will learn what makes customers buy what you’re selling.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

**CMGMT 6760 - Measuring Success (3)**

This is a course for non-quantitatively trained professionals who will be making data driven decisions. As our world becomes awash in data, from suppliers/ customers/ trade associations/ third party ancillary services, it is critical that organizations have professionals who can:

- Summarize data
- Find meaning in data
- Find patterns in data

This course will explore Descriptive analytics (often called reports); Predictive analytics (predicting the likelihood of a phenomenon); and Prescriptive analytics (suggesting a course of action for the future). The goal is to speak the language of analytics and ask the right kind of questions. In short, be able to measure the success of your decisions.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

**CMGMT 6770 - Business Models (3)**

“All it really meant was how you planned to make money.” A good business model answers Peter Drucker’s age-old questions, ‘Who is the customer? And what does the customer value?’ It also answers the fundamental questions every manager must ask: How do we make money in this business? What is the underlying economic logic that explains how we can deliver value to customers at an appropriate cost? This course will explore how to answer all those essential questions.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

**CMGMT 6780 - Customer Value (3)**

“Learn to segment, reach and convert customers.” Customer insights are at the heart of every innovation. Understanding this involves a deep dive into what drives customer choices in B2C and B2B markets; a review of “marketing myopia” and answering the classic Question: What Business are we in? Students will also learn how to create the Service – Profit chain of virtuous efforts and how to employ customer analytics – blending big data and small data. The concept of “Customer Value” will be explored, from creation to perception to sales success. Understanding how to transform from a product-centered company to a customer-centric organization will be the focus of this course.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

**CMGMT 6790 - Global Emerging Markets (3)**

From Alibaba to Gazprom to InBev, there are often different ecosystems, cultures and business models to be alert to. The global emerging environment is fluid and unpredictable. This course examines the hands on reality of collaborating, competing and compromising in emerging businesses markets. It provides insight to common emerging market dynamics through the deep study of Brazil, China and India.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: online.

**CMGMT 6800 - Simplicity/Innovation/Disruption (3)**

This course will examine the process of organizational growth and renewal. As the adage goes, “old habits die hard.” Innovations, as opposed to “old habits”, are really arguments. They are repeatable, not simply one-off insights. In this course we will dive deeply into the mindsets of design, simplicity and disruption, which fuel innovation. We will study the thinking, business models and processes of Steve Jobs, Jony Ive, Jack Welch and Clayton Christensen among others. The process of innovation is not just an “ah-ha” moment; it is something that can be repeated.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor.. Offered: online.

**CMGMT 7496 - Practicum I: Personal Branding and Career Management (1.5)**

Understanding business career paths and gaining a competitive advantage in the global workplace by developing lifelong career management skills are the objectives of this class. These strategic and tactical career management skills include identifying your purpose and career preferences, making informed career decisions, completing and executing a career development and action planning process, developing networking relationships, creating customized self-marketing tools, mastering interviewing requirements. The capstone will be to understand how to develop a successful personal brand as well as identify and practice successful work performance competencies.

Prerequisite: Only open to matriculated students in the Accelerated MBA program. Offered: Online.

**CMGMT 7497 - Practicum II: Mess to Model (1.5)**

This is the first of a three-course sequence to provide team-based experience with a real-world project using analytics. Student teams are introduced to real-world projects provided by corporate partners. Working with a faculty mentor, student teams are responsible for collaborating with the corporate partner to understand the problem scope, data requirements, expected deliverables and for identifying the analytical techniques necessary to provide those deliverables. Principles of effective leadership and how to build a high-performance team will be discussed. Team leadership will rotate throughout the three course sequence.

Prerequisite: Only open to matriculated students in the Accelerated MBA program. Offered: Online.

**CMGMT 7498 - Practicum III: Model to Insight (1.5)**

This is the second of a three-course sequence to provide team-based experience with a real-world project using analytics. This class is a continuation of Practicum II. Working with a faculty mentor, student teams are responsible for conducting the necessary modeling and analysis to provide insights for the corporate partner.

Prerequisite: Only open to matriculated students in the Accelerated MBA program. Offered: Online.

**CMGMT 7499 - Practicum IV: Insight to Impact (1.5)**

This is the third course of a three-course sequence to provide team-based experience with a real-world project using analytics. This class is a continuation of Practicum III. Working with a faculty mentor, student teams are responsible for effectively communicating their results to the corporate client including a strategy for implementing the recommendations based on the insights from the analysis conducted.

Prerequisite: Only open to matriculated students in the Accelerated MBA program. Offered: Online.

**CCHST - CHILD STUDIES****CCHST 1888 - Selected Topics in Child Studies (3)**

This course focuses on a specific topic in Child Studies.

Offered: As needed.

**CCHST 3104 - Leading Recreational Activities for Children and Young Adults (3)**

The course examines the function of play and leisure in the lives of children and young adults, and surveys various kinds of recreation programs. Students learn and critically analyze a wide array of recreational activities used in a variety of settings. Practical delivery skills in leading community recreation activities are emphasized.

Offered: Spring semester, weekend format.

**CCHST 3888 - Selected Topics in Child Studies (3)**

This course focuses on a specific topic in Child Studies.

Offered: As needed.

**CCHST 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. The course is recommended for students interested in studying a particular

subject in depth, and for those wishing to participate in the planning and teaching process.

Offered: As needed.

**CCHST 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and division director. Offered: As needed.

**CCOMM - COMMUNICATIONS****CCOMM 1500 - Introduction to Communication (3)**

This course is designed to provide an introductory survey of the study of communication. We begin with a general history of the evolution of human communication, and continue by examining definitions, models, symbols, and basic concepts that relate to how we communicate. Much of the course will focus on how human beings interact, whether alone, in groups, with friends, or at work.

Offered: Fall and Spring.

**CCOMM 1502 - Public Speaking (3)**

This course focuses on improvement of interpersonal, small group, and public communication skills. Through readings, journals, class discussions and activities, we explore the following: self-concept and perception, listening and responding, language and non-verbal behaviors, interviewing, problem-solving and decision-making, formal elements of speech-making, the evaluation of one's own and others' public messages.

Offered: Fall and Spring.

**CCOMM 2502 - Introduction to Journalism (3)**

In this course, students will be introduced to the professional practices of today's journalists and will be introduced to the changing world of modern journalism, exploring both the traditional and the cutting edge. Students will have the opportunity to learn: to identify facts, and distinguish facts from spin; to fact-check and learn to identify which sources are reliable; how to utilize electronic databases to find information; how to create and deliver a news story; and the various ways that today's journalists find and report news.

Offered: Spring.

**CCOMM 2504 - Culture & Communication (3)**

In our networked world, it has become easier than ever before to communicate on a global scale, especially as institutions and individuals in different countries have adopted the same communication technology. However, what is communicated to whom, under what circumstances and to what end is still influenced by a number of societal factors, such as culture, legal and political structures and traditions. This course seeks to provide students with a deeper understanding of how culture affects communication on the individual, national and international level.

Prerequisite: CCOMM 1500. Offered: every other Spring.

**CCOMM 2520 - Media Analysis (3)**

An introduction to the theoretical approaches and practices used to analyze the content, structure, and context of media in society.

Students will explore factors shaping modern media texts, including: politics, economics, technology, and cultural traditions. The dominant critical perspectives that contribute to our understanding of media will be read, discussed, and employed.

Offered: Fall.

### **CCOMM 3505 - Political Communication (3)**

Political Communication refers to the exchange of messages, symbols, and information between institutions, elected officials, social groups, and citizens. We will study the way politics is communicated: how political messages, past and present, have been shaped and disseminated; how candidates decide on strategies and communicate them to the public; the methods used by political parties as they try to gain or maintain power; and how politics is covered by the media.

Prerequisite: CCOMM 1500 or consent of instructor. Offered: Every odd Fall semester.

### **CCOMM 3888 - Selected Topics in Communication (3)**

This course focuses on a specific topic in communication.

Offered: As needed.

### **CCOMM 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted him/her. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. The course is recommended for students interested in studying a particular subject in depth. See Course Assistantships for details.

Offered: As needed.

### **CCOMM 4999 - Independent Study in Communications (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and division director. Offered: As needed.

## **CCOMP - COMPUTER TECHNOLOGY**

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### **CCOMP 1888 - Selected Topics in Computer Technology (3)**

This course focuses on a specific topic in computer technology.

Offered: As needed.

### **CCOMP 3532 - Web Design and the Internet (3)**

Students will use a variety of tools to develop web pages and graphics. The social and cultural impact of the internet will be examined through readings and discussions.

Offered: Spring semester.

### **CCOMP 3888 - Selected Topics in Computer Technology (3)**

This course focuses on a specific topic in computer technology.

Offered: As needed.

### **CCOMP 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and

assisting with the preparation and teaching of the course. The course is recommended for students interested in studying a particular subject in more depth.

Offered: As needed.

### **CCOMP 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and division director. Offered: As needed.

## **CCOUN - COUNSELING**

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### **CCOUN 3601 - Counseling Internship and Seminar I (6)**

The student works under the supervision of an experienced professional in a community setting with a Counseling focus for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to examine the issues growing out of daily field experience and to relate them to theories of human development, social policy, and counseling. Summer internship seminars are conducted on-line. Students must secure an approved internship site, by working with the Internship Office, before the first class. NOTE: A minimum grade of C is required to meet the requirements of the major.

Prerequisite: CSOCS 3444, a 2.3 cumulative grade point average in the Counseling major, and an overall cumulative grade point average of 2.0 or permission of the Division Chair. Offered: Fall, Spring and Summer.

### **CCOUN 4601 - Counseling Internship and Seminar II (6)**

The student works under the supervision of an experienced professional in a community setting with a Counseling focus for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to reflect on the practice issues observed over several internships and to relate student experiences to theories of human development, social policy, and counseling. Summer internship seminars are conducted on-line. Students must secure an approved internship site, by working with the Internship Office, before the first class. NOTE: students must achieve a minimum grade of C to fulfill the requirements of the Counseling major.

Prerequisite: Prerequisite: CCOUN 3601, 2.3 cumulative grade point average in the Counseling major, and an overall cumulative grade point average of 2.0 or permission of the Division Chair. Offered: Fall, Spring and Summer.

## **CCRWT - CREATIVE WRITING**

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### **CCRWT 1400 - Introduction to Creative Writing (3)**

This introduction to the methodologies of the art and craft of creative writing is designed to familiarize students with conventions of literary writing in both prose and poetry. Students will produce weekly creative writing assignments in the genres of non-fiction, fiction, poetry and drama. Students will engage both theoretical and practical readings to supplement their writing. At the end of the course, the students will be familiar with the conventions, intricacies and terminology as employed in the four genres.

Prerequisite: CWRIT 1101. Offered: Fall and Spring.

**CCRWT 1888 - Selected Topics in Creative Writing (3)**

This course focuses on a specific topic in Creative Writing.

Offered: as needed.

**CCRWT 2000 - Art and Craft of Creative Non-Fiction (3)**

In this class we'll take an in-depth look at creative non-fiction through close readings, class discussions, writing exercises, and by producing polished pieces. We will workshop our pieces and work on revisions, culminating in a final writing portfolio. The class will also include critical writing assignments and stylistic imitations of writers we are studying, with the goal of helping you identify various writers' voices and get closer to your own.

Prerequisite: CWRIT 1101. Offered: Fall.

**CCRWT 2070 - The Art and Craft of Screenwriting (3)**

Geared to the student who loves film and scriptwriting, this course explores the art and craft of screenwriting. By studying films across genres and time periods as well as theories of screenwriting while practicing writing the craft, students will gain an understanding of how to write stories for the screen. Analytical writing assignments will aid students' examination of screenwriting. Finally, students will hear their work read aloud and critiqued in class in writing workshops as they practice aspects of the craft, including action, conflict, genre, events, etc.

Offered: Fall and Spring.

**CCRWT 2080 - Art and Craft of Playwriting (3)**

Geared to the student who loves drama and developing characters, this course explores the art and craft of playwriting. By studying plays of many genres and time periods, students will gain an understanding of the unique nature of telling stories for the stage. Regular writing assignments and in-class writing workshops will allow students to hear their work read aloud and critiqued in class, encouraging them to find their own voice" through practice of specific issues of craft including action conflict events beats etc. Students will gain a deeper appreciation of the ways playwrights tell their stories for the stage.

Prerequisite: CWRIT 1101. Offered: As needed.

**CCRWT 2090 - The Art and Craft of Scriptwriting (3)**

Geared to the student who loves drama, film and storytelling, this course explores the art and craft of scriptwriting. By studying master plays and films, students will gain an understanding of what makes a great story for the stage and screen. Regular writing assignments will allow students to hear their work read aloud and critiqued in class, encouraging them to find their own voice" through practice of specific issues of craft including dialogue effective stage-direction writing the three-act model etc. Students will gain an appreciation of the ways scriptwriters tell their stories effectively and will learn how to find their own story... and how to tell it.

Prerequisite: CWRIT 1101. Offered: As needed.

**CCRWT 2200 - Art & Craft of Musical Theater Writing (4)**

This course introduces students to the study and practice of musical theater, including writing, collaboration, and performance. Students examine classic and contemporary musicals, and identify concepts through reading and viewing shows; writing assignments; and performance projects. Working in teams, students create and present scenes and songs focusing on aspects of craft. The course culminates in a public presentation of original songs in a Cabaret night, emphasizing the process of collaboration over a finished product.

Cross-Listed as: CDRAM-2200. Offered: Every even Spring semester.

**CCRWT 2300 - The Art and Craft of the Short Story (3)**

Geared to the student who loves writing and reading, this course teaches the art and craft of short fiction. By studying and practicing those elements that comprise the genre, students will gain a fuller understanding of the nature of short stories and they will engage in a deeper connection with their own writing of the form.

Prerequisite: CWRIT 1101. Offered: Fall and Spring.

**CCRWT 2310 - The Art and Craft of Poetry (3)**

This course introduces students to the art and craft of poetry. By studying and practicing the forms that comprise the genre, students will learn to think critically and develop a fuller understanding of poetry, while learning and writing in various poetic forms.

Prerequisite: CWRIT 1101. Offered: Fall and Spring.

**CCRWT 2400 - Art and Craft of Writing Children's and Young Adult Literature (3)**

This workshop-based course introduces students to the art and craft of writing for children and young adults. By studying the elements that underlie children's and teen literature, students will gain a fuller understanding of what it means to write for these age groups. Students will balance readings that focus on universal themes, common approaches and the essentials of writing, with two research papers in the form of craft annotations, and the preparation of a manuscript, consisting of either two picture books, two short stories or an excerpt from a middle grade or young adult novel.

Prerequisite: CWRIT 1101. Offered: Spring.

**CCRWT 2430 - Magazine Production (3)**

In CCRWT 2430, students will workshop and edit creative work: fiction, poetry, scripts, essays of their own, as well as the submissions for Commonthought. Students will develop a supportive critical approach in the workshop atmosphere, sharpen their editing skills, learn layout, choose artwork, and assume leadership/editorial roles for the publication of Commonthought.

Prerequisite: CWRIT 1101. Offered: Fall.

**CCRWT 3000 - Advanced Poetry (3)**

This course is designed as an advanced seminar for students who have completed preliminary study of poetry and are prepared to develop their mastery of the genre. As such, this course will balance an in-depth reading load of the major figures of poetry from the Renaissance to today with intensive individual writing and revision assignments culminating in a portfolio of 20 pages that might be used in part for admission to a graduate program or as the basis for submissions to magazines and/or publishers.

Prerequisite: CCRWT 2310 Art and Craft of Poetry, at least one upper division (3000 or 4000) level CLITR or CHUMS course. Offered: Spring.

**CCRWT 3001 - Advanced Scriptwriting (3)**

This course is a continuation of CCRWT 2090 The Art and Craft of Scriptwriting, and is meant for students with a serious interest in and aptitude for the genre. Students will advance their understanding of the form through continued study of master works, regular writing assignments focusing on specific issues of craft, and regular in-class writing workshops, receiving and offering informed critique. Students will have the opportunity to work for much of the semester on conceiving, drafting, revising, and shaping one, full-length dramatic work, encountering and learning to solve challenges associated with writing full-length pieces, including common third-act problems, character development/growth, and tone consistency issues.

Prerequisite: CCRWT 2090 Art and Craft of Scriptwriting, at least one upper division (3000 or 4000) level CLITR or CHUMS course. Offered: Fall 2020.

**CCRWT 3100 - Advanced Creative Non-Fiction (3)**

This advanced non-fiction seminar will focus on the three major sub-genres of non-fiction writing: personal essay, the literary memoir, and research-based reporting. Unlike works of fiction, poetry, and drama, non-fiction has a special responsibility of telling a story in an accurate and truthful way: the truth, the whole truth, nothing but the truth. That being said, as soon as one tries to 'translate' her or his personal experience from life to language, many problems of accuracy, art, craft, ethics, and methodologies arise. Alongside our consideration of craft within the course texts, we will also be discussing these hot button issues within the world of non-fiction writing.

Prerequisite: CCRWT 2000 The Art and Craft of Creative Non-Fiction, at least one upper division (3000 or 4000) level CLITR or CHUMS course. Offered: every odd Spring semester.

**CCRWT 3201 - Advanced Short Fiction (3)**

The Advanced Short Fiction Seminar refines fiction-writing skills developed in The Art and Craft of Short Fiction and prepares the student for graduate-level study in creative writing. Students will be expected to produce a portfolio of at least three short stories. At least 20 pages of this portfolio should be polished enough for inclusion as a writing sample in a graduate school application, or for use in querying magazines, publishers, or literary agents in the pursuit of publication.

Prerequisite: CCRWT 2300 The Art and Craft of Short Fiction, at least one upper division (3000 or 4000) level CLITR or CHUMS course. Offered: Spring.

**CCRWT 3300 - Autobiographical Writing (3)**

This workshop is designed to allow burgeoning writers to explore their lives through autobiographical writing across three major genres: Fiction, non-fiction and poetry. As such, students will be expected to explore the wealth and depth of their unique experience in order to craft works of writing both in and between the three modes. In our individual processes, we will develop strategies of composition and revision that extend, deepen, question and meditate on the authors' real and made autobiographical identities. Extensive reading models across genres intended to guide the students through various nodes and strategies of autobiographic writing will support student writing. The aim of the class is to put together a portfolio of writing that will serve as a sort of photo album of a life.

Prerequisite: At least one 2000-level CCRWT course, one upper division (3000 or 4000) level CLITR or CHUMS course. Offered: Spring.

**CCRWT 3400 - Genre Fiction Seminar (3)**

The Genre Fiction Seminar refines fiction writing skills developed in The Art and Craft of Short Fiction through the discussion, practice, and critique of short stories in a popular genre: science fiction, fantasy, horror, crime/detective, mystery, or suspense/thriller. By studying and practicing those elements that comprise the genre, students will gain a fuller understanding of the nature of short stories and they will engage in a deeper connection with their own writing of the form.

Prerequisite: CCRWT 2300. Offered: Fall.

**CCRWT 3450 - Advanced Writing Children's and Young Adult Literature (3)**

This is an advanced writing seminar focused on children's literature. Throughout the semester, we will review the elements of craft that underlie this area of fiction, as well as the genres that comprise the children's book and magazine market. Students will balance an intense reading load focused on universal themes, common approaches and the essentials of writing, with the preparation of two craft annotations, a comprehensive research paper and weekly classroom critiques of student manuscripts.

Prerequisite: CCRWT 2400. Offered: Fall.

**CCRWT 3888 - Selected Topics in Creative Writing (3)**

This course focuses on a specific topic in Creative Writing.

Offered: as needed.

**CCRWT 4000 - Senior Seminar in Creative Writing (3)**

This course combines a common reading and workshop agenda with ongoing work on an individual creative project in a student's primary genre of study. In addition to class meetings facilitated by a primary Course Instructor, this class offers a unique opportunity for students to work individually with a second Faculty Reader who has specific expertise in the student's genre. This allows students to gain multiple critical perspectives during the revision process. The class culminates with students giving a public reading and defending their work in a question and answer session.

Prerequisite: 6 credits of 3000-level CCRWT courses. Offered: Spring only.

Restricted to Creative Writing Majors

**CCRWT 4349 - Senior Thesis in Creative Writing (4)**

The student prepares a manuscript in their chosen genre of study for submission to publications and/or MFA programs in Creative Writing, working individually with the guidance of an appropriate faculty member. A thesis project proposal, including project description and potential goals for submission / application of manuscript, must be submitted to the department for approval in the semester previous to enrollment. The thesis project is available only to Creative Writing majors who have completed 90 credits, including at least 6 credits of CCRWT courses at the 3000 level. This course may not be elected in the same semester as CLITR 4340, Senior Seminar with Critical Methods. For more detailed guidelines, contact the Humanities Division.

Prerequisite: 6 credits of 3000-level CCRWT courses. Offered: Fall and Spring semesters.

**CCRWT 4999 - \*Independent Study in research for personal projects (3)**

Offered: as needed.

**CCRWT 5888 - Selected Topics in Creative Writing (3)**

This course focuses on a specific topic in Creative Writing.

Offered: as needed.

**CDANC - DANCE****CDANC 1888 - Selected Topics in Dance (3)**

This course focuses on a specific topic in Dance.

Offered: as needed.

**CDANC 2000 - Modern Dance I (3)**

This course is designed for training in the fundamental skills of modern dance technique. Students will focus on body awareness and alignment, as well as learning movement combinations that will enhance their understanding of spatial relationships and design. The second objective will be the exploration of creativity and expression through original movement. Students will be expected to work improvisationally and collaboratively in this course. Lastly, through class lecture time, discussion, and readings, students will discuss the historical perspective on the growth of modern dance in the United States. Emphasis will be on the early modern dance pioneers.

Offered: Fall semester.

**CDANC 2002 - Modern Dance II (3)**

This course is a continuation of work done in Modern Dance I. The course includes a greater emphasis on elements of choreography and an understanding of motion.

Offered: Spring semester.

**CDANC 2005 - Swing Dance (2)**

This course is designed for training in the fundamental skills of swing dance technique. Students will focus on body awareness and alignment, as well as learning movement combinations that will enhance their understanding of proprioception and spatial relationship. The second objective will be the exploration of the dynamics of lead and follow (action and reaction) as they apply to movement. Lastly, through class lecture, discussion, readings, and videos, students will discuss the social/historical perspective of swing dancing in the United States.

Offered: Fall semester.

**CDANC 3190 - Advanced Performance Workshop (3)**

This is a performance oriented dance class in which students will work collaboratively and independently, under the direction of the instructor, to create an ensemble work to be performed at the end of the semester in the Marran Theater. This course focuses on the creative process, as well as performance skills. We will examine other artists' creative processes in the context of developing our own. Readings, video viewings, and written assignments will help students reflect on their experiences from class, as they work to create an ensemble work and develop their own creative style.

Prerequisite: CDANC 2000 or 2001 or permission of instructor.

**CDANC 3888 - Selected Topics in Dance (3)**

This course focuses on a specific topic in dance.

Offered: as needed.

**CDRAM - DRAMA****CDRAM 1888 - Selected Topics in Drama (3)**

This course focuses on a specific topic in drama.

Offered: as needed.

**CDRAM 2042 - Play Production Projects (4)**

This course emphasizes the development of acting skills and practical play production in theatre. The goal is to enhance abilities of self-expression and confidence within the theatrical traditions of cooperation, organization, and discipline. A significant proportion of class time will be devoted to projects in which students take part in a variety of ways, including make-up application, directing, design, and set construction, using various media, acting, and stage and house management.

**CDRAM 2050 - Play Production: Shakespeare (4)**

This course emphasizes the development of acting skills and practical play production in the theater, specifically concentrating on Shakespeare. Students will do an in-depth study of the Elizabethan world, Shakespeare's language, the role of music and dance in the production, and touch on the explosive authorship question. A significant portion of class time will be devoted to Linklater Voice Work, sound and movement, text work, and projects in which students take part in a variety of ways, including design and set construction, sound and light design, acting, and stage and house management.

Offered: Spring 2021.

**CDRAM 2060 - Introduction to Voice and Acting (3)**

This course is an introduction to the basic principles of acting with an emphasis on voice production and self-scripted autobiographical storytelling. Group and individual exercises are designed to stimulate and develop imagination, physical and sensory awareness, creativity, and the capacity for ensemble work. Techniques for accessing emotional and psychological truth are practiced as the fundamentals of the actor's creative process. Voice work is drawn from Kristin Linklater's *Freeing the Natural Voice*. Students will perform original material which is based on experiences from their own lives.

Offered: every even Spring semester.

**CDRAM 2070 - Movement and Improvisation for the Actor (3)**

This course will introduce students to basic movement and improvisational technique essential to the actor's development. Material covered will include [1] the fundamentals of yoga, balance work, and weight exchange with an emphasis on contact improv and authentic movement skills, [2] basic mime technique and the rudiments of stage combat, and [3] basic character development through movement. Beginning actors will acquire tools which they can directly apply to their work in the Play Production class as well as any other acting experiences.

Offered: every even Fall semester.

**CDRAM 2080 - Art & Craft of Directing & Stage Management (3)**

Geared to students who enjoy theater and would like to delve more deeply 'behind the scenes,' this course explores the art and craft of directing and stage management. By studying the philosophy, strategies, and technical concepts of both directing and stage managing, students will gain an understanding of the creativity, discipline, and skills required for these two professional roles.



**CECON 1420 - Personal Finance (3)**

This is an introductory course for all Lesley students. The course addresses financial issues in today's environment of high living costs and financial uncertainties. A focus will be the importance of planning, analyzing, and controlling personal finances. Students will acquire a variety of skills and techniques for personal financial management, enabling success professionally and personally in achieving financial goals. A key project will be the development of a portfolio of stocks and mutual funds.

Offered: Spring.

**CECON 2101 - Microeconomics (3)**

Microeconomics examines the economic behavior of individual actors - individuals, households, businesses, nonprofit organizations, governments - in order to understand choice in the face of scarcity and the allocation consequences of these choices. This examination is set in the broader context of concern for human well-being. The course covers the basic model of the competitive market, as well as alternative models of market power. (Class - 3 hours, Lab - 1 hour, Course hours - 4; Credits - 3) The lab component is 25% of the course grade and attendance is required. The lab is scheduled on a day that is different from the days that the class meets.

Offered: Fall.

**CECON 2102 - Macroeconomics (3)**

Macroeconomics is the study of aggregate economic behavior - determinants of total output and income, determinants of prices and their rate of change, determinants of growth in the aggregate economy. This includes the effects of government policy to achieve full employment, price stability, and economic growth. The study of macroeconomics is set in the broader context of concern for human well-being. (Class - 3 hours, Lab - 1 hour, Course hours - 4; Credits - 3) The lab component is 25% of the course grade and attendance is required. The lab is scheduled on a day that is different from the days that the class meets.

Offered: Spring.

**CECON 3888 - Selected Topics in Economics (3)**

This course focuses on a specific topic in economics.

Offered: as needed.

**CEDEC - EDUCATION****CEDEC 1352 - Teaching, Learning and Social Responsibility (4)**

This course introduces aspiring teachers to the role of the school in a multicultural society and helps them develop a professional identity. Issues related to mainstreaming and inclusion are addressed. Through a variety of means which include site visits, speakers and panelists, and case studies, students are introduced to five areas of education: early childhood, elementary, special, middle, and secondary education. Issues related to the integration and inclusion of students with special needs in regular education environments are addressed. Students also expand and develop their critical thinking skills. Field visits/experiences are incorporated into the course throughout the semester.

Both a grade of C and successful completion of the field experience are required to advance in the major.

Offered: Spring semester.

Regular reading, writing, and group assignments will allow students to combine theory with practice as they direct and stage manage scenes from various plays. Students will gain a deeper appreciation of the ways in which theater artists work - and how they work together - to make a play come alive onstage.

Offered: every odd Fall semester.

**CDRAM 2200 - Art & Craft of Musical Theater Writing (4)**

This course introduces students to the study and practice of musical theater, including writing, collaboration, and performance. Students examine classic and contemporary musicals, and identify concepts through reading and viewing shows; writing assignments; and performance projects. Working in teams, students create and present scenes and songs focusing on aspects of craft. The course culminates in a public presentation of original songs in a Cabaret night, emphasizing the process of collaboration over a finished product.

Cross-Listed as: CCRWT 2200. Offered: Every even Spring semester.

**CDRAM 3000 - Acting II (3)**

Second-level study and practical experience in the challenges of creating characterization with emphasis on developing vocal and physical skill in acting. Students will continue to build on the craft of acting through the use of exercises, assignments, scene work, play analysis, scansion and theatre attendance.

Prerequisite: CDRAM 2060 (or equivalent) or permission of the instructor. Offered: every odd Spring semester.

**CDRAM 3888 - Selected Topics in Drama (3)**

This course focuses on a specific topic in drama.

Offered: as needed.

**CDRAM 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. The course is recommended for students interested in studying a particular subject in more depth, and for those wishing to participate in the planning and teaching process.

Offered: as needed.

**CDRAM 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and Division Chair. Offered: as needed.

**CECON - ECONOMICS****CECON 1101 - Introduction to Economics (3)**

This course introduces students to basic economic principles and explores selected contemporary social and political issues in an economic framework. Basic models and principles are explored, as well as topics such as income distribution, taxation, inflation, unemployment, environmentalism, and economic stagnation and growth.

Offered: Fall and Spring.

Both a grade of C or higher in this course and the successful completion of the early field experience are prerequisites for CEDUC 2351, 2352, 2353 or CSPED 2354

#### **CEDUC 2351 - Early Childhood Education (4)**

This certificate-specific course lays the groundwork for those preparing to teach in preschools, child care centers, kindergartens, and grades 1-2. The focus is on provision of developmentally appropriate experiences in inclusive settings. Included are strategies for observation and assessment as these are related to the planning of integrated curriculum experiences which are relevant to the needs of children and families with diverse backgrounds. Also considered are the role of play in children's learning, various philosophical models that have impacted the field of early childhood education, and a historical perspective on current programs. A one-day a week field experience is an integral part of this course.

Both a grade of C+ and successful completion of the field experience are required to advance in the major.

Prerequisite: CEDUC 1352. Offered: Fall semester..

#### **CEDUC 2360 - Middle School Education (4)**

This course provides a perspective of the middle school experience and early adolescent learner. Emphasis will be placed on MA Curriculum Frameworks, curriculum and instruction, assessment, and models of teaching and learning that empower the middle level learner. Field experiences, linked to the content of the course and occurring one day a week for approximately 10 weeks, will provide experiential contexts. Attention will be given to community and family engagement, professional collaboration and development.

Prerequisite: CEDUC 1352.

#### **CEDUC 2352 - Elementary Education (4)**

The linking of theory and practice, begun in the student's freshman year, is continued with a focus on the elementary school curriculum. Students develop an understanding of the philosophical and historical foundations of education which have influenced the nature of schools today. The academic, social, and emotional needs of all children in our rapidly changing, multicultural society are considered as students learn to plan and teach effective lessons to meet the developmental needs of learners. They also design an interdisciplinary unit of study which can be taught in their field settings. Emphasis is placed on learning the skills of evaluation which are applied in all of their teaching. They learn to reflect critically about their effectiveness and to redesign teaching approaches, based on concrete data. A field experience of one day a week for approximately 10 weeks of the semester is integrated into the course.

Both a grade of C+ and successful completion of the field experience are required to advance in the major.

Prerequisite: CEDUC 1352. Offered: Fall.

#### **CEDUC 2401 - Literacy Learning (3)**

This is a foundational course that provides an understanding of fundamental principles and methods of instruction in reading, writing, listening, and oral communication in early childhood and elementary school settings. Students will explore pedagogy and assessment to meet the needs of diverse students using a balanced literacy framework. Through cognitive apprenticeship, students will analyze, construct, and reflect on instructional methods for teaching phonemic awareness, phonics, vocabulary, fluency, comprehension, guided reading, and writing. Students will synthesize their

knowledge through classroom observation and the administration of an informal reading inventory to pinpoint the specific instructional needs of a student. Throughout the course, students will reflect on the implications of a sociocultural view on literacy learning with an eye toward equity, social justice, inclusion, critical literacy, and multicultural education. Students will learn to draw from the Massachusetts English Language Arts frameworks and the Literacy Common Core in order to meet the objectives of the course.

Prerequisite: CEDUC 1352. A grade of C+ or higher in this course is a prerequisite to student teaching. Offered: Offered Fall and Spring semesters.

This course has assigned to it specific competencies which students must fulfill in order to receive a passing grade.

#### **CEDUC 2402 - Content Area Reading in Grades 5-12 (3)**

This course focuses on the research and instructional strategies relevant to content area reading in 5-12 classrooms. The major emphasis is placed on the teaching of reading in the content areas including the introduction of subject area vocabulary, pre-reading skills and activities, building comprehension skills, organizing information, and critical reading. Students examine a variety of methods for determining readability of subject area texts and supplementary materials. The course also includes the stages of the writing process and how those stages help to inform the students' understanding of the content area. Students learn to assess informally the reading and writing ability of pre-adolescents and adolescents. In addition, students learn to design and implement appropriate instructional strategies.

Prerequisite: CEDUC 2360 or CEDUC 3451. A grade of C+ or higher in this course is a prerequisite to student teaching. Offered: Offered Spring semester.

#### **CEDUC 2432 - Introduction to Global and Comparative Education (3-4)**

This course is designed to facilitate students' development of a global perspective on education systems, approaches, and perspectives through an international experience in comparative education. In the host country, students will participate in local educational projects, visit local educational institutions, and research locally and globally relevant educational issues from a comparative perspective. Students will explore theory and methods of inquiry used by social scientists in the comparative traditions to make sense of host country history, economics, politics, culture, and development, in relation to education. They will document, analyze, and reflect on their experiences through a scholarly academic paper, daily reflexive writing, inquiry circles, and a reflective synthesis project. Through praxis (reflection and action) with local constituents in an international context, students will gain deeper global awareness, cultural sensitivity, and understanding of the possibilities of education for social justice in both global and local contexts.

Offered: January or summer.

**CEDUC 2710 - Effective Classroom Climate Strategies for Pre K-6 (3)**

This course provides students the opportunity to gain a deeper understanding for effective classroom climate strategies. Students will focus on routines, logical consequences, teacher language, social behavior lessons, mindfulness practices, energizers, family involvement, and student reflection. Students will gain understanding for dealing with the more challenging behaviors. This course provides the groundwork for creating an effective classroom climate.

Prerequisite: CEDUC 1352. Offered: Fall and Spring.

**CEDUC 2712 - Writing for Educators (3)**

This course introduces students to various purposes of writing typically required of teaching professionals. Students will foster an understanding of the linguistic demands of these types of writing through deconstructing, co-constructing, and independently developing texts. This knowledge of the inner workings of texts will support students' writing in college and will prepare them for expressing meaning in prose in the education professional. This course is recommended for students seeking opportunities to better their professional writing abilities.

Offered: Fall.

**CEDUC 2714 - Young Adult Literature in the Middle/Secondary Classroom (3)**

The main goal of this course is to acquaint pre-service or in-service teachers with adolescents literature as a genre worth attention. Students will examine the power of young adult literature as a means of addressing social/emotional well-being, cultural awareness, critical thinking, and supporting literacy learning of diverse learners in middle and high school classrooms. Students will also learn theory and practical application regarding the use of young adult literature in meeting expectations of the common core classroom, encouraging struggling readers and students of varying exceptionalities, and fostering classroom community.

**CEDUC 3360 - Learning Environments for Infants and Toddlers (3)**

This course emphasizes the design of curriculum and group environments for infants and toddlers. Particular care is given to addressing issues of diversity and recognizing the developmental needs of young children, and to providing the appropriate educational match" of materials activities and environments to meet those needs. Strategies for facilitating the child's growth in all areas of the development are discussed. The course familiarizes students with approaches for working with infants toddlers and their families in a variety of early childhood social service discussion focuses on building effective relationships and educational partnerships with parents.

Prerequisite: CEDUC 2351. Offered: Fall semester of odd years.

**CEDUC 3361 - Planning Preschool Care and Education Programs (3)**

This course helps students acquire the interpersonal and organizational skills required for leadership in early care and education. It focuses on a study of the practical aspects of program operation within a child care program: program management, staffing, arranging the environment, health and safety, and nutrition. The course also considers various child care, employer-sponsored

child care and their respective implications for curricular planning together with an emphasis on inclusion and ways of making it work in child care settings. Professional organizations and resources for child care programs are discussed and current issues which have an impact upon the caregiver's role in the classroom are explored.

Prerequisite: CEDUC 2351. Offered: As independent study.

**CEDUC 3362 - Daily Programming for School-Age Children in Child Care (3)**

This course examines methods for providing for the transition of the school-age child between the day care center, the school, and the home. Prospective teachers develop techniques for supplementing school experiences and for providing an enriched environment to extend learning in the varied settings in which the child exists. The total social, emotional, intellectual, and physical development of the child is considered in relation to the child's age and environment.

Prerequisite: CEDUC 2351.

**CEDUC 3364 - Writing for Children and Young Adults (3)**

This writing course focuses on creating original works designed for children and young adults. It also integrates the use of computer programs and other technology designed to aid in mastering writing competence. Students study many writing forms and styles found in children's books, magazines, instructional materials, literary publications, and computer programs. Models of excellent writing are contrasted with models of writing in need of editing to highlight the differences between effective and ineffective writing. Students research information needed for writing, create original work, and critique the writing of peers. One draft of a piece of writing is edited and reworked to bring it to the point of submission for publication.

Prerequisite: CWRIT 1101, and one additional literature or writing course.

**CEDUC 3373 - Developmental Experiences in Mathematics and Science (3)**

This course helps prospective teachers to acquire the knowledge and skills necessary to create a learning environment that fosters the development of each young child's mathematical and scientific power. A constructivist view of learning provides the foundation for consideration of the content, methods, and materials for the mathematics and science curriculum for children aged 3-8 years. Play strategies and integrated curriculum themes are developed. Students are expected to design a curriculum unit and to implement and evaluate the unit within their concurrent field placement. Developmental readiness, learning styles, multicultural issues, and other diagnostic concerns are addressed.

Prerequisite: CEDUC 2351 and CPSYC 2401. Must be taken concurrently with CEDUC 3702 and CEDUC 4360. Offered: Spring.

**CEDUC 3374 - Teaching Mathematics for the Elementary School Teachers (3)**

This course explores the critical issues, content, and procedures involved in teaching children mathematics. The development of mathematical thinking in children is explored with particular attention given to research in the learning of mathematics, state and national standards, the appropriate use of concrete materials and models, and connections to other subject areas. Teaching through the lens of the mathematical practices and the development of conceptual and procedural knowledge are emphasized. Developmental readiness, learning styles, multicultural issues, the integration of technology, and assessment are addressed throughout the course.

Prerequisite: CEDUC 2352 or CSPED 2354. A grade of C+ or higher in this course is a prerequisite to student teaching. Offered: Offered in Fall and Spring.

### **CEDUC 3379 - Teaching Geometry, Measurement, and Data (3)**

This course explores the critical issues, content, and procedures involved in teaching children mathematics. We will study the development of mathematical thinking in elementary school children, with a focus on student learning of geometry, measurement, statistics and algebraic thinking in elementary grades. Particular attention will be given to research in the learning of mathematics, the appropriate use of concrete materials and models, as well as the teaching of mathematics within an integrated curriculum.

A grade of C+ or higher in this course is a prerequisite to student teaching.

Prerequisite: CEDUC 2352 or CSPED 2354.

### **CEDUC 3395 - Literature for Children (3)**

Students gain an in-depth knowledge of literature for children by reading widely from a broad range of books. They develop skill in applying evaluation criteria based on the developmental, linguistic, and personal needs of readers. They also consider how authors and illustrators influence the development of understanding about culture, race, ethnicity, tradition, sex roles, and family structures. Based on their knowledge of the books, students develop strategies for implementing classroom literature programs and for using literature to expand knowledge in other subject areas. Emphasis is placed on considering how books are used to foster growth in critical thinking, reading, writing, and oral communication, and to inspire young readers so that reading becomes an integral part of their lives.

Prerequisite: CEDUC 2401 or CEDUC 2402. Offered: Spring semester.

### **CEDUC 3396 - Multicultural Literature for Children and Young Adults (3)**

This course provides a lens which illuminates for readers the lifestyle, values, and cultures of many different peoples. Students read widely, sampling the literature written for young readers that deals with different ethnic groups and cultures in the United States and in other parts of the world. Articles, selections from books, and other adult readings establish a framework for understanding and evaluating literature for younger readers.

### **CEDUC 3400 - Transforming Cultures of Violence: An Internship in Community Service Learning (3)**

This course offers both education and human service students an opportunity to explore the creation of peaceable communities through participation in a community service learning internship. Working in a service role, students connect their personal and professional goals with those of the communities in which they work, as they learn about and work on the process of social change. Course readings and reflection papers are designed to help students find connections among their personal, professional, and political understanding of violence prevention and peace-making. This course will be offered on a pass/fail basis. Students will spend 1-2 hours/week at their internships and are encouraged to register for this course in two's or three's since internships are collaborative.

### **CEDUC 3410 - Teaching Social Studies and Science from a Problem-Centered Approach (3)**

This course provides students with knowledge of the principles of curriculum and instruction needed to teach basic concepts in social studies and science. The course focuses on the ability to teach children in elementary grades through different modes as appropriate to the children's developmental stage, with special attention given to the influences of diversity in contemporary society and cultures. Priority will be given to models of inquiry-based instruction and critical thinking as they apply to both social studies and science.

Prerequisite: CEDUC 2352 or CSPED 2354. Offered: Fall semester.

### **CEDUC 3415 - Teaching Language Arts and Literature (3)**

This course focuses on the relationship between literature written for children and young adults, and the development of competence in writing, speaking, and listening. The multicultural nature of our society is addressed by designing relevant classroom experiences and instructional approaches, and focusing on critical analysis of literature written for children and young adults which reflects the diversity of our society. Many ways to teach writing are included, focusing on the writing process, expository writing, report writing, and outlining. Approaches to teaching spelling, grammar, punctuation, and handwriting underscore the importance of mastering these skills in order to be effective communicators.

Prerequisite: CEDUC 2352 and CEDUC 2401. Offered: Offered Spring semester.

### **CEDUC 3420 - Language Arts, Social Studies and Technology (3)**

This course will strengthen and build upon students' content area knowledge in language arts and social studies. It will enhance the power of knowledge through hands-on, curriculum-related technology applications. The main focus of the course will be on learning to teach specific skills and helping children acquire information and attitudes related to the language arts and social studies curriculum for young children. An additional goal of the course will be to investigate the continuum of methods for computer integration in these areas, from lap learning through multimedia experiences. Technological and curricular adaptations necessary for teaching children in an inclusive classroom will be integrated throughout the course.

Prerequisite: CEDUC 2351. Offered: Fall semester.

### **CEDUC 3429 - Early Intervention: Theory and Practice (3)**

This course provides an overview of the legislative history and theoretical foundations on which family-centered early intervention programs are based. A major focus is placed on the relationship among maturational processes, environmental influences, and individual differences among children and families in natural environments in light of the research done in these areas as well as on the development of "model" programs based on this research. The course emphasizes applications of research and model program frameworks to the development of strategies for intervention with children 0-3 and their families. Students also become familiar with the range of tools used in screening and assessment of infants toddlers and families; the process of IFSP development; and the components of planning and program development in early intervention.

Prerequisite: CPSYC 2401, CEDUC 2351 and permission of the division director. Offered: Spring semester.

**CEDUC 3450 - Teaching Middle/Secondary Mathematics: Exploring Connections (3)**

This course will engage students in exploring connections between various aspects of mathematics and teaching mathematics. Through course activities and school visits, students will consider connections between the mathematics that middle and secondary school students learn and mathematical knowledge of teachers, connections between topics encountered in their undergraduate mathematics courses and the mathematics they will be teaching, and connections between mathematical areas of study. Specifically, course activities will give students insight and understanding of middle and high school mathematics from an advanced viewpoint. The structure of the course enables a choice among mathematics topics for exploration. Specifically, different versions of the course may focus on different areas of school mathematics including, but not limited to: functions and modeling, geometry, algebra, and statistics and probability. This course will be taught primarily by a mathematics educator, with guest facilitation by a mathematician, when possible.

Prerequisite: CMATH 1990 and CMATH 2590 or equivalent.

**CEDUC 3451 - High School Education (4)**

This course provides a perspective of the high school experience and adolescent learner. Emphasis will be placed on MA Curriculum Frameworks, curriculum and instruction, assessment, and models of teaching and learning that empower the secondary learner. Field experiences, linked to the content of the course and occurring one day a week for approximately 10 weeks, will provide experiential contexts. Attention will be given to community and family engagement, professional collaboration and development

Prerequisite: CEDUC 1352; CEDUC 2360 for middle school education for English, history and political science majors.

**CEDUC 3702 - Junior Practicum and Seminar in Early Childhood Education (3)**

This practicum provides one of the student teaching experiences required for the initial licensure in Early Childhood Education. The student engages in student teaching for a minimum of 150 hours at either the preschool level (3 or 4 year olds) or kindergarten level OR a minimum of 200 hours in grade 1 or 2. During this time, s/he works under the direction of an experienced teacher in planning and implementing experiences for young children. S/he assumes increasing responsibility for the classroom program and also attends a weekly seminar in which s/he is encouraged to reflect on his/her experiences as these are related to professional teaching standards. Each student must fulfill the licensure standards assigned to the course in order to receive a passing grade. Infancy and Parenting Studies/Early Intervention students will complete this practicum in a setting for children 0-3 and their families.

Prerequisite: A grade of C or better in CEDUC 1352; C+ or better in CEDUC 2351 and 2401; and a cumulative grade point average of 3.0; Passing score on MA Educator Test of Communication and Literacy Skills. This course must be taken concurrently with CEDUC 3373 and CEDUC 4360. Taken for a pass/fail grade. Offered: Spring semester.

**CEDUC 3704 - Junior Practicum and Seminar in Early Intervention (9)**

Early Intervention students will complete a 300 hour practicum in a setting for children 0-3 and their families. Students who choose to focus on Early Intervention must complete this experience in a Department of Public Health approved Early Intervention setting.

Prerequisite: A grade of C or better in CEDUC 1352; C+ or better in CEDUC 2351 and 2401; and a cumulative grade point average of 3.0; Passing score on MA Educator Test of Communication and Literacy Skills. This course must be taken concurrently with CEDUC 3373 and CEDUC 3429. Taken for a pass/fail grade. Offered: Spring semester.

Permission of Division Chair required

**CEDUC 3721 - Field Experiences in Learning Environments (4)**

This field experience is designed to provide students with an opportunity for additional study in a clinical setting. Under the direction of the field supervisor, students work one and one-half to two days a week in a child care or educational setting. Students may choose a placement that relates to their license, specialization, non-licensure program, or liberal arts major. Students work under the guidance of an appropriate faculty member or, if enrollment is sufficient, participate in weekly seminars.

Prerequisite: CEDUC 2351, 2352, 2353, or CSPED 2354. Offered: Fall and Spring semesters.

**CEDUC 3730 - Immigration, Culture, and Education in Spain and Morocco (4)**

This travel course to Spain and Morocco offers students the opportunity to explore the intersectionality of issues in immigration, culture, and education from Spanish and Moroccan perspectives. Students are required to complete an in-depth, scholarly case study based on a 15-day field experience in Spain and Morocco, of a topic or issue pertinent to the course's central theme and their major discipline. Through a blend of guest lectures, experiential learning opportunities, educational field trips, and tailored field research learning, this travel course is designed to broaden students' understanding of immigration and education issues in Spanish and Moroccan contexts through intercultural, educational, and socio-historical lenses.

**CEDUC 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member or team who has accepted them. The course includes both studying the processes of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching aspects of the course. The course is recommended for students interested in deeper exploration of a particular subject, and for those wishing to participate in the planning and teaching process. See Course Assistantships on page xx for details.

Offered: As needed.

**CEDUC 4188 - Sheltered English Instruction: Pre-K - 6 (4)**

This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms.

Must be taken concurrently with the senior practicum.

Prerequisite: CEDUC 1352. Offered: Fall and spring.

**CEDUC 4189 - Sheltered English Instruction: 5-12 (4)**

This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms.

Must be taken concurrently with the Senior Practicum.

Prerequisite: CEDUC 1352. Offered: Fall and spring.

**CEDUC 4350 - Embracing Diversity in Classroom Communities (3)**

Through this course students will explore the complexity of factors impacting on their identities and the identities of students they will teach, and they will develop strategies for responding to students' diverse identities in the K-12 classroom. They will critically examine the intersections of race, class, culture, gender, language, sexuality, ability, and other experiential factors that affect student identity. Through experience and reflection, they will explore strategies for communicating with and reaching out to diverse parents and communities. They will explore teaching approaches to promote critical multiculturalism and inclusion in the classroom, such as community building, critical pedagogy, social action projects, and connecting to students' funds of knowledge. Throughout the semester students will use literature on student diversity and social justice to refine their views of the student, the community, and the curriculum through a strengths perspective, and they will synthesize this learning through the development of a culturally responsive teaching vision.

Prerequisite: CEDUC 2352 or CEDUC 2353. Offered: Fall and Spring semesters.

**CEDUC 4356 - Mental Health and Management Strategies for Children with Emotional and Behavioral Difficulties (3)**

Principles of guidance for working with children, parents, professional staff, and the community are explored. This course gives students the opportunity to examine federal, state, and local services, and to consider the moral and ethical issues involved in advising others. A broad variety of issues and problems affecting children with special learning needs both in and out of the school setting are explored. Emphasis is on developing the ability to create an accepting climate for these children and on fostering attitudinal changes in teachers, administrators, and the community at large. Part of the course is re-defined yearly according to student needs. This course is part of the sequence of courses in Special Education. Students must fulfill the certification-related competencies assigned to the course in order to receive a passing grade.

Prerequisite: CPSYC 1101, CPSYC 2401, CSPED 2354, CEDUC 3374, and senior class standing.

**CEDUC 4357 - Problems and Issues in Early Care and Education (3)**

This course focuses on issues in child care from a perspective of public policy, rather than program operation. Topics include research and its relationship to early care and education policy, societal values and the need for child care, various forms of child care, federal and state involvement in child care policy, the politics of child care, evaluation of child care programs, child care's relationship

to other community agencies, and the difference between child care and preschool.

Prerequisite: CEDUC 2351. Offered: as independent study.

**CEDUC 4358 - Administration and Leadership in Programs Providing Early Care and Education (3)**

This course provides students with the opportunity for in-depth study of aspects of early care and education beyond the classroom. During a one day per week placement, the student works closely with a leader in the profession of early care and education. The areas in which a student may choose to work include the following: administration, supervision, regulation, training, politics-lobbying, information, and referral. Discussions focus on these areas and help the student to integrate theoretical information with practice.

Prerequisite: CEDUC 2351. Offered: as independent study.

**CEDUC 4360 - Working with Parents and Children in Integrated Early Childhood Settings (3)**

Taken concurrently with a practicum, this course is designed to be a synthesizing experience. It focuses on individual differences and how to create the environmental and curricular adaptations to meet them. It also considers differences in families, in parenting styles, and in culture as the basis for planning parent-teacher interactions around issues of curriculum, behavior management, and home-school continuity. In addition, it includes a variety of ways for gathering information about a child's development and for keeping track of a child's progress.

Prerequisite: CEDUC 2351 and CPSYC 2401. This course is taken junior year, simultaneously with Junior Practicum. Offered: Fall and Spring.

**CEDUC 4392 - Content and Analysis of School Mathematics Curricula (3)**

This course is designed for students in the Middle School Education program who elect mathematics as a primary or secondary field, students minoring or specializing in mathematics, or students who have a special interest in the study of mathematics. The focus of the course is on selected current topics in the mathematics curricula of the elementary and middle school grades. Emphasis is on the mathematical basis of these topics as well as on styles and methods of teaching mathematics and sequencing curricula. Students are expected to design and present curriculum materials.

Prerequisite: CEDUC 2351, 2352, 2353, or CSPED 2354; CMATH 1009, 1010, or 2104; CMATH 2140, 2142, 2144, or 3146.

**CEDUC 4580 - Enhancing Quality Early Childhood Programs: A Field Experience (3)**

A field experience and weekly seminar provides students with a framework and an experience base for deepening understanding and strengthening skills essential in high quality early childhood education programs. Topics to be explored include creating engaging environments; developing and implementing sustained inquiry projects; the Massachusetts Common Core; collaborating with families; fostering diversity; developing inclusive programs for young children and their families and using observation, documentation, and assessment to inform curriculum development. Through developing, assessing, and documenting environments and inquiry projects students will deepen their knowledge and impact the learning environments of their centers.

**CEDUC 4721 - Senior Practicum and Seminar in Early Childhood Education (9)**

The semester-long practicum is designed to meet the standards for all initial licensure as defined by the state of Massachusetts. Students must work in classroom under the direction of experienced teachers and are supervised by College of Liberal Arts and Sciences faculty. As a complement to each practicum, students participate in a weekly seminar. Challenges and concerns growing out of daily teaching are examined and related to general educational methods, theories, and classroom practice.

Prerequisite: A grade of C or better in CEDUC 1352; C+ or better in CEDUC 2351, 2401; and a cumulative grade point average of 3.0; all education and support courses completed excluding CEDUC 4188; passing scores on MA Educator Tests of Communication and Literacy Skills, Foundations of Reading, and Early Childhood. Taken for pass/fail grade. Offered: Fall and Spring.

**CEDUC 4722 - Senior Practicum and Seminar in Elementary Education (9)**

The semester-long practicum is designed to meet the standards for initial licensure as defined by the state of Massachusetts. Students must work in classrooms under the direction of experienced teachers and are supervised by College of Liberal Arts and Sciences faculty. As a complement to each practicum, students participate in a weekly seminar. Challenges and concerns growing out of daily teaching are examined and related to general educational methods, theories, and classroom practice.

Prerequisite: A grade of C or better in CEDUC 1352; C+ or better in CEDUC 2351, 2401, and 3374; and a cumulative grade point average of 3.0; all education and support courses completed excluding CEDUC 4188; passing scores on MA Educator Tests of Communication and Literacy Skills, Foundations of Reading, and General Curriculum. Taken for pass/fail grade. Offered: Fall and Spring.

**CEDUC 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and division director. Offered: As needed.

**CEDUC 4731-4735 - Senior Practicum and Seminar in Middle School Education (9)**

The semester-long practica are designed to meet the standards for initial licensure as defined by the state of Massachusetts. At each licensure level students must work in classrooms under the direction of experienced teachers and are supervised by College of Liberal Arts and Sciences faculty. As a complement to each practicum, students participate in a weekly seminar. Challenges and concerns growing out of daily teaching are examined and related to general educational methods, theories, and classroom practice. Students engage in perspective-taking and critical reflection to gain an insight into their own personal growth and professional development as aspiring teachers.

Prerequisite: A grade of C or better in CEDUC 1352; C+ or better in CEDUC 2360, CEDUC 2402; and a cumulative grade point average of 3.0; all education and support courses completed excluding CEDUC 4189; passing scores on MA Educator Tests of Communication and Literacy Skills and appropriate Subject Matter Test..

**CEDUC 4736-4739 - Senior Practicum and Seminar in High School Education (9)**

The semester-long practica are designed to meet the standards for initial licensure as defined by the state of Massachusetts. At each licensure level students must work in classrooms under the direction of experienced teachers and are supervised by College of Liberal Arts and Sciences faculty. As a complement to each practicum, students participate in a weekly seminar. Challenges and concerns growing out of daily teaching are examined and related to general educational methods, theories, and classroom practice. Students engage in perspective-taking and critical reflection to gain an insight into their own personal growth and professional development as aspiring teachers.

Prerequisite: A grade of C or better in CEDUC 1352; C+ or better in CEDUC 2360 and 3451 for English, History and Political Science majors; CEDUC 3451 for Mathematics majors, CEDUC 2402; and a cumulative grade point average of 3.0; all education and support courses completed excluding CEDUC 4189; passing scores on MA Educator Tests of Communication and Literacy Skills and appropriate Subject Matter Test..

**CEXTH - EXPRESSIVE ARTS THERAPY****CEXTH 2623 - Principles of Expressive Arts Therapy (3)**

This course provides an introduction to the history, philosophy and theory of expressive arts therapy. Students will study the unique features of different media of creative expression: visual art, dance/movement, drama, creative writing, and music. The class will explore the integration of the arts in therapeutic practice. Readings, lectures, films and experiential exercises will be utilized.

Offered: Fall and Spring.

**CEXTH 3302 - Writing from the Body (3)**

In this class, writing will be used as a tool to connect and give expression to body, mind, emotions, and spirit. Physical, mindful and expressive practices will be explored as methods for accessing the inner voice. This is a writing-intensive course that requires willingness for movement exploration, self-examination, academic and artistic inquiry.

Offered: Rotating basis with CEXTH 3404.

**CEXTH 3304 - Psychodrama and Sociometry: Making the Invisible Visible (3)**

This course will focus on the history, development and expansion of psychodrama and sociometry as forms of group intervention and applied social analysis. Participants will actively explore the various aspects of a psychodrama as well as its application to specific populations. In addition, applied group dynamics as seen in sociometry will be explored and applied to promote an understanding of interpersonal connections.

Offered: Fall.

**CEXTH 3402 - Expressive Movement and Somatic Psychology (3)**

This course explores the relationship between movement, contemplative practice, and transformation through the expressive arts. Through readings and experiential expressive arts sessions, students will learn to use the body as a therapeutic tool. Theoretical applications will draw from somatic process theory, including Body Mind Centering, Authentic Movement, Gestalt Therapy, Jungian Psychology, and Psychodrama. Experiential practice will be based around weekly arts-based and movement explorations designed to

increase self-awareness, enhance self-expression, and promote personal and community transformation. Psychological applications will relate to body image, trauma recovery, grief and loss, and addiction treatment. Historical study will survey movements in dance therapy, body centered psychotherapy, and global perspectives on somatic theory.

Prerequisite: CEXTH 2623 or permission of instructor.

### **CEXTH 3404 - Nia: Mind-Body Movement (3)**

This course teaches the theory, practice, and personal integration of Nia, a somatic movement approach. These approaches within psychology emphasize an understanding and practice of a more holistic sense of wellness and healing. Nia draws from nine disciplines within the martial arts, dance arts and healing arts, in the service of enhancing the practitioners' physical precision, expression and awareness of the body. Students' integration of the Nia philosophy and practice will be explored individually as well as demonstrated through applications to assist with the needs of specific populations.

Prerequisite: CEXTH 2623 or permission of instructor. Offered: Fall, rotating basis with CEXTH 3302.

### **CEXTH 3406 - Dance/Movement Therapy: A Kinesthetic Approach to Healing (3)**

This course will provide an introduction to the field of dance/movement therapy (DMT) by studying the history and theory behind DMT, pioneers in the field, and current goals and practices. Through experiential exercises, readings, and discussion, participants will examine the interplay between creative expression, kinesthetic awareness, movement response and interaction as it pertains to DMT. The basic components of a DMT session will be identified and practiced along with methods and techniques applicable to various settings and directed towards meeting the needs of the culturally, physically, and mentally diverse human body.

Prerequisite: CEXTH 2623 or permission of instructor. Offered: every odd Spring.

### **CEXTH 3502 - Music Therapy: History, Theory, and Application (3)**

This course will provide an overview of the history and theory of music therapy and its application with a variety of clinical populations. Through experiential learning students will examine group and personal musical responses and study its effects on psychological, neurological and immunological function. Attention will be given to music therapy in a cross-cultural context. Musical proficiency is not required to enroll in this course; however a willingness to engage in active music making is essential.

Prerequisite: CEXTH 2623 or permission of instructor. Offered: Fall.

### **CEXTH 3504 - Guitar for Therapy and Education (3)**

This course will teach students how to bring the guitar into use as a tool in education and behavioral settings. Students with no prior guitar experience will learn functional guitar methods and adaptation for application with various human needs. The willingness to develop a skillful practice and creative thinking is required. Students must provide their own guitar.

Prerequisite: CEXTH 2623 or permission of instructor. Offered: Spring.

### **CEXTH 3506 - Integrated Arts Approaches (3)**

This course will examine the history and theory of the integrated arts in expressive arts therapy. Through experiential learning,

participants will explore the interconnected elements of image, movement, imagination, sound and rhythm. Further focus will be given to the application of integrating the arts within a variety of different human needs and populations.

Prerequisite: CEXTH 2623 or permission of instructor. Offered: Fall and Spring.

### **CEXTH 3623 - Expressive Arts Therapy Studio (3)**

Within a format that combines studio work, online and classroom group discussion, and meetings with the professor, students will explore and examine the different media of expressive arts therapies and their cross-cultural significance. The theory and practice on the individual arts therapies will be studied as well as their integration and application to work with others and personal artistic practice.

Prerequisite: CEXTH 2623 or CARTH 2423 or permission of instructor.

### **CEXTH 3801 - Expressive Arts Therapy Internship and Seminar I (6)**

The student works under the supervision of an experienced professional in an approved clinical site with an expressive arts therapy focus for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to examine the issues growing out of daily field experience and to relate these issues to principles of expressive arts therapy and social policy. Summer internship seminars are conducted on-line. Students must secure an approved internship site, by working with the Internship Office, before the first class. A minimum grade of C is required to meet the requirements of the major.

Prerequisite: CSOCS 3444, minimum grade of C in CPSYC 2551, and an overall cumulative grade point average of 2.0 or permission of the Division Chair. Offered: Fall, Spring and Summer.

### **CEXTH 3888 - Selected Topics: Expressive Arts Therapy 0**

This course focuses on a specific topic in expressive arts therapy.

Offered: as needed.

### **CEXTH 4089 - Practicum in Curriculum and Procedures 0**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. The course is recommended for students interested in studying a particular subject in depth, and for those wishing to participate in the planning and teaching process.

Offered: as needed.

### **CEXTH 4623 - Arts-Based Research and Performance in Expressive Arts Therapy (3)**

A capstone course for Expressive Arts therapy students where students produce a culminating project demonstrating their ability to integrate artistic modalities, research an expressive arts therapy theme of their choice, apply the knowledge gained to a method of practice, and then present their research through both a paper and a performance art presentation. Readings, group discussions, studio practice and processing of the art-making experiences will be utilized. Student must achieve a minimum grade of C to fulfill the requirements of the major.

Prerequisite: CEXTH 2623, CEXTH 3506, CEXTH 3623, Senior standing or 90 credits. Offered: Spring.



**CEXTH 4801 - Expressive Arts Therapy Internship and Seminar II (6)**

The student works under the supervision of an experienced professional in an approved clinical site with an expressive arts therapy focus for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to reflect on the practice issues observed over several internships and to relate student experiences to relate these issues to principles of expressive arts therapy and social policy. Summer internship seminars are conducted on-line. Students must secure an approved internship site, by working with the Internship Office, before the first class. NOTE: A minimum grade of C is required to fulfill the requirements of the Expressive Arts Therapy major.

Prerequisite: CEXTH 3801 with grade of C or better.

**CEXTH 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA, and permission of the instructor and Division Chair. Offered: as needed.

**CFDWK - FIELD WORK****CFDWK 3100 - Field Work and Seminar I (3-4)**

A student identifies field work that complements his/her major and his/her own educational and professional objectives. Students meet in seminar groups to examine issues growing out of the field experiences, explore ways which their major informs their work and begin the development of their professional portfolio. An average of 8 hours per week is spent in the field.

Prerequisite: Cumulative grade point average of 2.0 overall. Offered: Fall and Spring semesters.

**CFDWK 4100 - Field Work and Seminar II (3-6)**

A student identifies field work that complements his/her major and his/her own educational and professional objectives. Students meet in seminar groups to examine issues growing out of the field experiences, explore ways which their major informs their work and further develop their professional portfolio. An average of 10, 13, or 16 hours per week is spent in the field, depending on the number of credits chosen.

Prerequisite: Cumulative grade point average of 2.0 overall. Offered: Offered Fall and Spring semesters.

**CFINL - FINANCIAL PLANNING****CFINL 3301 - General Principles of Financial Planning (3)**

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principle knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, student will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts.

Offered: online.

**CFINL 3302 - Risk Management and Insurance Planning (3)**

This course provides students with an understanding of risk management and the tools and techniques available to minimize exposures to risk. Students will learn how to conduct an insurance needs analysis for clients and evaluate insurance contracts for life, disability, long-term care, and health insurance. The course also covers how insurance rates are developed, what types of contracts are available, how to read insurance proposals, and how life insurance is used in financial planning. Students also learn about property and casualty insurance, including homeowners', liability, and auto insurance. Other topics include group life and health insurance plans, business uses of insurance, and annuities.

Offered: online.

**CFINL 3303 - Investment Planning (3)**

This course explores the securities market, sources of information, risk/return, debt and equities, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. Students will learn how to evaluate different asset classes for different investment objectives, and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situations. Quantitative investment concepts, investment theories and strategies, and asset pricing models are also examined.

Offered: online.

**CFINL 3304 - Tax Planning (3)**

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies.

Offered: online.

**CFINL 3305 - Retirement Savings and Income Planning (3)**

This course educates students on how to conduct a retirement needs analysis for individuals and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans and recommend which plan is appropriate in a given situation. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations.

Offered: online.

**CFINL 3306 - Estate Planning (3)**

This course provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. It also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The nontax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans.

Offered: online.

**CFINL 3307 - Capstone Course in Financial Planning (3)**

This course integrates financial planning topics learned in the previous courses and demonstrates how to apply this knowledge to the development of a comprehensive financial plan. Students will learn how to construct a plan according to CFP Board's Financial Planning Practice Standards and client objectives.

Prerequisite: All previous courses in the LCMC CFP program. Offered: online.

**CFINL 3311 - General Principles of Financial Planning (3)**

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principle knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, student will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts.

Offered: online.

**CFINL 3312 - Risk Management and Insurance Planning (3)**

This course provides students with an understanding of risk management and the tools and techniques available to minimize exposures to risk. Students will learn how to conduct an insurance needs analysis for clients and evaluate insurance contracts for life, disability, long-term care, and health insurance. The course also covers how insurance rates are developed, what types of contracts are available, how to read insurance proposals, and how life insurance is used in financial planning. Students also learn about property and casualty insurance, including homeowners', liability, and auto insurance. Other topics include group life and health insurance plans, business uses of insurance, and annuities.

Offered: online.

**CFINL 3313 - Investment Planning (3)**

This course explores the securities market, sources of information, risk/return, debt and equities, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. Students will learn how to evaluate different asset classes for different investment objectives, and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situations. Quantitative investment concepts, investment theories and strategies, and asset pricing models are also examined.

Offered: online.

**CFINL 3314 - Tax Planning (3)**

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies.

Offered: online.

**CFINL 3315 - Retirement Savings and Income Planning (3)**

This course educates students on how to conduct a retirement needs analysis for individuals and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans and recommend which plan is appropriate in a given situation. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations.

Offered: online.

**CFINL 3316 - Estate Planning (3)**

This course provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. It also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The nontax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans.

Offered: online.

**CFINL 3317 - Capstone Course in Financial Planning (3)**

This course integrates financial planning topics learned in the previous courses and demonstrates how to apply this knowledge to the development of a comprehensive financial plan. Students will learn how to construct a plan according to CFP Board's Financial Planning Practice Standards and client objectives.

Prerequisite: All previous courses in the LCMC CFP program. Offered: online.

**CGEOG - GEOGRAPHY****CGEOG 1001 - World Geography (3)**

Geography is the study of the relationship between humans and the environment - addressing both the impact of the people on the earth, and the influence that the physical environment has had on the development of societies, political systems, and cultures. The course will focus on the human and natural composition of the world's great geographic realms, focusing on their location, their make-up, and their likely future in this changing world. Students will be introduced to the range of topical (systematic) fields of geography, including cultural geography, environmental geography, urban geography, economical geography, political geography, and historical geography.

Offered: Fall and Spring semesters.

**CGEOG 1888 - Selected Topics: Geography (3)**

This course focuses on a specific topic in geography.

Offered: As needed.

**CGLST - GLOBAL STUDIES****CGLST 1200 - Global Issues and Challenges (3)**

This course examines core concepts and issues comprising the emerging field of global studies, and addresses the challenges they pose to the global community and its citizens. Using an interdisciplinary approach, the course incorporates the perspectives of related fields, including political science, economics, geography, sociology, history, biology and ecology. The course also addresses the interplay of a wide range of global actors with processes of contemporary global affairs. Students will engage in research on selected global issues and investigate prospective career options as they consider their personal and professional identity and engagement in the field of global studies.

Offered: Spring.

**CGLST 1888 - Selected Topics: Global Studies (3)**

This course focuses on a specific topic in global studies.

Offered: as needed.

**CGLST 2200 - Introduction to Globalization (3)**

This course presents the basic conceptual vocabularies that we use to study the perspectives, institutions, and ideas that are shaping the world around us. Students will deepen their understanding of how the social sciences and the humanities study and compare distinct cultures by examining the interrelationship between humans and their physical, political, cultural, and economic environments. The course stresses the overall importance of geographical and political literacy, and of the ongoing dialogues among the past, the present, and the future in the disciplines that shape cultural studies.

Prerequisite: CANTH 1101, CGEOG 1001, CGLST 1200, or CPOLS 1101.  
Offered: Spring.

**CGLST 3100 - Global Studies Internship and Seminar (3)**

The student works for the full semester in a global studies-oriented or political science-oriented setting under the supervision of an experienced professional. Field placements take place in public and private settings, such as: government agencies, advocacy organizations, legal offices, media organizations, and international service agencies. The student meets with her/his instructor and fellow students in a weekly seminar to examine the personal and professional issues that emerge from the field experience, and to relate them to the broader theory and content issues of global studies/political science and professional life. Students must complete a minimum of 180 hours in placement for six credits and a minimum of 90 hours in placement for three credits.

Offered: Fall and Spring.

A minimum grade of C is required to progress in the major.

**CGLST 3305 - Model United Nations Seminar and Conference (4)**

The course will focus on the study, presentation, and research of the United Nations structure and issues facing the U.N., its member countries, and the international community. The student's work will be divided into three components: 1) research and training in preparation for participation in the Harvard National Model United Nations; 2) four-day full-time participation as a U.N. delegate representing the Lesley country selection at the HNMUN Conference; 3) analysis, reflection, and assessment of the conference and delegate experience.

Prerequisite: CPOLS 1101 or CECON 1101 or permission of the instructor. Offered: Fall semester, and carries over into Spring.

**CGLST 3500 - Transnational Digital Activism (3)**

Can digital media transform the world of activism? How do "local" social justice activists use digital media to engage in "global" protest campaigns? How does transnational digital collaboration frame social justice at the intersection of race, gender, class, sexuality, nation, citizenship, and ethnicity? The course inquires how cross-border digital collaboration sustains or challenges unequal power relations and how grassroots activists use digital spaces to engage in anti-racist, anti-sexist, anti-capitalist, and anti-imperialist organizing with transnational allies.

Prerequisite: One 2000-level CSOCS, CGLST, CPOLS, CSOCL, CHIST, CPLCY, CPHIL, CHMSR, or CHUMS course.

**CGLST 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. This course is recommended for students interested in studying a particular subject in more depth, and for those wishing to participate in the planning and teaching process.

Offered: as needed.

**CGLST 4100 - Global Studies Internship and Seminar (6)**

The student works for the full semester in a global studies-oriented or political science-oriented setting under the supervision of an experienced professional. Field placements take place in public and private settings, such as: government agencies, advocacy organizations, legal offices, media organizations, and international service agencies. The student meets with her/his instructor and fellow students in a weekly seminar to examine the personal and professional issues that emerge from the field experience, and to relate them to the broader theory and content issues of global studies/political science and professional life. Students must complete a minimum of 180 hours in placement for six credits and a minimum of 90 hours in placement for three credits.

Offered: Fall and Spring.

A minimum grade of C is required to progress in the major.

**CGLST 4400 - Senior Capstone Seminar: Global Social Change (3)**

In this integrative seminar, students will read and analyze current scholarship in social science and history and, as appropriate, natural sciences and humanities, that focus on unfolding issues that will give shape to the new century. Each student will also develop and pursue an appropriate and original research, scholarly, or creative project.

Prerequisite: All required core and all required interdisciplinary core courses in the Global Studies major. Offered: Spring.

A minimum grade of C is required to progress in the major.

Fulfills Global Perspectives requirement.

**CGLST 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and division chair. Offered: as needed.

**CHLTH - HEALTH****CHLTH 1112 - Lifetime Fitness (1)**

This course is designed to encourage personal awareness and responsibility for the maintenance of health and physical well being through physical activity. Students will expand their knowledge base of health and wellness. Practical implementation and behavior change exercises are presented to assist students in applying the information to their life. Students will gain experience in self-assessment and personal program development. The above components are part of a total package of tools the course will provide the student to maintain health and wellness.

Offered: Fall semester.

**CHLTH 1888 - Selected Topics: Health (3)**

This course focuses on a specific topic in health.

Offered: as needed.

**CHLTH 2112 - Lifetime Fitness II (1)**

This course is designed as an introduction to the overall health and wellness of the athletic population. Exercise guidelines including proper lifting techniques, program design and implementation will be addressed. Nutrition, performance enhancing substances, disordered eating and pre/post-exercise meals will be discussed as they relate to athletes and the governing bodies (NCAA, USOC, etc.). Other topics, such as careers in health training and conditioning will demonstrate the range of possibilities in which the students can further their education in the field. Basic anatomy and sports psychology will be also be mentioned as they relate to the above topics.

Prerequisite: CHLTH 1112. Offered: Spring semester.

**CHLTH 3300 - Child and Adolescent Health (3)**

This course provides an introduction to the concepts of health and nutrition in childhood and early adolescence. Through the use of text and journal readings, films, and case studies, students will explore illness and health promotion, protection, and disease prevention strategies related to these populations. Topic areas will include but are not limited to chronic conditions affecting children; the identification and management of communicable and acute illness; vaccine-preventable diseases and immunization regulations; childhood and adolescent stressors and stress management; nutritional needs and health risks influenced by diet; dental and oral problems; and the effects of environment on child health. Some background in health or human biology preferred but not required.

Offered: Generally every other Fall semester.

**CHLTH 3310 - Complementary, Integrative and Alternative Medicine (3)**

This course provides an introduction to complementary and alternative medicine and the treatment modalities that are increasingly being used by Americans. Students will explore the

conceptual differences between the biomedical approach and alternative systems of healthcare, some of which are being used in conjunction with allopathic medicine by conventional medical practitioners. Topics will include but are not limited to mind-body interventions, biologically based treatments, and energy based therapies.

Prerequisite: Some background in health or human biology preferred but not required. Offered: every semester.

**CHLTH 3400 - Health in the Developing World (3)**

This course introduces students to a number of health issues which affect the lives of people in the developing nations. Topics will include definitions of health and disease; identification and etiology of major diseases; issues related to maternal and child health; the relationship between nutrition and health; changing patterns of morbidity and mortality with modernization; use of traditional and western health care; and strategies for disease prevention and control.

Prerequisite: Any CBIOL, CPHYS, or CHLTH class. Some background in health or human biology preferred but not required. Fulfills Global Perspectives requirement. Offered: every Spring semester.

**CHLTH 3888 - Selected Topics in Health (3)**

This course focuses on a specific topic in health.

Offered: as needed.

**CHLTH 4410 - Health and the Environment (3)**

This course examines the environmental challenges that face the human population and affect its health. Through the use of a textbook, journals, and selected internet website readings, films, guest speakers, and community site visits, students will explore a number of environmentally related issues and how human-altered environments can influence human health and disease. Topics include but are not limited to fundamentals of environmental health; population growth and environmental health priorities; the impact of climate change, air, and water quality on disease; the effects of industrial exposure and global conflict on environmental health; barriers and solutions to the prevention of environmental disease; and environmental politics and ethics.

Prerequisite: Any laboratory science course. Offered: every other Fall semester.

**CHIST - HISTORY****CHIST 1150 - FYS: Genocide and the International Community (3)**

The First-Year Seminar (FYS) seeks to elevate the intellectual curiosity of first-year students and to help them integrate into the academic community of the University. From the Armenian Genocide in 1915 to systematic atrocities against civilians in Darfur, murder on a mass scale is one of the most troubling crimes against humanity, and one of the only crimes that the international community is legally obligated to prevent and punish. Yet, since the signing of the Convention on the Prevention and Punishment of Genocide in 1948, the number of times the international community did not intervene to prevent genocide are as numerous as these events themselves. This course examines the history of mass killings and international (non)intervention from 1914 to the present from the perspective of perpetrators, victims, bystanders. Using historical documents, memoirs, and films, we will interrogate the political, social, and cultural reasons behind why people kill, why no one stops them, and what more could have been done.

**CHIST 2321 - Immigration and Ethnicity in American History (3)**

A comparative analysis of the historical experience and interaction of diverse ethnic groups in America, viewed in the context of major themes and events in American history. The course will explore such topics as the differences and similarities in the way various ethnic and racial groups have interacted with the American environment and with one another; the different ways Americans have answered the question of what it means to have an "American" identity; the evolution of immigration policy and its socioeconomic underpinnings; and contemporary debates about the role of multicultural perspectives in shaping curricula in America's schools and colleges.

Offered: As needed.

**CHIST 2317 - Modern European History (3)**

An introduction to the major institutional developments in Europe from approximately 1789 to present, e.g.: the French Revolution; the onset of industrialization; nineteenth- and twentieth-century nationalism; colonization and the exercise of League mandate power; comparisons between Western and Eastern Europe; communist and fascist dictatorships; socialism; feminism; World Wars; the movement toward a united, cosmopolitan Europe; challenges and opportunities presented by Muslim immigration; and emerging approaches to national and European citizenship. Considerable attention will be given to significant thought systems, cultural movements, and innovative historiographies.

Offered: Fall.

**CHIST 2330 - United States History from 1865 (3)**

This course examines major social, political, economic, and cultural shifts from Reconstruction to the present day. It introduces students to the ways historians think about and critically analyze the United States' complex past. Students build critical thinking skills, learn how to effectively analyze primary sources, and explore history through diverse perspectives. In particular, this course uncovers the experiences and voices of marginalized groups that have often been omitted or silenced in U.S. history, such as those with differing racial, ethnic, sexual, gender, and class identities, and seeks to explore how they understood their role within the nation after 1865. Topics covered include: the Civil War and Reconstruction; prosperity, the Depression, and the New Deal; empire and immigration; World War II, the Cold War, and their impacts on the home front; social movements during the 1950s and 1960s; suburbanization and conservatism; and contemporary American politics.

Offered: Spring.

**CHIST 2338 - 20th Century World History (3)**

This course inquires into the important preoccupations, developments, and calamities of the last sixty or seventy years from which the meaning of the twentieth century can be considered. Special attention is given to the aftermath of World War I; the emergence of Communist Russia and Fascist totalitarian states in the 1920s and 1930s; the causes, dimensions, and consequences of World War II; the Cold War; the emerging aspirations of non-Western societies; and the many forces (national, regional, international, economic, technological, and ideological) that have shaped the possibilities and the dangers of the world for the last two decades.

Offered: As needed.

Offered: Fall.

**CHIST 1160 - FYS: What Will I Get from College: An Historical Point of View 1630-1970 (3)**

This First Year Seminar (FYS) course is designed to help students think about colleges and universities, and the historical and social forces that have affected their development in the United States. Since education is an issue we often think about in personal terms, especially higher education, the course is intended to use our own knowledge and insights as a starting point, and to expand upon our reasoning skills as we study these issues historically. We will do this by reading, discussing and thinking about colleges and universities with special focus on the people that led them and the students that attended them. This course will provide students with a framework for using historical analysis to understand the purposes of higher education in American society.

Offered: As needed.

**CHIST 1501 - World History I (3)**

Survey of world civilizations from pre-historic times until 1500. Emphasis is on understanding and interpreting social, cultural, intellectual, economic, and political developments in ancient classical and medieval Europe, the Middle East, Asia, Africa, and the Americas.

Offered: Fall.

**CHIST 1502 - World History II (3)**

An extension of World Civilizations I: 4000 B.C.E. to 1500 C.E., this course carries forward introductory enquiry into institutions, thought, and patterns of change in Africa, the Americas, Asia, Europe, the Middle East, and Oceania from approximately 1500 to the present. Particular emphasis will be on the shaping influence of civilizational commonalities within and across continental settings, and on the ubiquitous dynamics of modernization and globalization.

Offered: Spring.

**CHIST 1888 - Selected Topics in History (3)**

This course focuses on a specific topic in history.

Offered: as needed.

**CHIST 2121 - United States History to 1865 (3)**

This course examines major social, political, economic, and cultural shifts that shaped the development of the "new world" that became the United States. It introduces students to the ways historians think about and critically analyze the United States' complex past. Students build critical thinking skills, learn how to effectively analyze primary sources, and explore history through diverse perspectives. In particular, this course uncovers the experiences and voices of marginalized groups that have often been omitted or silenced in U.S. history, such as religious and political outsiders, women, Native Americans, and enslaved Africans and their descendants. Topics covered include: pre-Columbian settlements; Europe before colonization; Native American culture and interactions with colonists; transatlantic slave trade and African / African American culture; social, cultural, intellectual and political developments in colonial America and the Early Republic; national and global economic shifts, industrialism, and expansion; the American Revolution; and the emergence of the Civil War.

Offered: Fall.

**CHIST 3200 - Human Rights, Social Justice, and the Constitution in America (3)**

The meaning and scope of rights conferred under the American Constitution have been widely debated over the course of American History. The history of these debates will be studied in founding documents, landmark Supreme Court decisions and readings in legal and ethical theory. The Constitution will be viewed as a public text whose meaning has been subject to conflicting interpretations and interpretive philosophies. Topics will include freedom of expression, religious freedom, the right to bear arms, the right to life, race and gender, the rights of criminal suspects, Constitutional rights in wartime, and shifting currents of judicial opinion on the topics being examined.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course. Offered: every odd Fall.

**CHIST 3315 - Nazi Germany and the Holocaust (3)**

This course attempts to identify the factors that led to the rise of Hitler and the implementation of the Nazi genocide against the Jews. The roots of modern Anti-Semitism; the political, cultural and psychological factors that helped propel the Nazis to power; the relationship of ordinary Germans to the Nazi state; the evolution of the Final Solution"; and the problem of determining individual and collective guilt for the Nazi genocide will be addressed and explored.

Prerequisite: CLITR 1100, or one 1000- or 2000-level CHUMS or CHIST course. Offered: Fall 2020.

**CHIST 3320 - Immigration and Ethnicity in American History (3)**

A comparative analysis of the historical experience and interaction of diverse ethnic groups in America, viewed in the context of major themes and events in American history. The course will explore such topics as the differences and similarities in the way various ethnic and racial groups have interacted with the American environment and with one another; the different ways Americans have answered the question of what it means to have an American" identity; the evolution of immigration policy and its socio-economic underpinnings; and contemporary debates about the role of multicultural perspectives in shaping curricula in America's schools and colleges.

**CHIST 3322 - African American History (3)**

The African American experience spans over four hundred years. For centuries, people of African descent in the United States have worked to help the nation realize its ideals of freedom and democracy, particularly since these ideals have been tied to their own status as free citizens. This course examines the shifting meanings of "freedom" and "democracy" for African Americans from the establishment of European colonies and the transatlantic slave trade to the present day in the age of Black Lives Matter. Topics covered include: slavery; the Civil War and Reconstruction; Jim Crow politics; the Great Migration; diaspora, nationalism, and internationalism; the long black freedom struggle and movements for civil rights; radicalism, feminist organizing, and Black Power; ghettoization and the prison industrial complex; and contemporary black politics since 1970.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course, OR a 4 or 5 on the AP History test, OR permission of the instructor. Offered: Spring.

**CHIST 3328 - America Since World War II (3)**

This course will highlight the people, ideas, events, and developments that shaped the history of America since World War II. Sources of disquiet at home, e.g., the McCarthy Era; the Civil Rights Movement; Sixties Radicalism; the revived Women's Movement; the Reagan Revolution;" the post-industrial economy; persisting inequality; and increasing voter apathy will be explored along with important challenges that the United States has faced abroad e.g. the Cold War; the conflict in Vietnam; the collapse of Communist regimes in Russia and Eastern Europe; the global economy; genocide and ethnic cleansing; crises in the Middle East; and the threat of international terrorism.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course. Offered: every even Fall.

**CHIST 3340 - The Women's Movement: A Historical Perspective (3)**

This course will examine the historical experience of women in the nineteenth and twentieth centuries in an effort to understand the rise of the women's movement and of feminist consciousness. Attention will also be given to the emergence of women's movements throughout the world. How have the family, work-life, sexual politics, societal expectations, and economic conditions contributed to the emerging feminist consciousness and to the struggles of women to redefine and reshape their identity? Critical periods in the history of the women's movement will be studied in depth, e.g., the rebellion against Victorianism, the suffrage movement, and the rebirth of feminism in the late 1960s. Sources will be drawn from historical studies, literature, film, diaries, biographies, and the social sciences.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course. Offered: As needed.

**CHIST 3350 - Latin America Since 1900 (3)**

This course examines key persons and events in Latin America since 1900. It is designed to give students an introduction to contemporary Latin America from a historical perspective. Of special interest will be questions of historical memory and social mobilization, ethnic and racial conflicts of nationhood, and regional and political diversity.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course. Fulfills Global Perspectives requirement. Offered: every odd Fall.

**CHIST 3355 - Modern India: From Colony to Republic (3)**

This course will focus on the historical growth and development of India - a diverse and complex political entity - under two centuries of British rule and a half century of independence in all its spheres of politics, society, economy, culture, and religion. Considerable attention will be given to the meanings of colonialism, mercantilism, imperialism, nationalism, and socialism in the historical context of India's transition from colony to republic. Course materials will range across primary and secondary sources, fiction, and films.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course. Fulfills Global Perspectives requirement. Offered: As needed.

**CHIST 3360 - Africa Since 1800 (3)**

The primary goal of this course is to introduce students to the wide spectrum of the history of Africa from 1800 through the end of the millennium. It will pay special attention to some of the decisive changes in African social and cultural lives caused by colonial intervention, and the impact of those changes on nation building in

**CHIST 3800 - Junior Writing Seminar in History (3)**

This course focuses on the tools and techniques that historians use to study the past. Students will learn about the process of modern historical inquiry, gain a better understanding of the diverse resources that historians use to conduct research, and develop the skills necessary to identify relevant sources in archives and libraries. In directed stages, students will conduct historical research and write a major paper utilizing both primary and secondary sources. The topical focus of the course will alternate each academic year.

Prerequisite: 6 credits in courses with CHIST prefix. Offered: Spring only.

**CHIST 3888 - Selected Topics in History (3)**

This course focuses on a specific topic in history.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course. Offered: as needed.

**CHIST 4030 - Modern Middle East History (3)**

This course is a multi-dimensional overview of the Middle East region from the mid-nineteenth through the early twenty-first centuries with particular attention to the most dominant religious, colonial, national, ideological, material, social, and individual forces which have been shaping it. Although more than a dozen national settings will be addressed, primary focus will be on Egypt, Iran, Israel, Saudi Arabia, and Turkey.

Prerequisite: 6 credits of CHIST or CHUMS at the 3000-level. Fulfills Global Perspectives requirement. Offered: every even Spring.

**CHIST 4049 - Great Britain in the Victorian Age (3)**

A close and primary source-informed exploration of Great Britain in its century of most dramatic transformation. Focuses will be: the onset of the factory system and its social, economic, demographic and welfare consequences; confrontations with slavery and the slave trade; pressures to expand the voting franchise by class and gender; the tensions between science and religion; the blossoming of English literature; Victorian" respectability and morality; Liberals Conservatives Marxists and Fabians on domestic and imperial policies; the Arts and Crafts critique of Modernity; the Irish Question; and overall an assessment of the degree to which Britain and British identity in 1900 were different than they had been seventy years earlier.

Prerequisite: 6 credits of CHIST or CHUMS at the 3000-level. Offered: As needed.

**CHIST 4055 - The History of Modern China (3)**

This course is a chronologically arranged exploration of topics in the political, economic, social, and intellectual history of China since 1800. It emphasizes both the internal dynamics in Chinese society and its complicated interactions with the outside world since the 1840s. The course's central theme is the different attempts to realize the Chinese people's dream of being rich and strong (Fuqiang) in the later imperial era, the republican era, and the socialist era.

Prerequisite: 6 credits of CHIST or CHUMS at the 3000-level. Fulfills Global Perspectives requirement. Offered: As needed.

**CHIST 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. The course

the post-independence decades. The course will also explore crucial historiographical questions.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course. Fulfills Global Perspectives requirement. Offered: every odd Fall.

**CHIST 3400 - Founders' History and State Constitutions (3)**

This course studies the Declaration of Independence, the Constitution, and the deliberations that surrounded these founding documents. Topics include how Americans in later generations debated the meaning of these documents for African-Americans and women, how the Constitution was amended to extend them equal rights, and how the founding principles apply to the twenty-first century.

Prerequisite: CLITR 1100, or one 1000- or 2000- level CHIST or CHUMS course. Offered: As needed.

**CHIST 3450 - History of International Humanitarian Organizations (3)**

What does it mean to bring humanity to times of crisis and conflict? From the protection of prisoners of war during the First World War, to relief for Syrian refugees today, humanitarian aid has had a profound effect on the social, legal, and ethical development of the modern world. This advanced seminar examines the history of international humanitarian organizations like the International Committee of the Red Cross and Doctors Without Borders from 1863 to the present. We will interrogate a set of tensions that continue to characterize humanitarian relief today: the conflict between traditional principles and contemporary human rights; the role of governments in the provision of foreign aid; and the difficulties of enforcing the humanitarian protections of international law during sectarian conflicts.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course, OR a 4 or 5 on the AP History test, OR permission of the instructor. Offered: every even Spring.

Offered entirely online

**CHIST 3500 - History of Boston (3)**

Surveys Boston as a case study in American History from 1630 to the present including study of physical growth, ethnic groups, cultural and social developments, architecture, and contemporary issues. Course requires individualized projects and site visits.

Prerequisite: CLITR 1100 or one 1000- or 2000-level CHIST or CHUMS course. Offered: every Spring.

**CHIST 3600 - Africa in Film (3)**

This course critically examines the history of Africa in film as represented through a wide variety of eras and film genres: early twentieth-century historical epics and biopics; jungle empire, and adventure films of the 1930s-1950s; mid-twentieth-century newsreels, documentaries, and ethnographic films; the rise of indigenous African cinema in the 1960s-1980s, and its more recent rebirth in Nollywood"; as well as twenty-first-century Hollywood "broken Africa" dramas. These films will be analyzed not only in terms of the African histories and subjects they encompass but also with respect to the historical and geographical contexts in which they were produced and the broader impact they had on perceptions of Africa and its past.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course. Fulfills Global Perspectives requirement.

is recommended for students interested in studying a particular subject in more depth, and for those wishing to participate in the planning and teaching process.

Offered: as needed.

### **CHIST 4200 - America in the Great Depression (3)**

This course will consider the achievements and limitations of Roosevelt's New Deal in meeting the challenge of the worst economic crisis in American history. Within the broad cultural, social and political setting of the Depression Era, the course will inquire into the economic forces that led to the Great Depression, the personality and leadership of President Roosevelt, the major programs and policies of his administration, the impact of the Great Depression on the lives of ordinary Americans, the views of critics and detractors, and the ongoing debates about the legacy of the New Deal and its relevance to our understanding of current economic crises. Students will engage in a significant research project on an aspect of New Deal history.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course. Offered: as needed.

### **CHIST 4349 - Senior Thesis in History (4)**

The student chooses a subject for investigation and writes an extensive essay of about forty pages, working individually with the guidance of an appropriate faculty member. A thesis proposal, including project description and preliminary bibliography, must be submitted to the department for approval in the semester previous to enrollment.

Prerequisite: 6 credits in 3000-level CHIST or CHUMS prefix courses. Offered: Fall and spring.

The thesis project is available only to History majors who have normally completed 90 credits, and at least 6 credits of CHIST or CHUMS courses at the 3000 level.

This course may not be selected in the same semester as CHIST 4800: Senior Seminar, unless prior approval of the thesis director has been given.

For more detailed guidelines, contact the Humanities Division.

### **CHIST 4800 - Senior Seminar in History (3)**

This seminar is required of all history majors and will be taken typically in the senior year. It is also available as an upper level elective to students in the College of Liberal Arts and Sciences and the College of Art and Design. Students will deepen their engagement with key issues in contemporary historiography, use the resources of area libraries, and undertake a significant research project.

Prerequisite: 6 credits of CHIST or CHUMS 3000-level courses OR permission of instructor. Offered: Fall only.

### **CHIST 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and Division Chair. Offered: as needed.

### **CHIST 5888 - Selected Topics in History (3)**

This course focuses on a specific topic in history.

Offered: as needed.

## **CHMSR - HUMAN SERVICES**

### **CHMSR 1551 - Foundations and Systems in the Helping Professions (3)**

This course introduces students to a wide range of human service professions, with particular attention paid to the fields of art therapy, counseling, expressive arts therapy, holistic psychology, human services, and psychology. Students will get an overview of the history and methods of the human service professions. Career opportunities are explored through guest presentations and assignments in community settings. The values and ethical issues facing human service professionals are introduced. A minimum grade of "C" is required to move on in the student's major.

Offered: Fall and Spring semesters.

### **CHMSR 1552 - Introduction to Human Services (3)**

This course provides an overview of the helping professions and introduces students to the knowledge, values and skills of human service workers. We will explore the philosophical, moral, and ethical basis for the profession and emphasize the importance of understanding the social context and the ecological perspective for which human service delivery on local, national and global levels. Students will also have an opportunity to explore career path options consistent with the Human Services major. A grade of C is required in this course in order to move on in the major.

Offered: Offered Fall and Spring semesters.

### **CHMSR 1888 - Selected Topics: Human Services (3)**

This course focuses on a specific topic in Human Services.

Offered: As needed.

### **CHMSR 2551 - Concepts and Skills in Professional Practice (4)**

This course focuses on the development of communication skills and the clinical skills of interviewing, case analysis, and professional conduct. Critical thinking about professional practice is emphasized through exploring the philosophical and values bases inherent in public policy that shape human service delivery. Students are exposed to the ethics governing the delivery of professional services within agencies and communities. A one-day per week internship is required of all students at an approved site.

Offered: Fall and Spring semesters.

### **CHMSR 2888 - Selected Topics: Human Services (3)**

This course focuses on a specific topic in Human Services.

Offered: As needed.

### **CHMSR 3303 - Micro/Macro Assessment (3)**

Application of human services values, knowledge, and methods with individuals, families, groups, and communities is emphasized. Case assessment, biopsychosocial assessment, needs assessment, intervention strategies, resource utilization and program evaluation is examined through the lens of Human Services practice.

Prerequisite: CHMSR 1551 OR 1552. Offered: Offered Fall and Spring semesters.

### **CHMSR 3553 - Practical Ethics in Human Services (3)**

The provision of human services often involves many conflicts such as the conflict between good practice and the demands of the institution for which you work, the conflict between the needs/rights of the client or group of clients and the public good, between



workers, due to differences in training, profession, job responsibility, or approach to clients; or between research needs and the needs/rights of the client or group of clients. Utilizing readings and case studies, this course will explore the ethical issues human service professionals encounter, sources of unethical human service interventions, and the evaluation and development of ethical intervention approaches. Students will gain specialized knowledge and skill in applying ethical theory and decision-making to professional practice in human services.

Prerequisite: CHMSR 2551 or permission of instructor.

#### **CHMSR 3701 - Human Services Internship and Seminar I (6)**

In this course the student works in a human services setting for an average of 12-15 hours per week for the full semester under the supervision of an experienced professional. Internship placement settings include community service organizations, courts, residential group homes, and recreation agencies. Students meet with a College of Liberal Arts and Sciences supervisor for a two-hour seminar to examine issues arising from the student's internship and to relate these issues to clinical principles and theories of human development and social policy.

Prerequisite: CHMSR 2551 and CSOCS 3444; and a 2.3 cumulative grade point average in Human Services and Liberal Arts support courses, and overall cumulative grade point average of 2.0 or permission of the internship coordinator. A grade of "C" or better is required to progress into the senior seminar. Offered: Fall and Spring semesters.

#### **CHMSR 3702 - Human Services Online Internship and Seminar I pt. 1 (3)**

This course is the first course of a two course internship sequence offered for online human service majors. The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth in the applied areas of Human Services. Field placement settings include community service organizations, courts, residential group homes and recreational agencies. The student works under the supervision of an experienced professional in an approved site for 180 hours over the two course sequence. This experience is supported by a faculty led professional development seminar to examine the issues arising out of the student's field experience and to relate them to human development, social policy and ethical practice.

Prerequisite: CSOCS 3444. Offered: online.

#### **CHMSR 3703 - Human Services Online Internship and Seminar I pt. 2 (3)**

This course is the second course of a two course internship sequence offered for online human service majors. The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth in the applied areas of Human Services. Field placement settings include community service organizations, courts, residential group homes and recreational agencies. The student works under the supervision of an experienced professional in an approved site for 180 hours over the two course sequence. This experience is supported by a faculty led professional development seminar to examine the issues arising out of the student's field experience and to relate them to human development, social policy and ethical practice.

Prerequisite: CSOCS 3444 and CHMSR 3702. Offered: online.

#### **CHMSR 3888 - Selected Topics: Human Services (3)**

This course focuses on a specific topic in Human Services.

Offered: As needed.

#### **CHMSR 4089 - Practicum in Curriculum and Procedures (3-4)**

The student serves as a course assistant to the faculty member. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of a particular subject in depth. The course is recommended for those wishing to participate in the planning and teaching process. See Course Assistantships on page xx for details.

Offered: Offered as needed..

#### **CHMSR 4551 - Senior Capstone Seminar: Human Services and Counseling (3)**

This course is designed as a senior capstone course for both Human Services majors and Counseling majors. Students critically examine selected contemporary issues related to the development of public policy and legislation. Topic explorations include study of the ethical issues related to service delivery and how political, economic, and social pressures impact policy development. Through analysis of targeted contemporary issues (e.g., teenage pregnancy, child abuse, AIDS, homelessness), students will examine the connections between social policy, the human service worker, and the delivery of human services.

Prerequisite: CHMSR 2551, CPLCY 3552, COUN 3601, OR CHMSR 3701 and senior status. Offered: Fall and Spring semesters.

A minimum grade of "C" is required to meet the requirements of the major

#### **CHMSR 4701 - Human Services Internship and Seminar II (6)**

The student continues to work in human services settings for an average of 15-18 hours per week for the full semester under the supervision of an experienced professional. Internship settings include community service organizations, courts, research institutes, residential group homes, and recreation agencies, depending upon the individual's career goals. The student meets with a College of Liberal Arts and Sciences supervisor for a two-hour seminar to examine issues arising from the student's internship and to relate these issues to clinical principles and theories of human development and social policy.

Prerequisite: Minimum grade of C in CHMSR 3701; 2.3 cumulative grade point average in Human Services and Liberal Arts support courses and overall cumulative grade point average of 2.0 or permission of the internship coordinator. A grade of C must be achieved to fulfill the requirements of the Human Services major. Offered: Fall and Spring semesters.

#### **CHMSR 4702 - Human Services Internship and Seminar II pt. 1 (3)**

This course is the first course of a two course internship sequence offered for online human service majors. The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth in the applied areas of Human Services. Field placement settings include community service organizations, courts, residential group homes and recreational agencies. The student works under the supervision of an experienced professional in an approved site for 180 hours over the two course sequence. This experience is supported by a faculty led professional development seminar to examine the issues arising out of the student's field experience and to relate them to human development, social policy and ethical practice.

Prerequisite: CHMSR 3702 and CHMSR 3703. Offered: online.

**CHMSR 4703 - Human Services Internship and Seminar II pt. 2 (3)**

This course is the second course of a two course internship sequence offered for online human service majors. The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth in the applied areas of Human Services. Field placement settings include community service organizations, courts, residential group homes and recreational agencies. The student works under the supervision of an experienced professional in an approved site for 180 hours over the two course sequence. This experience is supported by a faculty led professional development seminar to examine the issues arising out of the student's field experience and to relate them to human development, social policy and ethical practice.

Prerequisite: CHMSR 3702 and CHMSR 3703. Offered: online.

**CHMSR 4888 - Selected Topics in Human Services (3)**

This course focuses on a specific topic in Human Services.

Offered: as needed.

**CHMSR 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and division director. Offered: As needed.

**CHUMS - HUMANITIES****CHUMS 1150 - FYS: The Arts and Social Justice (3)**

The First-Year Seminar (FYS) seeks to elevate the intellectual curiosity of first-year students and to help them integrate into the academic community of the University. This section of the First Year seminar focuses on the role that the arts have played in promoting social justice. For many artists—writers, painters, composers, filmmakers—art has provided a means for examining and questioning society. Many of the great shifts in Western society were influenced by works of literature, visual art, and music whose impact stands as testimony to the capacity of the arts to affect societal beliefs and values. In this course, we will study a variety of works that have contributed to the expansion of social equality and political freedom. We will also read a number of major theorists who have explored the role that the arts can and have played in shaping culture and society.

Offered: Fall.

**CHUMS 1160 - FYS: The Gods Reborn: Use of Ancient Myths Since the Renaissance (3)**

The myths of the heroes and gods of ancient Greece and Rome were used in the Renaissance, among other purposes, to glorify and justify the church and state. In this First-Year Seminar (FYS), we will look at how artists used ancient texts as their sources and how their depiction in painting and sculpture played a role in the politics of their time. Attention will be paid to how meanings were encoded in pictures, often in ways that are obscure to viewers today. We will explore how artists turn stories and ideas into images and how viewer would read these images and also see that stories in Ovid continue to be a source for writers and artists.

Offered: as needed.

**CHUMS 1170 - FYS: Visual World (3)**

At the dawn of what has already been coined the visual century two- and three-dimensional environments are abundant with visual clues that intend to manipulate us. What is seen and not necessarily said can impact us profoundly through non-articulated visual conditioning. This First Year Seminar (FYS) class will examine the effect of these pervasive mechanisms on our state of mind and how we negotiate the contradictions, compartmentalization, and emotional responses they elicit.

Offered: Fall.

**CHUMS 1180 - FYS: Thinking outside the Bubble: Learning to Communicate with the "Other Side" (3)**

During the 2016 presidential election, many scholars, reporters, and commentators observed how polarized our society had become; at times, it seemed we were not speaking the same language or accepting the same facts. So, how can we change this? The first step is learning what those who are different from us believe, and understanding why they believe it. This First Year Seminar (FYS) course will provide many opportunities for that inquiry to take place. Throughout this course, students will not only participate in an extended conversation on the issues that divide our society, but they will debate and analyze some potential solutions that scholars and theorists have proposed.

Offered: as needed.

**CHUMS 1888 - Selected Topics: Humanities (3)**

This course focuses on a specific topic in humanities.

Offered: as needed.

**CHUMS 2100 - Fine and Performing Arts in Boston (3)**

This course explores the rich heritage of fine and performing arts in Boston through readings, exhibitions/performances and online resources. Starting with an analysis of the formal and expressive qualities of each artistic medium (visual arts, architecture, music, dance and drama), students will engage in describing, interpreting and evaluating works of art throughout the city to develop skills of aesthetic perception and response. Through individual and collaborative research projects students will gain increased knowledge of Boston's unique contribution to America's rich cultural and artistic history.

Prerequisite: CLITR 1100 or equivalent. Offered: Spring.

**CHUMS 2200 - Internship Planning and Preparation (1)**

The Internship Planning and Preparation Seminar leverages Lesley's assets to best support you in preparation for your internship search. Through weekly discussion, you will learn more about your internship requirements and receive feedback from your peers on relevant internship issues. You'll gain a better understanding of how the skills you're developing in your Humanities coursework (critical thinking, writing/editing, languages, research, etc.) have prepared you for work in the field. You'll receive resources from Lesley's Career Resource Center on how to develop a cover letter and resume' for your internship search. You will develop these supporting materials through the guidance and support of Lesley faculty as well as your peers. The course will culminate with a meeting with the Internship Office to discuss Lesley's affiliated internship sites and to provide you with personalized advice and information regarding your internship search.

Prerequisite: CWRIT 1101. Offered: Fall and Spring.

**CHUMS 2220 - The Shaping of Western Culture (3)**

A study of the major intellectual currents and ideas that have shaped Western culture from the ancient Greeks to the modern era. Significant intellectual documents and cultural artifacts, including examples drawn from literature and the visual arts, will be examined in the context of their times and their influence upon succeeding generations.

Offered: Fall and Spring.

**CHUMS 2500 - From Nanook to Banksy: A History of Documentary Film (3)**

This seminar critically examines a century of documentary film, encompassing a wide variety of eras and subgenres along the way. The course progresses chronologically but is also structured utilizing Bill Nichols's six documentary "modes" (expository, poetic, observational, participatory, reflexive, and performative). Moreover, films are analyzed not only in terms of their subject matter, but also with respect to their historical and production contexts, as well as questions surrounding their broader political and/or societal impact.

Offered: Fall.

**CHUMS 3100 - Field Work and Seminar in the Humanities I (3)**

The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth. Students should see the internship as a chance to do "something an opportunity to apply what you have learned in the classroom and to explore new challenging experiences in a professional setting. It is a chance to explore the relationship between theory and practice to develop communication and interpersonal skills and to further develop your professional objectives. The internship is also a catalyst for personal growth - an opportunity to learn more about yourself. We meet once a week to examine issues encountered in field experiences exchange ideas share information encouraging students to become reflective readers and engaged speakers.

Offered: Fall, Spring, and Summer.

**CHUMS 3300 - Travel/Study London (3)**

Students will acquire a broad-based understanding of English culture through exploration of and reading about literature, art, theater, music, architecture, and history in the city of London. A critical journal will allow reflection on the variety of course experiences; an in-depth research project will allow extensive examination of a critical problem presented by one aspect of the course. The particular focus of the course will change given the area of expertise and interest of the faculty member offering it.

Prerequisite: Normally, CLITR 1100 OR one 1000- or 2000-level CHIST or CHUMS course. May vary according to focus of course. Offered: Spring 2021.

**CHUMS 3316 - Baroque and Neo-Classical Art and Music (3)**

An exploration of Baroque and Neo-Classical styles in the fine arts and their relationship to the pivotal social, political, and intellectual forces of the seventeenth and eighteenth centuries. Materials are drawn primarily from Europe, but some attention is given to colonial and federalist America.

Prerequisite: CLITR 1100.

**CHUMS 3317 - Romanticism in the Arts: Literature, Painting, and Music (3)**

Far more than a movement in the arts, Romanticism profoundly influenced the philosophy and politics of its time. This course will

examine Romanticism in literature, the visual arts, and music, and Romanticism's broader impact on 19th century culture and society. While the primary focus of the course will be on Romanticism in 19th century England, Europe, and America, attention will be given to works from our own time that reflect Romanticism's enduring legacy.

Prerequisite: CLITR 1100.. Offered: every odd Spring semester..

**CHUMS 3331 - The Shock of the New: European and American Culture at the Turn of the 20th Century (3)**

The cultural period beginning in the 1880s and culminating in World War I is termed by some the age of decadence or the "fin de siècle" (end of the century) to reflect the widespread sense that one historical age was coming to an end and another was being formed. Thinkers such as Oswald Spengler Arthur Shopenhauer and Sigmund Freud disputed the assertion that reason alone stands at the basis of human decisions and activities and "irrational" impulses are reflected in the growth of racist and totalitarian movements during this period. The group of artists known as the symbolists (Baudelaire Klimt Debussy among others) abandoned the realistic private and obscure.

Prerequisite: CLITR 1100. Offered: Spring 2020.

**CHUMS 3332 - Civil War Era: History and Literature (3)**

The Civil War Era as viewed through diaries, memoirs, speeches, political debates, biography, history, poetry and fiction. The course will emphasize the combined application of literary analysis and historical reconstruction to the understanding of the era and its legacy. This course serves as a literature or history elective.

Prerequisite: CLITR 1100. Offered: as needed.

**CHUMS 3400 - Masterpieces of World Cinema (3)**

This course introduces the student to the techniques of filmmaking as well as to the work of some of the world's greatest filmmakers. The student will learn to appreciate and analyze a film in view of its technical aspects, and to recognize the characteristic and idiosyncratic vision that different filmmakers reveal through their films.

Prerequisite: CLITR 1100. Offered: Every even spring.

**CHUMS 3500 - Postcolonial History and Literature (3)**

Beginning with the successful national liberation struggles in India (1947) and Ghana (1957), dozens of colonies in Asia and Africa achieved political independence by the 1990s. The term "postcolonialism" refers to the histories and literatures developed primarily by colonized people to challenge "modernist" histories and fiction associated with the imperial age. This seminar will explore the assumptions methods styles and standards of criticism within the postcolonial outlook and read and evaluate representative historical and literary works.

Prerequisite: CLITR 1100 or any 1000- or 2000-level CHIST or CHUMS course. Fulfills Global Perspectives requirement. Offered: every odd Spring.

**CHUMS 3600 - Medieval History and Literature (3)**

At the conclusion of this course, the student will have a broad-based understanding of European and near Eastern history and literature from 600-1500 A.D., as demonstrated through in-class participation and assessment. A final research essay will demonstrate that the student has substantial knowledge of one set of primary texts from that period. The graduate student, through wide reading in

secondary sources, will also have a familiarity with the critical and historiographical traditions of English medieval studies.

Prerequisite: Prerequisites for undergraduates: CLITR 1100 or any 1000- or 2000-level CHIST or CHUMS course. Offered: every even Fall.

Course offered entirely online

### **CHUMS 3700 - Study-Travel: Paris at the Crossroads (3)**

The period of the long" French Revolution (1789-1804) as well as the early years of the Third Republic (instituted in 1870) laid the foundations for present-day France. Together these events turned "peasants" into Frenchmen in the words of one historian. Disparate populations with regional loyalties and identities slowly came to share a national identity one forged nurtured and propagated by a number of different institutions texts artifacts. This course will consider the construction of a French identity through these media a French identity that has repeatedly been contested and debated.

Prerequisite: CLITR 1100. Offered: Spring 2022.

### **CHUMS 3800 - Text and Image (3)**

This multi-disciplinary course investigates the critical and illustrative traditions of a major text or set of texts (the subject of the course can change from year to year), using techniques of art history and literary criticism as well as art creation in studio. Students can enroll in CHUMS 3800 for 3 humanities credits or IFINE 2750 for 3 studio art credits. All students complete all requirements no matter their course registration.

Prerequisite: CLITR 1100. Corequisite: IFINE 2750. Offered: As needed.

### **CHUMS 3888 - Selected Topics: Humanities (3)**

This course focuses on a specific topic in humanities.

Offered: as needed.

### **CHUMS 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. The course is recommended for students interested in studying a particular subject in more depth, and for those wishing to participate in the planning and teaching process.

Offered: as needed.

### **CHUMS 4100 - Humanities Field Work and Seminar II (4-6)**

The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth. Students should see the internship as a chance to do" something an opportunity to apply what you have learned in the classroom and to explore new challenging experiences in a professional setting. It is a chance to explore the relationship between theory and practice to develop communication and interpersonal skills and to further develop your professional objectives. The internship is also a catalyst for personal growth - an opportunity to learn more about yourself. We meet once a week to examine issues encountered in field experiences exchange ideas share information encouraging students to become reflective readers and engaged speakers.

Offered: Fall, Spring, and Summer.

### **CHUMS 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore

a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and division director. Offered: as needed.

### **CHUMS 5001 - Travel/Study: Medieval and Renaissance London (3)**

Graduate students will complete all of the requirements for the undergraduate course but will be evaluated for graduate level work. The response journal" will incorporate reflection on substantial secondary reading not assigned to the undergraduates; the research paper will meet graduate rather than undergraduate expectations for depth of research scope of sources and sophistication of analysis.

### **CHUMS 5002 - Travel Study London: Shakespeare's Progeny (3)**

Students in this course will acquire a broad based understand of the relationship between London, Stratford, Bath and their playwrights, their writers, and the theatre. With a focus on Shakespeare, Sheridan, Austen, Dickens, and Buchan, students will visit historical sites, theatres, and museums important to Shakespeare's texts; attend performances (including that of the Royal Shakespeare Company at Stratford). A critical journal will allow reflection on the variety of course experiences; an in-depth research project will allow extensive examination of a critical problem presented by one aspect of the course.

### **CHUMS 5100 - Fine and Performing Arts in Boston (3)**

This course explores the rich heritage of fine and performing arts in Boston through readings, exhibitions/performances and online resources. Starting with an analysis of the formal and expressive qualities of each artistic medium (visual arts, architecture, music, dance and drama), students will engage in describing, interpreting and evaluating works of art throughout the city to develop skills of aesthetic perception and response. Through research projects students will gain increased knowledge of Boston's unique contribution to America's rich cultural and artistic history and apply this knowledge to their professional field of study through a portfolio of integrated projects.

Offered: Spring.

### **CHUMS 5600 - Medieval History and Literature (3)**

At the conclusion of this course, the student will have a broad-based understanding of European and near Eastern history and literature from 600-1500 A.D., as demonstrated through in-class participation and assessment. A final research essay will demonstrate that the student has substantial knowledge of one set of primary texts from that period. The graduate student, through wide reading in secondary sources, will also have a familiarity with the critical and historiographical traditions of English medieval studies.

Prerequisite: Prerequisites for undergraduates: CLITR 1100 or any 1000- or 2000-level CHIST or CHUMS course. Offered: Fall of even years.

### **CHUMS 5888 - Selected Topics: Humanities (3)**

This course focuses on a specific topic in humanities.

Offered: as needed.

## **CINTD - INTERDISCIPLINARY STUDIES**

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### **CINTD 3100 - Interdisciplinary Internship & Seminar (3-6)**

This interdisciplinary, faculty-led, professional development seminar provides concurrent support to students conducting internships via faculty-supported internship-goals development, as well as reflective and professional development activities. It is also a small group opportunity to share and reflect on professional development issues via online discussion. Students are expected to support one another in problem solving and brainstorming, as well as reflecting critically on instructor-posed discussion topics. This seminar also provides students with opportunities to explore career options and fit.

Offered: As needed.

### **CINTD 3888 - Selected Topics in Interdisciplinary Studies (3)**

This course focuses on a specific topic in Interdisciplinary Studies.

Offered: as needed.

### **CINTD 4100 - Interdisciplinary Internship & Seminar (3-6)**

This interdisciplinary, faculty-led, professional development seminar provides concurrent support to students conducting internships via faculty-supported internship-goals development, as well as reflective and professional development activities. It is also a small group opportunity to share and reflect on professional development issues via online discussion. Students are expected to support one another in problem solving and brainstorming, as well as reflecting critically on instructor-posed discussion topics. This seminar also provides students with opportunities to explore career options and fit.

Offered: As needed.

## **CLANG - LANGUAGES**

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### **CLANG 1101 - Spanish I (3)**

This course will work on the three different language skills - speaking, reading, and writing. Grammar forms, basic vocabulary, grammar, reading, and writing skills will be taught and practiced in a variety of ways. Practice in conversation is combined with pronunciation and role-playing activities. Reading and writing activities will reinforce cultural content with the goal of obtaining a greater understanding and appreciation of Hispanic culture.

Offered: Fall and Spring.

### **CLANG 1102 - Spanish II (3)**

This course will work on the three different language skills - speaking, reading, and writing. This course is the sequel to CLANG 1101. Building upon the foundation of the introductory course, more advanced grammar, vocabulary, reading, and writing skills will be taken up in sequence. There will be an emphasis on conversation, pronunciation, and role-playing activities. Through film, short cultural readings, and brief articles, the course will expand the student's understanding and appreciation of Hispanic culture.

Offered: Fall and Spring.

### **CLANG 1201 - Italian I (3)**

Italian I and II focus on the acquisition of conversational and communication skills in the Italian language, including some fundamental grammar and vocabulary.

Offered: Fall.

### **CLANG 1202 - Italian II (3)**

Italian I and II focus on the acquisition of conversational and communication skills in the Italian language, including some fundamental grammar and vocabulary.

Offered: Spring.

### **CLANG 1301 - French I (3)**

Emphasis is on acquiring conversational and communication skills, including some fundamental grammar and vocabulary.

Offered: Fall.

### **CLANG 1302 - French II (3)**

Course builds on skills acquired in French I. Emphasis is on improving conversational and communication skills, including some more advanced grammar and vocabulary.

Offered: Spring.

### **CLANG 1401 - German I (3)**

German I is a first semester course for students with no prior knowledge of German in which they begin to learn to speak, read, write and understand German. At the same time they will develop skills to produce and understand an ever-growing number of German language sentences, learn to communicate in real life situations and understand the culture and literature of the language. Most of the class will be conducted in German.

Offered: Spring.

Course entirely online

### **CLANG 1402 - German II (3)**

German II is a second-semester course for students who have taken German I or its equivalent. Students expand their ability to speak, read, write and understand German. At the same time they develop skills to produce and understand an ever-growing number of German language sentences, learn to communicate in real life situations and understand the culture and literature of the language. Most of the class will be conducted in German.

Prerequisite: CLANG 1401 or equivalent. Offered: Spring.

Course entirely online

### **CLANG 1501 - Mandarin Chinese I (3)**

Chinese I is designed for students who have had no prior exposure to Chinese language. The course will focus on how to use the language and how to use it appropriately. Cultural elements will be introduced to help you understand the usage of the language. Throughout the semester you will practice the four language skills: listening, speaking, reading, and writing. Listening/speaking will be the main focus of in-class activities; you will develop skills to produce and understand an ever-growing number of Chinese language sentences. Reading and writing will be introduced and practiced as your speaking and listening skills progress. You will also learn accurate pronunciation, syntax, and usages through all kinds of in-class performance and exercises.

### **CLANG 1502 - Mandarin Chinese II (3)**

Chinese II is a continuation of Chinese I. This course is designed for students who have taken Chinese I. However, students who have had prior exposure to Chinese language are welcomed to join the class, but a placement test will be required. This course focuses on how to

use the language and how to use it appropriately. Cultural elements will be introduced to help you understand the usage of the language. Throughout the semester you will practice the four language skills: listening, speaking, reading, and writing. Listening/speaking will be the main focus of in-class activities; you will develop skills to produce and understand an ever-growing number of Chinese language sentences.

Prerequisite: CLANG 1501 or equivalent.

### **CLANG 1601 - Portuguese I (3)**

This is a Brazilian Portuguese course and is designed for students with little or no knowledge of Portuguese and who might want to study or travel in Brazil and other parts of the Portuguese-speaking world. It teaches fundamental communication skills: understanding, speaking, reading and writing and, at the same time, provides exposure to the culture and civilization of Brazil, Portugal and other Portuguese-speaking countries through media broadcasts, films, music and videotapes.

Offered: Fall.

### **CLANG 1602 - Portuguese II (3)**

Portuguese II is the continuation of Portuguese I, a beginning course in Continental Portuguese. It is a course designed to develop and practice the basic language skills: listening, speaking, reading and writing. In addition to providing instruction in the above skills, Portuguese II is also designed to help students appreciate aspects of the cultures in Portuguese-speaking countries. Portuguese is the primary language of instruction.

Prerequisite: CLANG 1601 or equivalent. Offered: Spring.

### **CLANG 1701 - American Sign Language (3)**

Basic skills in American Sign Language (ASL) and fingerspelling will be learned. ASL training will include learning how facial expression serves as punctuation in this manual language. Topics related to Deafness will include Deaf culture and its criticism of deafness as viewed by the medical profession as well as the education of Deaf children.

Offered: Fall and Summer.

### **CLANG 1702 - American Sign Language II (3)**

Basic skills in American Sign Language (ASL) Classifiers, numbers and sentences will be learned. ASL training will include learning how facial expression serves as punctuation in this manual language. Part of the course will deal with education in Deaf History. Topics related to deafness will include Deaf World" and its criticism of deafness as viewed by the medical profession.

Prerequisite: CLANG 1701 or equivalent. Offered: Spring and Summer.

### **CLANG 1888 - Selected Topics: Languages (3)**

This course focuses on a specific topic in languages.

Offered: as needed.

### **CLANG 2103 - Spanish III (3)**

This course will work on the three different language skills - speaking, reading, and writing. We will read and write about texts, newspapers, cultural topics, and films while improving oral communication skills in Spanish. Conversational skills will be improved through class discussions on topics of cultural, academic, and professional interest. Relevant grammar points will be reviewed and combined with written practice to improve overall fluency.

Offered: Fall.

### **CLANG 2104 - Spanish IV (3)**

An in-depth study of several aspects of Spanish and Latin American literature and civilization. We will examine how attitudes, values and mores are manifested in Hispanic literature, history, language and civilization. Oral and written reports will examine linguistic, cultural and literary aspects of Hispanic society. We will pay careful attention to grammar and to developing stronger reading, listening and writing skills.

Offered: Spring.

### **CLANG 2121 - English as a Second Language I (3)**

Following initial review of the fundamental principles of English, American pronunciation and intonation, the course will focus on intensive development of the four linguistic skills (listening comprehension, reading, writing, and speaking). Supplemental cultural materials, including audio and video tapes, magazines and newspapers, and literary texts will be used regularly.

### **CLANG 2201 - Italian III (Third Semester) (3)**

This course will hone students' conversational proficiency and allow them to develop advanced writing skills. The classroom discussion, as well as writing assignments, will derive from Italian articles and short essays provided by the text and through handouts. All material will underscore the proper uses of Italian grammar.

Prerequisite: CLANG 1202 or equivalent. Offered: Fall.

### **CLANG 2301 - French III (Third Semester) (3)**

In this course students will review French grammar and vocabulary and be introduced to higher-level constructions through readings and activities. Students will increase their proficiency in reading, writing, speaking and comprehension. The course also has a strong cultural component: students will develop an awareness and understanding of the French culture and literature, while gaining familiarity with Francophone cultural issues and important Francophone writers through class readings and discussions.

Offered: Fall.

### **CLANG 2302 - French IV (3)**

This course offers students an opportunity to continue working on skills developed in French III while placing an emphasis on contemporary French and Francophone culture. Students will strengthen their writing skills through regularly-assigned compositions, will gain higher proficiency in speaking and listening comprehension through weekly class discussions and in-class listening exercises. At the same time, students will be engaged in readings on contemporary culture that provide the starting point for class discussions. Texts chosen will address the issues of relevance today and may concern politics, history, sociology, or the arts. Students also participate in cultural events and excursions, for example a cheese tasting and a Soirée du cinéma. The semester's work will culminate in a writing/research project of the student's choosing.

Offered: As needed.

### **CLANG 2501 - Mandarin Chinese III (3)**

Chinese III is designed for students who have taken Chinese II. Students who have had prior exposure to Chinese language are welcome to join the class, and a placement test will be required. This

**CLANG 3300 - Introduction to the Spanish Literary Arts (3)**

This course serves as an introduction to two areas of study that will develop simultaneously: a history of literature in the Spanish Language and different theoretical approaches to the study of literature that will serve as tools for the analytical reading of the texts included in the course.

Prerequisite: CLANG 3101.

**CLANG 3400 - Tradition and Change: Readings in Spanish Literature (3)**

This course is organized around tradition vs. modernization. In all texts selected for this course we will identify points of tension between a traditional and conservative Spain and a modernizing and foreignizing Spain until these tensions crystallize in the Civil War and its consequences.

Prerequisite: CLANG 3300.

**CLANG 3500 - Readings in Latin American Literature (3)**

This course presents an overview of Latin American Literature. Selected texts will serve to explore crucial moments in the history and the literary production of many Latin American countries, while thinking about Latin American identity, postcolonial resistance in literature and race issues. As we understand the communalities in these processes of identity formation we will underscore the differences particular to each region or country.

Prerequisite: CLANG 3300 and CLANG 3102. Fulfills Global Perspectives requirement.

**CLANG 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. The course is recommended for students interested in studying a particular subject in more depth, and for those wishing to participate in the planning and teaching process. See Course Assistantships on page xx for details.

Offered: as needed.

**CLANG 4100 - Masters of the Spanish Tradition (3)**

Masters of the Spanish Tradition provides students with a sampling of the work of the most prominent literary figures in the Spanish language. With examples from different genres and a plurality of texts from Spain and Latin America, the course serves as an in-depth look at literary production in the Spanish language through time. Starting with Cervantes and ending with recent Nobel prize winner, the Peruvian Mario Vargas Llosa, this course will offer a variety of topics and voices which have, through the centuries, created the images that define Hispanic identity.

Prerequisite: 6 credits of 3000-level CLANG courses in Spanish.

**CLITR - LITERATURE****CLITR 1100 - Writing and the Literary Arts (3)**

Writing and the Literary Arts refines student skill in critical academic writing with a concentration on literary texts. Through its focus on genre, language, critical terms, and in-depth analysis, the course prepares students for 2000-level courses in literature and the arts. Students read, discuss, and write about fiction, poetry, and drama representing a wide variety of cultures and chronological periods.

course focuses on how to use the language and how to use it appropriately. Cultural elements will be introduced to help students understand the usage of the language. Throughout the semester students will practice and develop four language skills: listening, speaking, reading and writing. They will develop skills to produce and understand an ever-growing number of sentences in Chinese. Besides the four language skills, training on using a Chinese dictionary and Chinese typing system will be introduced. These two skills will empower them to continue studying Chinese outside the classroom.

Prerequisite: CLANG 1502 or equivalent. Fulfills Global Perspectives requirement.

**CLANG 3101 - The World of Spanish: Texts and Images (3)**

This course will be completely conducted in Spanish. The course offers an opportunity to deepen our understanding of the Spanish language and its cultural significance. Throughout the course students will examine a variety of cultural texts including literature, film, and music. Literary and other written texts will provide examples of language through time and forms of expression in the different Spanish-speaking regions. Through a biweekly composition component students will develop their proficiency in the written language. In-class discussions will bring out cultural and linguistic components of the course; introduce students to literary and cultural analysis; and improve oral skills. Spanish language films will offer an opportunity to hear the language in a variety of voices and to see the cities and landscapes of the Spanish speaking worlds. The final project will include research, the composition of an essay and an in-class oral presentation of the project.

Prerequisite: CLANG 2103 or CLANG 2104.

**CLANG 3102 - Advanced Spanish Grammar and Composition (3)**

This is an advanced course in Spanish grammar and writing. It is designed to give the student a thorough review of some of the major grammatical features of the Spanish language and develop and enrich their reading, writing and speaking skills.

Prerequisite: CLANG 2103 or CLANG 2104.

**CLANG 3103 - Advanced Spanish Conversation (3)**

Spanish Conversation is an advanced conversation course designed for students who want to improve their communicative abilities in Spanish. Classroom activities are based on a variety of short films and literary and cultural texts. Students actively participate in various group activities. Activities such as role-playing, debates, presentations, interviews, etc., are designed to improve conversational skills and understanding of culture and language. Participation in these activities requires the use of Spanish in various real context situations.

Prerequisite: CLANG 2103 or CLANG 2104.

**CLANG 3200 - Postcolonial Dialogues (3)**

This course will look at representative texts written at crucial moments in the negotiations and redefinitions of modernity in different parts of the Spanish-speaking world. These include poetry, fiction, and non-fiction prose from Latin America and Spain, written from the turn of the twentieth century to the 1950s. This course is bilingual. Advanced Spanish students will read texts in Spanish original and contribute to discussions in English. Their reaction papers and final research paper will be in Spanish. Literature students will do all the course work in English.

Prerequisite: CWRIT 1101. Offered: Fall and Spring semesters.

**CLITR 1150 - Who Am I? Transgression in the First-Person Singular (3)**

The First-Year Seminar (FYS) seeks to elevate the intellectual curiosity of first-year students and to help them integrate into the academic community of the University. This is a course about identity and transgression. We will study narratives, art and cinema from Spain and Latin America that speak in the first person singular and reveal disobedient individualities. We will embark in a journey that will take us to early modern Spain, 20th-century Latin America and contemporary United States. We will become witnesses of the transgression committed by several characters, such as a sixteenth-century picaresque Spaniard (Lazarillo de Tormes), a seventeenth-century Basque cross-dresser (Catalina de Erauso), a Latin American twentieth-century revolutionary (Ernesto Che Guevara), and a contemporary Latino writer in the United States (Richard Rodríguez), among others. These stories provide the foundation for this course: a journey of transgression, an exploration of how language can reveal and conceal, and a reflection of the complexities of transgressive identities. Through these characters' "I"s, we will explore the contexts of their existence. Note: Seminar held in English.

Offered: As needed.

**CLITR 1888 - Selected Topics in Literature (3)**

This course focuses on a specific topic in literature.

Offered: as needed.

**CLITR 2120 - American Literature (3)**

This course surveys American literature from Colonial times to the present. It explores certain themes central to American literature and the American experience: Americans' ambivalent attitudes toward breaking with authority; the important place of "the wilderness" in the American imagination; the role of the different ethnic and regional voices that are expressing the American experience; and the figure of the self-made/self-invented human being.

Course offered entirely online

**CLITR 2330 - Introduction to Mythology (3)**

This course provides an introduction to Middle Eastern, Greco-Roman, European, Asian, African, and North and Central American mythology. This course will compare and contrast the various myths and identify common features. Materials are organized according to themes and types, and include myths of creation, apocalypse, afterlife, floods, heroes and heroines, and archetypes.

Prerequisite: CLITR 1100. Offered: every odd Fall semester.

Course offered entirely online

**CLITR 2400 - The Study of Literature in English (3)**

The Study of Literature in English examines representative texts from an expanded literary canon written in English (UK, US, Anglophone cultures) c.1000 CE - present, exemplifying a variety of time periods, genres, and voices; it also provides an overview of the history of the English language (Old English > postcolonial Englishes). Students continue to build their critical reading and writing skills through exercises and essays in literary criticism and research.

Prerequisite: CLITR 1100. Offered: Fall and Spring.

**CLITR 2500 - The Study of Literature in Translation (3)**

Literature in translation covers a selection of texts from a wide variety of geographical and linguistic traditions. The course will explore topics on translation as a form of rewriting, the translatability of literature and the cultural relevance of texts. Because this is a sample of literary texts of different genres, it will allow students to reflect on how literature, as a means of representation, has adapted to the ideological and cultural needs through time and space. General questions about literature and power, gender representations, national, colonial and postcolonial subject representations and other topics as emerge from textual analysis will frame in-class discussions, writing and research assignments.

Prerequisite: CLITR 1100. Offered: Fall and Spring.

**CLITR 3028 - United States Drama Since 1900 (3)**

This course examines Modern American Drama as an art form and a social institution, beginning with plays by Eugene O'Neill. The course emphasizes the link between the American theatre and social movements in America. Special attention is given to contemporary developments in the Black Theatre" and "Revolutionary Theatre" movements and to current experiential theatre productions.

Prerequisite: CLITR 1100. Offered: every even Fall semester.

**CLITR 3200 - Postcolonial Dialogues (3)**

This course will look at representative texts written at crucial moments in the negotiations and redefinitions of modernity in different parts of the Spanish-speaking world. These include poetry, fiction, and non-fiction prose from Latin America and Spain, written from the turn of the twentieth century to the 1950s. This course is bilingual. Advanced Spanish students will read texts in Spanish original and contribute to discussions in English. Their reaction papers and final research paper will be in Spanish. Literature students will do all the course work in English.

Prerequisite: CLITR 1100. Offered: As needed.

**CLITR 3240 - World Drama: Beginning the Traditions (3)**

This course is a survey of theatre and drama from the Greeks to the Renaissance, with the focus on the major periods of western theatre and dramatic literature: Greek, Roman, Medieval, Elizabethan; and Italian, French, and English Neo-classical. We will also survey Eastern classical theatre and drama with a particular emphasis on the Sanskrit theatre, the Chinese theatre, and the classical theatre of Japan, including Kabuki, Noh, and the puppet theatre. Plays are placed in their historical context with particular attention paid to theatrical styles of production.

Prerequisite: CLITR 1100. Offered: every even Spring semester.

**CLITR 3250 - World Drama from the 18th Century to the Present (3)**

This course is a survey of theatre and drama from the eighteenth to the twentieth century, with the focus on the major periods of Western and non-Western theatre and dramatic literature, from Romanticism and Realism, to the Theater of the Absurd and the New International Theatre. Plays are placed in their historical context with special attention paid to theatrical styles of production.

Prerequisite: CLITR 1100. Offered: every even Spring semester.

**CLITR 3310 - The Family in Literature (3)**

Beginning with the Bible and Greek tragedy, and culminating in twentieth-century literature, this course will explore certain paradigms and conceptions of family that have retained great



importance in Western culture: family as a reflection and extension of the surrounding society; family as the turbulent place where one learns and grows through conflict and rivalry; and family relations as patterning an individual's psyche.

Prerequisite: CLITR 1100.

### **CLITR 3312 - The Plays of Shakespeare (3)**

In this course students read, perform short scenes and monologues, and write on selected comedies, tragedies, and histories. Students also become familiar with important critical perspectives on the plays, and with historical and cultural influences present in them.

Prerequisite: CLITR 1100. Offered: Fall semester.

### **CLITR 3313 - Comedy (3)**

This course examines comedy as a "criticism of life". Students read a selection of comic drama fiction and verse from Aristophanes to the Theater of the Absurd along with a number of critical essays.

Prerequisite: CLITR 1100.

### **CLITR 3314 - Tragedy (3)**

Readings are selected from works by Sophocles, Shakespeare, and Miller, among others. Using Aristotle's Poetics as a basis, students explore the tragic mode in representative works from the ancient Greeks to modern times.

Prerequisite: CLITR 1100. Offered: every odd Spring semester.

### **CLITR 3315 - Contemporary Latin American Women Writers (3)**

This course will explore Latin American women's participation in society as catalysts for social and political change. Through the works of Sor Juana De La Cruz, Isabel Allende, and Rigoberta Menchu, among others, students will learn about Latin American women's perceptions and values, and be better able to understand them. Sources will include readings in contemporary literature, history, sociology, personal narrative, interviews, and movies.

Prerequisite: CLITR 1100. Fulfills Global Perspectives requirement. Offered: every even Fall semester, and online in Summer 2019.

### **CLITR 3317 - Marriage and Dangerous Liaisons in the Novel (3)**

Beginning with Laclos' eighteenth-century masterpiece, *Les Liaisons Dangereuses*, this course attempts to establish just what are dangerous liaisons in and out of marriage. Students will proceed to read novels by Tolstoi, Stendhal, Flaubert, Lawrence, Bronte, and O'Brien and determine to what degree Laclos' themes and definitions from the eighteenth century have carried forward into more recent literary treatments of love and marriage.

Prerequisite: CLITR 1100.

### **CLITR 3320 - History of the English Language (3)**

This course surveys the history of the English language from its earliest times to the present, with attention to linguistic structure and form as well as to the social and political forces that have created and are creating the language. With attention to grammatical structure and etymology, the course examines language change through a wide variety of English language texts, including Caedmon's Hymn and the King James Bible. The course also addresses some of the crucial questions that the digital era has brought to the English language.

Prerequisite: CLITR 1100. Offered: Spring semester.

### **CLITR 3329 - Race, Ethnicity, Identity in United States Literature (3)**

This course explores the works of authors representing the many ethnic communities now comprising the United States: African American, Native American, and Asian American, among others. We will focus on certain questions: what are that group's shared experiences and values, and how do these affect the kind of literature that group writes? What pre-existent literary traditions does that group bring with it, and how are these reflected in the literature? What aspects of the American experience are treated in this literature?

Prerequisite: CLITR 1100. Offered: every odd Fall semester.

### **CLITR 3337 - Short Fiction and Novella (3)**

This course allows students to read and study short stories and novellas of different literatures. They read such characteristic forms of this genre as the fantastic tale, the literary fairy tale, the classical novella and the mystery tale. Students focus upon such central questions as construction of character, the treatment of space and place, narrative point of view, and symbolism.

Prerequisite: CLITR 1100. Offered: Fall and Spring semesters.

### **CLITR 3338 - Women in Literature (3)**

In this course students read works by and about women to explore the various ways their experience is depicted in literature. Contemporary literary theory dealing with women in literature focuses on certain topics that will guide the course: women and their work in the world; their ascribed place in the social construct; their sustaining friendships with other women; their different biographies or life paths; the distinctive female mind and how it finds expression in literature; and women and their relationships with men.

Prerequisite: CLITR 1100. Offered: every even Fall semester.

### **CLITR 3400 - Major Authors (3)**

In this class, students read widely in the work of one major author in the literary tradition. Complementary contemporary texts may supplement the primary readings. At the end of the course, students investigate more recent literature influenced by the major author. The subject of the course changes each year; the course can be taken more than once.

Prerequisite: CLITR 1100.

### **CLITR 3600 - 20th- and 21st-century Literature in English (3)**

This course focuses on specific aspects, themes, genres, or tropes in 20th- and 21st-century literature written in English. Key inquiries could include the effects of the World Wars on English literatures; issues around Modernism and psychoanalytic theory; the development of Anglophone literatures; imperialism and postcolonialism; conflicts of social and group identities; representations of identity in literary production throughout the period.

Prerequisite: CLITR 1100.

### **CLITR 3670 - Bildungsroman: Novel of Self-Development (3)**

The Bildungsroman, often defined as "the novel of self-development," involves the growth of a young person from adolescence to maturity. The Bildungsroman takes its name from the German *bildung* (education or development), combined with *roman* (novel). The term originated in Germany in the latter half of the 18th century with Goethe's *Wilhelm Meister's Apprenticeship*. While the genre has taken on attributes characteristic of specific eras and

cultures, critics argue that it shares a defining pattern: a protagonist struggles for intellectual and psychological growth in a society experienced as hostile or indifferent to his or her sensibility and understanding. For this course, we will read examples of the Bildungsroman from various periods and cultures. Novels will be examined not only in relation to the genre, but with respect to the larger societal and cultural dimensions presented in each work. We will also read examples of the Kunstlerroman, a sub-genre of the Bildungsroman that focuses on the development of an individual in the process of becoming an artist.

Prerequisite: CLITR 1100.

### **CLITR 3700 - 18th- and 19th-century Literature in English (3)**

This course focuses on specific aspects, themes, genres, or tropes in 18th- and 19th-century literature written in English. Key inquiries could include development of the individual, tensions between wilderness and civilization, conflict of social and group identities, the emergence of distinct African American and women's literary voices, and differences and connections across the Atlantic in literary production throughout the period.

Prerequisite: CLITR 1100.

### **CLITR 3888 - Selected Topics in Literature (3)**

This course focuses on a specific topic in literature.

Prerequisite: CLITR 1100 PLUS upperclass standing, OR one 2000-level CLITR course, OR permission of the instructor. Offered: as needed.

### **CLITR 3900 - Junior Writing Seminar on Works of a Major Author (3)**

Through the study of the works of one major author, students engage with a variety of critical techniques to develop their own critical voices and analytical research skills. This writing-intensive seminar prepares students for the work of the seminar paper in CLITR 4340.

Prerequisite: Open only to English Majors; 6 credits of 2000-level CLITR courses. Offered: Spring only.

### **CLITR 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. The course is recommended for students interested in studying a particular subject in more depth, and for those wishing to participate in the planning and teaching process.

Offered: as needed.

### **CLITR 4340 - Senior Seminar with Critical Methods (3)**

This course combines a common reading and discussion agenda with ongoing work on an individual senior project. Students will read critical pieces representing the range of different theoretical approaches to the study of literature and see how these explicate and illuminate the reading done in common.

Prerequisite: 6 credits of 3000-level CLITR or CHUMS courses OR permission of the instructor. Offered: Fall and Spring semesters.

### **CLITR 4349 - Senior Thesis in Literary Criticism (4)**

The student chooses a subject for investigation and writes an extensive essay of about forty pages, working individually with the guidance of an appropriate faculty member. A thesis proposal,

including project description and preliminary bibliography, must be submitted to the department for approval in the semester previous to enrollment. The thesis project is available only to English majors who have completed 90 credits, including at least 6 credits of CLITR or CHUMS courses at the 3000 level. This course may not be elected in the same semester as CLITR 4340, senior seminar with critical methods. For more detailed guidelines, contact the Humanities Division.

Prerequisite: 6 credits of CLITR or CHUMS courses at the 3000-level. Offered: Fall and Spring semesters.

### **CLITR 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and Division Chair. Offered: as needed.

### **CLITR 5400 - Major Authors (3)**

In this class, students read widely in the work of one major author in the literary tradition. Complementary contemporary texts may supplement the primary readings. At the end of the course, students investigate more recent literature influenced by the major author. The subject of the course changes each year; the course can be taken more than once.

### **CLITR 5888 - Selected Topics in Literature (3)**

This course focuses on a specific topic in literature.

Offered: as needed.

## **CMATH - MATHEMATICS**

### **CMATH1009 - Quantitative Reasoning with Lab (3)**

This course will focus on the importance of mathematics in the modern world. Topics will include logic and problem solving, dealing with data, modeling, and other real world applications. Students will enhance their ability to use concepts, procedures, and intellectual processes specific to quantitative reasoning. As well, students will engage in versatility in approaching and solving problems. Each student will complete an individualized project to study a particular aspect of mathematics in further detail. This course is identical in content and workload to CMATH 1010, and it includes an additional hour of classroom time each week in the lab. Placement in/waiver from this class depends on SAT or ACT math or Lesley Math Assessment scores.

Offered: every semester.

This course does not fulfill the General Education Mathematics requirement for the College of Liberal Arts and Sciences.

**CMATH 1010 - Quantitative Reasoning (3)**

This course will focus on the importance of mathematics in the modern world. Topics will include logic and problem solving, dealing with data, modeling, and other real world applications. Students will enhance their ability to use concepts, procedures, and intellectual processes specific to quantitative reasoning. As well, students will engage in versatility in approaching and solving problems. Each student will complete an individualized project to study a particular aspect of mathematics in further detail. Placement in/waiver from this class depends on SAT or ACT math or Lesley Math Assessment scores.

Offered: every semester.

This course does not fulfill the General Education Mathematics requirement for the College of Liberal Arts and Sciences.

**CMATH 1011 - Math, Art, and Design (3)**

This course is designed to introduce the student to some beautiful and surprising intersections between the world of mathematics and the world of art and design, as well as to provide practical solutions to mathematical problems encountered by practicing artists. We will look at intersections between mathematics and art over a fairly long historical period and a fairly wide variety of styles, including ancient Greek art and architecture, 20th century geometric art, fractal imagery, and current practices in design. Accompanying each topic in our historical thread will be hands-on development of solutions to mathematical situations encountered by artists, including the use of scale in diagrams and modeling, building three-dimensional objects, shipping and presenting work, and balancing resolution and print size. The class will consist of viewing art work, mathematical lectures, hands-on projects, guest lectures, and videos.

Offered: Spring semester.

Math Competency course: does not fulfill the General Education Mathematics requirement for the College of Liberal Arts and Sciences.

**CMATH 1012 - Liberation Mathematics (3)**

In this course, students will develop a critical consciousness about mathematical identity and the place of mathematics both in our lives and in the world which will allow us to move from reacting to structures outside of ourselves to being empowered actors who create our own identities. We rely heavily on Paulo Freire's notion of praxis which Freire defines as "reflection and action upon the world in order to transform it." This course puts this idea into practice in the arena of mathematics by starting with reflecting on mathematical identity education power and oppression followed by taking action through trying new mathematical experiences and reflecting on those new experiences with an eye toward identity and oppression. We continue the cycle by using our critical awareness of mathematics education to design and deliver an educational experience that will address some of issues that we have considered during the semester.

Offered: every semesters.

This course does not fulfill the General Education Mathematics requirement for the College of Liberal Arts and Sciences. Only LCAL students in Individually Designed Degree programs may count this course towards general education math requirement. Additionally, traditional CLAS and LA+D students require instructor permission to register for this course.

**CMATH 1501 - Problem Solving (3)**

This course focuses on the development of problem solving skills, strategies, and heuristics. Within this problem-solving context, the mathematical areas of number theory and functions, sets and logic, and combinatorics and probability are explored. Individual and group problem tasks will permit students to observe, analyze, and contrast problem-solving strategies and attitudes. Each student will keep a learning log noting insights into his/her own problem-solving ability, and written explanations to problem solutions are expected.

Prerequisite: CMATH 1009, 1010 or 1011 or 3 credits from CMATH from the 2000-level. Offered: every semester.

**CMATH 1522 - Introduction to Statistics (3)**

This course provides a general introduction to the basic concepts of probability and descriptive statistics. Computer-based methods for data collection, calculation, display, and analysis are integrated into the course. Students examine the advantages and limitations of the use of statistics in the investigation of contemporary issues and problems in science, health, education, management, and the social sciences. A research project involving descriptive statistics is required.

Prerequisite: CMATH 1009, 1010 or 1011 or 3 credits from CMATH from the 2000-level. Offered: every semester.

**CMATH 1590 - Patterns and Functions (3)**

This course focuses on using functions and algebra to model data and on using these models to make predictions, solve problems, and make decisions. Participants in the course will be generating mathematical data, identifying and describing patterns, developing mathematical models, solving problems, and sharpening the algebraic skills necessary to work with mathematical models. Topics covered include rates of change, linear functions, quadratic functions, exponential functions, logarithms, and trigonometric functions.

Prerequisite: CMATH 1009, 1010 or 1011 or 3 credits from CMATH from the 2000-level. Offered: every semester.

**CMATH 1888 - Selected Topics in Mathematics (3)**

This course focuses on a specific topic in mathematics.

Offered: as needed.

**CMATH 1990 - Concepts and Applications of Calculus I (3)**

Calculus is the mathematical study of change. It provides a tool for exploration of a broad range of phenomena across the physical, biological, and social sciences. This course introduces concepts of limit, continuity, derivative, and the definite integral and draws connections between the graphical ideas of tangents and area and the functional ideas of instantaneous rate of change and net change. This course requires a facility with algebra and functions, including exponential functions, logarithms, trigonometric functions, linear functions, and logarithms.

Prerequisite: CMATH 1590 or CMATH 2146 or equivalent coursework in precalculus or college algebra or permission of full-time Mathematics faculty. Offered: every semester.

**CMATH 2140 - Discrete Mathematics (3)**

This course is intended to introduce students to discrete mathematics and its importance in today's world. Topics include voting methods and theory, fair division, models for population growth, linear programming, graphs and their applications, combinatorics, probability, and game theory.

Prerequisite: Any CMATH course except 1009, 1010, 1011, 1012, 1501, 1522, or 1888. Offered: every semester.

**CMATH 2144 - Topics in Geometry (3)**

This course is intended to develop students' visual thinking and spatial relationships. Topics from plane geometry include transformations, tessellations of figures, and symmetry. Topics from solid geometry include three-dimensional symmetry and the platonic solids. Study of these geometric concepts is enhanced through extensive use of hands-on activities and computer applications.

Prerequisite: CMATH 1009, 1010 or 1011 or 3 credits from CMATH from the 2000-level. Offered: every semester.

**CMATH 2150 - Number Theory (3)**

Number Theory has a deceptively simple description: the study of the counting numbers (a.k.a. positive integers). Course topics include prime numbers and divisibility, Fibonacci Numbers, congruencies (modular arithmetic), Diophantine equations, Euclid's algorithm, cryptography, and additional topics as time permits. Students will be expected to experiment, formulate and test conjectures, then write clear and coherent mathematical justifications of these conjectures.

Prerequisite: CMATH 1009, 1010 or 1011 or 3 credits from CMATH from the 2000-level. Offered: as needed.

**CMATH 2590 - Concepts and Applications of Calculus II (3)**

This course is a continuation of CMATH 1990 and examines the integral calculus and its applications. Techniques of integration, logarithmic, exponential, and trigonometric functions, as well as partial derivatives and differential equations are among the course topics. Applications of the integral to area and volume are highlighted as well as uses of the calculus in the natural and social sciences.

Prerequisite: CMATH 1990 or CMATH 2148 or equivalent. Offered: every semester.

**CMATH 2990 - Multivariable Calculus (3)**

Multivariable calculus is an extension of single-variable calculus that allows us to tackle more interesting real-world problems by modeling them with functions of more than one variable. In this course we will learn about multivariate functions: how to visualize them, how to differentiate them, how to optimize them. We will also learn how to integrate multivariate functions over regions of the plane and explore applications of integration to probability. We will end the semester by looking at partial differential equations along with applications. Throughout the course we will emphasize applications drawn from business, economics, statistics, biology, the environment, and the physical sciences.

Prerequisite: CMATH 2590 or CMATH 3524. Offered: as needed.

**CMATH 3000 - Transition to Abstract Mathematics through Number Theory (3)**

This course paves the way to proof-based" mathematics courses (e.g. Abstract Algebra) and provides a comprehensive introduction to number theory. Major topics include the logic of direct and indirect proofs divisibility primality and factoring congruence and modular

arithmetic. While mainly focusing on abstract topics we will also investigate the mathematics behind divisibility tests and public key cryptography. Class time and homework will engage students in mathematical inquiry: investigating generalizing conjecturing proof and counterexample.

Offered: as needed.

**CMATH 3001 - Mathematics in Context (3)**

In this course we focus on the rich historical connections between mathematics and the social context in which it developed. Examples from a variety of historical periods are considered along with the work of key mathematicians and the problems that captured their interest. Through this historical lens, students gain an appreciation for mathematics as a human endeavor and a greater ability to think critically about the development of new knowledge.

Prerequisite: 3 credits of CMATH from the 2000-level. Offered: Every fall.

**CMATH 3100 - Internship and Seminar (3-6)**

Internships at Lesley are designed to provide students with opportunities to perform research/field work in conjunction with practicing professionals in a supervised field setting. With the help of an advisor and the internship office, a student identifies fieldwork that complements his/her major and interest within that major and his/her own educational and professional objectives. This internship is an important experience, functioning as a catalyst for making important contacts in the workplace, building higher levels of skills to more effectively position you for success in the job market, and positively influencing post graduation employment or the pursuit of graduate school. The seminar is designed to support your work in the field and to provide a framework for analyzing the internship site through its structures, behaviors and cultures. The seminar provides a forum for discussion about organizational change, new trends and patterns, and anticipated issues in global environments.

Offered: every semester.

**CMATH 3522 - Inferential Statistics (3)**

Statistical inference draws conclusions from data. The emphasis of this course is on the reasoning of inference - the what and how of making judgments about data. Topics include significance tests involving means and proportions, linear and multiple regression, and one- and two-way analysis of variance. A research project making use of inferential statistics is required.

Prerequisite: CMATH 1522 or permission of the instructor. Offered: every semester.

**CMATH 3888 - Selected Topics in Mathematics (3)**

This course focuses on a specific topic in mathematics.

Offered: as needed.

**CMATH 3xxx - Linear Algebra & Differential Equations (3)**

**CMATH 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty who has accepted them. The course includes both studying the processes of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching aspects of the course. The course is recommended for students interested in a deeper study of a particular subject, and for those wishing to participate in the planning and teaching process. See Course Assistantships on page xx for details.

Offered: as needed.

**CMATH 4200 - Abstract Algebra (3)**

This course introduces the study of abstract algebraic systems such as groups, examples of which are abundant throughout mathematics and the sciences. It attempts to understand the process of mathematical abstraction, the formulation of algebraic systems, and the development of an abstract theory from these systems. An important objective of the course is development of skills in abstract mathematical reasoning, including the reading and writing of proofs.

Prerequisite: CMATH 2590 or permission of full-time mathematics faculty. Offered: as needed.

**CMATH 4550 - Directed Research Capstone: Math (3)**

Students enrolled in this capstone course perform community-based mathematical research. They work in groups to develop and complete a significant research project based on community needs. Students will be required to use the mathematical tools of algebra, trigonometry, calculus, probability and statistics in order to fit data, construct models, and determine appropriate conclusions. Students will engage in projects that highlight the power of mathematical tools applied in practical situations, as well as the creativity necessary to make the connection between theoretical model and practical solution.

Prerequisite: CMATH 3522. Offered: every Spring semester.

**CMATH 4999 - Independent Study (1-6)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and division director. Offered: as needed.

**CMUSC - MUSIC****CMUSC 1401 - Introduction to Form in Classical Music (3)**

How to listen to classical music and what to listen for will be the major focus of this course. Students shall study the representative works from the late Middle Ages through the beginnings of Modernism in order to gain an appreciation of how musical forms evolve over time, how they change, build upon one another, and ultimately become transformed into something new. Emphasis will be placed on the contributions of acknowledged masters such as Bach, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Schoenberg, Stravinsky, and Bartok. Although the course focuses primarily upon Western classical music, the influence of Asian, African, and Latin American music on the Western tradition will be emphasized where appropriate.

Offered: Fall semester.

**CMUSC 1888 - Selected Topics in Music (3)**

This course focuses on a specific topic in music.

Offered: as needed.

**CMUSC 2316 - Masterpieces of Music for Children (3)**

This course introduces students to musical works that have great value and appeal to children as well as adults. Compositions from the Baroque period to the present are studied. Students are introduced to concepts of musical history, form, and style. Representative literature includes programmatic examples of many children's classics, such as *The Sorcerer's Apprentice*, *The Carnival of the Animals*, and *The Nutcracker Suite*.

Offered: As needed.

**CMUSC 2328 - History of Musical Theatre (3)**

This course examines the emergence and the development of musical theater as an art form. Although the course emphasizes musical theater in America, attention is given to European antecedents which influenced the shaping of American musical theater. The course requires assigned readings and discussion, attendance at selected concerts, and an analysis of representative works.

Offered: every odd Spring semester.

**CMUSC 2337 - Social Concerns in Music (3)**

This course examines social concerns and their effects on music. Such topics as war, love, death, prejudice, labor, and religion are considered through examples selected from musical comedy, opera, oratorio, art song, folk music, rock, and jazz.

Offered: every even Spring semester.

**CMUSC 2500 - History of Jazz (3)**

The course takes a methodical look at the roots of Jazz and its many transformations throughout the twentieth century. The course will take a two-pronged approach to understanding and appreciating Jazz and its fascinating history and development. First, through readings from the textbook about Jazz music and musicians, the students will gain an understanding of the social climate that gave birth this original American art form; and second, through guided in-class listening as well as live concerts outside of class, the students will begin to perceive and appreciate the Jazz 'sound' and be able to distinguish between the many different styles of Jazz that exist today.

Offered: even Fall semesters.

**CMUSC 3339 - World Music: Folk and Popular (3)**

Characteristic music of various cultures is presented and discussed. Selections include examples from Europe, the Middle East, and Asian countries. The importance of ethnicity, as well as its influence on present day music, is emphasized. Fulfills Global Perspectives requirement.

Offered: even Fall semesters.

**CMUSC 3888 - Selected Topics in Music (3)**

This course focuses on a specific topic in music.

Offered: as needed.

**CMUSC 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty who has accepted them. The course includes both studying the processes of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching aspects of the course. The course is recommended for students interested in a deeper study of a particular subject, and for those wishing to participate in the planning and teaching process. See Course Assistantships page for details.

Offered: as needed.

**CMUSC 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and Division Chair. Offered: as needed.

**CPMUS - MUSIC****CPMUS 1111 - Instrumental Ensemble (1)**

The ensemble will rehearse a program comprising approximately forty-five minutes of music. This program will be presented in a public concert at the end of the semester. Students will develop their ensemble playing skills and learn to work collaboratively with other players to produce a balanced cohesive performance. Students will be exposed to instrumental works by the most important composers of western music of the last four centuries.

**CPMUS 1340 - Introductory Piano (3)**

The fundamentals of music theory are considered through the use of the keyboard. Music reading and practical harmony are presented through introductory sequenced piano literature. The course also includes lectures and some listening assignments introducing students to examples of great piano literature and its historical development.

Offered: Spring semester.

**CPMUS 2345 - Concert Choir (1)**

This course includes discussion, evaluation, and preparation of significant and representative choral works selected from various historical periods. Ability to read music is not an entrance requirement and training in music fundamentals (theory) is included in the course.

Offered: as needed.

**CPMUS 2400 - Secondary Piano (3)**

Advanced piano technique and music theory are presented through a combination of group and individual instruction. This is a continuation of CPMUS-1340 and requires previous experience in piano and music theory.

Prerequisite: Admission into course permitted only by successful completion of CPMUS-1340 or private audition. Offered: Fall semester.

**CNSCI - NATURAL SCIENCES****CNSCI 1150 - FYS: It's Not Easy Being Green (3)**

Explore what it means to be "green" in today's world through readings, in-class discussions, debates, projects and field trips in this First Year Seminar. We will delve into 4 broad topic areas: green food/agriculture, green design/architecture, green energy, and green consumerism. We will speak to the Lesley green campus coordinator, and visit with several green campus programs at other local Universities. We will evaluate various approaches to environmental sustainability, both at Lesley, and as a part of a larger global community. At the end of the course, the students will reflect on whether this class led to changes in their own behaviors relating to how "green" they choose to live and act.

Offered: Fall semesters.

**CNSCI 1888 - Selected Topics in Natural Science (3)**

This course focuses on a specific interdisciplinary topic in the sciences.

Offered: as needed.

**CNSCI 2100 - Humans in the Environment (3)**

This course provides an interdisciplinary focus on the interactions between humans and the environment. Topics of consideration include an overview of ecosystems; population growth; species extinction and preservation; air, water, and soil pollution and control; agriculture and world food production; and preservation, conservation, and sustainable resource management. Specific case studies will be considered as well as the view of different cultures toward their physical surroundings.

Prerequisite: CPHYS 1110. Offered: Spring semester.

**CNSCI 2101 - Introduction to Geographic Information Systems (3)**

Geographic Information Systems (GIS) are computer-based systems used to enter, store, transform, map, analyze and interpret data. In this introductory course we will study how GIS systems work and how to use GIS software (ArcMap) to map and analyze data. Emphasis will be placed on the basic elements of cartography and GIS (lecture) and hands-on applications (labs). The majority of the labs will focus on exploring Cambridge and analyzing our urban environment. The course will combine lecture, discussion, and hands-on exercises in the computer lab. The focus of the first half of the course will be learning how to use GIS software and how to perform geographic analysis. In the second half of the course, students will complete a GIS project.

Offered: Fall semester.

**CNSCI 2102 - Issues in Environmental Sustainability (3)**

Few issues will have a greater impact on this and future generations than those currently affecting our global environment. This multidisciplinary course will use a complex systems approach to study the global environment and human impact upon it, including the roles of science and society in providing solutions. Topics include human population growth, natural resource use, energy, ecosystem decline, biodiversity loss, pollution, global climate change, and environmental sustainability theory from an international perspective. Current scientific research will be used to critically evaluate the validity of controversial issues. Independent research will allow students to more deeply explore an issue of particular interest to them. Forum discussions will cover topics presented in the text, as well as leaving room for student-directed exploration of tangential issues. The goal of this course is to help students apply scientific reasoning to make informed decisions about the effects of

human activity on the planet, and to stimulate their own feelings of global citizenship.

Offered: Online, Spring semester (for LCAL and other online program students).

### **CNSCI 2120 - Field Experiences in Tropical Ecology (3)**

This course is an exploration of ecology, with a focus on tropical ecology, primarily in the Americas. In recent years the course has taken place in the pristine forests and savannahs of Guyana, South America. Students will experience tropical ecosystems and cultures first-hand, with the guidance of a professional scientist/naturalist and experienced local naturalists. Each trip includes guided hikes, boat rides; biodiversity assessments and other ecology exercises; visits to areas of cultural significance; biological reserves and conservation research stations; and evening lectures and discussions. This course includes up to four 3-hour meetings prior to departure.

Prerequisite: Any CBIOL or CPHYS course. Offered: January mini-semester.

### **CNSCI 2140 - Coastal Zone Management (Marine Studies Consortium Course) (3)**

This course presents a survey of the coastal environment - its physical characteristics, natural systems, economic uses, and development pressures. Lectures examine strategies formulated in the U.S. for land and water resource management in the coastal zone. The roles of federal, state, and local government, environmental groups, and resource users are also explored. Finally, by comparing coastal zone management problems in the U.S. to those elsewhere in the world, students gain a global perspective.

Prerequisite: Any CPHYS course. Offered: Spring semester. Off campus; Marine Studies Consortium course; involves fee.

### **CNSCI 2210 - Water Resources Planning and Management (3)**

This course is a comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater and wetlands protection, wastewater treatment, and coastal zone management. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recurring theme in the course. Strongly recommended for students interested in environmental management.

Offered: Fall semester. Off campus; Marine Studies Consortium course; involves fee.

### **CNSCI 2220 - Science in The Movies (3)**

Whether you like science fiction or not, it is difficult to avoid the constant presence of science in the movies. Besides the prevalent aliens and astronauts traveling at faster-than-light-speeds through the universe, "science" permeates movie plots. Do any of these ideas have a basis in orthodox or laboratory science? This course looks at the biological environmental and physical sciences behind science in the movies. Students investigate the real science underlying movie phenomena and gain the critical thinking skills for separating scientific fact from science fiction. Each week of the course will be focused around specific scientific ideas and themes as they are portrayed in films. We will investigate the science behind each of these ideas through on-line discussions and presentations.

Offered: as needed.

### **CNSCI 3100 - Internship and Seminar (3-6)**

Internships at Lesley are designed to provide students with opportunities to perform research/field work in conjunction with practicing professionals in a supervised field setting. With the help of an advisor and the internship office, a student identifies fieldwork that complements his/her major and interest within that major and his/her own educational and professional objectives. This internship is an important experience, functioning as a catalyst for making important contacts in the workplace, building higher levels of skills to more effectively position you for success in the job market, and positively influencing post graduation employment or the pursuit of graduate school. The seminar is designed to support your work in the field and to provide a framework for analyzing the internship site through its structures, behaviors and cultures. The seminar provides a forum for discussion about organizational change, new trends and patterns, and anticipated issues in global environments.

Offered: every semester.

### **CNSCI 3101 - Advanced Topics in GIS (3)**

Advanced Topics in GIS builds on the techniques learned in the Introduction to Geographic Information Systems course by exposing students to more advanced methods of developing and utilizing GIS data. Students will learn how to explore spatial relationships, collect GIS information using GPS and other field collection tools, and design and implement analytical models using GIS. While the course's exercises will focus on analyzing the urban environment, students are encouraged to focus on GIS techniques that are relevant to their field of study. Students will work towards producing a GIS project of their choosing as a final project.

Prerequisite: CNSCI 2140. Offered: Spring semester.

### **CNSCI 3102 - Science and Ethics of Gardening (Fall and Spring) (1.5)**

This course focuses on the biological, ecological, and social impacts and opportunities of how food is grown. Students take collaborative responsibility for the regular maintenance, outreach, and future development of Lesley University Urban gardening plots. Students will participate in discussions, lectures, field trips, and presentations. Topics covered in this course include the history of agriculture, soil science, garden chemistry, sustainable gardening, community involvement, and cooking. The class will address such questions as: Where does your food come from? What is organic? What do we mean by community? How can organic gardening contribute to a sustainable community system? We will explore the science behind the food we eat and examine the ethical issues that influence the choices we make. Students can take either or both semester courses, in any order, and in any given semester can combine the course with a 1.5-credit Independent Study to receive 3 credits.

Prerequisite: Any CBIOL or CPHYS class.

### **CNSCI 3103 - Science and Ethics of Gardening (Fall and Spring) (1.5)**

This course focuses on the biological, ecological, and social impacts and opportunities of how food is grown. Students take collaborative responsibility for the regular maintenance, outreach, and future development of Lesley University Urban gardening plots. Students will participate in discussions, lectures, field trips, and presentations. Topics covered in this course include the history of agriculture, soil science, garden chemistry, sustainable gardening, community involvement, and cooking. The class will address such questions as: Where does your food come from? What is organic? What do we mean by community? How can organic gardening contribute to a

sustainable community system? We will explore the science behind the food we eat and examine the ethical issues that influence the choices we make. Students can take either or both semester courses, in any order, and in any given semester can combine the course with a 1.5-credit Independent Study to receive 3 credits.

Prerequisite: Any CBIOL or CPHYS class.

### **CNSCI 3130 - Urban Design for Sustainability (3)**

What would a truly sustainable society look like? We will address that question, starting with a look at the rise and decline of societies and how the ideas of sustainability fit into that historic context. We will consider the drivers that are changing the future and try to envision the society we hope for, while addressing the issues we face. The body of the course will focus on the design and technology of buildings and the built environment in an urban setting. We will then address the ramifications of this urban environment and the designer's possible impact on food supplies, transportation, energy, water, municipal waste and other endemic urban conditions. Students will undertake research projects that apply course material to circumstances within the local community and present their findings and/or solutions to the class.

Prerequisite: CNSCI 2100. Offered: Fall and Summer.

### **CNSCI 3331 - Applied Conservation: Ecology and Education (3)**

This course introduces students to the field of conservation through both content and methodology to support student learning. With a rich environmental theme, from an eco-pedagogical perspective of integrated community, students will engage in community-based projects and co-develop materials with local community partners. With their community partners, students will innovate an evidence-based instruction that integrates their project work in formal and informal village life settings, with the purpose of improving conservation initiatives through environmental literacy among both the Lesley and Macushi communities.

Offered: as needed.

### **CNSCI 3410 - Human Neuroanatomy (3)**

This course will provide a comprehensive overview of the anatomy of the brain with special emphasis on relationships to both normal human function and dysfunction in the nervous system. Particular areas of study include: major sensory and motor tracts of the spinal cord and brainstem; cranial nerves; functional organization of the neocortex; basal ganglia; cerebellum; and limbic systems. Students will learn about the neurological exam and to visually identify specific structures on photographs of sectioned and gross brain specimens and neuroimaging. This course will prepare students with the medical terminology and neurological concepts for a general understanding of the human brain and its functions in relation to disease and behavior.

Offered: as needed.

### **CNSCI 3500 - New England Field Studies (3)**

This field-based course focuses on the uniqueness of New England's ecology. Students investigate the geology, ecology, and natural history of regional sites including alpine meadow, mountains, and shorelines. The course includes preparation meetings on campus, day trips, and one weekend excursion.

Prerequisite: Any CBIOL or CPHYS course or permission of the instructor. Offered: every other Fall semester and every summer.

### **CNSCI 3808 - The Science and Ethics of Food and Farming (3)**

This course will focus on the ecological and social impacts and opportunities of our food system, the science behind the food we eat, and the ethical issues that influence our food choices. Students will acquire the basic knowledge and skills needed to grow food and participate in building a sustainable, local food system. Topics include: sustainable agriculture, the local food movement, food security, role of food systems in climate change, seeds & seed saving, the history of agriculture in the U.S., as well as harvesting, preparing, and preserving food.

Prerequisite: Successful completion of the Science General Education (Liberal Arts Foundation) requirement.

### **CNSCI 3888 - Selected Topics in Natural Science (3)**

This course focuses on a specific interdisciplinary topic in the sciences.

Offered: as needed.

### **CNSCI 4100 - Research Internship and Seminar (3-6)**

This course is comprised of an internship and a weekly seminar for students majoring in Biology Earth and Environmental Sciences, or Environmental Studies. Students are required to secure an internship placement, with the assistance of the faculty advisor, in a field of scientific research and/or mathematical analysis and, in some cases, educational research and development. Students spend 90 hours or more in field environments, contributing to active scientific research and related curriculum development, learning about problems that science and mathematics are being used to solve, experiencing first-hand how science is done, and how mathematics provides the models for scientific reasoning. The seminar is designed to support the student's work experience and provide a structure for analysis of the work they are doing. A final project/presentation is required.

Offered: every semester.

Required to secure an internship with the assistance of the Internship Office and the faculty advisor; students spend up to 90 hours in their internships and attend a weekly two hour seminar.

### **CNSCI 4200 - Wetlands: Ecology, Hydrology, Restoration (Marine Studies Consortium Course) (3)**

This course examines the vital role of wetlands in the hydrology and ecology of global landscapes. The function of inland and coastal marshes, swamps and bogs, and their role in water and nutrient cycles, will be examined. Students will also survey the biodiversity of wetlands habitats, from microbes to vertebrates. The biological links between wetlands and human activities, such as agriculture, coastal development, and fisheries will be considered, as well as the legal framework for the protection and restoration of endangered wetlands.

Prerequisite: One year of an introductory science (geology, chemistry, biology, physics, engineering, or economics); and two semesters of upper level (elective) science courses.. Offered: every Fall. Off campus; Marine Studies Consortium course; involves fee.

### **CNSCI 4550 - Directed Research Capstone: Science (3)**

Students enrolled in this interdisciplinary course complete a significant field research project focused on ecological sustainability. Students are expected to demonstrate ways of thinking and acting inherent in the practice of science. They use the language and instruments of science to collect, organize, interpret, and communicate information. Students utilize computer-based tools for organization, data collection, modeling, productivity, and



**CPHYS 1110 - Environmental Science w/Lab (4)**

This course introduces various aspects of environmental science, including biodiversity, ecosystems, human population, water resources, air pollution, and climate change. Topics will be approached with a focus on urban environments, which will be emphasized through the lab activities and additional readings from journal and news articles. The lab activities will familiarize students with applied environmental science techniques including air and water quality testing, data analysis and visualization, and simple modeling techniques. Field trips will include visits to local watersheds, parks, harbor, and our own campus. This course meets for 4.5 hours weekly in order to integrate laboratory experiences.

Offered: Spring semester.

**CPHYS 1250 - Physics I with Lab: Forces, Sound, Momentum & Energy (4)**

This course is an investigation of the interactions of matter, encompassing motion arising through mechanical and gravitational forces, sound, and the principles of momentum and energy conservation. Connections to biology, medicine and climate are integrated into the course content. Students engage in active learning through observation, hands-on experimental labs, discussions, problem solving, data collection and interpretation.

Prerequisite: CMATH 1590 or CMATH 1990 or CMATH 2590. Offered: Fall.

**CPHYS 1308 - General Chemistry I with Lab (4)**

This course covers the basic topics in inorganic and organic chemistry including: atomic structure, periodic relationships, chemical bonding, chemical reactions, and molecular structures. The topics are developed further by considering practical examples such as: air and water pollution, pesticides, food additives, forensic science, pharmaceuticals, and energy technologies. The impact of each on public policy and human health is discussed. A student project is required. This course meets for four hours weekly in order to integrate laboratory experiences.

Offered: Fall semester.

**CPHYS 1400 - Research Experiences in Natural Science (3)**

This course will give students an opportunity to explore current topics in scientific research and visualize themselves as scientists by working in small groups with professional scientists. During the course, students will pass through three to four research modules, each focused on a different aspect of science and include lecture, discussion, field trips, hands-on data collection and data analysis. Each module will explore up to date primary literature, and take students to field and laboratory sites around the greater Boston area. The course is geared towards students interested in entering scientific fields as well as non-science majors who want a hands-on, active experience in science.

Offered: Summer only.

**CPHYS 1888 - Selected Topics in Physical Science (3)**

This course focuses on a specific topic in the physical sciences.

Offered: as needed.

**CPHYS 2001 - A History of Science (3)**

Science more than any other discipline defines the western worldview, making it distinct from all other cultural systems of analysis. The benefits of scientific methodology and its discoveries have allowed the west to become a dominant political and

presentation. The results are disseminated to the Lesley community and the general public through several venues (examples: poster session, oral, electronic and print forms of presentation).

Prerequisite: CMATH 1522. Offered: every Fall semester.

**CPHIL - PHILOSOPHY****CPHIL 1120 - Introduction to Philosophy (3)**

This discussion-based course addresses questions which have puzzled human beings throughout the ages. A number of the possible answers developed by Western philosophers will be examined, and students will offer and support their own opinions. The overall question of whether humans are or are not part of nature will tie topics together. As the last topic students will choose from a number of contemporary questions (e.g., gender equality, cultural relativism, abortion, alternate thought systems, euthanasia) which have philosophical implications.

Offered: Fall and Spring semesters.

**CPHIL 1888 - Selected Topics: Philosophy (3)**

This course focuses on a specific topic in philosophy.

Offered: as needed.

**CPHIL 2000 - Political Philosophy (3)**

A comprehensive examination of significant political theorists and texts in the Western philosophical tradition. Course deliberations will begin with the roots of political philosophy in Ancient Greece and move chronologically through medieval Christian thinkers; social contract theorists; political thought surrounding the American and French Revolutions; defenders and critics of industrial modernization and imperialism; twentieth-century totalitarian theories; challenges to established orthodoxies in the 1960s; and post-1960s attempts to revive political philosophy in light of feminist, postmodern and postcolonial critiques of the modern polity.

Prerequisite: CPHIL 1120 Introduction to Philosophy or CPOLS 1101 Introduction to Political Science. Offered: Spring semester.

**CPHIL 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty who has accepted them. The course includes both studying the processes of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching aspects of the course. The course is recommended for students interested in a deeper study of a particular subject, and for those wishing to participate in the planning and teaching process. See Course Assistantships page for details.

Offered: as needed.

**CPHYS - PHYSICAL SCIENCES****CPHYS 1104 - Earth Science and Planetary Geology with Lab (4)**

Topics in geochemistry, crystal structure, and the molecular nature of minerals and ores introduce students to the physical nature of soils and rocks. Plate tectonics and continental drift provide a holistic model of the evolution and dynamic nature of the earth's geology and climate. A survey of planetary geology widens this model to include consideration of other planets. A student project is required. This course meets for four hours weekly in order to integrate laboratory experiences.

Offered: every semester.

intellectual force throughout the world. This course will look at the history of science from antiquity to the present, and provide students with a broad overview for how these systems of thought, empiricism, and invention have contributed to the development of the west's social, religious, and political systems. We will examine the limitations of scientific methodology, and how the practice of science has resulted in the growth of technologies, substances, and techniques of debatable merit.

Offered: Fall semester.

### **CPHYS 2011 - Biological Chemistry I (3)**

The course will explore the fundamentals of biochemistry as it relates to life, starting with the major components (e.g. proteins) that perform various functions. Proteins perform very important activities in all living organisms, and students will learn about the thermodynamic properties of biological systems and the building blocks of proteins and their properties. The class will then explore various aspects of protein structure and their functional implications. Students will learn two important functions of proteins: metabolism and glycolysis and how they provide energy source for us. Genes that all living organisms carry in various forms encode proteins, so the class will investigate the building blocks of genes and their properties, and how organisms repair genes if some external toxic agents damage them.

Prerequisite: CBIOL 1101 or CPHYS 1308. Offered: as needed.

### **CPHYS 2047 - Life Chemistry: Drugs in Our Lives (3)**

A "drug" is broadly defined as any chemical agent that affects living processes. While the subject of pharmacology is quite extensive this course is a survey of important classes of drugs (both legal and illegal) and food additives in common use in the United States. The central focus is on the biochemical mechanisms by which drugs interact with our human physiology to produce beneficial as well as deleterious effects. Topics include: physical and chemical properties of drugs; biochemical/physiological effects; mechanisms of action; the body's absorption and metabolism of drugs; toxicology; disease physiology; and therapeutic and recreational uses of drugs. In addition students will examine ethical and legal issues faced by education social services as well as illegal drugs.

Prerequisite: Any laboratory science course. Offered: Spring semester.

### **CPHYS 2102 - General Chemistry II with Lab (4)**

In General Chemistry I, we learned about the subatomic particles that make up chemical matter. You also learned how atoms are connected through chemical bonding, specific stoichiometry and chemical reactions, all of which are guided by certain rules. General Chemistry II will investigate various principles and laws that impact chemical reactions, solubility and interactions between particles. Students will further explore chemical equilibrium and steady state kinetics, which determine the amount of product formation in a reaction. Topics will also include exploration of oxidation and reduction reactions via electrochemical processes and nuclear reactions.

Prerequisite: CPHYS 1308. Offered: as needed.

### **CPHYS 2104 - Meteorology (3)**

This course is designed to take advantage of students' interest and curiosity about weather, as well as their desire to understand the impact that people have on the atmospheric environment. The course will cover such topics as temperature, precipitation, air

pressure and winds; air masses and weather patterns; tornadoes and hurricanes; air pollution; and climate change. Laboratory activities and technology will be integrated into the course to give students a better understanding of weather variables and how weather data is monitored, collected, and analyzed. A student project is required.

Prerequisite: CPHYS 1104 or equivalent strongly recommended. Offered: every other Spring semester.

### **CPHYS 2106 - Oceanography (3)**

This course begins with the history of oceanography and covers the origin of the Earth and the ocean; marine geology and geophysics; chemical, biological, and physical oceanography; climate; coastal and estuarine environments; ocean resources; marine pollution; and the law of the sea. Laboratory exercises and field work along the coast are required.

Prerequisite: Any CBIOL or CPHYS course. Laboratory exercises and a whale watch (from Boston Harbor) are required. Offered: every other Fall semester.

### **CPHYS 2250 - Physics II with Lab: Electricity, Magnetism, Atoms & Light (4)**

This course is an investigation of electricity and magnetism extending to light and its classical and quantum interactions with matter. Modern connections to biology, medicine and climate are integrated into the course flow. The course integrates active learning through observation, hands-on experimental labs, discussions, problem solving, data collection and interpretation.

Offered: Spring semester of even-numbered years.

### **CPHYS 2308 - Organic Chemistry I with Lab (4)**

The primary objective of this class is to gain a basic understanding of Organic Chemistry. The class will start from an in-depth understanding of the periodic table: various properties of atoms and their implications. Then we will focus on various chemical bonds: ionic, covalent and coordination bonds, and also the concept of lone pair, Lewis structure, and single, double and triple bonding. Students will explore the four classes of hydrocarbons which form the basis of organic chemistry: alkane, alkene and alkyne and aromatic compounds. Student will explore nomenclature, hybridization and isomerism of these compounds. Students will learn the physical and chemical properties as they relate to real life examples such as life-saving drugs. The reactivity and their implication in the function of drugs will also be discussed.

Prerequisite: CPHYS 1308. Offered: every spring.

### **CPHYS 2510 - Astronomy (3)**

This course begins with the origin of the universe and covers: "the big bang;" unified field theory; the evolution of discrete fundamental particles; and the formation of stars and galaxies. This discussion includes the experimental evidence to support the current views. Both naked eye and telescopic observations of the night sky are stressed. Laboratory exercises evening observations and a field trip to a nearby observatory are required.

Offered: as needed.

CPHYS 1104 or equivalent strongly recommended

**CPHYS 3010 - Our Changing Climate (3)**

From snowball to hothouse, we will look at the climate of Earth over the whole of Earth history. How does the human-induced climate change we are facing today differ from these past events? What regulates climate on our planet in the first place? We will take lessons from Earth history in order to better understand our present and predict our future. Using a systems-based approach we will explore how human actions are altering the Earth's atmosphere, oceans, continents, ecosystems, and the habitability of our home planet.

Prerequisite: CPHYS 1104. Offered: Fall semester.

**CPHYS 3020 - Sediments: The Language of the Earth (3)**

This course explores the topics of sedimentology and stratigraphy. Sedimentology deals with the nature and properties of sediment. Stratigraphy focuses on what the "strata", layers of sediment, can tell us about the geological history of the planet. Topics explored in this course include weathering and transport of sediment, deposition, erosion, cementation, and soil failure. Students will begin to "read" the history of the Earth as written by its sediments along with what other planets may have written. This course includes field and significant lab components. A final project/presentation is required. The course is suggested as a follow up or complement to CPHYS 4104.

Prerequisite: CPHYS 1104 . Offered: as needed.

**CPHYS 3308 - Organic Chemistry II w/Lab (4)**

This upper level organic chemistry course will discuss the synthesis, characterization and identification of organic molecules which constitute building blocks of living organisms and many life-saving pharmaceutical drugs. The course will start with discussing fundamental techniques such as nucleic magnetic resonance (NMR), infra-red (IR) and ultraviolet-visible, and mass spectroscopy which are commonly used for the characterization of organic molecules. The course will also focus on investigating organic chemistry of biomolecules such as carbohydrates, amino acids, peptides, nucleotides and vitamins through lectures, key assignments, writing reports and hands-on laboratory activities. Topics will also include catalysis, radical reactions, organometallic compounds and their chemical and physical properties.

Prerequisite: CPHYS 2308. Offered: Spring of even numbered years.

**CPHYS 3888 - Selected Topics in Physical Science (3-4)**

This course focuses on a specific topic in the physical sciences.

Offered: as needed.

**CPHYS 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. The course is recommended for students interested in studying in more depth a particular subject, and for those wishing to participate in the planning and teaching process. See Course Assistantships for details.

Offered: as needed.

**CPHYS 4101 - Natural History of an Ecosystem (4)**

This interdisciplinary, inquiry-based, field study, lab science course examines the geological, ecological, and cultural environments of natural and human communities inhabiting ecosystems. We work

from the assumption that human and natural communities in physical environments interact reciprocally, as a single ecosystem. Because of their self-contained locations, ecosystems are unique environments for field study which reveal the full perspective of human impact on the natural world.

Prerequisite: One 2000-level science course. Offered: Every odd Summer.

**CPHYS 4104 - Physical Geology: A New England Perspective (3)**

Physical Geology deals with the materials and the dynamic systems that make up the Earth. Geology, from the Greek geo, earth" and logos "discourse" is the science that pursues an understanding of planet Earth. Topics covered include the composition and structure of the Earth; plate tectonics; the processes responsible for the slow building and destruction of landscapes; the origin and interpretation of geologic structures; and the causes and significance of catastrophic events such as floods volcanic eruptions tsunamis and landslides. As a great deal of geology is based on observations and experiments conducted in the field this course also includes a field component. Visits to several sites in eastern Massachusetts will highlight local geology and the processes responsible for their formation. A final project/presentation is required.

Prerequisite: CPHYS 1104 or its equivalent. Offered: every other Spring.

**CPHYS 4999 - Independent Study (1-6)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and Division Chair. Offered: as needed.

**CPLCY - PUBLIC POLICY****CPLCY 1888 - Selected Topics in Public Policy (3)**

This course focuses on a specific topic in public policy.

Offered: As needed.

**CPLCY 3552 - Social Policy (3)**

This course analyzes major policies in the U.S. that provide for individuals' and groups' social welfare. Major emphasis is on income supplementation and poverty policies, including welfare and social security; health policies, criminal justice policies and family and child welfare policies. Students engage in critical analysis of policies, especially in terms of who is well served, who is not and what policies need development and change. Comparisons are made to social policies in other nations.

Prerequisite: Prerequisite for Human Services and Counseling majors: CHMSR 2551 or permission of instructor. No prerequisite for other majors. Offered: Fall and Spring semesters.

**CPLCY 3888 - Selected Topics in Public Policy (3)**

This course focuses on a specific topic in public policy.

Offered: as needed.

**CPLCY 4441 - Global Child and Family Policy (3)**

This course studies social policies affecting children and families globally, with focus on specific countries in different regions and at different levels of development. The course focuses on necessary and effective policies in the critical areas of income maintenance, health, childcare and education, family support, abuse and neglect, juvenile criminality, substance abuse, and other important areas of child/family policy. The course focuses globally on developing nations and on how policy differentially serves and affects members of racial, ethnic, class, and gender groups in developed and developing nations.

Prerequisite: Senior status or permission of the instructor. Offered: Offered every other Fall semester, opposite CSOCL 4130.

A minimum grade of "C" is required to progress in the major. Fulfills Global Perspectives requirement.

**CPLCY 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and division director. Offered: As needed.

**CPOLS - POLITICAL SCIENCE****CPOLS 1101 - Introduction to Political Science (3)**

Politics determine who rules and who obeys, who eats and who starves, who lives and who dies. At the heart of politics is power. The first half of the course will focus on developing conceptual tools necessary for political analysis. The second half will concentrate on using those tools to analyze important political issues and problems. Along the way, students will be exposed to six major subfields in political science: political theory, comparative politics, U.S. politics, political behavior, public policy, and international relations. They will come out with deep understandings of the complexities of political concepts, systems, issues, policies and processes.

Offered: Fall and Spring.

**CPOLS 1888 - Selected Topics in Political Science (3)**

This course focuses on a specific topic in political science.

Offered: as needed.

**CPOLS 2121 - U.S. Politics (3)**

This is a course on the U.S. political system and how to use it. It begins with a look at the U.S. Constitution and founding principles. It then focuses on the structures and processes of the United States Government: Congress, the presidency, the judiciary, bureaucracy, federalism, and state and local government. The second half of the course concentrates on American politics in action: political parties, public opinion, political news, interest groups, citizenship, patriotism, political socialization, political culture, social movements, civil rights and civil liberties. Welfare, economic, and foreign policy is also covered. Students will gain comprehensive knowledge of systems of government in the United States, and a critical understanding of theories and practices of U.S. politics. They will also develop practical skills for taking political action in the United States.

Offered: Fall.

**CPOLS 2130 - Elections and Democracy (3)**

Democracy means political equality—all members of society have an equal opportunity to participate in the public decisions that affect their lives. In large, complex, economically stratified societies, democracy is an unreachable, but approachable, ideal. Electoral systems are imperfect, but practical, means to approach democratic ends. Elections serve three main political functions: empowerment, representation and legitimation. Elections can allow some members of society to empower and enrich themselves; they may ensure that government is more or less representative of the citizenry; and they can give people the impression that the regime deserves to rule. This course examines how different types of electoral systems serve these functions and achieve more or less democratic outcomes. Students are encouraged to ask: How democratic are elections in my country compare to others? Why aren't our elections more ideally democratic? What reforms might improve our electoral system, and why haven't they been instituted?

Offered: Fall.

**CPOLS 2410 - Comparative Politics (3)**

This course is designed to develop students' understanding of the different ways political systems are organized around the world—a fact or content goal; it is also designed to develop students' ability to compare and explain things—a skill or competency goal. To start, students will be introduced to the conceptual foundations of comparative politics. Next, the course will cover the institutions, policymaking processes, political attitudes and political behaviors in countries sampled from around the world. Throughout the course, to better understand the "how" and the "why" questions we ask of different political systems we will learn about the political science approach to studying and explaining politics (vs. historical journalistic and normative approaches).

Offered: Spring.

**CPOLS 3100 - Political Science Internship and Seminar I (3)**

The student works for the full semester in a global studies-oriented or political science-oriented setting under the supervision of an experienced professional. Field placements take place in public and private settings, such as: government agencies, advocacy organizations, legal offices, media organizations, and international service agencies. The student meets with her/his instructor and fellow students in a weekly seminar to examine the personal and professional issues that emerge from the field experience, and to relate them to the broader theory and content issues of global studies/political science and professional life. Students must complete a minimum of 180 hours in placement for six credits and a minimum of 90 hours in placement for three credits.

Offered: Fall and Spring.

A minimum grade of C is required to progress in the major.

**CPOLS 3121 - American Constitutional Law (3)**

The purpose of this course is to introduce students to the principles of American constitutional law as well as the political struggles that shaped them. The course focuses not only on constitutional doctrine, but also on competing interpretations and political effects of landmark decisions. This course emphasizes debates over civil rights and civil liberties that have been central to modern Supreme Court jurisprudence.

Offered: Fall.

**CPOLS 3131 - Perspectives on International Relations (3)**

This course focuses on both the theory and practice of international relations, using a multidisciplinary approach including international law and organization (with particular focus on the United Nations), international politics, social psychology, history, ethics, and international economics. Special attention will be given to current global issues including human rights and the environment, and to the shape and content of international relations in the twenty-first century.

Prerequisite: CGLST 1200 or CPOLS 1101 or CECON 1101. Additional prerequisite for Global Studies majors: CGLST 2200 or permission of instructor. Fulfills Global Perspectives requirement. Offered: Fall.

**CPOLS 3202 - U.S. Foreign Policy (3)**

The term "United States foreign policy" means many different things to many different people. How is it made? Is it effective? Is it good? Who's making it? Who's influenced by it but can't say anything about it? These simple ideas (many people many meanings) provide the central goals of this course. The first (and most traditional) goal is to provide students a better understanding of past and current policies and policy-making processes of the United States foreign policy establishment. The second goal is to move beyond description and to ask "why?" questions: why specific political decisions are made. A third goal of the course is to encourage students to think about policy justness and the culpability of a democratic society in foreign policymaking. These policies have both intended and unintended consequences whatever their goals and we are increasingly forced to consider how our ("we the people of the USA") values and choices are affecting the lives of those who have no recourse within the United States' policy making process.

Offered: Fall.

**CPOLS 3212 - Political Economy (3)**

Political and economic systems are intertwined at their cores. This course explores fundamental questions about this relationship, and is designed to: (1) introduce students to the primary writings of central figures in the development of economic thought, (2) expose students to the complexities of macroeconomic processes and their connections to democratic institutions, processes and policies, and (3) investigate the underlying historical and dynamic processes of political-economic integration and bureaucratization. The United States will be the primary case-study, but the fundamental questions, theories and processes covered in the course can be applied to nearly all countries' political-economic systems.

Prerequisite: Must have earned a minimum of 30 CUMULATIVE CREDITS. Offered: Fall.

**CPOLS 3300 - Violence, Markets and Globalization (3)**

This course offers survey of political thought since the mid-twentieth century. We examine a series of provocative attempts to make sense of the most striking political and social events of the last half-century: the rise and decline of right-wing (fascist and National Socialist) dictatorships, Holocaust, emergence of the welfare state, decolonization and proliferation of national liberation movements, a seemingly endless sequence of terrible wars, the worldwide spread of liberal democracy, and globalization.

Prerequisite: You must take one CPOLS course before registering for this course. Offered: Fall.

**CPOLS 3302 - Environmental Politics and Policy (3)**

Environmental issues are complicated policy issues because they combine complicated natural science with value preferences. A wide range of social issues are affected by environmental rules and norms: jobs, economic growth, individual liberty, ideologies, the role of science in our lives, and the importance of community, to name a few. This is complicated enough within the domestic realm. Moving debates to the international realm complicates things further because of the increased diversity of values, histories, resources and needs. Resource scarcity erodes the fundamental senses of security many people take for granted. The management, distribution and ownership of the world's resources are likely to become important security issues in the 21st century.

Offered: Spring.

**CPOLS 3401 - Latin American Politics (3)**

This course examines recent and profound shifts in Latin America towards political democracy, neoliberal economic models, and new kinds of social movements. These developments depart from a regional political landscape that several decades ago was characterized by some combination of authoritarianism, state-led development, and civil war. Beyond patterns of change, this course pays attention to institutional innovations from above and struggles for social justice from below to deepen democracy and decrease inequality in the region.

Prerequisite: Completion of one CPOLS or CGLST course at the 200 level or above prior to enrolling.

**CPOLS 3450 - HBO's *The Wire*: The Politics of U.S. Urban Inequality (3)**

Urban inequality has consistently been an intractable problem for politics, leading to inequalities of political voice and inequalities of life chances. Despite the wars on poverty" of the past the inequalities faced by many citizens trapped in isolated urban segregation is getting worse rather than better. Public policy scholars have found that one of the significant impediments to addressing urban inequality is the persistence of negative stereotypes about those trapped in urban poverty. This course addresses this problem by promoting an empathetic understanding that challenges the simple dichotomy between "deserving" and "undeserving" poor exposing the historical factors policies and racial discrimination that helped create this problem.

Prerequisite: One CPOLS or one CSOCL course. Offered: Spring.

**CPOLS 3888 - Selected Topics in Political Science (3)**

This course focuses on a specific topic in political science.

Offered: as needed.

**CPOLS 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. This course is recommended for students interested in studying a particular subject in more depth, and for those wishing to participate in the planning and teaching process.

Offered: as needed.

**CPOLS 4100 - Political Science Internship and Seminar II (6)**

The student works for the full semester in a global studies-oriented or political science-oriented setting under the supervision of an experienced professional. Field placements take place in public and private settings, such as: government agencies, advocacy organizations, legal offices, media organizations, and international service agencies. The student meets with her/his instructor and fellow students in a weekly seminar to examine the personal and professional issues that emerge from the field experience, and to relate them to the broader theory and content issues of global studies/political science and professional life. Students must complete a minimum of 180 hours in placement for six credits and a minimum of 90 hours in placement for three credits.

Offered: Fall and Spring.

A minimum grade of C is required to progress in the major.

**CPOLS 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and division director. Offered: As needed.

**CPSYC - PSYCHOLOGY****CPSYC 1101 - Introduction to Psychology (3)**

This course introduces students to the major concepts and issues in the field of psychology. Topics to be covered include schools of psychology, the experimental method, the physiological basis of behavior, states of consciousness, perception, learning, cognition, intelligence, motivation, emotion, personality, and social behavior.

Offered: Fall and Spring.

**CPSYC 1150 - FYS - Born to Be Wild: The Psychology of Wilderness Experiences - Honors (3)**

In this First Year Honors Seminar, students will examine and discuss the concept of wilderness as it relates to the human psyche. This course will consider different types of human relationships with wilderness by investigating the stories of individuals who stepped off the beaten path; walked in the wilderness in silence for 17 years; and paddled into vicious storms. As we look at these stories, we will consider the wilderness as a place of personal refuge, transformation, discovery, survival, and as a territory to be conquered. Students will explore complex questions, examining what motivates individuals to take risks and to seek out wild places and what happens to others who end up in close relationship with wild animals. The coursework will also draw attention to various forms of diversity and culture as they relate to one's experience with nature. This inquiry will address these stories from a number of different areas of psychological research, including, but not limited to, research on peak experiences, risk, sensation-seeking, resilience, healing, and social justice.

Offered: Fall, rotating with other FYS courses.

**CPSYC 1151 - FYS: Romantic Relationships in Context (3)**

We too often fail to fully appreciate how a comprehensive understanding of the role of romantic relationships in our lives requires a closer examination of the various contexts in which these relationships are entrenched. In this seminar, we will gain a richer

understanding of romantic relationships by examining the different contextual factors that influence – and/or are influenced by – our romantic relationships.

Offered: Fall, rotating with other FYS courses.

**CPSYC 1201 - Cross-Cultural Psychology (3)**

This course considers questions about human development, personality structure, mental health, illness, and interventions from a comparative, cross-cultural perspective. A range of varying notions and descriptions of psychological experience are explored using several targeted cultural groups as examples.

Offered: Fall and Spring.

**CPSYC 1401 - Lifespan Development (3)**

This course offers a comprehensive study of the theoretical perspectives and contemporary research on human development, exploring various stages of life and the developmental tasks associated with each. The major theories pertaining to cognitive, emotional, moral, and social development throughout the lifespan are explored, with attention given to the interaction of environmental and familial factors with the usual course of development.

Offered: Fall and Spring.

**CPSYC 1451 - Holistic Approach to Healing (3)**

This course provides an introduction to the concepts of health and wellness with an emphasis on the impact and interaction of psychological, physical, and spiritual factors. Health is regarded as more than the absence of disease in the physical body; it is regarded as consciously cultivating beliefs and behaviors that promote wellness. Wellness depends on the ability to become a fully integrated, fully functioning person. This course provides the student with an opportunity to expand their perspective on physical, emotional and spiritual well-being and healing, and to integrate a holistic approach into their personal and professional lives. Students are encouraged to examine their own beliefs about health and wellness. Class sessions include lecture, discussion and experiential exercises.

Offered: Fall and Spring.

**CPSYC 1551 - Foundations and Systems in the Helping Professions (3)**

This course introduces students to a wide range of human service professions, with particular attention paid to art therapy, counseling, expressive arts therapy, human services, holistic psychology and psychology. Students will get an overview of the history and methods of the human service professions. Career opportunities are explored through guest presentations and assignments in community settings. The values and ethical issues facing professionals are introduced as students plan and prepare for their Sophomore internship.

NOTE: Students must achieve a minimum grade of C to progress into CPSYC 2551 for the following majors: Art Therapy, Counseling, Expressive Arts Therapy, Holistic Psychology & Wellness, and Psychology.

Students who do not meet the minimum grade requirement may only repeat this course once.

Offered: Spring. Fall semester available to students with 30+ credits only.

**CPSYC 2401 - Child Psychology (3)**

This course focuses on human growth and development from conception through early adolescence. Emphasized are the characteristic stages of physical, language, cognitive, and social-emotional development considered from various theoretical perspectives. Also considered are the broad range of children's abilities and needs; the influence of family structures on personality and behavior; and common health problems, including substance abuse, as these impact development. Education students must fulfill the certification-related competencies assigned to the course in order to receive a passing grade.

Offered: Fall and Spring.

**CPSYC 2402 - Child Homelessness (3)**

This class will bring a multidisciplinary perspective to understanding of the nature, origins, and psychosocial consequences of child homelessness. Intervention strategies aimed at addressing the psychological and material needs of homeless children and their families will be examined. Although the focus will be primarily on homeless children in the United States, a global perspective will enable students to develop a comparative perspective on the problem of homelessness and its impact on children and families. Students will examine the challenges facing homeless children and families from various perspectives, including: developmental psychology and neuroscience; trauma theory; stress, coping, and resilience; community interventions/social work; and social policy.

**CPSYC 2403 - Theories of Personality (3)**

This course explores the major paradigms of personality theory through the use of lectures, discussions, and case studies. Current research is examined and models of personality development are discussed as they relate to current clinical practices, including assessment. Perspectives will include biological and trait; psychoanalysis, along with other Neo-Freudian perspectives; feminist; social-behavioral; and humanistic /holistic.

Offered: Fall and Spring.

**CPSYC 2421 - Introduction to Counseling (3)**

This course introduces some basic issues central to the helping relationship. It offers: 1) an orientation to such topics as developmental perspective, self-image, experienced needs, perception of reality, etc., and how these relate to the counselor in a helping relationship; 2) an overview of current psychotherapies both on a theoretical and practical level; 3) an understanding of the psychological processes which contribute to a style of effective communication; and 4) an examination of the background, status, and future of the counseling field.

Offered: Fall and Spring.

Required for the Counseling major.

**CPSYC 2429 - Sport Psychology (3)**

This course introduces theoretical and practical aspects of sport psychology. We will discuss psychological theories which include personality, motivation, behavior with regards to competition and exercise, group dynamics and characteristics of performance in sport but also other domains such as the workplace, arts, and music. Practical applications involve performance enhancement or intervention techniques such as anxiety and arousal control, imagery and visualization, relaxation and breathing and goal-setting. We will

also examine individual and team sports where group dynamics and leadership are significant factors.

**CPSYC 2431 - Social Psychology (3)**

The influence of social factors on human behavior are explored through theory and research. The course focuses on behavior in the context of interpersonal relations, and small and large groups. Topics include the basis of interpersonal attraction, social influence, attitudes, attribution theory, race relations, intergroup conflict and its resolution, and the family as a system. Meets lab requirement in Psychology major.

Offered: yearly on rotating basis with other lab courses: CPSYC 2433 and CPSYC 2435.

**CPSYC 2433 - Cognitive Psychology (3)**

This course provides a critical review of theories, methods, and findings in human information processing, learning, and thinking. Topics include verbal learning, memory, attention, perception, problem solving, and creativity. Consideration is also given to the functioning of these cognitive processes during altered states of awareness (e.g., sleep, dreams, and hypnosis). Meets lab requirement in Psychology major.

Offered: yearly on rotating basis with other lab courses: CPSYC 2431 and CPSYC 2435.

**CPSYC 2435 - Psychology of Learning and Behavior Change (3)**

This course offers a beginning theoretical and practical foundation in cognitive and behavioral interventions as they might be applied in both educational and clinical settings. The procedures covered include behavioral analysis, contingency programs, modeling and social learning theory, cognitive restructuring, and biofeedback, as applied in a range of settings. Particular attention is given to the social and ethical implications of employing behavioral procedures in a culturally and clinically sensitive manner. Meets lab requirement in Psychology major.

Offered: yearly on rotating basis with other lab courses: CPSYC 2431 and CPSYC 2433.

**CPSYC 2437 - Characteristics of Children and Youth with Special Needs (3)**

This course offers students a legal, social, and educational understanding of inclusionary practices as they pertain to students with disabilities. The course examines the physical, cognitive, affective, and social experiences of children and youth with a variety of disabilities and discusses the implications of these characteristics for participation in school and community.

Prerequisite: 30+ credits, CPSYC 1101 or CPSYC 1401. Offered: Fall and Spring.

**CPSYC 2451 - Yoga for Mental and Emotional Health (3)**

This course explores how yoga can be used as a tool for mental and emotional health. Drawing on philosophical and theoretical principles of yoga, students will learn how yoga postures, breathing, and mindfulness meditation techniques can be used to promote emotional balance, healing, and growth. Specific emphasis will be given to mental health topics of primary concern to college students: depression, anxiety, body image, trauma, and addiction. Students will engage in a variety of yoga practices focused on developing practical skills to strengthen their capacity for inner witness consciousness, self-soothing, grounding, and self-regulation.

Students will be guided to develop and maintain a personal yoga practice customized to their health needs and will complete a research project related to a topic of personal health interest.

Offered: Fall, Summer.

### **CPSYC 2453 - Mindfulness and Mental Health (3)**

This class will integrate theory, research, and practice as students explore the concept of mindfulness and its relationship to mental health. The course will draw on research from several areas, including clinical, health, and holistic psychology, affective neuroscience, and the field of stress and coping. Topics will include the history, diversity, and empirical basis of mindfulness practice; the use of mindfulness to treat psychological disorders such as depression and anxiety; mindfulness as an approach to stress management and wellness promotion; mindfulness with marginalized, high-stress populations; and the integration of mindfulness into psychotherapies such as Acceptance and Commitment Therapy and Internal Family Systems Therapy.

Prerequisite: One previous CPSYC course. Offered: Spring, Summer.

### **CPSYC 2551 - Concepts & Skills in Professional Practice (4)**

This course combines theory with practice as students engage in the first of their required internships. The course focuses on the development of communication skills, clinical skills of interviewing, case study, and professional conduct. Students are exposed to the ethics governing the delivery of professional services, with special attention paid to social services in diverse communities. The internship component of the course is designed to help students integrate theory with clinical skills in practice. Students spend a minimum of 90 hours in the field throughout the semester. Students must secure an approved internship site before the first class by working with the Internship Office. NOTE: Students must achieve a minimum grade of C to proceed in the following majors: Art Therapy, Counseling, Expressive Arts Therapy, Holistic Psychology & Wellness, and Psychology.

Prerequisite: A minimum grade of C in CPSYC 1551. Offered: Fall and spring.

Students must secure an approved internship site before the first class.

### **CPSYC 3240 - Psychology, Power, and Politics (3)**

This course examines the social, cultural, and psychological processes that shape political beliefs, attitudes and behaviors. It progresses through three sections: Part I-Power and Psychodynamics; Part II-Socialization and Compliance; Part III-Culture and conditioning. Topics will include agents of political socialization, techniques of propaganda, political myths and rituals, political rhetoric and symbolic framing, news bias and media effects, conformity and authoritarianism, rebellion and human needs, civics education, gender role indoctrination, the complex relationships between freedom and power, and the effects of personality dynamics on political behavior. This is an interdisciplinary course, and students will read and discuss works from the fields of psychology, political science, sociology, anthropology and communications. Emphasis will be placed on understanding analytical theories and concepts for use in social and political inquiry and research.

Prerequisite: 3 credits in either CPSYC, CPOLS, or CSOCL and one additional 2000 level class in psychology. Offered: online only.

### **CPSYC 3405 - Abnormal Psychology (3)**

Students are introduced to the dynamics of normal and abnormal behavior and adjustment. The course emphasizes the study of basic needs, anxiety, defense mechanisms, neurosis, psychosis, psychotherapy, and prevention of disorder. In-depth consideration of psychoanalytic theory is contrasted with existential and other theories. Case studies are used.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course. Offered: Fall and spring semesters.

### **CPSYC 3407 - Critical Issues in Infancy (3)**

This course offers interested students the opportunity to pursue, in depth, selected critical issues concerning infancy. The last 15 years have seen a dramatic surge of interest in infant development. Theories of infant behavior and empirical research studies have proliferated. Students become familiar with the contemporary conception of the competent infant; the major theoretical issues of infancy; the new methodology which has made the infant more available for study; and the implications of the theory and research for child-rearing, early education, and social practice.

Prerequisite: CPSYC 1401 and one additional 2000 CPSYC course OR CPSYC 2401 and one additional 2000 level CPSYC course. Offered: Spring semester.

### **CPSYC 3409 - Psychology of Preadolescence and Adolescence (3)**

This course begins with the stage immediately preceding the onset of puberty and concentrates upon the adolescent years. The subject matter includes various theoretical views of preadolescence and adolescence; factors influencing normal development and developmental differences; and problems unique to these ages, both in the United States and in other countries. Male and female differences in these age groups are explored.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course. Offered: Fall and spring semesters..

### **CPSYC 3410 - Ecopsychology (3)**

Ecopsychology increases the focus of psychology to include the human relationship with the natural world. This course introduces students to the full spectrum of what is meant by ecopsychology, covering the field's philosophical, ecological, and psychological roots. Building upon the theoretical foundations of the field students will investigate their own ecological identity. This is a discussion-based course that requires students to be active participants in their own learning process. This course will include a service-learning component.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course. Offered: Fall semester..

### **CPSYC 3411 - Adult Development (3)**

This course is designed to be an investigation of selected themes and topics confronting the growing adult from post-adolescence to death. These topics include identity, intimacy, autonomy, sexuality, work, gender roles, parenting and family relations, stress, leisure, lifelong learning, spirituality, creativity, aging, and death and dying. The experience of adult development is explored within the context of gender, culture, and significant historical forces.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course. Offered: online.



**CPSYC 3413 - Psychology of Women (3)**

This course introduces the theoretical foundations in which the study of the psychology of women is grounded. Sexism in the development of psychological and psychoanalytic theory; the diagnosis and treatment of women's psychopathology; and women's mental health are examined in depth. Psychosocial issues including gender differences, patterns of love and work, and lifespan development are also explored as they affect the psychological lives of women.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course.

**CPSYC 3415 - Reel Psychology (3)**

Movies have the power to entertain us, inspire us, challenge us and transport us. In this class, we will harness movies' power to teach us. Using classic, popular and foreign films, we will explore multiple facets of various aspects of psychological life with a different key theme each semester that the course is offered.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course.

**CPSYC 3422 - Trauma and Crisis (3)**

In this course, students gain insights and skills at the paraprofessional level for dealing with severe interpersonal and intrapersonal difficulties which are sometimes perceived as crisis situations. Such difficulties include child abuse, severe drunkenness, drug abuse, rage, and traumatizing fear or grief. Analysis of case studies and role-playing is included in the course, and community speakers at class sessions supplement the course instruction.

Prerequisite: One 1000-level CPSYC course AND CPSYC 2421. Offered: Spring.

**CPSYC 3424 - Counseling Children, Adolescents and Young Adults (3)**

Students examine current theories underlying the counseling of children and adolescents. The play approaches of Axline and Moustakas; the person-centered interviewing techniques of Rogers; Glasser's Reality Therapy; Skinner's behavior modification theory; Satir's family counseling; Freud's frameworks, and others are examined in some depth. Students use case studies and role-playing in order to experience personally the issues implicit in counseling with children and youth. In addition, the course facilitates self-exploration and self-understanding in order to prepare students for work as child or youth services professionals.

Prerequisite: One 1000-level CPSYC course AND CPSYC 2421.

**CPSYC 3425 - Applied Group Dynamics (3)**

This course is designed for students who wish to increase their ability to function effectively in groups. Attention is given to understanding the processes and development of small groups, and to participation, influence, authority, leadership, and other aspects of working in groups. Students are expected to choose and pursue behavior goals for themselves.

Prerequisite: One 1000-level CPSYC course AND CPSYC 2421..

**CPSYC 3427 - Family Interventions (3)**

This course examines how different theories of family functioning help in understanding and diagnosing family problems. Students learn specific strategies for enhancing positive family functioning at three levels: [1] individual's experience of the family, [2] family structure and patterns of interaction, and [3] the community context

of the family. Significant analysis of self and family of origin as well as understanding of socio-cultural context is required.

Prerequisite: One 1000-level CPSYC course AND CPSYC 2421. Offered: Fall and spring.

**CPSYC 3429 - Understanding Addictions (3)**

This course will cover all of the major content areas in addiction psychology from its biological foundation, to how it is perceived and understood by ourselves and others, to psychopathology and treatment methods, with emphasis on social and cultural considerations. Underlying factors that are common in cases of addiction and different classifications of substances and other addictive behaviors will be identified. Historical and current theories of addiction disorders will be explored, with particular focus on the harm reduction and stage of change models.

Prerequisite: CPSYC 2421 and one additional CPSYC course. Offered: Fall only.

**CPSYC 3439 - Organizational Psychology (3)**

This course examines the broad area of human behavior in organizations. It focuses on individual motivation, leadership, group dynamics, intergroup conflict, and organizational change. It emphasizes hands-on" applications and uses behavioral science theory and research to help students develop their own individual awareness and interactional skills. Students are required to participate in individual and group activities which replicate behavioral problems and challenges they will likely face in management settings in organizations.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course. Offered: Online only.

**CPSYC 3441 - Elements of Statistics in Psychology (3)**

This course introduces students to the basic concepts, techniques, and application of descriptive and inferential statistics. Topics include organization of data, measures of central tendency and variability, probability, sampling distribution, hypothesis testing, linear correlation, and prediction. The course emphasizes the analysis and interpretation of research in psychology and education. Practice exercises are utilized.

Recommend that CMATH 1552 be taken prior to this course.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course. Offered: Spring or online.

**CPSYC 3451 - Holistic Psychology (3)**

This course will examine the methodologies, theories, and research that emphasize the holistic approach in psychology. Topics include identity and self-expression, self-actualization, peak experience, free will, natural/organismic values, syntropy, altered states of consciousness, and suprasensory phenomena.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course. Offered: Fall and Spring.

**CPSYC 3453 - Children and Nature (3)**

This course will investigate how contact with natural settings, such as parks, gardens or wilderness-like settings; animals, and other phenomena influence the development, identity, and well-being of children. We will focus on cultural beliefs regarding children and nature as well as empirical findings. The coursework will also draw attention to various forms of diversity, socioeconomic class and

culture as they relate to the social construction of, and access to, nature and green settings.

Prerequisite: At least one psychology (CPSYC) course. Offered: Spring.

**CPSYC 3888 - Selected Topics in Psychology (3)**

This course focuses on a specific topic in psychology.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course. Offered: as needed.

**CPSYC 3901 - Psychology Internship and Seminar I (6)**

The student works under the supervision of an experienced professional in an approved psychology site for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to examine the issues growing out of the student's field experience. Summer internship seminars are conducted on-line. Students must secure an approved internship by working with the Internship Office before the first class. Students must achieve a minimum grade of C to fulfill the requirements of the major.

Prerequisite: CSOCS 3444, a minimum grade of C in CPSYC 2551, a 2.3 cumulative grade point average in major, and an overall cumulative grade point average of 2.0 or permission of the Division Chair. Offered: Fall, Spring and Summer.

**CPSYC 3902 - Psychology Internship and Seminar, Part 1: Online Program (3)**

This course is the first of a two course internship sequence offered for Psychology majors in the Online or accelerated LCAL Programs. The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth in the applied areas of psychology. The student works under the supervision of an experienced professional in a single approved psychology internship site for 180 hours over the two course sequence. This experience is supported by a faculty led, professional development seminar designed to examine issues arising out of the student's field experience. NOTE: A minimum "advisory" grade of C is required to proceed to the second half of this internship sequence CPSYC 3903. The courses are linked and must be taken in sequence. Students will receive an SIP (still-in-progress) grade at the end of this course and will receive a final grade for both courses at the end of the two-course sequence.

Prerequisite: CSOCS 3444; 60+ credits. Offered: online only.

**CPSYC 3903 - Psychology Internship and Seminar, Part 2: Online Program (3)**

This course is the second of a required two-course internship sequence for Psychology majors in the Online or accelerated LCAL Programs. The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth in the applied areas of Psychology. The student works under the supervision of an experienced professional in an approved psychology site for 180 hours over the two-course sequence. This experience is supported by a faculty led, professional development seminar to examine the issues arising out of the student's field experience.

Students must achieve a minimum grade of C in both CPSYC 3902 and CPSYC 3903 to successfully meet the requirements of the program. The courses are linked and must be taken in sequence. The student will receive a final grade for both courses at completion of this course.

Offered: online only.

**CPSYC 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching aspects of the course. The course is recommended for students interested in studying a particular subject in more depth, and for those wishing to participate in the planning and teaching process.

Offered: as needed.

**CPSYC 4224 - Psychobiography (3)**

This class introduces students to the field of Psychobiography, combining the disciplines of psychology and biography to analyze the lives of historically significant individuals through the use of psychological theory and research. We will explore how psychobiography contributes to the field of psychology as a whole. Employing the qualitative and quantitative approaches of psychobiographical methodology, students acquire a deep understanding of psychobiography's value as a research endeavor and how to craft convincing psychobiographical interpretations of their own.

Prerequisite: CPSYC 2403 & CSOCS 3444.

**CPSYC 4405 - Transpersonal Psychology (3)**

This course will explore the basic concepts, approaches and perspectives of transpersonal psychology. Transpersonal experiences may be defined as experiences in which the sense of identity or self extends beyond (trans) the individual or personal to encompass wider aspects of humankind, life, psyche, and cosmos. Transpersonal psychology appreciates the necessity of ordinary states of consciousness for mapping the terrain of the physical universe, but nonordinary states are seen as powerful means of extending our knowledge beyond the four dimensions of the Newtonian/Einsteinian universe. Some of these nonordinary states of consciousness to be explored include dreaming, meditative states, clear listening, intuitive wisdom and mindfulness.

Prerequisite: At least one previous 2000 and 3000 level CPSYC course.. Offered: Fall semester.

**CPSYC 4426 - Imaginative and Embodied Counseling Techniques (3)**

This course focuses on the refinement of individual counseling procedures and an in-depth examination of various theoretical approaches to therapy. The seminar makes extensive use of audio and visual recordings as well as video demonstrations and classroom exercises focusing on how the therapist and client interact. Strategies stress peer and faculty feedback in classroom exercises and role-playing.

Prerequisite: CPSYC 3422 or CPSYC 3424 or CPSYC 3427. Offered: Alternating spring semesters.

**CPSYC 4451 - Seminar in Holistic Psychology (3)**

This capstone course provides a comprehensive and critical examination and integration of the major theories and practices of holistic psychology. Utilizing the perspectives of mind, body and spirit, the historical antecedents of holism, and contemporary research in psychology, students will examine the inter connections among contemporary theories and practices within holistic psychology. Each student will design and lead a seminar session, complete an integrative paper on a selected topic and participate in the design, implementation and evaluation of a group project. NOTE:

Students must achieve a minimum grade of C" to fulfill the requirements of the major."

Prerequisite: CPSYC 3451 and one additional 3000-level CPSYC course. Restrictions: Limited to seniors in the Holistic Psychology major.. Offered: Spring semester.

**CPSYC 4452 - Psychology of Yoga: East Indian Understanding of Mind, Self and Society (3)**

In this course students will examine three historical East Indian texts on the nature of consciousness, mind and psychology: Samkhya's philosophy, The Taittiriya Upanishads and Patanjali's Yoga Sutras. We will critically explore how the interpretation of these historical texts is shaped by academics, those with political agendas, gurus, and the writers of popular New Age texts. We will also explore the ideas presented within these texts within our own lives, reflecting on the process by which we make meaning. This course is primarily lecture and discussion based. Fulfills Global Perspectives requirement.

Prerequisite: CSOCS 3452 and one additional 3000-level CPSYC course.

**CPSYC 4702 - Clinical Neuropsychology (3)**

This course builds upon the information learned from cognitive psychology in providing an examination of the brain-behavior relationships of major neuropsychological deficits and disorders. Emphasis will be on clinical presentations, differential diagnosis, and neuroanatomical correlates. Topics include the cognitive, emotional, and behavioral symptoms associated with various dementias, infectious diseases, vascular disease, alcohol and substance abuse, head trauma, and seizure disorders. We will also consider attention deficit/hyperactivity, learning disorders, emotion disorders, and the application of neuropsychology to forensic settings (i.e. criminal and litigation cases).

Prerequisite: CPSYC 2433 and one additional 3000-level CPSYC course.

**CPSYC 4751 - The Science of Consciousness (3)**

This course explores the spectrum of conscious experiences including what is traditionally considered to be "non-conscious" and "un-conscious." Both philosophers and scientists have inquired into this elusive concept, leaving us with more questions than answers. The development of modern neuroscience techniques has opened new possibilities for examining this topic by considering the biological processes necessary for having an experience. Course topics will include: the history of consciousness studies, disordered states, the relationship between mind and body, artificial and animal consciousness, unconsciousness, the problem of other minds, altered states, and the economic, historical, cultural and ethnic shaping of consciousness.

Prerequisite: CPSYC2433 + one 3000-level CPSYC course, or permission of instructor.

**CPSYC 4881 - Contemporary Issues in Counseling & Human Services (3)**

This course is designed as a senior capstone course for counseling majors. Students critically examine selected contemporary issues related to the development of public policy and legislation. Topic explorations include study of the ethical issues related to professional practice and how political, economic, and social pressure impact policy development. Through analysis of targeted contemporary issues students will examine the connections between

social policy, the human service professional, and the delivery of services.

NOTE: Students must achieve a minimum grade of C to fulfill the requirements of the Counseling major.

Prerequisite: CCOUN 3601, CPLCY 3552, CSOCS 3444. Offered: Fall and spring.

**CPSYC 4907 - Psychology Capstone (3)**

This seminar builds upon theoretical foundations from required courses in the psychology major by providing students with an opportunity to critically examine and evaluate a new burgeoning field of psychological research. By examining and interpreting the latest psychological research from several sub-disciplines of psychology (cognitive, social, developmental, clinical, neuroscience, personality) we will gain a thorough understanding of the interconnections among several contemporary theories of psychological research and evaluate how they contribute to our understanding of psychological theory. Emphasis will be placed on the ways that scientists generate hypotheses regarding the nature of psychological processes and the methods by which these ideas are tested. Through the analysis of this specific area of psychological research, students will demonstrate comprehension, evaluation, and application of the science of behavior and mental processes. NOTE: Students must achieve a minimum grade of C to complete the requirements of the psychology major.

Prerequisite: CPSYC 3441, CPSYC 3901 and CSOCS 3444. Offered: Fall, Spring, and online.

**CPSYC 4908 - Honors Advanced Research Seminar (3)**

This course will build upon knowledge from CSOCS 3444 to provide further training in conducting literature reviews, critically reviewing articles from scientific journals, learning how to obtain permission to conduct research from IRBs, learn how to present research in public forums, and greater in-depth knowledge in how to conduct quantitative and qualitative research. In this course, students will develop a highly focused area of research and will spend a great part of their course reviewing relevant literature, obtaining permission from IRB to collect data, if necessary, and developing a proposal for a senior thesis that will be completed in the spring semester of senior year. Students will seek approval for their proposal by a committee of faculty members with appropriate expertise related to the student's proposal topic.

Prerequisite: Admission to PsyAT Research Honors program; minimum grade of C+ in CSOCS 3444. Offered: Fall.

**CPSYC 4909 - Honors Advanced Research Thesis (3)**

This course will continue the research initiated in the Honors Advanced Research Seminar in which they will complete their data collection and/or literature review and write up a full manuscript in APA format. Students will then participate in a public presentation of their research to the wider Lesley community.

**CPSYC 4910 - Online Psychology Capstone (3)**

Building on theoretical foundations from required courses in the online psychology major, this course provides students with an opportunity to critically examine and evaluate a burgeoning field of psychological research: happiness and well-being. By examining and interpreting the latest psychological research from several sub-disciplines of psychology, we will gain a thorough understanding of the interconnections among several contemporary theories of

psychological research and evaluate how they contribute to our understanding of well-being. Emphasis will be placed on the ways that scientists generate hypotheses regarding the nature of psychological processes and the methods by which these ideas are tested. Through the analysis of this specific area of psychological research, students will demonstrate comprehension, evaluation, and application of the science of behavior and mental processes. NOTE: Students must achieve a minimum grade of C to complete the requirements of the psychology major.

Prerequisite: CSOCS 3444, CPSYC 3902, CPSYC 3903, 60+ completed credits. Offered: online.

### **CPSYC 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA, and permission of the instructor and Division Chair. Offered: as needed.

## **CRELS - RELIGIOUS STUDIES**

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### **CRELS 1888 - Selected Topics: Religious Studies (3)**

This course focuses on a specific topic in religious studies.

Offered: as needed.

### **CRELS 2330 - World Religions (3)**

An exploration into the important texts, histories, historical contexts, and worldview assumptions that inform several major religions in the modern world. Islam, Buddhism, Judaism, and Christianity are among the religions explored. While each tradition is approached as a separate entity, the course neither assumes nor advocates their mutual exclusivity.

Offered: Spring semester.

## **CSOCS - SOCIAL SCIENCES**

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### **CSOCS 1150 - FYS - The Image of the Child: From Perception to Actualization (3)**

What images of children exist in the minds of adults, who make decisions that affect our youngest citizens? How are children portrayed in the media? This seminar will explore art, music, literature, and film to inspire ideas about children's rights — to play, to joy, to childhood — and the ways that we can advocate for children in public arenas. We will consider provocations from different academic disciplines to generate new ways of thinking about children's participation and actualization in the U.S. and in the global domain.

Offered: Fall semester.

### **CSOCS 1160 - FYS - Baseball and the American Experience (3)**

This first year seminar course uses the study of baseball as a national pastime in the United States to illustrate major themes in American social history. Through an examination and exploration of the game itself, media coverage, government interaction, teams, fans, major figures and movements within the game, students will achieve better understanding of themes and forces that have shaped modern America. Topics include labor history, demographics, immigration patterns, fan psychology, group dynamics racial integration, philosophy of sport, economics, social change, and media.

### **CSOCS 1441 - Children and Society (3)**

This interdisciplinary analysis of the life of children and the social construction of childhood draws on the social science disciplines of anthropology, history, sociology, psychology, and political science. Through readings, discussion, and mixed-media analysis, students will gain insight into children's lives and the forces that shape them. Career opportunities and internship sites are explored.

### **CSOCS 2401 - Social Sciences Pre-Internship Seminar (1)**

This Pre-Internship Seminar leverages Lesley's assets to best support you in preparation for your internship search in your major. Through discussion, you will learn more about your internship requirements and receive feedback from your peers on relevant internship issues. You'll receive resources from Lesley's Career Resource Center on how best to develop a cover letter and résumé for your internship search. You will get practice in interviewing and learn about networking. You will develop these supporting materials through the guidance and support of Lesley faculty as well as your peers. The course will culminate with a meeting with the Internship Office to discuss Lesley's affiliated internship sites and to provide you with personalized advice and information regarding your internship search.

### **CSOCS 3050 - Parenting Resilience (3)**

This course focuses on the broad topics of parenting and resilience, and how these concepts intersect to impact the lives of children and families. Examining parenting through a multidisciplinary lens provides students with an opportunity to explore research and theory anchored in developmental psychology (e.g., systems theory), public policy and social welfare, education, and science/technology. Topics include: parents' strengths and challenges; community-based supports for parents and families; the impact of race and poverty on parenting and resilience; and current efforts and resources available to parents in the U.S. and in other countries.

Offered: Spring.

### **CSOCS 3110 - Baseball and the American Experience (3)**

The study of baseball as a national pastime in the United States can illustrate major themes in American social history. Through an examination and exploration of the game itself, media coverage, government interaction, teams, fans, major figures and movements within the game, students will achieve better understanding of themes and forces that have shaped modern America. Topics include labor history, demographics, immigration patterns, fan psychology, group dynamics, racial integration, philosophy of sport, economics, social change, and media.

Offered: Offered Fall semester..

### **CSOCS 3401 - Social Science Internship and Seminar I (3)**

The student works in an appropriate setting for a minimum of 90 hours for the full semester under the supervision of an experienced professional. Field placement settings include community service organizations, residential group homes, recreation agencies, government agencies, advocacy organizations, schools, family & community support agencies, courts, and after-school programs. The student meets with a College of Liberal Arts and Sciences supervisor

for a weekly seminar to examine issues arising from the student's field experience and to relate these issues to theory and social policy.

Prerequisite: A 2.3 cumulative grade point average in required courses; an overall grade point average of 2.0, or permission of the Internship Coordinator.. Offered: Offered Spring semester..

a minimum grade of "C" is required to progress in the major."

### **CSOCS 3441 - Elements of Statistics in the Social Sciences (3)**

This course introduces students to the basic concepts, techniques, and application of descriptive and inferential statistics. Topics include organization of data, measures of central tendency and variability, probability, sampling distribution, hypothesis testing, linear correlation and prediction. The course emphasis the analysis and interpretation of research in the social sciences. Practice exercises are utilized.

### **CSOCS 3444 - Research Methods in the Social Sciences (3)**

Study of the logic, rules, and techniques of social science research. Topics include relationship of theory and research; research design; measurement; and analysis of data, including elementary statistical analysis. Data collection methods such as experimentation, observation, interviews and questionnaires, and secondary analysis of available data are studied and utilized in research projects.

Prerequisite: Fulfillment of Social Science general education requirement.. Offered: Offered Fall and Spring semesters..

### **CSOCS 3452 - Yoga: Theory, Culture and Practice (3)**

This course examines a non-Western approach to mind/body studies from an interdisciplinary perspective. Through the lenses of psychology, anthropology, Eastern philosophy, religious studies, and health, students gain insight into the rich history of the multifaceted practice of yoga that has prevailed in India for thousands of years. Within the practice component, students integrate the learning and apply the practice to elements of their own lives. For advanced students. Fulfills Global Perspectives requirement.

Offered: Fall and Spring semesters.

### **CSOCS 3888 - Selected Topics in Social Science (3)**

This course focuses on specific topics in social science.

Offered: Offered as needed.

### **CSOCS 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching aspects of the course. The course is recommended for students interested in studying a particular subject in more depth, and for those wishing to participate in the planning and teaching process.

Offered: Offered as needed.

### **CSOCS 4401 - Social Science Internship and Seminar II (6)**

The student continues to work in an appropriate setting for an average of 15-18 hours per week for the full semester under the supervision of an experienced professional. Field placement settings include community service organizations, residential group homes, recreation agencies, schools, family support agencies, courts, and after-school programs depending upon the individual's career goals. The student meets with a College of Liberal Arts and Sciences

supervisor for a two-hour seminar to examine issues arising from the student's field experience and to relate these issues to theories of child development and social policy.

Prerequisite: Minimum grade of C in CCHST 3401; a 2.3 cumulative grade point average in required courses; an overall cumulative grade point average of 2.0, or permission of the internship coordinator. Offered: Fall and Spring semester.

A minimum grade of "C" is required to progress in the major.

### **CSOCS 4444 - Senior Capstone Seminar: Current Issues in Social Science (3)**

This course is designed for students to complete an interdisciplinary research study or project in his/her chosen field of interest in their major. Each semester there will be a topical focus for group readings and analysis. The weekly seminar format allows students to present their research and works-in-progress, and provides students with peer and faculty review while focusing on a particular theme each semester.

Prerequisite: Prior completion of CSOCL 2402 and CSOCS 3444, and senior status. Offered: Fall and Spring semester.

A minimum grade of "C" is required to progress in the major.

### **CSOCS 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and division director.. Offered: Offered as needed.

## **CSWRK - SOCIAL WORK**

### **CSWRK 1150 - FYS - Prison Stories: Personal Experiences of Incarceration (3)**

This First Year Seminar course will engage students in a discussion about the experiences of incarcerated women and their lives. We will discuss pre-incarceration, incarceration, and community re-integration experiences. These discussions of transition will be blended with discussions about the first-year student's transitional experience. While learning about the group of women's experiences, students will also experience writing their own stories. All First-year seminars engage students in inquiry that reflects the mission and values of Lesley University, encouraging reflection on the connection between the university and society and honoring critical thinking skills in a collaborative environment.

Offered: Fall semester.

### **CSWRK 2101 - Introduction to Social Work (3)**

Social workers demonstrate several core competencies, including the use of critical thinking to understand the role of diversity in the human experience, the role of the environment in shaping human behavior, and the dimensions of ethical practice. This course will explore the knowledge, values and skills that provide the basis for understanding and/or working in the field of social work. Through course readings, case studies, experiential activities, and guest speakers, we will examine the roles that social workers play in providing a range of services to a variety of populations. We will also examine the systemic issues that social workers address as well as a variety of modes of intervention.

Prerequisite: CHMSR 1551 OR Sophomore status. Offered: Offered Fall semester.

**CSWRK 3201 - Case Management in Social Work and Counseling (3)**

This course will focus on the knowledge, values, and skills of entry-level generalist case management. Topics to be covered include the case manager's role and function, interviewing, assessment, problem solving, client systems, casework, and case management in the social service agency. This course will be experientially based, utilizing case studies and class exercises.

Prerequisite: CHMSR 2551 or permission of the instructor. Offered: Offered Spring semester.

**CSWRK 3301 - Challenging Racism (3)**

Since its inception, the social work profession has been committed to developing services that promote diversity and alleviate social oppression and injustice. This course is an examination of the dynamics of racism and its intersectionality with various forms of oppression in US society. Through course readings, case studies and experiential activities, we will examine and engage in an analysis of racism from structural, psychological and applied perspectives. A focus of this course will be on the impact of race and racism for consumers, services and social work/helping professions. The goal of this course is to stimulate skills of critical analysis, provide and understanding of critical race theory, and heighten self-awareness. We will also begin to identify how social workers and helping professionals can intervene and oppose racism personally and professionally. In addition to the development of skills consistent with anti-racism work, students will actively engage in an action project.

Offered: Offered Spring semester.

**CSWRK 3350 - Forensic Social Work (3)**

Prerequisite: CHMSR 1551/1552 OR CSWRK 2101 AND CHMSR 2551 OR CPSYC 2551.

**CSWRK 3450 - Child Welfare: Challenges and Solutions (3)**

This course will explore the knowledge, values and skills that provide a foundation for understanding and/or working in the child welfare system. Through course readings, case studies, guest lectures and/or agency visits, we will examine the relationships between social policy, child and family needs and services, and professional guidelines, policy, and ethics. We will also explore the roles that race and ethnicity have played in child welfare services and current culturally competent approaches to practice. We will review the familial and socio-cultural factors that can put children and families at risk, the variety of settings providing child and family services, as well as child welfare and protective services workers' roles.

Offered: Fall only.

**CSWRK 3888 - Selected Topics in Social Work (3)**

This course focuses on a specific topic in Social Work.

Offered: As needed.

**CSOCL - SOCIOLOGY**

**CSOCL 1101 - Introduction to Sociology (3)**

An introduction to the basic concepts, perspectives, and methodology of sociology. The course examines the influence of social relations on human behavior, social structures, and society.

Topics include culture and society; social interaction; socialization; social control and deviance; inequality; minority groups; the family; and the policy and the economy as social institutions.

Offered: Fall and Spring semesters.

**CSOCL 1404 - Social Problems (3)**

This course offers a critical examination of major social problems in the contemporary United States within the context of wider global issues. The examination of causes and theoretical and practical approaches to solutions will be explored. The course studies social problems such as poverty and inequality; racism and sexism; hunger; violence; crime and justice; and health.

Offered: Offered Fall and Spring semesters.

**CSOCL 1888 - Selected Topics in Sociology (3)**

This course focuses on a specific topic in sociology.

Offered: Offered as needed.

**CSOCL 2101 - Contemporary US Society (3)**

This course offers a sociological examination of major institutions in the United States today with a particular focus on the economy and work; politics, health and medical care, schools and education, media. The analysis of social institutions will be grounded in an understanding of inequality in the U.S. and how the institutions are experienced and differentially affect members of different social classes, racial/ethnic and gender groups, as well as other social groups. Through the course we will analyze changes in the institutions over time and ways that contemporary institutional problems might be addressed to improve social conditions and opportunities for all.

Offered: Offered Spring semester.

**CSOCL 2113 - Children in Global Perspective (3)**

This course studies aspects of children's lives in contemporary cultures with a particular focus on cultures in Africa, Latin America, Asia, and the Middle East. Using sociological, interdisciplinary and international perspectives, this course examines the patterns of family structure and roles; definitions of childhood; and the beliefs, attitudes, and patterns of childrearing in specific cultures and links to political and economic realities in specific countries.

Offered: Fall and Spring semester.

**CSOCL 2115 - Women in Culture and Society (3)**

This course focuses on the sociological impact and consequences of being female. It examines variations among women due to the influence of cross-cultural, ethnic, and socioeconomic conditions. Through an interdisciplinary approach, students view women's changing roles and patterns of work and relationships. The societal image of women, as reflected through cultural forms of expression, is carefully examined. Topics to be considered include origins of patriarchy, political issues, legal concerns, relationships, the family, and the workplace.

Offered: Offered Fall semester.

**CSOCL 2119 - Race and Ethnic Relations (3)**

This course focuses on the study of relations between racial and ethnic minority groups and the dominant groups which oppress them. The course covers general processes experienced by all minority and dominant groups such as oppression, prejudice, discrimination, economic exploitation, resistance, and assimilation.

The course presents an overview of major American racial and ethnic groups along with focused study of racial/ethnic relations in several other cultures (e.g., South Africa, Northern Ireland, Brazil, Palestine).

Offered: Offered Spring semester.

### **CSOCL 2402 - Sociology of Family (3)**

This course focuses on family as a social institution in contemporary North American society. Students will examine the variety of family forms and changing family relations using sociological and psychological frameworks. Topics include: a historical overview of family forms and practices reflecting race/ethnic and class diversity; the gendered division of labor in the home; immigrant family experiences; and social policies which reflect the inter-relationship of family with other social institutions.

Offered: Offered Fall and Spring semesters.

### **CSOCL 2406 - Health, Illness, and Society (3)**

This course is a cross-cultural analysis of health care and society designed for students interested in health and illness from a sociological perspective. The course uses both a cross-cultural and historical approach to analyze how access to health care systems is affected by age, race, class, and gender. The American health care system will be compared to other health care systems with regard to the major topical areas of 1) the social production of health and illness, 2) the social organization of health and illness, and 3) the social experience of health and illness. Special attention will be given to current health care issues in global perspective, such as health care reform, AIDS, medical ethics, defining quality of care, rationing, and health care policy.

### **CSOCL 2501 - Japan: Identities and Expressions (3)**

The theme of this travel course is an examination of cultural expressions in Japan through sociological lens. The course will explore construction of identities of Japanese people across the life span through our observation of their relationship with cultural and artistic products. This class will incorporate skills from disciplines of social sciences, history, writing and the arts to grow our observational abilities and our capacity to communicate those discoveries through the medium of visual products.

Offered: January mini-semester.

### **CSOCL 2601 - Contemporary Immigration: Migration, Incorporation & Family Lives (3)**

Immigration has transformed social, political, economic, and cultural terrain of not only the United States, but also elsewhere. Refugees, for example, challenge our thoughts about displacement of people, incorporation into a host country, and family lives, just to count a few. Among the questions we will address are: Why do people migrate across international borders? Who migrates? How does immigration affect the social, economic, and political landscape of the United States? How do immigrants and their children experience integrating in their new home country? This course, therefore, will examine sociological theories of migration, immigration policy, the role of the state and citizenship, racial ethnic identities, migration and gender, interracial marriage, and America's changing color lines.

Prerequisite: CSOCL 1101; No prerequisite for Sophomore Honors Seminar students. Offered: Fall and Spring semesters.

### **CSOCL 3016 - Social Issues in Aging (3)**

This course will introduce sociological frameworks for analyzing aging in the contemporary United States. We will analyze what it means at the individual and societal levels that people in the U. S. today live relatively long lives, with a significant period of life described as advanced elderly." Questions the course will focus on include how are aging and aged individuals viewed socially; what are their needs; how are social institutions such as family economy health systems meeting the needs of the elderly and shaping later stages of their lives; what are the policies that exist to support aged Americans what policies do we need to change or implement; how are various experiences of aging affected by gender race/ethnicity class

Offered: Every spring.

### **CSOCL 3121 - Women, Men and Work (3)**

This course will analyze the social organization of contemporary work in the United States today and major work issues with a particular focus on gender and the ways in which men and women have both different and similar work experiences and expectations. The course will examine the relationship between gender socialization; sense of self; family roles; and the social, economic, and political forces which shape men's and women's work. Throughout the course, students will examine the ways in which race/ethnicity and class affect women's and men's work experiences and opportunities. Topics will include: historical changes in men's and women's work in the United States; working in different occupational sectors in the labor force; relationship between work in the family and work outside the family; affirmative action and comparable worth; unionization; sexual harassment; and traditional and non-traditional roles. The course will conclude with a study of public policy regarding work in the United States and a comparative view of work in developing nations.

### **CSOCL 3200 - Health Care Systems (3)**

This course provides an overview of the U.S. health care system with an emphasis on describing and analyzing its overall structure and administrative components. Particular significance is placed on the outcomes of health care delivery and a comparison with the health care systems in other countries. Contrasting the U.S. health care financing systems with those of other countries is also highlighted. Special topics include: [1] access to health care, [2] epidemiological factors, [3] quality of care, [4] long term care, [5] mental health care, and [6] technology and the health care system.

### **CSOCL 3412 - Culture and Society of the Middle East (3)**

This course introduces students to the peoples, cultures and identities in the region broadly defined as the Middle East, and to the way in which social scientists have studied them. We will examine the social, economic and political institutions of several major cultures in a historical context, and focus on elements of social structure and organization in contemporary urban and rural Middle East. We will explore how individuals organize, construct and discuss an everyday sense of personal, ethnic, national and supra-national identity, and deal with issues of being a majority or a minority population in a society. Other topics addressed include occidentalism, orientalism, status and position of women, secularism, modernity, religious resurgence, democracy, terror and war, human rights, and portrayal

of Islam and images of Middle Eastern peoples in the Western media. Fulfills Global Perspectives requirement.

### **CSOCL 3436 - Cities and Urban Life (3)**

This course examines cities, urbanization, and selected issues of urban life in contemporary societies with a focus on the United States and Boston. The course will also engage in cross-cultural study of the development of cities and urbanization, and urban policy and planning.

### **CSOCL 3445 - Race, Class and Gender (3)**

This course is an investigation of race, class, and gender inequality in modern society. Students will examine the causes of race, class, and gender divisions as well as the social structures that give rise to and maintain such divisions. Students will also examine the effects of these differences on the daily lives of individuals in racial, ethnic, and gender groups.

Prerequisite: One sociology (CSOCL) course.. Offered: Fall and Spring semesters.

### **CSOCL 3450 - HBO's The Wire: The Politics of U.S. Urban Inequality (3)**

Urban inequality has consistently been an intractable problem for politics, leading to inequalities of political voice and inequalities of life chances. Despite the “wars on poverty” of the past, the inequalities faced by many citizens trapped in isolated urban segregation is getting worse, rather than better. Public policy scholars have found that one of the significant impediments to addressing urban inequality is the persistence of negative stereotypes about those trapped in urban poverty. This course addresses this problem by promoting an empathetic understanding that challenges the simple dichotomy between “deserving” and “undeserving” poor, exposing the historical factors, policies, and racial discrimination that helped create this problem.

Prerequisite: One CPOLS or one CSOCL course. Offered: Spring semester.

### **CSOCL 3500 - Social Theory (3)**

This course introduces students to the major foundation theorists in sociology and their respective impact on the development of sociological thinking. Students will read and analyze selections from the thinkers considered to be the “classical” theorists in sociology those who work shaped the discipline in its early stages in the nineteenth and early twentieth centuries as they attempted to explain social change and the structure of society and social interaction. We will focus on sociological theories of Karl Marx May Weber Emile Durkheim George Simmel and their impact on subsequent thinkers who developed their theories in more contemporary times in the West. We will study theorists explanations of economic social and cultural changes of their worlds. The impact of these classical thinkers on contemporary sociological thinkers and schools of thought will be culminating part of the course.

Prerequisite: Three CSOCL courses (9 credits), or permission of instructor. Offered: Spring semester.

### **CSOCL 3551 - Activism and Change in Communities (3)**

Using a variety of teaching methods, including field trips, guest speakers, readings, simulations, videos, and field work, this course will introduce students to the development and modification of

policy and programs through the study of how the government works, how to lobby for changes, and how to organize grassroots efforts. Readings will be from the fields of government, sociology, and communications. A field-based project, either on- or off-campus, is required as well as participation in class exercises.

Prerequisite: CHMSR 2551 or permission of instructor. Offered: Spring semester.

### **CSOCL 3820 - Girlhood, Identity, and Girl Culture (6)**

This course introduces students to the emerging discipline of girls' studies. We will focus on the social and cultural construction of girlhood and how social categories of race, class, ethnicity, education, and the media, shape girls' lives in contemporary U.S. society. Following an examination of the rise of Girls' Studies during the 1990s, we will study various constructions of girlhood in both academic and popular discourses. Topics to be explored include the commercialization of girlhood, fitting in, negotiating identities, girls experiencing and perpetrating violence, sexualities, interventions and possibilities for resistance. We will apply theoretical understandings of girlhood and girl culture to practice in a seven-week service learning project for middle-school girls (grades 6-8) in Cambridge. Lesley students enrolled in this course will research, design, implement, and evaluate a girls' group focused on the intersections of identity, body image, and media literacy.

Prerequisite: CPSYC 1101 or 1401, CSOCL 1101 or 1404. Offered: Spring semester.

### **CSOCL 3888 - Selected Topics in Sociology (3)**

This course focuses on a specific topic in sociology.

Offered: Offered as needed.

### **CSOCL 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. This course is recommended for students interested in studying a particular subject in depth, and for those wishing to participate in the teaching and planning process. See Course Assistantships for details.

Offered: Offered as needed.

### **CSOCL 4130 - Gender and Globalization (3)**

This course examines how differences of gender, race, ethnicity, class, sexuality, and/or other identities structure the globalizing world. It offers an interdisciplinary, intersectional, and transnational inquiry of historical and contemporary events and transformations. Using gender as an analytical tool, it critically investigates how uneven geographies of power and inequities are created, sustained, and subverted within and across nations.

Prerequisite: Junior status and six credits of 3000-level CSOCS, CGLST, CPOLS, CSOCL, CHIST, CPLCY, CPHIL, CHMSR, CANTH or CHUMS course.

Fulfills Global Perspectives requirement

### **CSOCL 4201 - Social Issues in Education (3)**

This course examines diverse contemporary issues in American education such as class, racial, and gender inequity; school choice, vouchers, and charter schools; multiculturalism; ESL/bilingualism; high-stakes testing; and segregation and inclusion. Students will analyze contemporary issues through a combination of field-based



experiences and investigation of the social and historical forces that shape the character of schooling in the United States today.

Prerequisite: One sociology (CSOCL) course or permission of the instructor.

### **CSOCL 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and division director. Offered: Offered as needed.

## **CSPED - SPECIAL EDUCATION**

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### **CSPED 2354 - Special Education (4)**

This license-specific course draws on the foundations of education begun in the student's first year and focuses on the role of the special education teacher in today's inclusive educational settings. Students develop an understanding of the collaboration needed between special education and general education so that a successful, inclusionary education can be offered to students with special learning needs. Emphasis will be placed on the Individualized Educational Plan (IEP) regulated under state and federal law; assessment strategies addressing both personal and professional special education concerns; the Massachusetts Curriculum Frameworks; and skills in the design of curriculum and instructional approaches. These are the essential areas needed in order to make inclusionary education accessible for a range of individuals with moderate special learning needs.

Prerequisite: CEDUC 1352. Both a grade of C+ or better in this course and the successful completion of the early field experience are prerequisites to student teaching. Offered: Offered Fall semester.

### **CSPED 3300 - Developing Accessible Instruction for Struggling Readers and Writers (3)**

This course explores the challenges experienced by students who struggle to achieve grade-level proficiency in reading and writing. Emphasis will be placed on understanding and analyzing the range of difficulties encountered by struggling readers in order to design and deliver appropriate and accessible instruction. The focus on nurturing and extending the literacy learning of special needs students in inclusive classrooms will require that issues relevant to the diverse nature of this population be addressed throughout the course. Particular attention will be paid to the academic challenges of English language learners. The foundational knowledge acquired in CEDUC 2401 (Literacy Learning) is a prerequisite for course content. Students will both review and extend their understanding of the principles of instruction in reading, writing, listening, and oral communication in school settings.

Prerequisite: CEDUC 2351, 2352, 2353 or CSPED 2354, and CEDUC 2401. Offered: Offered Spring semester.

### **CSPED 3320 - Assessment that Develops Potential: Diversity in Cognition and Learning (3)**

This course applies contemporary developments from research and practice in the fields of special education, cognition, and language to the assessment of learners with moderate special learning needs. Students examine, administer, and evaluate commonly applied instruments in special education: diagnostic, psychometric, and achievement tests for reading, written language, and math. They

develop informal and alternative approaches to assessment and relate assessment to curriculum and instruction. Identifying and advancing strengths in all learners is a focus.

Prerequisite: CSPED 2354 and CSPED 3300. Offered: Offered Spring semester.

### **CSPED 4420 - Curriculum Adaptation and Technology (3)**

Prior to enrolling in this course, students have built a firm foundation with coursework in assessment and curriculum development in math and language literacy, social studies, and science. This capstone course, offers students the opportunity to expand their skills in assessment and curriculum adaptation from the perspective of a special education teacher in the real world of the inclusive classroom.

Prerequisite: CSPED 2354. Offered: Fall semester.

### **CSPED 4724 - Senior Practicum and Seminar in Special Education (9)**

This semester-long practicum is designed to meet the standards for initial licensure as defined by the state of Massachusetts. Students must work in classrooms under the direction of experienced teachers and are supervised by College of Liberal Arts and Sciences faculty. As a complement to the practicum, students participate in a weekly seminar. Challenges and concerns growing out of daily teaching are examined and related to instructional strategies and adaptations, theories, and classroom practice.

Prerequisite: A grade of C or better in CEDUC 1352; C+ or better in CSPED 2354, CEDUC 2401 and CEDUC 3374; a cumulative grade point average of 3.0; all education and support courses completed excluding CEDUC 4188; a passing score on MA Educator Tests of Communication and Literacy Skills, Foundations of Reading, and General Curriculum. Taken for pass/fail grade. Offered: Fall and spring.

## **CWGST - WOMEN AND GENDER STUDIES**

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### **CWGST 1888 - Selected Topics in Women and Gender Studies (3)**

### **CWGST 3888 - Selected Topics in Women and Gender Studies (3)**

### **CWGST 5001 - Women, Men and Work (3)**

Explores issues related to women and men and work from colonial to contemporary America including relationships of work to ethnicity, class, economic change, political, and social conditions.

### **CWGST 5014 - Images of Hispanic Women (3)**

Focuses on the impact and consequences of being female and Hispanic, both in the United States as well as in the Caribbean and Central/South American continent. It will examine women's changing role from an interdisciplinary perspective, as well as the influence of class, race, and socioeconomic status on the generalized images of Hispanic women in the United States.

Offered: Usually offered spring semester.

### **CWGST 5019 - Feminist Theory (3)**

The course examines women's lives and relationships from both structural and personal perspectives. Feminist theory honors experience as a way of knowing. We consider the interplay of race,

class, sexual orientation, ethnicity, religion, and other elements of cultural identity and power in the experience of women, in all its variety. We examine both oppression and the positive responses women have developed to empower themselves. Students explore personal and systematic relationship between and across cultural groups. Student projects synthesize academic and social action components.

### **CWGST 5330 - Women and Spirituality (3)**

Analysis of contemporary and historical patterns, images, myths, and practices that women draw on to express that which is sacred to them. Examination of diverse women's sociocultural relationships with religion and personal and political dimensions of what they understand as spirituality whether practiced individually or communally.

### **CWGST 6005 - Intersections of Women, Race and Religion (3)**

Students analyze ways in which the spiritual and racial identities of women shape their responses to racism. They study their own cultural identity, read and discuss a range of writing about gender, and race, and use historical and contemporary examples to test their ideas and concepts.

### **CWGST 6043 - Perspectives on Women and Gender Studies (3)**

This course explores the feminist, past, present and future by providing an overview of feminism in the United States in the 20th century; discussing the historical and social construction of identities; contextualizing current feminism within our current globalized economy; and examining gender within specific topics such as the body and health, religion and pop culture.

## **CWRIT - WRITING**

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### **CWRIT 1100 - Essentials of English (3)**

This course is designed to develop the pre-reading, reading, pre-writing, and writing skills needed for academic work in college. Attention is given to creating strategies to improve students' abilities to move from the word to the sentence to the essay, and how to respond intellectually to course and outside readings. Students will focus on different kinds of assignments including analyzing nonfiction, writing five paragraph essays, writing summaries and paraphrases, writing arguments with outside sources, and developing grammatical confidence. Students will also learn to write timed essays and improve self-editing of papers. This course will meet for class time and an extended lab time, and it is required for specified students prior to taking English Composition.

Offered: Fall.

### **CWRIT 1101 - English Composition (3)**

This course is designed to develop writing skills for college writing assignments, professional communication, and personal expression. The focus of the course is on writing in a variety of forms. Assignments include reading essays or longer pieces, writing paragraphs, short essays, and a research paper. Attention is given to mechanics, syntax, and grammar.

Offered: Fall and Spring.

### **CWRIT 1888 - Selected Topics: Writing (3)**

This course focuses on a specific topic in writing.

Offered: as needed.

### **CWRIT 2250 - Writing Workshop (3)**

Writing Workshop focuses on the development and expansion of logical, analytical and research skills to enrich academic writing. The course will include critical reading, modes of organization, research skills and methods, collaborative learning, on-line collaborative learning and peer editing. The course will give consideration to "power" in language and communication and will include discussion critical appraisal of the readings in-class and out-of-class writing activities and oral presentations.

Prerequisite: CWRIT 1101 or equivalent. Offered: Fall and Spring.

### **CWRIT 3888 - Selected Topics: Writing (3)**

This course focuses on a specific topic in writing.

Offered: as needed.

### **CWRIT 4089 - Practicum in Curriculum and Procedures (3)**

The student serves as a course assistant to the faculty who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. This course is recommended for students interested in studying a particular subject in depth, and for those wishing to participate in the teaching and planning process. See Course Assistantships page for details.

Offered: as needed.

### **CWRIT 4999 - Independent Study (1-9)**

An independent study offers students an opportunity to explore a topic not available through the current course offerings, or to explore a subject in greater depth than is possible in a regular course. For more information, see Independent Study guidelines.

Prerequisite: 30 credit hours, 3.0 cumulative GPA and permission of the instructor and division director. Offered: as needed.

## **AINTD - CENTER FOR THE ADULT LEARNER COURSES - INTERDISCIPLINARY**

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### **AINTD 3008 - Introductory Seminar: Lives in Context (3)**

Culture shapes how we make meaning of ourselves and the world around us. This class explores how our identity is a production that we create at the intersection of self and society. Students will understand how our ethnicity, class, religion, gender, politics and historical realities shape our personal and professional identities. This course builds on the student's identity by preparing them to develop a program of study that enhances their personal and professional aspirations. Through the content and format of this course, students build a supportive structure and community that is meant to shape their program of study.

Offered: Fall, Spring, and Summer semesters. Required for new students entering the Individually Designed Programs.

### **AINTD 4002 - Research Capstone (3)**

Focuses on design and execution of the senior research project (a 20-page essay) by exploring topics, questions, and research methodologies. Students work with faculty to design, research, draft, and finalize a senior essay in the student's area of interest. Students do general and specialized reading in their field of inquiry while they

participate in class discussion and activities to clarify their research processes.

Offered: Fall, Spring, and summer semesters.

Required for LCAL students completing Individually Designed programs

### **AINTD 5009 - Cultural Diversity in the 20th Century: The African-American Experience (3)**

Examines the unique characteristics of the African-American cultural experience within the 20th century American society and from the perspectives of history, sociology, literature and the arts. Emphasis is placed on understanding and appreciating cultural differences with a focus on the individual, family and community; and add to AINTD 5015 An exploration of the unique characteristics of the various Hispanic populations within American society and how they experience diversity. Perspective will draw mostly from ethnographic and sociological analysis, placing emphasis on the understanding and appreciation of the diversity represented in the group, and on critical aspects of their experiences in the U.S.

### **AINTD 5015 - Cultural Diversity in the 20th Century: The Hispanic Experience (3)**

An exploration of the unique characteristics of the various Hispanic populations within American society and how they experience diversity. Perspective will draw mostly from ethnographic and sociological analysis, placing emphasis on the understanding and appreciation of the diversity represented in the group, and on critical aspects of their experiences in the U.S.

## **AWRIT - WRITING**

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### **AWRIT 4010 - Prior Learning Assessment Preparation (3)**

Required for all students who will be submitting a portfolio of life experience for credit. The criteria and guidelines for the portfolio process will be presented. In addition, the organization of the portfolio and various writing components will be completed.

Offered: Fall, Spring, Summer semesters, and online as needed.

This course is for matriculated students only. By arrangement only.

## **COLLEGE OF ART AND DESIGN COURSES**

### **IANIM - ANIMATION / MOTION MEDIA**

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#### **IANIM 1250 - Principles of Animation I (3)**

This course will introduce students to the medium of animation as an art form, expose them to its wide range of aesthetic possibilities, and teach them the twelve principles and techniques of animation and some basics of filmmaking. Class projects will focus on easy-to-manipulate mediums, like clay, cut-paper, puppets and found objects. A number of classes will focus on experimental animation where students will be working with paint, collage, sand and photographs within non-narrative structures.

## **UNDERGRADUATE PROGRAMS AND COURSES | 227**

### **IANIM 1260 - Principles of Animation II (3)**

This course introduces digital tools to the animation process. Students bring the techniques taught in Principles of Animation I to the digital realm, and explore both 2D and 3D animation tools. Through projects and assignments, the course covers the tools necessary to create exciting animations while introducing a digital workflow.

### **IANIM 1300 - Animation Seminar (3)**

This course focuses on the creation of a short animated film. Students bring their ideas, and they will cover the twelve principles of animation, as well as filmmaking, conceptual thinking, storyboarding, story structures, animatics, character design and lip-syncing. Each week, you will work toward finishing your animated film, presenting a complete piece with sound at the end of the semester.

### **IANIM 2110 - Sophomore Seminar I (3)**

This course emphasizes the pre-production and planning process of making an animated film. Students will explore different types of story-telling, using storyboards and pencil tests to experiment with different forms of narrative. We will build your conceptual development skills in order to create the foundation for a successful and exciting project. At the end of the semester, you will be ready to make a complex animation in Sophomore Seminar II.

### **IANIM 2120 - Sophomore Seminar II (3)**

This course builds on the conceptual development and storytelling of Sophomore Seminar I. Students will create a short animated piece based on their pre-production work, using the class as a resource for discussion and critique, as well as demonstrations of a wide variety of technical and conceptual tools that expand and enhance your project. At the end of the semester, you will present a final animation that reflects your process and skills as an animator.

### **IANIM 2350 - Storyboarding for Animators (3)**

This course will cover the history of storyboarding in animation and how it has developed and is used today. Students will see examples of storyboards from the early age of animation through current film and television production. Throughout the course, the language of storyboarding mechanics will be discussed and shown and students will create multiple boards using these theories and principles. The relationship between writing, boarding and directing will be explored in depth also.

### **IANIM 2470 - Drawing for Animation (3)**

This course includes drawing the dynamic structure of human and animal figures and other lively objects, from the initial quick execution in sequential key poses through a series of revisions. Characters are designed in precisely drawn model sheets, and figures

and backgrounds are composed in meaningful, dynamic cinematic sequences expressed in storyboards, from rough to polished.

### **IANIM 2490 - Character Animation (3)**

Animation Basics II covers more advanced animation techniques, especially for drawn figure animation, including use of exposure sheets, moving backgrounds, digital ink, and paint. It also covers production of short, animated pieces from cinematically meaningful storyboards.

### **IANIM 2495 - Digital Animation: 2D (3)**

This course expands your skills in digital animation, emphasizing 2D animation tools such as Flash and After Effects. Create exciting and engaging stories using a range of tools, and explore the ways in which vector-based animation can create animations that look great on the web and the screen. Students will create a short animated film using a 2D tool of their choice.

### **IANIM 2500 - Experimental Motion Media (3)**

Experimental Motion Media introduces majors and non-animation students to the cornucopia of animation techniques available to impart the dimension of motion to their artwork. Animation here is a means of creating paintings that move, or music that is purely visual. There is a long history of using animation to produce fine art or experimental film. The animated works of Dada artists like Hans Richter, Viking Eggling, and Walter Ruttmann; and the works of modernists like Oscar Fischinger, Len Lye, Robert Breer, Paul Glabiki, as well as contemporary animators are viewed.

### **IANIM 2600 - Experimental Animation (3)**

This course will explore the concept of animation as fine art, using fine arts practices and principals to create the illusion of movement and action. Students will explore adventurous techniques and mediums such as, but not limited to, scratch film, motion painting, chalk board animation, pixilation, and paper cut out. Students will face conceptual and aesthetic challenges that they will be asked to work through and find solutions to. Lessons will be enriched through film screenings and in-depth class discussions. All majors are encouraged.

### **IANIM 2700 - Mixed Reality: Non-Linear Storytelling (3)**

This class will explore ways in which an Industry Standard game engine can be used for interactive storytelling and nonlinear narrative art in various platforms such as AR and VR, as well as for animation and game. Some programming concepts may be explored as well as the study of the utilization of game engines in various practices from art to human experience.

### **IANIM 2750 - Rendering & Lighting for Virtual Space (3)**

This course covers the techniques involved in preparing 3D models for the photo-real rendering process. The shading and lighting process will explore a number of industry standard rendering engines. This course covers advanced skills in integrating Computer

Generated Images and simulations into film and animation. Students will explore techniques that blend real and virtual worlds. Students will design shading networks, explore various light types and attributes, and build lighting rigs common to the animation and visual effects industries.

### **IANIM 2900 - 3D Character Animation (3)**

The fundamentals of creating animation lie in the ability to generate believable characters that have emotion and life. This course will explore tools and techniques used in the animation industry to design convincing 3D character animations for bipedal characters and/or quadrupeds.

### **IANIM 3100 - Game Production I (3)**

This course introduces students to creating 2D games. At a conceptual level, students will examine the whole game building process, including game design, architecture of a game engine, asset creation, and level design. Students will explore some programming by creating an application using Processing (a high level programming environment for artists), design levels, and create all art and sound assets for a 2D side scroller game for the iPhone.

### **IANIM 3265 - Character Design (3)**

The course teaches the skills necessary to create appealing and visually distinctive characters for the illustration/animation industry. It utilizes the visual techniques and psychological knowledge to invent and refine professional character designs.

### **IANIM 3300 - Community Animation Studio (3)**

Mirroring the processes of a professional animation studio, this course exposes students to animation development, client relations, and managing animated productions. Students collaborate and work directly with selected clients to produce original content and animation projects. Emphasizing the importance of the collaborative nature of animation production, students are immersed in the creative development process and partake in a wide variety of conceptual and technical workshops exploring various forms of storytelling and narrative.

### **IANIM 3450 - Stop Motion Animation (3)**

This course explores various techniques of 3D animation, including clay, objects, puppets, and the animation of people (pixilation). The history and aesthetics of this genre are also examined. Students produce short 3D experiments.

### **IANIM 3495 - Digital Animation: 3D (3)**

This course is an introduction to 3D vector-drawn modeling and animation in the program Autodesk Maya. Basic techniques of modeling, lighting, texture mapping, and animation are covered. This powerful application allows the student to create hyper-realistic virtual worlds, which can be navigated with ease.

**IANIM 3750 - Contemporary Topics in VFX (3)**

This course covers advanced skills in integrating Computer Generated Images and simulations into film and animation. Students will explore techniques that blend real and virtual worlds.

**IANIM 3800 - Anime: Roots to Modern Day (3)**

This Japanese Anime class explores the history of this internationally popular art form through the investigation and creation of art. The intellectual emphasis for this course favors the conceptual side. Its goal is to challenge students to be thinking artists who intensely research their content in art collections and libraries. This class plays upon popular notions of stereotypes, attempting to strip away existing prejudices. Anime reveals much about the society and mythology of Japan, along with the influence other countries have had on the Japanese diaspora. Students will learn Japanese aesthetics like Wabi (transient and stark beauty), Sabi (beauty of aging and decay), Yugen (subtle grace), Miyabi (refinement, perfection), Shibui (simple beauty), and Kawaii (cuteness). They will observe and learn their roles in Anime contrasting these concepts with those commonly used to evaluate art in Western society. This course investigates how going past surface perceptions enables one to think like a researcher so that their finished animation artwork will reflect the culture and narratives of Anime's Japanese roots.

**IANIM 3825 - Rigging & Skinning (3)**

This course covers the techniques involved in preparing 3D models for the animation process. In this course students will create the internal rigging of 3D computer generated models and characters. Students will design efficient and intuitive rig systems using popular industry tools such as bones, joints, control objects, and constraints to puppet character movement. Furthermore, model edge flow and the process of skinning and application interoperability will be explored.

**IANIM 3850 - Visual Effects Studio (3)**

Visual Effects tools help artists tell powerful stories. This course integrates visual effects skills and storytelling. Students will add virtual worlds to live action film using motion capture, set extensions and compositing tools. In addition, this course will emphasize team work and collaboration. This course will follow the structure of a professional visual effects studio pipeline.

**IANIM 4200 - Business of Animation (3)**

Success in the animation field depends upon a solid, fundamental knowledge of business standards and practices in order to build a career. This course addresses such issues as strategies in seeking employment, copyright, taxes, contracts, and the studio workplace. Freelance concerns like creating a business plan and making presentations or selling an idea are also dealt with. Students also work together in class with University Career Resource Center personnel on resume, cover letter, and interview skills.

**IANIM 3500 - Junior Seminar (3)**

The course introduces student animators to story-telling and non-narrative structures in animation and cinema, expressed in written treatments, drawings, storyboards, and animatics. Creation of character personalities and their dramatic environment is also covered. Overall, the course explores methods of provoking the imagination and considers the essential ingredients for producing fresh work, be it lively or thoughtful.

**IANIM 3580 - Live Action for Animators (3)**

This is an intensive course designed to enhance and increase the skills and knowledge of digital video technology and aesthetics that comprise the realm of digital video production. There are five specific areas of focus. Scriptwriting, Camera Technique, Sound Design, Green Screen/Composite Video Effects and Advanced Editing Techniques. Students will complete a set of video projects.

**IANIM 3600 - Audio Production & Design (3)**

This course will cover the basics of audio production and sound design. Students will gain experience in the proper operation of audio recording equipment, including cameras, microphones, mixers and digital recorders. Students will be introduced to a range of skills, from live recording and studio work to utilizing digital editing software. Students will learn how to mix dialogue, sound effects and music to create a dynamic soundtrack mix for their projects. Students will explore different approaches to creating unique sound designs for film, slideshows and installations. Great audio in a film enhances the visual information by creating emotional subtext through music. Judicious use of sound effects works with visuals to create a much greater sense of realism. Clear, clean dialogue is essential for the viewer to stay immersed in the story and connected to the details and emotions of the characters.

**IANIM 3625 - 3D Physics & Simulation (3)**

In this class students will create art directed computer generated destruction as well as simulated effects such as fire, steam, water and other visual effects that support the cinematic language of time based narratives.

**IANIM 3650 - Toys, Props & Products (3)**

Toys, Props & Products is a course that explores how we think about physical objects. This course will consider industry, culture, markets and studio practice culminating in a complete ready for market toy, prop, or product. Students will be taught how to utilize simple 3D software, as well as a 3D printer to manufacture a prototype. Students will approach this process in a collaborative manner: brainstorming ideas, markets, production, promotion and funding. Each student or group of students will choose a toy, prop, product or line of the aforementioned to develop from sketch to specs to mock up; research and build a shared list of manufacturers and materials, and markets to approach with their developed ideas and mock-ups

**ANIM 4300 - Creating Worlds (3)**

This project-based course combines the full array of visual effects tools and skills to create a capstone project. Students will work as part of a VFX team for a filmmaker or animator on large scale film and animation projects that integrate a variety of skills.

**IANIM 4465 - Senior Studio I (6)**

This course is the first of the 2-part Senior Studio, in which you create and complete a final thesis project. Senior Studio I emphasizes pre-production, conceptual development, story, story-boarding and pre-visualization. This course prepares you to complete your final thesis project, and you will continue your work in Senior Studio II.

**IANIM 4880 - Internship - Animation (3)**

Through the internship program Animation majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional art environments, including, but not limited to, animation studios, publishing, or media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department. (3 credits = 180 hours of work)

**IANIM 4882 - Internship/Animation (2)**

Through the internship program Animation majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional art environments, including, but not limited to, illustration studios, publishing, or media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department.

**IANIM 4885 - Animation Internship Seminar (1)**

Through the internship program Animation majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional art environments, including, but not limited to, illustration studios, publishing, or media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department.

**IANIM 4890 - Senior Studio II (6)**

This is the ultimate opportunity to produce an animated piece prior to graduation and requires a high degree of conceptual and technical understanding. The student works closely with the instructor at all stages in the area of greatest interest. At the end of the semester the students present a final, completed animation to the Senior Jury.

**IAPRO - PROFESSIONAL DEVELOPMENT**

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**IAPRO 2100 - Micro Business for Artists & Designers (3)**

During this course, students will go through the steps of creating a for-profit business that ideally, is an extension of their personal art. Students must choose a commercially viable product or service to bring to the marketplace, i.e. custom illustrated snowboards, web site designs, or professional photography services. Through this process you will gain knowledge in several key business areas including management (self, time, product), marketing, and finance. The skills learned are easily transferable to any enterprise regardless of whether you ultimately work for yourself, or within an organization.

**ILLU - ILLUSTRATION**

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**ILLU 1240 - Illustration Now (3)**

Illustration Now is an introductory course to the professional field of illustration. In this course students will be exposed to a diverse range of contemporary illustrators, illustration techniques, and assignments based on current industry trends. Weekly assignments encourage students to develop critical thinking and problem-solving skills to visually communicate their ideas through iteration and exploration of media.

**ILLU 1250 - Illustration Tools & Methods (3)**

This is a fundamental course designed to familiarize students with many of the tools and methods used by illustrators working in all parts of the field. They will learn the ways that composition, color, value, line and shape express ideas; and the ways that technique, medium, craftsmanship and presentation influence the viewer and characterize successful work. Through demonstrations and experimentation students will develop individualized studio practices that are an ongoing and iterative undertaking that begins in art school and continues throughout an artist's career.

**ILLU 2100 - Anatomy and Figure Drawing (3)**

This course is a thorough study of the human skeletal and muscular systems. Through lectures and drawings from the figure, skeleton and imagination, students explore the complex issues of figure composition.

**ILLU 2110 - The Dynamic Figure (3)**

This class is a follow up to Anatomy & Figure Drawing: It allows students to apply their gained knowledge and acquired drawing skills to create figures in dynamic, active poses. The class will focus on drawing figurative comps (composites) through the direct process of working from a model, as well as indirectly through anatomical and visual research. Emphasis is placed on capturing and exaggerating action in short poses with line drawing, building anatomical form on top and honing skills to create a fluid figure in action and in context.

**ILLU 2130 - Sequential Projects (3)**

An introductory projects course to working sequentially. It includes the basics of illustrating for different book formats, as well as exposure to excellent examples. Students interpret a selected story or narrative in order to develop an idea into a series of images.

**ILLU 2160 - Letterpress Studio (3)**

This course introduces students to the process, terminology and context of letterpress printing. After developing a solid foundation in traditional letterpress techniques such as typesetting, inking and printing on fine papers, we begin to explore experimental techniques and applications, like pressure printing, linoleum cuts, photopolymer plates, layering colors, and combining with digital media. Our course structure is a mixture of lectures, readings, typesetting, hand-printing, design and illustration. The relationship between text and image is central to letterpress and, thus, our projects combine various artistic elements, and may include posters, broadsides, calendars, coasters, cards, fine art and finally, small books.

**ILLU 2260 - Animal Anatomy (3)**

The course is an introduction to the study of animal anatomy and kinesiology through drawing animals from life, animal skeletons and taxidermied specimens. It is designed to help create animal or animalistic characters as well as biologically accurate illustrations.

**ILLU 2270 - Illustration Master Sketch (3)**

This course teaches the process of creating and refining one's ideas into a finished master sketch for illustration. Along with resolving perspective and anatomical issues within the parameters of the students' stylistic contexts every aspect of the image will be addressed. Through such guidance the students will create an approach to translating a broad variety of objects (e.g.: trees, rooms, buildings, pliers, cars, etc) geared towards making them credible aspects of a cohesive stylistic 'world'. Master drawings will be studied at the Harvard Art Museum or the Museum of Fine Arts along with in-class lectures. This is not to be a course focused on 'realism', but rather using realism as a springboard to generate unique and complete visions.

**ILLU 2300 - Principles of Illustration (3)**

This foundation course focuses on the fundamentals of illustration, with an emphasis on idea generation, concept development, and the thoughtful reception and contribution of art direction and critique. Students will consciously practice and catalogue their process, from lists to thumbnails to comps to finished products. In addition, students will develop their vocabulary for critique and art direction. Students are expected to follow assignments with the rigorous attention to detail expected from professionals. Students will experiment with a range of media and content. In-class demos of techniques will be offered, as well as examples of contemporary illustration.

**ILLU 2420 - Techniques: Composition & Transparent Media (3)**

This course covers fundamental techniques and develops skills in the use of transparent media in the context of strong composition and illustrative expression.

**ILLU 2430 - Techniques: Opaque Media (3)**

This course covers fundamental techniques and develops skills in the use of a variety of opaque mediums from painting to collage. Students will understand how to work with 2D opaque mediums to express strong illustrative concepts.

**ILLU 2440 - Techniques: Mixed Media (3)**

A fundamental techniques course that develops skills in the use of a variety of mixed media techniques. Students will explore and apply techniques such as collage, experimental printmaking, and assemblage to express strong illustrative concepts.

**ILLU 2515 - Design for Illustration (3)**

Throughout history and in the contemporary world, Illustration has a unique relationship to graphic design. This course will examine the dynamic between image and text, and between images and page design. Students will develop fluency and discernment in the language and application of design through assignments that are based on real world examples in a variety of both print and digital formats. This course will introduce InDesign as the program to execute layouts, study typographic arrangement, hierarchy, contrast, expression, and readability.

**ILLU 2530 - Surface Design Drawing (3)**

This course is an introduction to surface design - the application of illustrative patterns and images to produce surfaces of all kinds. Students will keep sketchbooks, design mood boards, experiment with color and texture to create work for textiles, apparel, rugs, snowboard decks, etc. The course will include an overview of the 20th century arts and crafts movements that influenced decorative surface design as well as how to approach the current marketplace including a look at trends, marketing, and licensing.

**ILLU 2650 - Introduction to Indie Games (3)**

Students will explore the breadth of the games industry in today's world and in the recent past. They will play and discuss games that have successfully fused art, play, and technology to create new and engaging experiences outside the major studio circle. Students will learn about interactivity and play, and what is expected of an artist in the field of Indie Games. From concept art to asset creation, students will explore the facets of a production cycle and the basics of creating a game of their own.

**ILLU 2750 - Artist as Author (3)**

The power of art is held in the story. Do you like to write? Do you like to draw? Have you ever felt it's not enough to do just one? Graphic novels, picture books, and illustrated memoirs, are some of the formats that allow artists the chance to tell their stories with words and pictures. Learn how to meld these two artistic expressions seamlessly to create a unique voice that harnesses the power to tell a story unlike any other artistic medium.

**ILLU 2900 - Experimental Illustration (3)**

The focus of this course is on risk-taking, discovery, and response as it relates to creating an image without tightly prescribed results. These goals are pursued through the exploration of a variety of media, such as gouache, acrylic, mixed-media, 3-D, and transfer techniques. An atmosphere of artful play and serendipity is promoted, which is then capitalized on by controlled experimentation.

**ILLU 2910 - Digital Duo (3)**

This course introduces two essential software programs for the visual artist: Photoshop and Illustrator. Students will learn the fundamentals of each program individually, and how to integrate them into a variety of production ready print and digital formats. This course teaches students fundamental digital skills such as: scanning a range of work, color correcting, image formatting for print and digital output, and file preparation.

**ILLU 3120 - Letterpress Multiples (3)**

This course will build on the basic printing and editioning skills developed in Letterpress studio (ILLU-2160). Via field trips, visiting artists, and lectures, students will be exposed to the history of fine press letterpress books, contemporary artists' books, and hand-printed multiples. Each student will design an editioned multiple (fine press, artist's book, or artist's multiple, depending on their interests) and take the project through conceptualization, planning, printing, and binding stages. Students will learn how to design and print polymer plates and have the opportunity to use polymer in their edition. Letterpress-specific image-making techniques like woodcut, linoleum cut, and pressure printing will be reviewed; additionally, student will be encouraged to use other printmaking techniques in their books, as appropriate. By the end to the class, each student will produce a completed edition of their multiple/book project and have the conceptual and technical skills to produce other editioned projects in the future.

**ILLU 3130 - City Sketchbook (3)**

An illustrator can be a roving reporter with a pencil and a pad and be called a sketching journalist. That is exactly what this class is about, with the city as the field! Going on site to document the happenings in Cambridge and, Boston Metro areas alike, offers a unique perspective of the people, the buildings, and the surroundings. Students will experiment with a broad mix of media, from pen and ink, watercolor, markers, colored pencil and a variety of unique papers.

**ILLU 3140 - Natural History Drawing (3)**

This course combines the love of biological, botanical, and ecological surveys in drawing. Trips to museums and gardens throughout New England challenge students' perceptions about how to include nature in illustrations. Light research is required.

**ILLU 3150 - Body Adornment & Fashion Drawing (3)**

Body Adornment & Fashion Drawing is a drawing course in which students will examine adornments, such as garments, tattoos, piercings, hairstyles, and jewelry, and how they are used as expression and self-identification. Through readings and lectures students will be presented with the cultural context to understand adornment in its many forms, knowledge that will serve them in the development of characters for illustration, sequential narratives, and animation. Students will experiment with a variety of media, drawing from radically clothed models, and developing adornments and fashions of their own.

**ILLU 3165 - Junior Studio (3)**

This course is the first of three directed toward construction of a professional portfolio and culminating in Senior Jury. Faculty will help students broaden their awareness of the illustration field and their unique place in it. Students will complete broadly constructed assignments to help them develop their individual interests as illustrators.

**ILLU 3265 - Character Design (3)**

The course teaches the skills necessary to create appealing and visually distinctive characters for the illustration/animation industry. It utilizes the visual techniques and psychological knowledge to invent and refine professional character designs.

**ILLU 3275 - Comix: Process and Practice (3)**

Beyond traditional super-heroic narratives, sequential-art in America (and beyond) is wide-open in both content and format. From short, autobiographical meditations to thousand-page historical epics, indy and alternative authors create comics from low-tech to polished, from low-brow to avant garde. Weekly assignments will push your storytelling skills, while class lectures demonstrate the vast range of comic book genres and production methods. Your comics can be anything you want, and in this class, they will be.

**ILLU 3550 - Self Publishing (3)**

With an entrepreneurial focus, this course will consider the industry, culture, markets, and studio practice culminating in a complete ready for market book, comic, or zine series. Students will approach self publishing in a collaborative manner: brainstorming ideas, production, albeit physical or digital in form, funding, and promotion, as well as building, and sustaining readership. Each student will develop concept sketches, book dummies, as well as finished art. Through lectures, research and object-based learning, students will compile a list of industry and production resources for publishing, marketing, and distribution of their projects in the contemporary world.



**ILLU 3500 - Painting for Illustration (3)**

The subject of this course is painting as a process and medium for creating finished illustrations. The focus is the use of the medium and varied sources of reference to produce cohesive, articulate, and compelling illustrations. Exploration, experimentation, and the development of personal style are encouraged.

**ILLU 3540 - Advanced Surface Design (3)**

With an entrepreneurial focus on development and production, students will design single images or collections for a diverse range of products including home, apparel, and stationary. They will examine different design challenges for their products and how color, texture, and consumer demographics affect design decisions. Through discussions and research, students will compile a list of resources for production, marketing, and distribution of their designs in traditional and ecommerce markets. Students will gain an understanding of industry specifics and develop skills to promote their work in the contemporary marketplace.

**ILLU 3610 - Comic Book and Storyboard (3)**

The comic book is an art form that knows no age or social boundaries; it is a feature of popular culture that is present from museum walls to the newsstand. Through historical perspectives and assignments, students explore this visual, narrative art. Issues of content, plot, character development, sequential narrative, and design are addressed. Techniques for creating compelling storyboards for a variety of outlets are also covered.

**ILLU 3710 - Book Illustration (3)**

This is an advanced course dealing with all aspects of illustration for children's and other picture books. Through assignments based on actual jobs, students gain practical experience in various stages of book illustration, from initial conceptualization and manuscript interpretation to presentation and production techniques used in publishing today.

**ILLU 3811 - Editorial Illustration (3)**

Editorial is a course based on editorial assignments (newspapers, magazines, etc.) and the pace of the editorial world. It has a social and cultural focus that might include illustrating articles from Scientific American, The New Yorker, Rolling Stone or the Boston Phoenix.

**ILLU 3960 - The Working Illustrator (3)**

This course focuses on the transition from student to professional illustrator and is broken into three main components: marketing and self-promotion, real-world experience and how to land and keep jobs. While the subjects overlap in content, we dedicate time to understanding strategies specific to each. Throughout the semester, the course explores potential career choices available after graduation, including agency work, in-house illustration teams and freelance opportunities. It examines methods for marketing one's portfolio both online and off, as well as techniques for professional networking in a connected world. Students research subjects critical to the professional illustrator, including marketing, networking,

agency representation, ethical guidelines, pricing and contracts, client management, participating in the illustration community and maintaining a successful studio practice. The course structure combines readings, lectures, visiting speakers, real-world illustration work and developing and marketing a portfolio website.

**ILLU 4089 - Studio Assistantship (1.5)**

Course number is assigned when paperwork is submitted to the Registrar's Office. The student assists a faculty member with the weekly preparation and instruction of a class. Duties may include research, slide show preparation, demonstrations, instructing, and assisting in critiques. This position provides valuable experience and insight into the teaching profession, and strengthens the student's abilities to articulate and communicate visual concepts. Additionally, this position provides the opportunity for developing mentor relationships. Participation in this course is limited to students selected by the faculty of the specific course and/or the Department Chair.

**ILLU 4310 - Portfolio for Illustration/Senior Jury (3)**

A course designed to help students critically evaluate and refine their portfolios in preparation for graduation. In addition to revising existing work, students are assigned individual projects to augment their presentations. The course covers all aspects of presenting a portfolio and oneself to a potential client. Portfolios are presented to a senior jury composed of area professionals at the close of the semester. Senior illustration students: Portfolio is taken only in the last semester prior to graduation.

**ILLU 4315 - Senior Studio (3)**

In this class, students develop self-initiated projects under strong faculty guidance. Upon completion of a studio project, each student gives a public digital presentation. The purpose of this class is to encourage a strong sense of self-direction and personal vision, as well as an effective professional practice.

**ILLU 4760 - Advanced Painting for Illustration (3)**

This advanced level illustration course is designed for students who are interested in further exploring their chosen painting medium. Students will complete assignments during the term to focus on their painting skills while developing the conceptual basis of their portfolios. Classroom discussions will address current illustration trends, painting styles, and the effect of digital media for assignments vs. traditional mediums.

**ILLU 4822 - Obsessions and Phobias (3)**

In this advanced editorial illustration course, students explore, through a series of illustrations, the personal and social characteristics and implications of obsessions and phobias. Students are required to research their topics and keep a detailed sketchbook. Concept formulation, personal expression, and experimentation are emphasized.

**ILLU 4823 - Sci-Fi and Fantasy (3)**

This is an advanced course introducing students to the genre of science fiction and fantasy illustration. The focus of this course is on the concepts, techniques, and referencing tools that enable the artist to transform imaginative people, characters, and environments into illusions of reality. Emphasis is on painting.

**ILLU 4880 - Internship/Illustration (3)**

Through the internship program Illustration majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional art environments, including, but not limited to, illustration studios, publishing, or media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department. (3.0 credits = 80 hours of work.)

**ILLU 4882 - Internship/Illustration (2)**

Through the internship program Illustration majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional art environments, including, but not limited to, illustration studios, publishing, or media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department.

**ILLU 4885 - Illustration Internship Seminar (1)**

This course covers aspects of your professional development in the area of illustration, including exploration of your personal interests within that field, matching those interests with appropriate businesses and organizations, and presenting yourself as an appropriate candidate for any professional position. Course content includes identification and development of career research resources; introduction to networking skills; and development of portfolio, resume, and cover letters. The goal is to give you the ability to identify and pursue high-quality internship experiences, and eventually to pursue more meaningful and satisfying professional opportunities overall.

**IAHIS - ART HISTORY****IAHIS 1190 - Design Thinking & Research (3)**

Design Thinking (first half): Introduces students to various approaches and methods used to successfully solve difficult, multi-dimensional problems. Industry examples will be used to show process, ideation and results. Students will explore various creative problem-solving tactics that can be applied to future coursework.

Research Methods (second half): Introductory course for students to learn and explore various design research practices. Different creative strategies and tactics in design research will be presented in context to actual case studies.

**IAHIS 1200 - Art of the Western World I (3)**

This course begins with an introduction to the art of the Ancient World and the Middle Ages, and then explores in greater depth European art from the time of Giotto until the beginning of the Romantic period (1300-1800). Through a chronological study of pivotal styles and artists, students will demonstrate understanding of the formal, social, political and psychological components that shape artistic expression. The course draws extensively on the rich visual resources of the Boston/Cambridge area.

**IAHIS 1210 - Art of the Western World II (3)**

This course continues the history of visual culture in Europe and America from the beginning of the nineteenth century until about 1960. Through a chronological study of pivotal styles and artists, students will demonstrate understanding of the formal, social, political and psychological components that shape artistic expression. The course draws extensively on the rich visual resources of the Boston/Cambridge area.

**IAHIS 1700 - Digital Culture (3)**

How have digital/interactive technologies restructured our economic and cultural landscape? In what ways have digital technologies inserted themselves into our social fabric and transformed our political landscape? How have interactive technologies affected our cognitive processes and social skills? This course explores the ways in which digital technologies and interactive technologies are fundamentally restructuring our social, political, economic, and cultural experiences. Students will engage in theoretical discourse, and will be challenged to think critically about how these technologies impact culture and/or can be employed as a means of affecting change.

**IAHIS 2100 - History of Modern Design (3)**

This course examines transformations of form during the modern period (c.1850 to the present), with emphasis on the crosscurrents between the various fields of design - graphic design, industrial design, and architecture - and their impact on developments in the fine arts.

**IAHIS 2105 - History of Interface (3)**

What was the first "interface?" How has the interface reshaped our understanding of knowledge and meaning? How has the interface used metaphors to bridge our physical environment? This course examines the history of interface from the 19th century to present through a chronological study of various tools and technologies created for human computer interaction. Through illustrated lectures, readings, and discussion, students will understand the impact of the interface on modern society.

**IAHIS 2200 - History of Photography (3)**

This course examines the primary issues in the history of photography from the medium's invention in the 1830s until the appearance of Postmodernism in the 1970s, including the dynamic interaction between technological and aesthetic discovery. Through slide lectures, critical readings, class presentations and discussions,

students will gain a comprehensive understanding of the formative history of the medium within the era's social, cultural and theoretical context.

### **IAHIS 2220 - The Power of German Film & Photography (3)**

This course explores visual and cultural meanings in German film and photography of the 20th century. The history of modern Germany has been marked by tremendous social and political upheaval, including economic depression, two devastating world wars, and a country divided from 1945 until 1989. The re-united Germany now struggles with an identity that seeks to come to terms with the shame of the past while looking to the future. This course will study the work of German photographers and filmmakers in the light of this complex history. Discussions about their artistic productions will be complemented by relevant philosophical, literary and critical texts. Highlights of the course will include work by August Sander, Fritz Lang, Leni Riefenstahl, Rainer Werner Fassbinder, Wim Wenders, Werner Herzog, Anselm Kiefer, Thomas Struth, Thomas Ruff and Andres Gursky.

### **IAHIS 2300 - Modernism (3)**

This course explores key movements and figures in art from c.1890 up to the outbreak of World War II, a time often known as the Modern Period. Emphasis is on European painting and sculpture. We study artists such as Picasso, Matisse, Duchamp, Arp, Mondrian and Brancusi, who questioned long-standing assumptions about the appearance and purpose of art, and strove to forge radically new artistic languages to express their individual experiences of the rapidly changing modern world.

### **IAHIS 2400 - Illustration Survey (3)**

An historical survey of illustration from its earliest beginnings to the present, this course covers the important social and technological changes that directly affect the art of illustrators. Through slides, assignments, and a term project, students become familiar with both the work of renowned illustrators, as well as stylistic trends of the past. This information is used to enhance student's individual creativity.

### **IAHIS 2460 - History of Animation (3)**

In just over 110 years of existence, animation has gone from a curiosity to an integral part of the art and business of worldwide film-making and culture. Through screenings of independent and studio shorts, in-class note-taking and critical discussion, a midterm essay and a final research paper, you will explore important and innovative cartoon films well-known and obscure, American and foreign, made-for-television or for movie theaters, made by hand and/or with computer, and by groups or individuals.

### **IAHIS 2500 - History of the Moving Image (3)**

This course introduces students to the history of moving images from serial photographs and pre-cinema through the rise of modern film and video, to the YouTube era. Students will examine a wide range of films and moving images that reflect the social, cultural and historical contexts in which they were produced. In so doing, students will also learn to read the formal and structural vocabulary

of the moving image. During the course, students will watch movies, television shows, animations and experimental works that illustrate both a wide range of possibilities and the rich history of the moving image.

### **IAHIS 2505 - History of the Moving Image II (3)**

This course expands on the history of cinema that is covered in History of the Moving Image. Looking beyond the canon of Hollywood films, this course will explore film history through non-Western, experimental and underground perspectives. Discussion will focus on the impact of the work on both mainstream filmmaking and society at large, as well as the broader historical and cultural contexts in which they were produced. During the course, students will watch movies, television shows, animations and experimental works that illustrate both a wide range of possibilities and the rich history of the moving image outside the Hollywood studio system.

### **IAHIS 2550 - Paris History of Architecture (3)**

This course is designed to broaden one's understanding of Western architecture and its social, political, and cultural meanings. The course will examine the history of Western architecture from antiquity to the present using the city of Paris as a specific case study". Towards this end the course will include a 6-8 day trip to Paris during Spring Break. This travel experience is intended to provide students with a unique opportunity to study buildings and monuments in their original contexts. During our stay in Paris students will visit Roman ruins Gothic churches Renaissance palaces Baroque monuments and contemporary museums. At the same time the trip to Paris will immerse students in French culture thereby providing them with international experience. Although this course is primarily structured as a historical overview of major architectural styles and monuments consideration will also be given to current methodological and thematic issues that shape one's engagement with the built environment."

### **IAHIS 2600 - Art, Representation and Identities (3)**

This course explores the interrelationship between art, representation, and identities as they intersect across gender, sexuality, race, ethnicity, class, etc. With this in mind, students will examine artistic representation and the production of meaning around these representations. Although this course may address the intersection of art and identities in the distant past, primary attention will be given to contemporary forms of representation as they have emerged within visual culture during the last fifty years. Students will consider the following questions: Which subjectivities are represented in mass media, and how do these representations serve to structure and enforce systems of power in our society? How can artists and designers engage in discourse around representation in art and design history and address the complexities of identification in art and design practice today?

### **IAHIS 2625 - Visual Narratives Across Time and Media (3)**

Throughout history, visual narratives have played a primary role in defining social and cultural experience. This course provides students with an introduction to visual narratives as they have functioned in different cultures and historical contexts. Students will develop the analytical skills and theoretical language to understand

how visual narratives mediate our sense of reality on both an individual and collective basis. By examining artifacts from the past and present, students will explore both the evolution and impact of visual narratives across various fields of cultural practice and media - including advertising, animation, design, film, gaming, illustration, photography and the fine arts. In order to accomplish this task, students will study both the content and structure of visual narratives, analyzing the various ways in which artists and designers employ pictorial codes, cultural tropes and graphic styles to create compelling narratives for viewers and consumers alike.

### **IAHIS 2650 - Introduction to Museum Studies (3)**

Museums have come to play an increasingly significant role in contemporary society. Indeed, by providing a critical lens through which audiences can analyze images and objects, museums help to shape how we perceive our culture and interpret the past. With this in mind, the purpose of this course is essentially four-fold: 1) To study the evolution of art museums in the United States; 2) To examine diverse trends and practices within museums today; 3) To analyze and critique current exhibits of contemporary art and culture; 4) To expose students to professional opportunities within the museum field. This course will begin with a brief history of museum and exhibition display, as well as a consideration of how museums have fulfilled their civic and historical roles over the years. This course will then consider different artistic practices and critical discourses as they pertain to contemporary museums and art institutions. Through visits to the ICA and other museums in the Boston area, students will explore the various factors that impact contemporary exhibit selection, display, and interpretation - including institutional mission, audience demographics, exhibition learning points, museum teaching strategies, and accessibility issues.

### **IAHIS 2800 - Intro to Ancient and Medieval Art (3)**

This course explores the history of the visual arts (emphasizing architecture, sculpture, and painting) from the Stone Age through the late Middle Ages, with emphasis on Western Europe.

### **IAHIS 3025 - Cinema Eye, Cinema Art: A History of Film (3)**

A survey of masterpieces by major film directors, this course situates each film within the historical and cultural context of its time. Topics will include cinematography, mis-en-scene, montage, narrative strategies, and genre. Classes are organized around the personal style and innovation of directors such as Welles, Hitchcock, Fellini, Coppola, Kubrick, Zhang, and Almodovar. Students will develop narrative sequences of their own using a medium of choice (drawing, animation, photography, or video), in addition to engaging in film screenings, class discussions, and written essays.

### **IAHIS 3043 - Curators, Critics, & Collectors (3)**

This course provides an introduction to the principle institutions that play an ever-increasing part in supporting and shaping the art world of today. During the semester students will read and discuss critical essays on museology and display, patronage and the art market, the role of critics and the art press, and art in the public sphere. The students will visit museums and galleries and meet with curators, gallerists, collectors and critics: encounters that allow them to apply theoretical principles to the real world.

### **IAHIS 3200 - Art and Nature (3)**

Students examine the complexity and ambivalence of humankind's relationship to the natural world, and the rich variety of artistic responses it has inspired. Taking a thematic approach, the course explores selected topics across chronological, geographic and cultural lines, including: varieties of landscape painting in the West and the East and the expressive shaping of landscape across the centuries. This covers topics like Neolithic earth formations, landscape design, development of the Olmsted urban park systems, recent Land Art, as well as the rise of a modern-day ecological consciousness with its expression through art.

### **IAHIS 3280 - Contemporary Art in East Asia (3)**

This course offers an overview of contemporary art movements in East Asia, focusing primarily on China, Japan, and Korea. The variety of influences on contemporary art in the three countries will be explored, considering the specific political and cultural histories that have come to define art in each. Furthermore, the various manifestations of contemporary art - from anime to painting, performance, photography, and new media - will be considered on thematic levels.

### **IAHIS 3290 - Art & Photography in Contemporary China (3)**

This course exposes students to the historical and aesthetic conditions that have come to define contemporary Chinese Art. Students will become familiar with traditional art forms and methodologies (including a range of painting, printmaking, ceramics and sculpture) as well as more recent social and political contexts that have influenced current Chinese work. Students will visit four cities, a number of museums, galleries and cultural sites, and several art schools.

### **IAHIS 3310 - Women in Art (3)**

This course explores both the history of the struggle of female artists from the Renaissance to the present, and the representation of women by men in works of art over the centuries. Students read and discuss feminist critical theory, as well as art historical accounts of the careers of women artists.

### **IAHIS 3311 - Gender in Focus: History of Women in Photo (3)**

Women photographers play a major role in defining the contemporary landscape of photography, but the history of women in photography is filled with varying modes of representation and expression. In this one semester advanced photo course, we will examine the social and cultural shifts regarding women and photography, including how the portrayal of women changes with the power to use the camera to self-express. Divided into two sections, the initial half, The First Century, will serve to inform how historical constructs help define the female photographer and images of women in The Modern Era.

### **IAHIS 3313 - Multicultural Photography (3)**

From early images made within the colonialist framework to the work of contemporary photographers such as Yasumasa Morimura

and Dawoud Bey, the representation of multicultural peoples has paralleled global social and political shifts. Examining the photograph as a means of power and control as well as self-expression, this course will explore the many complexities of image making in the multicultural context.

### **IAHIS 3354 - Art Now (3)**

Art Now examines that creative output in light of specific issues: identity, conflict, patronage, displacement, climate change, etc. The course introduces students to the complexity of the shifting borders of global art, where "global" is constantly informed and defined by "local", most prominently around the question of imbalance of economic, political and other forms of power. The first two weeks of the semester are devoted to briefly covering the key traits of postwar art (appropriation, the decentered object, self-consciousness, irony, etc.) that originated in the West, not as a foundation for the subsequent material, but rather as a discourse specific to the West that has an uneven relationship (of both conformity and divergence) to contemporary art from around the world. In the absence of a comprehensive textbook, students read a range of essays and book chapters, and are assessed through take-home tests and research assignments.

### **IAHIS 3357 - Art and the Islamic World (3)**

This course is designed to increase understanding of the Islamic world and its artistic legacy. The course will examine the history of art in and relating to the Islamic world from the birth of Islam in the 7th century through the present day. Although this course is primarily structured as a historical overview of major works of architecture and art in a variety of media (i.e. mosaic, ivory, manuscript illumination, metalwork, glass, textile, etc.) that exemplify the main developments and styles traditionally associated with Islamic art, consideration will also be given to current historiographic, methodological and thematic issues - such as the definition and categorization of Islamic art; the movement and reception of Islamic objects and motifs within global contexts; the representation of the Islamic world in the artwork of other cultures; and the place of contemporary Islamic artists within the global history of art.

### **IAHIS 3360 - History of American Art (3)**

This course will explore the development of the visual arts in America and their role in American society from its colonial beginnings to the eve of the Second World War. During this period, American artists moved rapidly beyond their initial limited role as provincial imitators of European high styles to explore questions of national identity" through a wide variety of subject matter and styles. We will consider painting sculpture architecture and photography in the context of a developing American society including examining issues surrounding representations of gender and race. We will take advantage of the many opportunities that the Boston area provides to explore historic buildings and original art works.

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### **IAHIS 3380 - History of New Media (3)**

Digital, audio/video installation, and performance art are becoming ever-greater parts of the experience of art making and viewing. Rather than being seen as oppositional to traditional forms of art

making, these media can act as tools for students and artists. They can be understood as opportunities for the next movements in art, with the option of working in conjunction with traditional media.

### **IAHIS 3450 - Arts of Africa (3)**

The class examines selected case studies of artistic practices from different historical eras in a range of cultures across the African continent. It analyzes, on a comparative basis, how different worldviews contribute to the shaping of diverse aesthetic models. The class also examines the choice of specific formal and technical means, and how art plays a crucial role in rituals of transformation, regeneration, power and identity.

### **IAHIS 3530 - African-American Art: The Harlem Renaissance Through the Civil Rights Movement (3)**

The primary goal of this course is to study the responses of African-American artists of the twentieth century to the issues of power, otherness, and selfhood. Following a brief glance at the history of African-American cultural representations from the eras of slavery and the Civil War, the course pays critical attention to the five decades between the Harlem Renaissance and the Civil Rights Movement. The class first studies the New Negro" awareness among artists in the years between the world wars moving up through the Civil Rights Movement when more complicated questions of gender class and political identities profoundly affected the strategies of African-American artists. The semester concludes with a quick look at the more recent contributions of African-Americans to the discourse of contemporary art.

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### **IAHIS 3600 - Art Since 1945 (3)**

This course explores the rapidly changing work of post-war art, emphasizing developments in the United States. After an introductory overview of the formative early modern period in Europe and American, in particular the rise of abstraction and the emergence of surrealism, the course examines such artistic movements as Abstract Expressionism, Pop, Minimalism, Earth Art, Realism, Conceptual Art, Performance Art and Video Art. In addition to the artistic movements themselves, the course also considers such issues as the place of art and the artist in contemporary society.

### **IAHIS 3610 - Design Discourse (3)**

Is the purpose of design to communicate clearly, to advocate for a particular point of view, or to sell specific products? Does a designer have any responsibility to society, beyond the normally accepted boundaries of ethical behavior? Is legibility a moral issue or simply a practical virtue? These are just a few of the issues we research, discuss, analyze, and write about in this course. The emphasis is on constructing a coherent written argument and developing a personal point of view about contemporary issues that inform design practice.

### **IAHIS 3710 - Paris at the Crossroads (3)**

The period of the long" French Revolution (1789-1804) as well as the early years of the Third Republic (instituted in 1870) laid the foundations for present-day France. Together these events turned

"peasants" into Frenchmen in the words of one historian. Disparate populations with regional loyalties and identities slowly came to share a national identity one forged nurtured and propagated by a number of different institutions texts artifacts. We will be considering the construction of a French identity through these media a French identity that has repeatedly been contested and debated.

**IAHIS 3750 - Critical Perspectives in Art History & Visual Culture (3)**

This course explores various critical discourses that serve to frame and shape our understanding of art, visual culture, and their respective histories. What is more, its primary aim is to examine texts about images, than the images themselves. It is designed to provide students with a basic introduction to the theories and methodologies that define the related disciplines of art history, visual studies, and museum studies. At the same time, students will have the opportunity to engage with issues relating to the wider realm of visual culture in contemporary society. This course is interdisciplinary in its scope. Accordingly, all forms of visual expression will be open for critical examination, including painting, sculpture, photography, installation art, performance, animation, digital media, mass communication, etc. The course will also consider the institutions that underpin the contemporary global art world: museums, auction houses, biennials and art fairs, galleries, critics and art press. To introduce students to the scope and diversity of contemporary critical perspectives, weekly reading assignments will be drawn from a wide variety of sources.

**IAHIS 3800 - The Nude (3)**

This class examines the image of the nude from Greek sculpture and vase painting to contemporary popular images. While both sexes receive attention, the female nude will be central to the discussion of gender discourse in post-Enlightenment West. The class also analyzes the age-old controversy over the nude" versus the "naked" (which leads to the question of art versus pornography) in light of such contemporary debates as the one over Robert Mapplethorpe's photographs. Finally in addition to the readings and written assignments the course offers a studio component. Students organize an exhibition of their own works on the theme of the nude.

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**IAHIS 3900 - Experimental Film & Video (3)**

This is an inter-disciplinary course that invites students to engage with film and video made by directors and artists working outside and in opposition to the established norms or conditions of mainstream film culture. Experimental cinema has been associated with avant-garde, non-linear, poetic filmmaking and embraces works by artists (Leger, Ray, Cornell, Paik, Schnabel), auteur-directors (Deren, Snow, Hutton, Berliner), and videographers (Tanaka, Viola, Nehshat). We will explore the diverse genres of avant garde, compare modern and postmodern approaches, and consider new directions and innovations. Combining theory and practice, classes are structured to include presentations, screenings, and workshops. Students are offered the option of an emphasis in Production of Videos/Films or Critical Thinking/Writing on Artist's Works.

**IAHIS 4010 - Art History Thesis I: Seminar (1.5)**

The Thesis Seminar is offered to Art History majors to work toward completion of the required senior thesis. It is the first semester of a two-semester sequence, to be followed by a Thesis II to complete the project. The seminar format offers candidates both the experience of group learning, peer review, and individualized attention. Each student will produce a thesis proposal and a draft for critical examination and discussion by the group. Towards the end of the semester students will deliver the developing papers in class presentations to receive final feedback from the cohort.

**IAHIS 4020 - Art History Thesis II (1.5)**

Thesis Writing is required as the final phase of the capstone for the Art History degree, the thesis, to be written in the second semester of the senior year on a topic relating to art of the 20th or 21st century. Prior to taking the Thesis II the student must complete the Thesis Seminar. The student will work closely with a Thesis Advisor to prepare the paper which will then be submitted to a Thesis Committee for evaluation, to be followed by an Oral Defense.

**IAHIS 4100 - Art and War (3)**

This course examines representations of warfare. The goal is not to survey the actual histories of conflicts, but to understand how political and cultural ideologies are demonstrated by images made either as propaganda for or commemoration of a war. Each case study illuminates the key art historical issues of the period evident in the images.

**IAHIS 4150 - Africa: Between Tradition and Modernity (3)**

This course is as much about the cultural politics surrounding African art as it is about the art itself. With particular emphasis on colonialism as a vital agent of change, students first learn how the early modernist view of African objects as works of art paradoxically fostered a new myth of primitivism. The lingering hold of this fantasy about the Other on Western imagination today is also examined. A variety of cultural representations from postcolonial Africa are explored in the context of tradition" and "modernity."

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**IAHIS 4200 - Representing Representation (3)**

This course begins from the premise that all images are mediated by pre-existing images. Through a wide variety of case studies, ranging from Velazquez' Las Meninas" to MAD Magazine it examines how artists have confronted the question of cross-references of visual images in different eras; how they have produced new fictions by exploiting illusions of mirrors imaging themselves making statements about the enterprise of art making and quoting other images quite openly.

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**IAHIS 4210 - 20th Century Sculpture (3)**

This course explores the major turning points in the perception and definition of sculpture in the twentieth century, with special attention to its relation to the modernist and postmodernist discourses in painting, photography, and architecture.

**IAHIS 4400 - The Art and Culture of Japan (3)**

This course concentrates on those major forms of fine and applied arts that have distinguished Japan in Asia, and the aesthetic, religious and political forces that have shaped the culture of modern Japan.

**IAHIS 4500 - Art and Popular Culture (3)**

Art and Popular Culture considers the interplay between popular culture and recent trends in contemporary art. The topical focus of this course is the complex relationship that has emerged between contemporary art and popular culture. Students will investigate this relationship by analyzing three tendencies: a) the conditions of complicity between art and popular culture; b) the question of cultural value and commercial value; c) the underlying sensibilities that have propelled contemporary art beyond modernism and postmodernism.

**IAHIS 4600 - Postmodernism (3)**

This course examines the term "postmodern" in light of the seminal changes in the production and consumption of visual cultures of the recent decades. Its primary aim is to trace the implications of this concept in the shaping of a contemporary artist's awareness. A series of critical readings and discussions provides insight into the historical background and the global character of the postmodern experience. In this context the course also questions the reductive connotations of the buzzword "postmodernism" treating it instead as an umbrella term that accommodates a range of overlapping as well as conflicting ideas and theories.

**IAHIS 4620 - Hyperculture: Art & Technology (3)**

This course focuses on the changes that have occurred in how we think about and respond to new technological transformations, such as digital computer technology and Internet communications. We consider the ways in which artists have appropriated these technologies to create new art forms, e.g. cyberpunk and science fiction, in visual and literary art forms. The goal of the course is to inform student understanding of these new art forms and to encourage creative experimentation.

**IAHIS 4630 - Scandalous Art (3)**

This course focuses on art works that have triggered scandalous public reactions. Considering about a dozen such cases, the course examines the historical circumstances of the image in question, its role in exposing various power discourses, and its art-historical relevance. Examples include Diego Rivera's Rockefeller Center mural, Maya Lin's Vietnam Veteran's Memorial, Richard Serra's Tilted Arc, Andreas Serrano's Piss Christ, and Chris Ofili's Virgin Mary. Identifying the stylistic and conceptual properties of an image, the class meetings will closely examine the reason(s) for the adverse

reception, the arguments offered by all parties, backgrounds and roles of the key participants, and the outcome of the debate. In addition to the literature on these cases, students will consult such sources as documentaries and television footage. The course will offer valuable insights into discursive formations of art in a capitalist society.

**IAHIS 4880 - Internship (3)**

The Art History Department offers students a range of internships to provide experience and exposure to a range of careers relevant to the Art History major. Pending availability, museum and gallery internships are available for 1 to 3 credits in the spring, summer and fall semesters. All Art History internships must be approved and supervised by the Art History Program Coordinator. Interested students should meet with the coordinator prior to the semester of the internship.

**IAHIS 4910 - Critical Theory (3)**

This course introduces students to the main currents of contemporary critical theory, including phenomenology, post-structuralism, and deconstruction. Discussion focuses on artists working in mediums of painting, installation art, performance art, new media, cinema, and poetry. Readings offered in the course help students to become active as they locate themselves in analysis and critical response.

Prerequisite: IAHIS 1200 and 1210, or permission of instructor..

**IDESN - DESIGN****IDESN 1270 - Language of Design (3)**

This course immerses students in a design studio environment, and introduces them to habits of thinking and making that result in thoughtfully conceived design projects. Work on these projects incorporates the language, skills, processes, and methods that serve as a foundation for all design work. Students participate in critical dialogue that explores design ideas and intentions in relation to specific problems and situations. The goal is to familiarize students with a broad spectrum of design thinking and work, while introducing and practicing the most basic design skills. Projects include explorations of objects and their meaning as they are drawn and represented in varying forms and in relationships with other words or images.

**IDESN 1300 - Design Workshop (3)**

Design Workshop comprises of two seven-week workshops: Color and Drawing for Communication introducing students to foundational color and drawing processes related to the Design major. 7-weeks color (theory & tech): Students will learn color theory and various aspects of color production. Principles of subtractive and additive color will be explored through projects incorporating a variety of media including print (offset) and digital (screen-based). 7-weeks drawing for communication: Intensive exploring shorthand methods using the sketching process as a means of exploration and visual communication. Students engage in a series of short, accelerated projects for the purpose of visual ideation for communication.

**IDESN 1400 - Introduction to Interactivity (3)**

This introductory course focuses on basic interaction and motion design principles for the purposes of creating interactive experiences. A variety of prototyping processes will be introduced, requiring students to move seamlessly between digital and physical constructs. Students learn the value of user testing and feedback through a process of involving outside participants in the design process. Coursework engages students in a highly iterative practice of sketching, prototyping and user testing-while emphasizing core design values, material skills, and craftsmanship for both analog and digital environments. Historical and contemporary contexts will be used to frame assignment research and development. Designed products may include interfaces, physical artifacts, or systems of engagement; with the focus on creating a meaningful dialogue between a person and the designed elements.

**IDESN 1500 - User Experience I (3)**

This course will provide students with an overview of User Experience (UX), design methods, and the role of research in designing for user experience. Through assignment, lecture and discourse, students will engage in an industry-modeled process, including research, team/collaboration, stakeholder interviews, sketching, diagramming, and presenting. Students will experience various methods associated with producing design deliverables within the context of real world practice.

**IDESN 1600 - User Experience Research Methods (3)**

This intensive 8-week fully online course introduces students to quantitative and qualitative research methods specific to user experience design. Students will develop the knowledge and skills to uncover the needs, behaviors, and motivations of individuals as it relates to their interaction with a product or service. This course teaches various models to facilitate empathy and design for human interaction. Students will create hypotheses, test assumptions, and analyze results from user interviews, usability testing, user journey- and empathy mapping. By the end of this course, students will be able to create user personas, and refine content based on user feedback to make recommendations for the design of products and services. Team-based work and collaboration is emphasized throughout the course. (On-campus students please note: if this course is not listed as a requirement or choice in your program it will only count as a "general elective;" not as a studio elective nor as a design major elective.)

**IDESN 1700 - Sketching for Interactive Design (3)**

Experience mapping is a strategic process of visually diagramming and communicating complex user interactions. This introductory course teaches the fundamentals of drawing and mapping user experience diagrams. Course will cover various types of diagramming (such as decision trees, user flows, hierarchical structures, matrices and isometrics) for mapping interactive experiences. Students will be introduced to a variety of media in the process of researching, sketching and designing clear and articulate narratives for user experiences. Students and advisors please note: this is not a studio elective, and it is not a design elective for other design programs.

**IDESN 2115 - Introduction to Web Design (3)**

The web has quickly become a common communication and business tool as well as a new opportunity for graphic designers to use their visual and conceptual skills. Students explore the use of basic design principles in the web environment, and are introduced to new concepts in interactivity and site navigation. The course also covers basic technical aspects of page and site construction.

**IDESN 2220 - Typography I (3)**

A deep-dive into the study of letterforms, typefaces, type identification, classification, and nomenclature. Course work includes typographic form and structure; including consideration of the micro (individual letters) outward to the macro (a page of text with clear hierarchical structure). Studio exercises begin with letterform drawing and spacing, followed by a comprehensive exploration using text to study typographic arrangement, hierarchy, contrast, expression, and readability. Coursework is framed within historical and contemporary contexts.

**IDESN 2250 - Design Thinking (3)**

Introduces students to the basic processes and vocabulary of design, as well as various approaches and methods used to successfully solve difficult, multi-dimensional problems. Industry examples will be used to show process, iteration and ideation, goals and objectives, strategies and tactics, and rapid prototyping. Students will explore various creative problem-solving tactics that can be applied to future coursework.

**IDESN 2300 - Interactive Workshop (3)**

Interactive Workshop is comprised of two seven -week workshops that are an introduction to the web development and design process. 7 Weeks HTML/CSS: Introduction to the fundamentals of web design and development. Geared towards the novice web designer, this course covers beginner web coding (HTML/CSS) and the creative processes associated with web design according to industry practices. Course content includes file management, cross-browser compatibility, semantic mark-up and responsive design. Course technologies utilize HTML/CSS editors, HTML/CSS coding, CSS Frameworks and various web browser developer tools. 7 Weeks Site Architecture: Students learn how to visually diagram and map complex user interactions. Course will cover various types of diagramming (such as decision trees, user flows, hierarchical structures, matrices and isometrics) in the context of mapping websites for screen, tablet and mobile. Students will also learn the audit process for assessing an existing website. Various prototyping tools will be explored will aid in researching, sketching and designing clear and articulate narratives for user experiences.

**IDESN 2505 - User Experience II (3)**

A continuation of the principles and methods of User Experience 1, with further depth and analysis through case studies involving user scenarios. Students will use all aspects of the user experience design process, with the goal for developing a prototypical solution for a specific end user. Course topics include behavioral psychology, cognition, and empathy associated with designing for human/computer interaction.



design and digital media. The course will include a pre-travel class, course time in London, online assignments and critique a month after we return to review an integrative (history, research and making) design project.

### **IDESN 2550 - Drawing for Design (3)**

### **IDESN 2590 - Bindings & Boxes (3)**

Using traditional bookbinding techniques as well as more contemporary methods, the art and craft of building boxes, portfolios and other containers for holding, carrying, or presenting work are taught. Students build basic forms such as the clamshell box, the drop-spine box, portfolio forms, and albums. Once basic skills have been mastered, the goal is to create a final piece that is experimental, challenging, and personal.

### **IDESN 2700 - Information Architecture (3)**

Introductory course involving the concepts, methods, and procedures of information architecture focused on managing information complexity towards accessibility and understanding by an audience. Sensitivity to the relationships of form and content in complex and dynamic systems of information will be emphasized. Major topics include organization, navigation and labeling. Through assignment, lecture, and discussion, this course will address the issues of research and content analysis, selecting and editing, organization, and thus the visual dissemination of representing complex information in context to static, dynamic, and interactive media. Students and advisors please note: this is not a studio elective, and it is not a design elective for other design programs.

### **IDESN 2750 - Elements of Interface (3)**

This course focuses interface design through the creation of a consistent visual language for interface appearance and usability. This course introduces students to design, prototyping, and evaluation of user interfaces in relation to Human-Computer Interaction (HCI). Course will cover human capabilities (mental models and interface metaphors), interface technology (interface styles and paradigms), interface design methods (user personas, prototyping, design) and interface evaluation (user testing and feedback). Course will utilize various prototyping tools for digital simulations.

### **IDESN 2810 - UX Design Business Practices (3)**

This course introduces students to the business of design. Students use information on budgets, salaries, freelance rates, project planning, and project proposals to understand their role in a business environment. Research and writing exercises help students clarify their own professional goals. Students also develop familiarization with various studios and design practices. Students will learn how to seek industry opportunities, review start-up culture and entrepreneurship.

### **IDESN 3015 - Graphic Design London (3)**

This alternative Spring Break travel course in London will examine the role of graphic design in Britain's history, culture, education system and studio practices. Students will explore British design through its modern typography, books, information design, print

### **IDESN 3110 - Interactive Projects (3)**

Students work on projects that utilize the complete interactive design process, including research, user scenarios, wire framing and prototyping, as well as exploration of navigation, feedback, and information design principles. Issues of human/computer interaction are discussed in the context of more sophisticated web sites, information kiosks, and the overall category of experience design.

### **IDESN 3200 - Typography II (3)**

A process-oriented course aimed at developing a personal typographic voice." Through a sequence of restricted typographic exercises students learn to structure informational hierarchies while working with the formal composition of type as point line and textural element. The principles learned from exercises are applied to progressively more complex problems with emphasis on the process of experimentation.

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### **IDESN 3210 - Typography III (3)**

A continuation of the principles and methods introduced in Typography II, with further emphasis on typographic structures and grids and a focus on longer, more complex typographic documents.

### **IDESN 3230 - Typeface Design (3)**

This course reveals how typefaces are conceived, designed, made and used. Students study typefaces in various contexts and then use digital tools to create a typeface for use in everyday communications. Technical standards of typeface design, the visual nuances of form, consistency, and spacing in a particular typeface, the interaction of type software with other applications, as well as the broader issues of the cultural context and history of western type design are introduced and addressed in this course.

### **IDESN 3250 - Type & Letterpress (3)**

The purpose of this course is to learn how to work with large amounts of text, respecting both the content and the structure of the page, while refining the art of "setting" type. This course will introduce students to the materials and manual technique of the letterpress process as a means for typographic design. Using type and materials in the LA+D shop, students will be introduced to, and encouraged to consider the design potentials that result from working within the limitations of the process and materials at hand, and how those limitations influenced the appearance of design. This will be a studio experience that balances hands-on typographic activity with examination, and discussion of historic materials to inform more sophisticated typographic sensibilities while also making solid the architectonic nature of type that continues to define and underlay digital page structure.

**IDESN 3300 - Scene + Heard Magazine (3)**

This course uses an expansive and inclusive lens to present what it means to be an artist and designer today, while accentuating the unique student experience of the LA+D community. Through a rigorous process of critical inquiry and discourse, students take the lead on writing, image making and design execution to produce a professional publication. Each issue will be developed in response to an overarching theme chosen by the faculty. The goal is to showcase student writing and student works that investigate and question traditional narratives associated with the words "art" and "design." In addition to the magazine, the class will generate content for different media modalities while simultaneously giving voice to the students at the College of Art and Design who want to be Scene + Heard (s + h). Enrollment is by permission of the instructor.

**IDESN 3310 - Packaging and Presentation (3)**

This course is a hands-on studio course in which students design and construct packages and other three-dimensional forms. Attention is paid to materials and construction techniques, application of type and images to three-dimensional surfaces, and the conceptual aspects of three-dimensional presentations.

**IDESN 3370 - Community Design Studio (3)**

Community Design Studio is a professional work-experience course in which students collaborate with non-profit organizations to produce vital, real-world projects. The course helps students develop essential skills - communicating ideas, understanding client relationships (meetings, presentations, budgets and schedules), collaborating with peers, and coordinating a project with its complex attributes from a design brief through to actual production. The mission of the course is to use design to strengthen the communities around us and, in the process, to strengthen ourselves as designers.

**IDESN 3400 - Brand Realization (3)**

This course focuses on how an identity is established for an enterprise -- its 'brand'. Students will discuss and analyze the organization's mission, products or services and then create a public 'persona' for the company through graphic style, message content, image content, and marketing approaches.

**IDESN 3510 - Visual Communication I (3)**

This process-based course explores methods to both stimulate the imagination and capture fleeting ideas. Emphasis is put on the sketching process as a means of exploration and visual communication. Students "learn by doing" through a series of conceptual projects and problem-solving exercises. All projects begin with intensive sketching on paper as part of the design process. Students will learn how to employ various conceptual and creative tactics in the making of visual design imagery.

**IDESN 3515 - Visual Communication II (3)**

Intermediate course for IBFA 8101 Graphic Design majors that focuses more specifically on the conceptual and practical problems of visual communication. Students learn to create or vary messages for various audiences, formats or media, and to consider the context

of their communication. They also examine issues of maintaining identity or concept in sets of materials, or across multiple pages, and of preserving visual relationships over space and time.

**IDESN 3525 - Visual Communication III (3)**

The purpose of this course is to develop a deeper understanding of the structure of visual communications problems, and to develop mastery of problem finding, strategy and tactics in more complex design situations. Studio projects cover a range of design issues and introduce students to concepts of visual systems across project components. Students also learn to consider and integrate a variety of user and client needs into their project development strategies.

**IDESN 3535 - Advanced Web Projects (3)**

This course will introduce students to a range of web programming technologies while considering the impact of those technologies on the user experience. Through coding assignments, industry-modeled projects, lectures and discourse, you will learn modern, real-world technical skills used to create and launch websites and build experience collaborating and communicating in a professional, interdisciplinary context. These skills can help improve your repertoire as a designer and open up more possibilities for contracting new jobs and collaboration opportunities.

**IDESN 3540 - From Concept to Campaign (3)**

With the widespread adoption of the web and mobile phones, instant response and immediate market data are driving public communication strategies to be more precise, change more often and use a complex mix of integrated media to reach individuals with messages. In this class students will create and develop strategic, informative and persuasive marketing and advertising concepts and devise and develop innovative strategies to implement them in a variety of media. Students will explore traditional and dynamic digital media to create and deliver messages that bring people together in the global marketplace of products, services, ideas and causes. Students will create, produce and present prototypes of their ideas and concepts by visually implementing them for diverse populations in varying contexts.

**IDESN 3750 - Junior Design Studio (3)**

Advanced studio course required for all Graphic Design and Interactive Design majors. Students investigate an "epic problem" (a complex situation without a predetermined design product as an outcome). Working in teams, they focus on both strategy and implementation-first understanding potential opportunities for improving the situation; then framing specific project goals; and finally developing and prototyping design solutions. Project outcomes include fully articulated team presentations, as well as polished prototypes or simulations that address the problems being solved.

**IDESN 3800 - Physical Computing (3)**

An introduction to experience design for physical computing, tangible user interface (TUI), augmented and virtual reality. In this collaborative studio participants will create products, performances, objects (and other interactive experiences) that mix the physical with

the virtual world. As small teams you will build physical interfaces to products and experiences around themes such as: generative design (audio, video), gaming, digital instruments, installation and performance. We will leverage technologies spanning from: programming languages like Max and Unity; hardware platforms like Arduino, Makey Makey, littleBits and Xbox Kinect; and creative apps like MIT App Inventor and MIT Open Hybrid.

### **IDESN 3888 - Design Special Topics (3)**

### **IDESN 4089 - Studio Assistantship (1.5)**

The student assists a faculty member with the weekly preparation and instruction of a class. Duties may include research, slide show preparation, demonstrations, instructing, and assisting in critiques. This position provides valuable experience and insight into the teaching profession, and strengthens the student's abilities to articulate and communicate visual concepts. Additionally, this position provides the opportunity for developing mentor relationships. Participation in this course is limited to students selected by the faculty of the specific course and/or the Department Chair.

### **IDESN 4450 - Senior Design Studio (3)**

Advanced studio/seminar course focusing on the process of developing an independent research and design project—the capstone experience of the program. Students will learn and explore various design research methods specific to their concept. Different creative strategies and tactics in design research will be presented in context to actual case studies.

### **IDESN 4455 - Design Senior Studio 1 (3)**

This course is the first semester of a two-semester capstone studio in which students prepare portfolio materials and develop an independent voice as a designer. Existing projects are assessed, refined, and expanded as part of the creation of a professional graphic design portfolio. Students focus on framing and presenting their work in the context of professional problem-solving and issues beyond initial classroom assignments. Students also identify a specific area of interest and begin research and development for an independent design project that will be completed in Design Senior Studio 2.

### **IDESN 4456 - Design Senior Studio 2 (3)**

This is the second-semester of a two-semester senior capstone course. Students design, produce, and present a substantial independent design project, based on research and planning from the previous semester. They also continue project work, as needed, to complete their portfolio and professional presentation materials. At the end of the semester student work is evaluated by a professional design jury.

### **IDESN 4465 - Interactive Senior Studio 1 (3)**

This course is the first semester of a two-semester capstone studio in which students prepare portfolio materials with an interactive design

focus. Existing projects are assessed, refined, and expanded as part of the creation of a professional interactive design portfolio. Students focus on framing and presenting their work in the context of professional problem-solving and issues beyond initial classroom assignments. Students also identify a specific area of interest and begin research and development for an independent interactive design project that will be completed in Interactive Senior Studio 2.

### **IDESN 4466 - Interactive Senior Studio 2 (3)**

This is the second-semester of a two-semester senior capstone course. Students design, produce, and present a substantial independent project with an interactive design focus, based on research and planning from the previous semester. Students also continue project work, as needed, to complete their portfolio and professional presentation materials. At the end of the semester student work is evaluated by a professional design jury.

### **IDESN 4490 - Special Topics in Design (3)**

A field-based learning experience where students work under faculty supervision to solve a specific design problem presented by an outside organization. Problems are defined either as collaborations with non-profit organizations or as research-based projects that go beyond the design of individual components. Students research a general graphic communication problem and then create a design brief" to define the work that follows.

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### **IDESN 4500 - Advanced Projects in Design (3)**

Students work on a variety of more complex design projects, producing sets of materials and pieces with specific, practical communication goals. Emphasis is placed on working in a collaborative environment, similar to situations encountered in design studios. There is a choice of portfolio appropriate projects, but responsibility is placed on the students to organize their time and resources in a productive manner.

### **IDESN 4510 - Environmental Graphic Design (3)**

This intermediate course will explore how the design of environments shapes human experience. Design as a service is a behavioral art. Architecture and urban planning clearly influence attitudes, guide human behavior, and establish frameworks for living together on this planet. From art installations, performance, and public art to industrial design of objects and informational design of services, the need to balance information capacity, notification levels, representational fidelity, and aesthetic emphasis in ambient information systems produces issues of usability, flexibility, diversity, practicality, spirituality, and etiquette. Modes of learning, forms of identity, and implements of branding and way finding inform creation, awareness, and experience of the designed environment. This course explores these matters and uses studio exercises and field trips to develop skills and knowledge necessary for the designer to operate in the world of human events and experience.

**IDESN 4700 - Design Senior Seminar (3)**

This course introduces students to the business of design. Students use information on budgets, salaries, freelance rates, project planning, and project proposals to understand their role in a business environment. Research and writing exercises help students clarify their own professional goals. Visiting design professionals discuss various sizes and types of the design business they are involved in.

**IDESN 4705 - Professional Practices (3)**

This course introduces students to the business of being a professional designer. Various career options will be discussed, such as in-house work, agencies, smaller "boutique" studios, and freelance. Students will learn about business-to-business (B2B) industries and opportunities, design entrepreneurship, financial management, project management, job hunting, freelancing, and legalities related to design. Students will also learn how to scope design projects, estimate fees, and develop proposals as part of the business of being a designer. Students will be able to clarify their own professional goals through understanding key aspects of design-specific career and business topics.

**IDESN 4882 - Internship/Design (2)**

The internship program provides senior Design majors with experience in a professional environment, helping to prepare them for entry into the job market. As members of a design team, interns put their technical and creative knowledge to work and have the chance to make professional connections within the design community. To obtain credit, students must register for the course and meet with the internship advisor prior to getting their internship. Positions generally last 15 weeks.

**IDESN 4885 - Design Internship Seminar (1)**

This course addresses professional development issues for the students in the design department, including identification of personal interests within the field, matching those interests with appropriate businesses and organizations, and presenting oneself as an appropriate candidate for any professional position. Course content includes identification and development of career research resources; introduction to networking skills; and development of portfolio, resume, and cover letters. The goal is to give students the ability to identify and pursue high-quality internship experiences, and eventually to pursue more meaningful and satisfying professional opportunities overall.

**IFINE - FINE ARTS****IFINE 1210 - Introduction to Painting (3)**

This course introduces students to direct and indirect painting processes from observation and through source materials. Color theory will be explored as related to the mediums of oil and acrylic painting dealing with hue, value intensity, and temperature in response to a particular set of relationships. Volume, space, and light will be of emphasis from direct observational exercises. There will be a continual emphasis on how drawing issues such as gesture, plane analysis, diagrammatic and structural line are important to the painting process. We will also be looking at paintings, past and

present, in order to understand historically how these issues were applied.

**IFINE 1220 - Color and Composition (3)**

Color and Composition introduces students to the formal, historical and expressive properties and uses of color and composition by fine artists, past and present. After studying the theoretical observations on color by Johannes Itten and Joseph Albers the course will investigate historical art movements as well as individual artist's approaches and interpretations of color and its orchestration within a composition. While answering many questions about color, the elusive mysteries of color's affect on us will also be discussed. Through a series of 2-D assignments using water-based paints, students will put into practice this knowledge.

**IFINE 1320 - Introduction to Sculpture (3)**

Sculpture as a practice and art form has greatly evolved over the last 50 years. This course serves to ground students in an introductory experience in 3D/sculpture art making and build a platform to sustain further interests and exploration in sculpture. Traditional additive and subtractive methods will establish a base of reference and understanding and applying principles of 3D design will inform them along the way. Processes of assemblage and installation as well as components dealing with light, time and movement will also be introduced and considered. Students will explore various mediums on an introductory level, such as clay, wax, plaster, wood, and soft stone. Students will also be introduced to found object integrated with assemblage processes. Skill and craft regarding fabrication are a priority to establish an appropriate level of quality, while content and context will balance the class from being technique heavy. How does form relate to content? Does the material and craft provide meaning behind the work? Can the content transcend its process of fabrication? These are a sampling of questions we will address in this introductory course.

**IFINE 1656 - Figure Drawing (3)**

Students make drawings in various media based on important perceptual concepts and challenges. Most drawings are made from the nude or clothed human figure, some from the student's imagination. Emphasis is placed on developing skills needed to create sensitively observed and envisioned images and their environments. Some discussion of anatomy is covered. Slides and lectures are included.

**IFINE 1657 - Exploratory Drawing (3)**

This course introduces and develops students' understanding of and skill with drawing as a tool for generating original abstract form to articulate and discuss ideas. Students will develop drawing skills beyond observational to abstract, symbolic, constructivist and speculative drawing, sketching, diagramming and rendering of simple and complex concepts, events, stories and processes. Student's will explore a range of drawing techniques that enable informal and formal presentation, discourse and development of original concepts, compositions, constructs and projects. Students will draw comprehensive and coherent renderings to convey

understanding of elements and relationships inherent in simple and complex concepts. Students will practice habits of keeping a drawing notebook. Students will present, interpret and discuss drawings as tools for testing the understanding of ideas and concepts with others and conducting conversations with others about incremental and radical improvements to each drawing's effectiveness.

### **IFINE 2115 - Fine Arts Drawing Studio I (3)**

The instructor of this class posts a course description at the time of registration. This allows the faculty to design unique drawing courses of concerns or media tailored to both their interests and those of the students. The class may be media, subject or concept based, as well as abstract or figurative.

### **IFINE 2116 - Fine Arts Drawing Studio II (3)**

This course offers students additional inquiry into perceptual drawing. Working from life, assignments will explore multiple means of interpreting, analyzing and depicting what they see. Various mediums will be introduced or expanded. Historical and contemporary ideas will be discussed and investigated.

### **IFINE 2180 - Collage (1.5)**

This course is an exploration of 2-D collage highlighting its significance as a 20th century medium, including the seminal works of the Cubists, Dadaists and Surrealists. Collage works that explore these innovative techniques are created in the course. Discussion of collage in the context of early Modernism takes place through slide lectures. Topics also include the work of the Russian Avant-garde and their use of text, Abstraction and Photomontage.

### **IFINE 2200 - Painting I (3)**

A beginning level course designed to introduce students to a direct or alla prima approach to painting in oils. Emphasis is on color mixing and the physical manipulation of paint as direct response to visual perception.

### **IFINE 2205 - Painting II (3)**

Painting II is a continuation of the techniques and ideas explored in Painting I. Working perceptually from still life, the figure, and interiors, students will further investigate the properties of color, space, and form and consider the relationships between abstract and representational painting.

### **IFINE 2215 - Abstract Painting (3)**

This highly structured, advanced level course is intended to expand and refine the technical repertoire of painting processes and manipulations available to students through the exploration of non-objective, abstract painting. The course begins with monochrome painting, explores stripes, the grid, and abstract mark making. It ends with extended, individually designed final projects, undertaken in consultation with the instructor.

### **IFINE 2231 - Assemblage/Mix Media (3)**

This course offers students the opportunity to address the technical, conceptual and aesthetic concerns that confront the developing artist who is interested in combining different art media. Special emphasis is placed on the development of an individual approach in subject matter. Students are encouraged to develop their sensitivity to a variety of 2 and 3-dimensional materials. This course continues to address formal issues such as compositional structure and properties of color, while introducing alternative methods to image-making. Prerequisite: Foundation or permission of instructor.

### **IFINE 2250 - Watercolor (3)**

Through painting from observation and imagination, the basic water color techniques of wet-on-wet, dry brush, and glazing are studied. Emphasis is on transparent watercolor methods, but gouache may also be explored.

### **IFINE 2285 - Relief Printmaking (3)**

Printmaking, as a translation of drawing will broaden a student's thinking and allow them to pursue the expressiveness and aesthetic qualities that are unique to relief prints. While developing technique and skills students will gain appropriate visualization skills while planning and carving blocks. Students will be introduced to supportive history of relief printmaking from Europe, Asia and North America.

### **IFINE 2300 - Printmaking: Intaglio I (3)**

Various intaglio techniques are learned, including dry point, etching, and aquatint. Emphasis is on both technical proficiency and on the student's development of personally significant imagery.

### **IFINE 2310 - Printmaking: Intaglio II (3)**

This course presents a deeper exploration of etching with the introduction of color printing techniques and engraving. The student's development of imagery will continue to be stressed.

### **IFINE 2351 - Lithography I (3)**

Utilizing handwork and photo processes, students will develop a firm understanding of this very versatile medium. Traditional stone and contemporary plate lithography will be taught in both color and black and white. Students will be encouraged to use this medium to develop their personal voice and imagery.

### **IFINE 2352 - Lithography II (3)**

This course further develops the techniques and concerns introduced in Lithography I. An emphasis is placed on imagery development and sensitivity and command of the medium. Assignments will be more individually conceived under the supervision of the instructor. Historical context, printing skills, complexity and ambition of the prints will all be emphasized.

**IFINE 2370 - Monotype I (1.5)**

Monotype techniques are the most direct printmaking media; unique images are drawn and painted directly onto the plate and transferred to paper through the pressure of the etching press. Students learn a variety of methods to develop rich, painterly prints.

**IFINE 2371 - Monotype II (1.5)**

This course further develops the techniques and concerns introduced in Monotype I. The emphasis of this course is a more individualized approach to an idea or concept in the monotype media. Sensitivity to the medium, complexity, ambition and scale will all be considered. Historical context and development of imagery is essential.

**IFINE 2390 - Screen Printing I (3)**

The purpose of this course is to introduce students to the various skills required for mastery of the screen printing process: concept development, image development and printing. The focus will be on each student exploring her/his personal artistic vision by connecting and transforming ideas she/he has produced in other studio classes, as well as generating new ones sparked by the new medium.

**IFINE 2401 - Ceramics: Handbuilding (3)**

This course introduces students to clay as a versatile material for making art. Techniques include traditional hand building methods such as pinch, coil, and slab, as well as the use of the extruder and plaster molds. Projects focus on developing skills and experimenting with both functional and sculptural clay forms. Various surface treatments, slip/glaze applications, kiln loading, and firing methods are introduced. Ceramics studio available for student use.

**IFINE 2411 - Ceramics: Wheel Throwing (3)**

This course introduces students to throwing clay on the potter's wheel. Students learn to center, shape, alter, combine, and carve wheel thrown forms. Projects focus on developing skill and expressive content in both wheel-thrown vessel and sculptural forms. Various surface treatments, slip/glaze applications, kiln loading, and firing methods are introduced. Ceramics studio available for student use.

**IFINE 2420 - Abstract Principles of Sculpture (3)**

Issues of mass and gravity, process, and materials are investigated towards an understanding of three-dimensional definition. The emphasis is on experimentation that leads to discovery of the fundamental principles of sculptural expression.

Prerequisite: Foundation or permission of instructor..

**IFINE 2430 - Principles of Perceptual Sculpture (3)**

Working from the human body and forms from nature, students explore the basic concerns an artist needs to address when working in three dimensions, such as design, proportion, structure, surface and gesture. Mold-making and casting are also introduced.

Prerequisite: Must have taken IFNDN 1620.

**IFINE 2431 - Principles of Perceptual Sculpture I (3)**

Working from the human body and forms from nature, students explore the basic concerns an artist needs to address when working in three dimensions, such as design, proportion, structure, surface and gesture. Mold-making and casting are also introduced.

**IFINE 2435 - Principles of Perceptual Sculpture II (3)**

Working from the human body and forms from nature, students explore the basic concerns an artist needs to address when working in three dimensions, such as design, proportion, structure, surface and gesture. Mold-making and casting are also introduced.

**IFINE 2445 - Core Clay I (3)**

This is an intensive study of ceramic form and process. Through structured exercises and individual exploration, students will build a repertoire of core technical skills that can be applied to both ceramic sculpture and clay vessels. Students are encouraged to stretch the limits of their material formally, functionally, and expressively. Demonstrations cover wheel throwing and hand-building, surface treatment, glaze mixing and application, as well as kiln loading and firing methods.

**IFINE 2555 - Abstract Drawing (3)**

Utilizing pen, brush, and ink on paper, students explore issues of process, control, and accident. Students utilize a basic vocabulary of dots, lines, wash, and collage to evolve a personal abstract drawing vocabulary.

**IFINE 2645 - Mixed Media Figure Sculpture (3)**

The primary goal of this course is introduce students to a broad range of strategies and materials for figure sculpture. Figure-derived compositions will be constructed, often at life size, and sometimes as group projects. Some of the broader themes the class will take on include: life casting and additive processes, abjection and hybridization, wholeness and fragmentation, inside/outside the body and installation and theatrical tableaux. The class also will consider the types of interactions that occur with sculptures of the body. There will be 4-5 large-scale projects, which will be assigned as both in-class work and homework. Slide lectures, site visits and readings accompany each assignment.

**IFINE 2655 - Wood Working (3)**

Through a series of progressive assignments, students will utilize wood and wood-making processes with project-based assignments to develop both utilitarian and fine art oriented work. The first half of the course, students will be oriented with the woodshop, be trained how to use machinery, hand tools and safety and utilize various woodworking techniques including joinery. Students will concentrate on utilitarian assignments such as chairs and tables during this time. The second half of the course will focus on more conceptual work and content driven assignments allowing the students to adapt their skillsets to focus on fine art-oriented artwork/sculpture and final projects.

**IFINE 2700 - Figure Painting (3)**

Using the live model, this course explores a range of conceptual, chromatic, and scale considerations. Paintings begin with 2-3 session set-ups and gradually increase to larger, 6-session projects. Varied painting techniques and mediums accompany each assignment.

**IFINE 2750 - Text & Image (3)**

Text and Image will both expose students to an important literary work that is central to our cultural heritage and require that they respond to the text in a visual interpretation. How a sequential narrative can be translated into a still image, how a text from a different historical period can be re-imagined in a contemporary manner, the varieties for of such re-imaginings will be issues explored in theory, through historical examples and in practice. This course will also investigate the critical and illustrative traditions of a major text or set of texts (the subject of the course can change from year to year), using techniques of art history and literary criticism.

**IFINE 3100 - Advanced Projects in Drawing (3)**

**Figurative:** Working from a variety of sources, this class investigates a wider range of representational drawing issues and concerns on a deeper level. Classroom experiences are supported by individual research for large-scale works in selected mediums that address both contemporary and historical figurative drawing. **Abstract:** Through a variety of approaches and mediums, students evolve a personal graphic vocabulary as a vehicle for individual expression. Issues of mark making, process, control, and accident are explored.

**IFINE 3190 - Interdisciplinary Studio I (3)**

Junior and senior fine arts majors explore and combine their interest in various media and subjects into single works of visual art. This may include media within the Fine Arts Department or a combination with media from other majors and academic classes. Lectures, visiting artists, field trips, and critiques expose students to new artists and contemporary trends in this field.

**IFINE 3200 - Advanced Projects in Painting (3)**

This class investigates individual approaches to non-objective painting. Abstraction, conceptualism, mix media, and the painting as object are explored. A range of ideas in twentieth century painting is discussed.

**IFINE 3270 - Concepts in Drawing (3)**

This course examines a wide range of approaches to drawing as a means of conveying ideas. Using both traditional and alternative drawing media, this class emphasizes development of concepts, use of imagination, and invention. Students are encouraged, through selected problems, to expand and even challenge the conventions of mark making. Inquiry into separate themes: perception, formalism, fantasy, and ritual, provide students with a variety of strategies for developing a personal approach to drawing methods and imagery.

**IFINE 3300 - Advanced Printmaking (3)**

While new intaglio techniques are introduced, students begin to work on individually directed series of prints. Students with previous experience in other print media, such as woodcut, lithography and monotype, may continue to explore these mediums. The spring semester class creates a group, theme-oriented portfolio.

**IFINE 3390 - Screen Printing II (3)**

This course will build upon the basic printing techniques developed in Screen Printing I. During the first half of the semester, students will be encouraged to reexamine several printing processes (CMYK, handdrawn positives, paper & rubylith stencils, drawing fluid, and more) using their creative work and studio practice for inspiration. Emphasis will be placed on perfecting registration techniques, clean & consistent print quality, best practices for screen making and exploring the possibilities of transparent, metallic and neon inks. During the second half of the semester, students will develop a print project based on their portfolios and studio interests and will work to create a professional fine art edition.

**IFINE 3415 - Special Topics in Claywork (3)**

In this course, students choose topics of personal interest to explore in depth. Library research, Internet research, museum visits, and field trips are assigned on an individual basis. Students keep notebooks recording their research and their studio work. Each student develops a body of work to be presented at the final critique.

**IFINE 3420 - Advanced Projects in Sculpture (3)**

Working in a variety of materials, students explore contemporary trends in sculpture: mixed media, installation, process, conceptual, and systemic art. Projects are conceived and executed entirely by the student in small classes, under the professor's supervision. Technical instruction is individually tailored to meet the needs of each project.

**IFINE 3515 - Advanced Figure Sculpture (3)**

This course allows students to delve into more ambitious works using direct observation from the human figure as the primary resource. Students aim towards developing their ability to interpret structure, surface, anatomy, and form. Both single figure and multi-figure compositions are addressed through long-term homework assignments. Casting techniques covered include silicone rubber molds and waste molds.

**IFINE 3700 - Advanced Figure Drawing (3)**

Working from a variety of sources, this class investigates, on a deeper level, a wider range of representational drawing issues and concerns. Classroom experiences are aided by individual research for large-scale works in selected mediums that address both contemporary and historical figurative drawing.

Cross-Listed as: IFINE 4700.

**IFINE 3810 - Fine Arts Junior Studio (3)**

Junior studio is a combination studio and seminar course that is intended to link class room studio experience with independent creative work. Field trips to artists' studios, museum and gallery

exhibitions, readings in criticism and artists writings and seminar discussions as well as studio exploration of possible directions for future work will all be utilized toward this end. Students will gain an expanded understanding of the vital and reciprocal relation of conceptual development and material experimentation. The variety of ways that fine artists begin and develop a project will be the center of this course.

### **IFINE 3950 - Advanced Figure Painting (3)**

This course deals with large scale, long-term figure paintings. There are three assignments; each one consisting of 8 full-session poses. Slide lectures, studio visits, and museum shows accompany each painting assignment.

Cross-Listed as: IFINE 4950.

### **IFINE 4100 - Advanced Projects in Drawing (3)**

**Figurative:** Working from a variety of sources, this class investigates a wider range of representational drawing issues and concerns on a deeper level. Classroom experiences are supported by individual research for large-scale works in selected mediums that address both contemporary and historical figurative drawing. **Abstract:** Through a variety of approaches and mediums, students evolve a personal graphic vocabulary as a vehicle for individual expression. Issues of mark making, process, control, and accident are explored.

### **IFINE 4190 - Interdisciplinary Studio II (3)**

Junior and senior fine arts majors explore and combine their interest in various media and subjects into single works of visual art. This may include media within the Fine Arts Department or a combination with media from other majors and academic classes. Lectures, visiting artists, field trips, and critiques expose students to new artists and contemporary trends in this field.

### **IFINE 4200 - Advanced Projects in Painting (3)**

This class investigates individual approaches to non-objective painting. Abstraction, conceptualism, mix media, and the painting as object are explored. A range of ideas in twentieth century painting is discussed.

### **IFINE 4300 - Advanced Printmaking (3)**

While new intaglio techniques are introduced, students begin to work on individually directed series of prints. Students with previous experience in other print media, such as woodcut, lithography and monotype, may continue to explore these mediums. The spring semester class creates a group, theme-oriented portfolio.

### **IFINE 4415 - Form Development in Clay (3)**

Since clay is a material linked to earliest human expression in nearly every culture around the world, in what ways can we draw on those historical sources; yet transform them to develop an individual voice in clay? This course explores a source idea's evolution toward personal expression through the methodology of working in a series.

### **IFINE 4420 - Advanced Projects in Sculpture (3)**

Working in a variety of materials, students explore contemporary trends in sculpture: mixed media, installation, process, conceptual, and systemic art. Projects are conceived and executed entirely by the student in small classes, under the professor's supervision. Technical instruction is individually tailored to meet the needs of each project.

### **IFINE 4700 - Advanced Figure Drawing (3)**

Working from a variety of sources, this class investigates, on a deeper level, a wider range of representational drawing issues and concerns. Classroom experiences are aided by individual research for large-scale works in selected mediums that address both contemporary and historical figurative drawing.

Prerequisite: IFINE 3700. Cross-Listed as: IFINE 3700.

### **IFINE 4800 - Senior Studio I (3)**

Seniors are given semi-private studio space to work on independent projects in their choice of media and subject. They meet as a class each week with Fine Arts faculty to discuss their work. Students interact with each other at group critiques and field trips. Visiting artists give lectures on their work and provide additional feedback. An exhibition in the school's student gallery is required for completion of this course.

### **IFINE 4810 - Senior Studio II (3)**

Seniors are given semi-private studio space to work on independent projects in their choice of media and subject. They meet as a class each week with Fine Arts faculty to discuss their work. Students interact with each other at group critiques and field trips. Visiting artists give lectures on their work and provide additional feedback. An exhibition in the school's student gallery is required for completion of this course.

### **IFINE 4882 - Internship/Fine Arts (2)**

The Fine Arts Department offers students a range of fine arts related internships to provide experience and exposure to the professional art world. Pending availability, internships are available for 1 to 3 credits during the fall, spring, or summer sessions. All internships must be approved and supervised by the Fine Arts faculty internship coordinator. An ongoing list of potential internships is available. Interested students should meet with the internship coordinator prior to the semester of internship.

### **IFINE 4885 - Fine Art Internship Seminar (1)**

This course covers aspects of your professional development in the area of Fine Arts, including exploration of your personal interests within that field, matching those interests with appropriate businesses and organizations, and presenting yourself as an appropriate candidate for any professional position. Course content includes identification and development of career research resources; introduction to networking skills; and development of portfolio, resume, and cover letters. The goal is to give you the ability to identify and pursue high-quality internship experiences, and eventually to pursue more meaningful and satisfying professional opportunities overall.



**IFINE 4900 - Professional Development (3)**

This course includes a series of informal lectures and discussions covering a range of professional issues, including job opportunities, further education, exhibiting, grant writing, bookkeeping, taxes, and artists' rights. Class includes guest lecturers.

**IFNDN - FOUNDATION****IFNDN 1620 - Drawing Intensive (3)**

This course introduces the fundamentals of perception and pictorial organization. Beginning with basic concepts and processes involved in responding objectively to observed subject matter, projects progress to cover compositional and subjective issues. Elements of line, volume, space, and planar analysis of form, value, and perspective are closely examined in a variety of drawing media. Lectures and field trips are part of this course.

**IFNDN 1650 - Visual Culture Seminar (3)**

This course encourages critical thinking about visual culture and its impact on society. Both the means to analyze and discuss personal work in terms of its form, content, and meaning, and the development of a sense of visual acuity occur in this course. A clearer, more concise communication of ideas is enabled while providing a sense of artistic community and professional development.

**IFNDN 1653 - Drawing Elective: Conceptual Drawing (3)**

This course explores various themes, materials, concepts and styles of drawing. Students have the opportunity to develop personal, subjective images within the boundaries of assignments. Focus is on the expansion and utilization of drawing skills to access personal vision. Drawing skills developed in first semester support the development of work focusing on Concepts.

**IFNDN 1655 - Drawing Elective: Self-Portrait (3)**

This drawing course concentrates on the numerous approaches to the self-portrait as subject matter. The continuing development of fundamental drawing skills within this context is a primary focus. Special emphasis is, nonetheless, placed on expanding expressive potential through the exploration of techniques, materials, composition, historical context, and concept. Numerous projects are done inside and outside of class, culminating in a life-sized, head to toe self-portrait.

**IFNDN 1665 - Image in Context (3)**

Image in Context is a Foundation course based in interdisciplinary practice. The course investigates both the image -- whether found, captured, created, or manipulated -- and its various contexts inclusive of fine arts, pop culture, sub-culture and/or specifically designed for purely communicative purposes. This is a studio course intended to introduce students to fundamental image making establishing the basic formal elements by practice. Through assignments and projects, students will address the following questions: How do images/objects function in our society? How do

they accumulate and accrue meaning? How is our understanding of an image shaped by its context? How do different technologies mediate our engagement with images/objects? How do artists and designers use and think about imagery" in their work? Students should see this course as a way to introduce and articulate their ideas through the work that they make and the imagery they archive."

**IFNDN 1670 - 3D Concepts (3)**

This course focuses on the evolution of ideas in three-dimensional form in space. Formal issues and construction methods are considered as they arise. Materials may include but are not limited to: wire, wood, paper, cardboard and found objects. Studio work is supplemented by images, research, assigned readings, class discussions and group critiques.

**IPHOT - PHOTOGRAPHY****IPHOT 1200 - Photography Lab I (3)**

Photography studies begin with this Photography Foundation course. The intention of Lecture Lab I is to prepare students to deal with a vast palette of traditional, wet lab black white photographic materials and to serve as the technical complement to the conceptual and critique based Visual Seminar I. In Lecture & Lab I, students learn the basic properties of light, camera and lens functions; control of exposure and development including basic exposure index testing and pushing and pulling of film stocks; basics of B&W printing including split filter printing and print toning; working with available light; and presentation options of the final imagery. The emphasis of this course is to reinforce good overall habits and make high quality negatives as well as fiber-based prints.

**IPHOT 1210 - Photography Lab II (3)**

This second semester Photography Foundation course is designed to build on the skills developed in Lecture & Lab I and to serve as the technical complement to the conceptual and critique based Visual Seminar II. This course emphasizes the relationships of concept, context, materials, and techniques with particular emphasis on digital imaging, workflow, and printing. Specific areas of study include hand-held metering; working with strobes and flash; introduction to medium format cameras; and an introduction to basic Zone System principles.

**IPHOT 1220 - Introduction to Photo: Non-Majors I (3)**

This course is a basic, hands-on introduction to the photographic arts. It addresses both technical and aesthetic areas of photographic concern. Beginning with the basic properties of light, this course covers camera and lens functions, basic black and white printing processes, and presentation of the final image. Aesthetic concerns of space, composition, point of view, image rendering, manipulation and the intentions of the artist are covered in class critique.

**IPHOT 1240 - Introduction to Photography Non-Majors: Digital (3)**

Introduction to Photography for Non-Majors: Digital explores the traditional concepts, techniques, and language of photography via the use of contemporary digital technologies.

**IPHOT 1300 - Foundation Seminar I (3)**

This is an introductory (I) / intermediate (II) level seminar course in the contemporary, historical, and personal aesthetics of photography. Foundation Seminar is primarily a critique experience. The intention of the course is to investigate the personal, interdisciplinary, and subtle aspects of the medium, to help students become actively engaged with their own creative abilities and vision, and to cultivate, and support artistic risk within a nurturing and demanding environment.

**IPHOT 1310 - Foundation Seminar II (3)**

This is an introductory (I) / intermediate (II) level seminar course in the contemporary, historical, and personal aesthetics of photography. Foundation Seminar is primarily a critique experience. The intention of the course is to investigate the personal, interdisciplinary, and subtle aspects of the medium, to help students become actively engaged with their own creative abilities and vision, and to cultivate, and support artistic risk within a nurturing and demanding environment.

**IPHOT 2005 - Photography Lab III (3)**

This intermediate Lab course builds on the skills taught in Photo Lab I & II. Students will learn advanced camera, lighting and printing techniques in both digital and traditional formats. This course emphasizes the relationships of process and materials to create new photographic work. Students will be introduced to and become familiar with large-format cameras.

**IPHOT 2015 - Photography Lab IV (3)**

This advanced Lab course focuses on digital photography and workflow. Students will learn camera techniques, image preparation and advanced printing processes that are unique to the digital workflow. This course will introduce file management, color calibration and a variety of printing options. Students will learn to use the Digital Darkroom, and this course is required for students to be allowed to work in that space. This course emphasizes process and output, with priority placed on high quality printing.

**IPHOT 2075 - Lighting Techniques (3)**

This course covers all aspects of artificial light used in still photography, both in the studio and on location. Students will become familiar with various camera systems, studio equipment, including strobes and continuous lights, and workflow software (including Lightroom and Capture One). The course will cover ideal lighting for portraiture, still life, and interior spaces and will discuss applications for Fine Art, Commercial, and Fashion photography.

**IPHOT 2100 - Alternative Processes (3)**

Alternative Photographic Processes is a hands-on and dynamic group learning experience. In this course you will investigate an extensive range of alternative photographic processes from the historical birth of the medium through digital negative production. You will be introduced to a variety of processes including salted paper, gum

bichromate, Argrotype, Kallitype, Cyanotype, Van Dyke, platinum / palladium, Ziatype, albumen, as well as options such as pinhole, Lazertran, and hand applied emulsions. You will see how these concepts, techniques, experiments, and shared ideas will result in new directions for each individual's vision and portfolio.

**IPHOT 2015 - Photography Lab IV (3)**

This advanced Lab course focuses on digital photography and workflow. Students will learn camera techniques, image preparation and advanced printing processes that are unique to the digital workflow. This course will introduce file management, color calibration and a variety of printing options. Students will learn to use the Digital Darkroom, and this course is required for students to be allowed to work in that space. This course emphasizes process and output, with priority placed on high quality printing.

**IPHOT 2215 - Taking In: The Best of LA+D Photography (3)**

Taking In introduces students to the professional publishing world. This class focuses on the organization, production, and printing of a photographic magazine. All the preparatory steps are taught, including: digital scanning, book layout, how to communicate with commercial printers and binders, advertising, distribution and exhibition. The class also organizes: a jury to select artwork, a gallery showcase, and gala opening to celebrate the release of the Taking In publication. The class culminates in the final presentation of Taking In: the best of LA+D Photography, at the opening release party.

**IPHOT 2321 - Documenting Village Life: Mexico (3)**

Students will document contemporary life in Oaxaca Mexico through a twelve-day immersive experience. Topics for exploration include Oaxaca's accolades as international culinary hotspot and the robust markets that support authentic farm-to-table dining; related sustainability concerns for lack of water and its impact on daily life in the region and beyond; gender, sexuality, and the Muxe community; the experiences of returning migrants, and more. The focus is building bridges (vs. walls) and local translators assist to provide collaborative experiences. Images will be posted to Instagram accompanied by short captions to frame context to viewers. The course is open to any students with curiosity about worlds outside their own, and research can be presented through visual and written observation and interpretation.

**IPHOT 2330 - Contemporary Trends in Photo (3)**

This course is an introduction to the major trends in photography and in the cultural context for that photography since the 1970s. Our emphasis will be on identifying major and emerging figures in contemporary photography as well as bright young photographers just gaining attention. We will discuss the technical and philosophical strategies that photographers employ to create work and the concepts they try to tackle through photography. Our emphasis will be primarily on art-oriented and documentary photography, including visits to local museums and galleries, but will investigate photographers that are known for editorial work as well as fine art portfolios.

**IPHOT 2410 - Sophomore Seminar I: Concepts (3)**

Presents the wide variety of ideas and concepts currently used by photographers. This class will place emphasis on reading, writing and discussion of ideas, as well as visits to museums and galleries and presentations on the topics that are explored. Assignments are structured to encourage a broad understanding of the ways in which these ideas can be incorporated into your working methods.

**IPHOT 2420 - Sophomore Seminar II: Projects (3)**

Sophomore Seminar is an examination of the ideas behind photography and art making. This class places an equal emphasis on creative projects, readings on photography and art, visits to museums and galleries, and responses and presentations on the ideas brought forth by our investigations. Assignments are structured to encourage thoughtful, individual responses. The intent of this course is to encourage critical thinking about attitudes towards photography and art.

**IPHOT 3115 - Documentary Photography (3)**

This core course examines the practices and philosophies of documentary photography, both historically and with an emphasis on current concerns. Areas of study include: creation and execution of a documentary essay, editing, portfolio preparation and presentation, and a discussion of the related field of photojournalism. There is a strong emphasis on shooting. Students meet in groups and individually with professors to work towards incorporating the language, skills, and practice of the documentary photographer/photojournalist.

**IPHOT 3130 - Artist's Books (3)**

Bringing together majors throughout the college this class will expand upon basic book binding skills to explore new methods of presentation that go beyond conventional techniques of traditional book design and structure. Students will engage in a variety of unusual contemporary practices, such as cut paper, cutting-edge textiles, text image, and advanced 3-D objects. Students will create work generated by their individual projects, which will investigate conceptually based ideas, embracing alternative materials that challenge the very concept of the book. This studio class will be comprised of demonstrations, critique, survey and field trips to studios, galleries and permanent collections.

**IPHOT 3160 - Junior Year Portfolio (3)**

Photography students meet together as a class to produce an integrated portfolio and to develop technical expertise, insight into their media and personal vision. Finished portfolios are evaluated by faculty members and other photography professionals.

**IPHOT 3310 - Portrait: Traditional & Contemporary (3)**

This course extends the concept of portrait to include narrative fiction, formalist interpretation, fashion, and conceptual approaches. Participants examine portraits of individuals, groups and subcultures, and self-portraits. The way in which portraiture has been realized by artists and documentarians in fine art, cinema, and multi-media is considered.

**IPHOT 3370 - Documentary Projects (3)**

This is an advanced level course designed to allow each student to work on a single documentary. Students are introduced to the techniques, planning, and practical decisions involved in a successful documentary project. There are visits by working photojournalists, viewing and discussion of documentary films and exhibitions, articles to be analyzed, and critiques of documentaries.

**IPHOT 3440 - The Constructed Image (3)**

The Constructed Image concentrates on conceptual portraiture and self-portraiture, still life, and tableau. The evolution, and evolving perceptions of photographic subject, from objective description to subjective depiction in contemporary image making are explored.

**IPHOT 3470 - Photo Noir (3)**

For serious intermediate/advanced documentary photographers who wish to participate in an experimental course that, using the still photography camera, will draw upon and expand the styles, conversations, and themes of Noir, as found in the work of such film directors as Orson Welles, Billy Wilder, Edgar Ulmer, Roman Polanski and the writing of Raymond Chandler, Dashiell Hammett, Edgar Allan Poe, and Charles Bukowski.

**IPHOT 3585 - Video Projects and Installations (3)**

This class examines how new genres, such as video installation, interact with more traditional art practice. Students are encouraged to develop projects inside and outside of LA+D that explore narrative work, through installation, performance and other non-traditional art techniques, with the goal of creating narrative, interactive, and abstract projects in new genres. Students learn basic video-editing techniques, along with the opportunity to experiment with and incorporate elements of performance art, such as spectacle, confrontation, and storytelling. Class time includes critique, in-class assignments, studio time, discussion of related contemporary artwork, and may include studio visits and guest lecturers.

**IPHOT 3600 - Advanced Printing (3)**

This course focuses on developing mastery of black and white printing techniques and processes in order to explore the potential for expressive interpretation of the negative. Once sufficient mastery is attained, students are asked to pursue the direction best suited to their own goals for fine art, commercial, or documentary photography.

**IPHOT 3680 - Conceptual Editorial Photography (3)**

An intermediate level course which explores areas of professional photography outside of advertising, such as magazine covers and editorial illustrations; compact disc and cassette covers; brochures, calendars, and posters; fashion, food, industrial, travel, and stock photography. Students are encouraged to create innovative as well as traditional solutions.

**IPHOT 3715 - Landscape of Memory: Histories (3)**

Landscape of Memory: Histories is a portfolio seminar that discusses the significance of past events in the context of individual and collective memory. Ruins, landscapes and the urban environment will serve as platforms for investigating experiences that are of historical, political, socio-economic, environmental or cultural importance. Students will be encouraged to situate themselves within the work of artists who have dealt with these themes such as Shimon Attie, Alfredo Jaar, An My Li, Sophie Ristelhueber, Richard Misrach, Kara Walker, Mark Klett, Sally Mann, W.G. Sebald, Anselm Kiefer, Gerhard Richter, Claude Lanzmann, and Susan Meiselas. Students will be encouraged to verbally and visually articulate the significance of an experience of the past and its impact on understanding the present in order to enable students to understand the complexities of cultural and individual inheritance. Video, installation, photography, fine art, or mixed media are encouraged.

**IPHOT 3740 - Art in Context (3)**

This team taught course is designed for more advanced students interested in exploring the contemporary art scene in Boston, New England, and New York. Established guest artists from Boston and beyond will visit the class over the semester to discuss their careers, talk with us about current projects, provide students with critiques, and make suggestions about future directions, which will provide students with new ways of thinking about their work and will be the basis for in depth discussion about a variety of ways they can present their work. Students will be encouraged to see and assess their work from the viewpoint of those they will be approaching after graduation (curators, dealers, agents, etc.) and to consider a variety of possibilities for their career in the arts. The course will include trips to studios, galleries, and museums to see work, visit collections, and meet artists, curators, and collectors. This class is structured like a seminar to allow for trips to Brown and RISD, as well as one major trip to New York for visits to MoMA, the ICP, Whitney, Metropolitan, and selected galleries.

**IPHOT 3745 - Photography & Identities (3)**

This course explores contemporary discourses of identity as manifested in photographic practices underscoring the global ramifications of those discourses. It will shed light on the complexities of current identity politics and examine the role of cultural specificities against the backdrop of a globalizing world. Students will critically engage with the works of relevant artists giving special attention to photo-based practices. The course will be comprised of readings, written responses, photographic exercises, critiques and a final portfolio of student work.

**IPHOT 3750 - Photographic Books (3)**

This course is intended for advanced photography students who wish to develop their photographic work into the book format. We will focus on two distinct kinds of books incorporating photography: limited edition photographic books and artists' books. The former focuses on presenting a body of photographs in sequence, with an emphasis on high production value. The latter is a genre in which the "bookness" of the object is particularly important, usually with emphasis on the relation between the concept of the book and the physical structure created.

**IPHOT 4100 - Advanced Alternative Processes: Projects (3)**

Advanced Alternative Processes: Projects is an intermediate / advanced level project based experience. The intent of the class is to provide a workshop-like environment in order to facilitate the creation of new and personal directions, utilizing alternative photographic processes. Students will be encouraged to investigate, and refine, specific techniques such as albumen, salted paper, cyanotype, gum bichromate, platinum/palladium, Ziatype, kallitype, Argyrotype, Van Dyke, carbon, hand applied emulsions, combination processes, and interdisciplinary media, leading to a fully realized portfolio, book, technical investigation, or personal project. Invention, experimentation, and risk will be strongly encouraged.

**IPHOT 4120 - Professional Directions (3)**

This course is about succeeding as a photographer in the real world - and because of that you will be treated like an art professional and not a student. In class discussions will provide the foundation for a broader understanding of what lies beyond art school, career options in photography, and strategies to make it in a variety of ways. The assignments will require you to master and demonstrate key skills for networking by developing a verbal, visual, and written self-promotional presentation and packet. In person introductions to gallery owners, established photographers and master printers will lead to an understanding of how to approach potential exhibition opportunities, employers, gallerists, clients, etc. (and how not to!). This reality check is designed to generate a desire for more learning and growth after school, whatever direction and form that might take, and begin to actively take steps to achieve your goals.

**IPHOT 4150 - Senior Portfolio I (3)**

This class is a concentration requirement providing a pivotal base for the entire senior year. Students from fine art, commercial, and photojournalism areas meet together in a single, year-long class. The primary concern is developing and refining a personal vision and style to produce a strong, finished portfolio. At the end of each semester, student work is evaluated by visiting faculty and outside guest critics.

**IPHOT 4160 - Senior Portfolio II (3)**

This class is a concentration requirement providing a pivotal base for the entire senior year. Students from fine art, commercial, and photojournalism areas meet together in a single, year-long class. The primary concern is developing and refining a personal vision and style to produce a strong, finished portfolio. At the end of each semester, student work is evaluated by visiting faculty and outside guest critics.

**IPHOT 4180 - Horror In Photography & Film (3)**

This class investigates both real and fictional horror as portrayed in film and photography. Films and photographs will be reviewed weekly: classic horror films, films documenting atrocities, and the photographs of both fictionalized and documented horror. The differences in medium, artist's intent, and viewer participation are examined and discussed. Students are required to write two in depth analyses of work shown in class during the semester and create body of work that depicts an actual or metaphorical horror.

**IPHOT 4660 - Advanced Commercial Projects (3)**

This course covers the practical, professional, and business aspects of a functioning, professional photography studio through individual and group projects and jobs. Through simulated and actual jobs and projects, students will collaborate to make a variety of work that draws inspiration from current marketing and trends. Practical topics to be examined include: basics of studio photography equipment, materials, facility, personnel; portfolio; supportive and self-employment: pros & cons; bookkeeping/computer databases; law and ethics, and other subject matter. Included in the various discussions are guest photographers and people in the industry.

**IPHOT 4882 - Internship/Photography (2)**

The internship program provides Photography majors with experience in a professional environment, helping to prepare them for entry into the job market. Interns put their technical and creative knowledge to work and have the chance to make professional connections within the photography community. Students must formally apply; positions generally last 15 weeks. See Department Chair for approval.

**IPHOT 4885 - Photography Internship Seminar (1)**

This course covers aspects of your professional development in the area of photography, including exploration of your personal interests within that field, matching those interests with appropriate businesses and organizations, and presenting yourself as an appropriate candidate for any professional position. Course content includes identification and development of career research resources; introduction to networking skills; and development of portfolio, resume, and cover letters. The goal is to give you the ability to identify and pursue high-quality internship experiences, and eventually to pursue more meaningful and satisfying professional opportunities overall.

**IDFLM - DIGITAL FILMMAKING****IDFLM 1200 - Storyteller: Intro to Digital Filmmaking (3)**

This course provides a basic understanding of how films are made and produced. Course instruction will provide technical training in film production and post-production software. Students will develop a foundation of skills and sensibilities specific to cinematography. Technical exercises, critiques of student work, and discussions of narrative film, art cinema, documentary, and experimental works--all created by artists--will inform each student's personal vision and craft. Elements of composition, lighting, editing, and sound will be presented in class as students work towards the creation of a final short film to be screened at the end of the semester critique. This is an introductory course for non-majors.

**IDFLM 1210 - Digital Filmmaking Techniques I (3)**

The most important tool in digital filmmaking is the camera, and this required foundation course focuses intensively on camera technique. Working on a wide variety of projects, students build their skills through hands-on practice, demonstrations and assignments that

explore the many ways the camera and lens can tell a visual story. Each week the class builds on these skills, introducing basic lighting and editing techniques to enhance the complexity of their filmmaking. Students will shoot footage in a wide variety of ways, using new techniques each week to build their skills and vocabulary with the camera.

**IDFLM 1220 - Digital Filmmaking Techniques II (3)**

Digital filmmaking is a highly technical process that brings together many different tools: the camera, sound, lighting and storytelling. This required foundation course introduces students to the techniques they will use and the tools they will need. Each week, through demonstrations, exercises and lots of shooting, this class focuses on camera technique and introduces tools for camera movement and sound recording. These tools will be emphasized in short narrative projects created over the course of the semester.

**IDFLM 1230 - Concepts of Cinema I (3)**

This core seminar is an important part of the foundation year. Each week, students will present projects for discussion and critique, applying new techniques to their work. This course emphasizes narrative and structure, working with students to craft their vision and storytelling abilities through hands-on experience. This course will also introduce concepts of pre-production, conceptualizing and storyboarding.

**IDFLM 1240 - Concepts of Cinema II (3)**

This course is the second core seminar of the foundation year. Working on short-form projects, students will present projects for discussion and critique. This course emphasizes concepts and themes that students will develop through their assignments, culminating in a final project that showcases their skills and ideas.

**IDFLM 1500 - LA+D TV (3)**

Do you want to be a part of a fast-paced production that makes a new show every week? This is LA+D TV, producing the weekly episodes that tell our community what's going on, what's interesting and what to see. Each week we meet twice, first for production planning, pitching stories and writing segments. Our second class is when we film and edit the show, getting it finalized for broadcast by the end of the week. LA+D TV gives you exposure to the process of creating serial episodes, and offers a taste of what it's like to work in live television. No previous video experience is required.

**IDFLM 2215 - Cinematography (3)**

In filmmaking, the cinematographer is responsible for how a film looks. They are the director of the camera team, lighting and grip crews. The cinematographer is the person primarily responsible for bringing the visual aspects of the film to the screen. This course is an in-depth exploration of film cinematography, covering tools, techniques and practices common in the field. Students will study cinema, and gain hands-on experience in a variety of aspects of cinematography. This course is more than just making pretty pictures: it is about understanding all the aspects of Cinematography and using them to create an integrated cinematic vision.

**IDFLM 2220 - Editing Intensive (3)**

This course is for students who want to make films that look and sound professional. Students will gain background knowledge of the history and evolution of editing theory and technique. Students will be introduced to a range of skills beginning with best practice standards for organizing and preparing footage for the editing process. You will be shown how to edit video footage and audio files using advanced editing techniques. You will be shown techniques and methods for creating titles, working with special effects, color correction and color grading. Students will explore different editing approaches in order to create unique visual designs for film. Students will create, arrange and mix a final audio soundtrack, and complete three editing projects and a fourth project of their own design for their final project. Having the ability to create great looking, compelling visuals and quality audio in a film immediately engages the viewer and promotes a student's work into the level of a professional rather than an amateur. Shooting great footage is just a first step in creating a compelling story, without proper editing and quality audio it will never attain its full potential for being a work of quality.

**IDFLM 2300 - Production Studio (3)**

Every semester, we produce a wide variety of films at Lesley. This course offers students the opportunity to work on a range of projects by coordinating the needs of the filmmakers with the skills of our students. In this class, you'll work in teams to support Lesley filmmakers, working as a professional agency to provide services to a "client" that needs filmmaking support. You'll learn professional skills by working on film sets for our senior thesis films, and by creating an "agency" that provides filmmaking services.

**IDFLM 2410 - Sophomore Seminar I: Concepts (3)**

Presents the wide variety of ideas and concepts currently used by digital filmmakers. This class will place emphasis on reading, writing and discussion of ideas, as well as visits to museums and galleries and presentations on the topics that are explored. Assignments are structured to encourage a broad understanding of the ways in which these ideas can be incorporated into your working methods.

**IDFLM 2420 - Sophomore Seminar II: Projects (3)**

Sophomore Seminar is an examination of the ideas behind digital film and art making. This class places an equal emphasis on creative projects, readings on film and art, visits to museums and galleries, and responses and presentations on the ideas brought forth by our investigations. Assignments are structured to encourage thoughtful, individual responses. The intent of this course is to encourage critical thinking about attitudes towards film and art.

**IDFLM 2500 - Music Video & Commercial Editing (3)**

Music videos are a fun and compelling way to enhance a song, and the best videos often create a new visual synthesis with the song they illustrate. This course will use the music video format to explore story-telling and commercial editing techniques to produce visually compelling short videos. We will watch short films, music videos and other forms of experimental and commercial editing, going deep into the history of the music video as we make our own.

**IDFLM 2600 - 12 Documentary Films (3)**

Documentary films can show us the world, introduce us to new people and places, and sometimes even change the world. Each week students will watch an important film and discuss its impact. Homework will include readings, response essays, a research paper and the creation of a short documentary project.

**IDFLM 2700 - Genres in Cinema (3)**

Film genres have evolved as a way to contain the stories we tell, and to establish expectations for the viewer. In this course we begin by looking at seminal films in 3 major genres, and then expand the conversation by exploring films that attempt to "hybridize" genres to create new and unexpected stories. Each week students will watch a film and discuss the components of its genre or hybrid. Homework will include readings, response essays, a research paper and the creation of short scenes in different genre styles.

**IDFLM 2725 - Identity in Filmmaking (3)**

This seminar course places emphasis on discussions, research and cinematic analysis of the identity & politics of race, class, gender, ethnicity, and sexuality. Students will evaluate how cinema and media shape stereotypes, as well as influence people to have empathy, understanding and connection between diverse cultures. Assignments are structured to encourage students to investigate their own cultural heritage as well as identities that are unfamiliar to them. The intent of this course is to analyze social diversity within different movements and times in cinema, understand the Other, and offer solutions to create authentic and well-represented characters in cinema.

**IDFLM 2750 - Cinema for Social Impact and Change (3)**

This course will explore the idea of making films that address social issues and create social change. Film is a medium that can reach people in many ways - through online channels, local screenings and film festivals - this allows filmmakers to impact social change in a magnified way. What does it mean to have an impact, to make a film that will create change? How do we tell visual stories that people can feel? How do we distribute content so people can see it? How do we tell stories that impact change? How does our personal lens impact the way in which we tell that story? This course will explore the importance of the role and lens of the director in creating films that people can see and feel; films that tell a story that that will foster awareness. Students will produce two short films, screen films that address social change and critique work that brings forth topics of social awareness.

**IDFLM 2800 - Makeup, Hair & Prosthetics (3)**

You've got the right camera. Your lighting is perfect. The story is compelling. The crew is ready to go. But your actors look... bland. Whether it's a simple brush of makeup or an elaborate prosthetic mask, you need the right look to tell your story. This course teaches the basics of makeup design, hair styling and prosthetics. We will use makeup, latex and other tools to create compelling looks for film and video. If your film or photograph calls for fantasy, horror, crime or maybe just a touch of the dramatic, you will research how to make the right elements to enhance your visuals.

**IDFLM 2975 - Cinema in Germany: The Berlinale (3)**

This travel course offers you a chance to experience the Berlin International Film Festival (The Berlinale) and the cultural experience of the city of Berlin. We will travel to the film festival, experience the latest in international cinema, and explore the city and its history. The emphasis of this course is based in cinema, but you'll have a chance to learn about post-WWII Germany, the art and architecture of Berlin and the experience of German culture. A portion of this course will occur online prior to travel, and there will be follow-up meetings after we return. This course includes fees for travel, lodging and film festival access.

**IDFLM 3210 - Production & Management (3)**

Production and Management focuses on generating original work in the form of a short film. Emphasis is on the elements of storytelling: beats, scenes, sequences, and scripts. Students connect with what they find meaningful; whether it's a personal story or something taken from the culture at large. Storyline and script must be built from the ground up. Understanding how to come to something from nothing provides the student with knowledge about storytelling they would not get if they were adapting a pre-existing story. Additionally, the scope of the semester involves creating scripts, building small production crews, working with actors, and developing realistic shooting schedules. Students are encouraged to carefully consider their locations and are asked to instill a spirit of teamwork and collaboration at this production level. The course also provides the student with lessons in production management, script breakdowns, budgets, scheduling, releases, call sheets, and a range of business skills necessary to create a successful short film.

**IDFLM 3430 - Junior Seminar: On & Off The Set (3)**

The Junior Seminar will explore all elements of the pre-production and production processes for the development and execution of a narrative film. This course will serve as the theoretical basis for students' work in Production & Management, and is aligned to support the success of the production of an original short, narrative film. Students will work both independently and collaboratively to develop a script, participate as part of a production team and edit a film. Each step of these processes will be covered in depth, including: devising detailed budgets and production plans, practices associated with developing a working script and pitching a film, identifying and securing crew members and locations, roles and responsibilities on the set, and casting and working with actors. The course will culminate in finished films and a thorough evaluation of the process.

**IDFLM 3500 - Compositing & Visual Effects (3)**

The green screen studio is an important tool in film and television, allowing filmmakers to isolate a subject and place them in a new reality. This project-based course introduces digital visual effects tools, as well as advanced filming and lighting techniques using the green screen. Students are encouraged to create new cinematic realities that are surreal, fantastical, and invented.

**IDFLM 3625 - Directing Actors for the Screen (3)**

In this course you will experience a step-by-step approach to an actor's development of a character. As a director, you will learn the language and techniques of acting in order to effectively communicate with actors to fulfill your vision of the character's journey in a film.

**IDFLM 3750 - Advanced Post-Production (3)**

You make a movie 3 times: when you write it, when you shoot it and when you edit it. For many filmmakers, the story truly emerges in the edit suite. In this advanced class you'll learn conceptual and technical skills that give your film that final polish and professional look. Primarily, we'll explore the fine-cutting techniques necessary to find the story in your footage. Using advanced technical editing, this course will emphasize cutting for story and character, and explore the various techniques that editors use to build movies from footage. How do you bring your characters to life? How do you make your performances shine? How can you use editing to save your film? Additionally, you'll explore color grading, integrating visual effects and audio mix downs, as well as other technical skills needed to complete a film. We'll cover a variety of workflows that are used in a professional editing house (proxy, round-trip, etc). The goal of this course is to use advanced editing techniques to finalize the look and story of your film.

**IDFLM 4210 - Thesis Seminar I (6)**

By the time you arrive to your final year, you will be expected to have chosen a particular emphasis in which we will spend the rest of the year honing. A production team will be created and each student will serve in the several roles. A short script script will be created, and pre-production will ensue. Throughout the semester, you will be creating either a documentary or a narrative film for submission to various festivals in order to making it your calling card. Here you will deal with pre-production, and production while preparing for post-production to be completed next semester. Emphasis will be given to refining cinematic language, storytelling, how to prepare a shooting script, create storyboard, scout locations, cast talent, rehearse, block and direct actors and crew in a dramatic film or a documentary short. Once pre-production is completed (securing locations, actors, equipment, production schedule) you will enter the production phase. At the end of the semester you will be evaluated by a jury of faculty. During presentation to the jury, you are expected to present evidence of how your, including paper work like director's statement/ vision, a cinematographer's visual treatment, production design color pallets, shot list, script continuity daily reports, 1st AD production schedule, day out of days, and producer's breakdown.

**IDFLM 4220 - Thesis Seminar II (6)**

Your final semester is dedicated to editing and refining your film. The same group will reassemble and new duties are assigned for each member of the team. You will review your footage and decide if you need any scenes to be re-shot. In the first two weeks you will be able to reshoot or begin to assembly process. The producer and 1st AD will be the post production supervisors as well as defining possible markets, creating a strategic plan of execution for film festivals. You will also be introduced to various market places (festivals, exhibitions...etc) you will be able to create posters, websites, and strong marketing materials geared to placing your film in the marketplace. An editor will be chosen to work with the director to realize the vision of the film. Script continuity will work closely with the director to insure all aspects/ logging/ organization of assembly to completion and become the main editor. The cinematographer and gaffer will work on VFX, Color grading, and any other visual compositing as well as final output of the film format. The sound mixer will be in charge of cleaning the production sound, finding sound effects, and final sound mix. The team will use all available special effects, sound and various storytelling styles to insure your film is presentable for public consumption through the various platform. You are required to exhibit your film within the school for juries as well as for a final thesis presentation. Your final grade will be based on your presentation of evidence in having done your duties within the assigned jobs.

**IDFLM 4882 - Digital Filmmaking Internship (2)**

Through the internship program Film majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional art environments, including, studios, publishing, or media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department.

**IDFLM 4885 - Digital Filmmaking Internship Seminar (1)**

This course covers aspects of your professional development in the area of video & animation, including exploration of your personal interests within that field, matching those interests with appropriate businesses and organizations, and presenting yourself as an appropriate candidate for any professional position. Course content includes identification and development of career research resources; introduction to networking skills; and development of portfolio, resume, and cover letters. The goal is to give you the ability to identify and pursue high-quality internship experiences, and eventually to pursue more meaningful and satisfying professional opportunities overall.

Corequisite: Taken concurrently with IDFLM 4882 Digital Filmmaking Internship.

**INTDS - INTERDISCIPLINARY STUDIES****INTDS 1001 - First Year Conference (0)****INTDS 1000 - Foundation Honors Seminar (3)**

The Foundation Honors Seminar is a course grounded in research, critical analysis and critique that challenges students from all departments to take risks in their artistic and design practices.

Coursework is structured around a semester-long assignment based on a real-world Call For Proposals. Field trips, visiting professionals, readings, and workshops relevant to the project support students in engaging critically with their studio practices and the world at large.

**INTDS 2000 - Sophomore Honors Seminar (3)**

The Sophomore Honors Seminar is a course grounded in research, critical analysis and critique that challenges students from all departments to take risks in their artistic and design practices. Coursework is structured around a semester-long project based on realworld Calls For Proposals. Field trips, visiting professionals, readings, and workshops relevant to the project support students in engaging critically with their studio practices and the world at large.

**INTDS 2000 - Sophomore Honors Seminar (3)**

Junior/Senior Honors Seminar is a project-based seminar dedicated to critique, critical dialogue and the experience of creative process and practice. The seminar will utilize and encourage self-defined interdisciplinary work from participants, representing multiple departments, as scaffolding in which to engage in a critical dialogue dealing with the concepts, intentions, context, and syntax of the work created in a semester long project.

**INTDS 2340 - Space, Time and Form (3)**

This course introduces students to concepts of time, space and interdisciplinary practice, and encourages them to experiment with non-linear forms of creation. Focusing on the ways in which time impacts artistic experience, students will use video, sound art, installation, and performance in combination with more traditional artistic practices. Students are encouraged to create projects that use time and space in unexpected ways. Through lectures and demonstrations, students learn new ways to approach their ideas, and create a final project that reflects a multimedia approach grounded in contemporary art and interdisciplinary practice.

**INTDS 2500 - Motion, Matter & Meaning (3)**

This course focuses on narrative and non-linear time-based work - specifically, digital filmmaking. Digital filmmaking incorporates the language of cinema, stretching back to the early 1900's, but is not limited to movies; in a contemporary context the medium can be used to tell stories, real or imagined, keep a journal, or to perform for or interact with the viewer. The context in which media is viewed or experienced has a profound effect on how it is read. As many contemporary artists are demonstrating, digital video can be a compelling medium when combined or installed with other media. Students will explore all applications of digital filmmaking to an interdisciplinary practice, while gaining a solid technical and formal foundation. Digital Narratives is a prerequisite to this course.

**INTDS 2540 - Still in Motion (3)**

From the beginning of photographic practice, the displacement and reconsideration of the still image has been an ongoing intention. In a studio context this course explores the relationships formed between the still image and dynamic and evolving time-based works as illustrated by artists such as Muybridge, the Bechers, Etienne Jules Marey, Duane Michals, and Sam Taylor-Wood. The course will also



encompass the contemporary use of still-based video as generated by contemporary artists in a methodology far different from cinema. The overall intent of the course is to explore the myriad possibilities, both technical and aesthetic, the still image encounters in its relationship to the moving image.

### **INTDS 3005 - Junior Honors Seminar (3)**

The Junior Honors Seminar is a course grounded in research, critical analysis and critique that challenges students from all departments to take risks in their artistic and design practices. Coursework is structured around a semester-long project; students at this level research and identify an individual project to develop independently over the course of the semester. Field trips, visiting professionals, readings, and workshops relevant to the project support students in engaging critically with their studio practices and the world at large.

### **INTDS 3110 - Visual Books (3)**

This course explores the nature and possibilities of the book form as a medium for artists. We will investigate both traditional and non-traditional book forms and techniques to develop a visual vocabulary of the creative possibilities of the book as art. Through the exploration of openings, structure, pacing, materials, imagery, and the writing or manipulation of text, students will create several artist's books that integrate concept with form. Class time will focus on material experiments and model making, developmental critiques of projects, and discussions of contemporary artists using the book format.

### **INTDS 3210 - Visual Books II (3)**

This course is for students who have taken Visual books, or who have had previous experience in making books. It gives students the opportunity to further develop the skills and techniques learned in Visual Books. This course is useful to students in developing their own writing skills, using writing with other mediums, and as a way to continue creating and inventing their own unique books. The course includes field trips to important collections.

### **INTDS 3500 - Interdisciplinary Synthesis (3)**

This course builds on technical and conceptual skills specific to time based work acquired in Motion, Matter and Meaning. This course develops advanced technical skills to extend digital elements into an existing art practice. Projects originate from a student's primary focus, what they bring to the table from their major. For example: We look at how a painter can make a digital painting, or a sculptor can incorporate projection within/onto objects, how a performance artist will work with digital media, or a designer work with a project that exists wholly as a digital file. The possibilities for incorporating time-based media into traditional art practice are considered through research and experimentation. An understanding of the historical context as well as the contemporary artist working across disciplines informs assignments and projects which are aesthetically considered as well as technically proficient.

### **INTDS 4000 - Senior Studio I (3)**

This senior studio is a mentored course in which students work independently on a final body of work. In collaboration with the

Program Coordinator, and regular classroom meetings, students can select a faculty mentor to guide them through an interdisciplinary process. Students are encouraged to explore multimedia and cross-disciplinary approaches to their artistic goals, and to present their work at the end of the semester to a jury of faculty.

Senior Studio 1 concludes with a jury of faculty that includes mentors, the Program Coordinator and other invited faculty. Jury grades account for 50% of the student grade for each course. Interdisciplinary Senior Studio 2 emphasizes process, project completion and presentation.

### **INTDS 4005 - Senior Honors Seminar (3)**

Senior Honors Seminar is a project-based seminar dedicated to critique, critical dialogue and the experience of creative process and practice. The seminar will utilize and encourage self-defined interdisciplinary work from participants, representing multiple departments, as scaffolding in which to engage in a critical dialogue dealing with the concepts, intentions, context, and syntax of the work created in a semester long project.

### **INTDS 4010 - Senior Studio 2 (3)**

This senior studio is a mentored course in which students work independently on a final body of work. In collaboration with the Program Coordinator, and regular classroom meetings, students can select a faculty mentor to guide them through an interdisciplinary process. Students are encouraged to explore multimedia and cross-disciplinary approaches to their artistic goals, and to present their work at the end of the semester to a jury of faculty.

Senior Studio 2 concludes with a jury of faculty that includes mentors, the Program Coordinator and other invited faculty. Jury grades account for 50% of the student grade for each course. Interdisciplinary Senior Studio 2 emphasizes process, project completion and presentation.

### **INTDS 4882 - Internship/Interdisciplinary Studies (2)**

The internship program provides senior Interdisciplinary Studies majors with experience in a professional environment students must register for the course and meet with the internship advisor prior to getting their internship. Positions generally last 15 weeks.

### **INTDS 4885 - Interdisciplinary Internship Seminar (1)**

This course covers aspects of your professional development in the area of interdisciplinary studies, including exploration of your personal interests within that field, matching those interests with appropriate businesses and organizations, and presenting yourself as an appropriate candidate for any professional position. Course content includes identification and development of career research resources; introduction to networking skills; and development of portfolio, resume, and cover letters. The goal is to give you the ability to identify and pursue high-quality internship experiences, and eventually to pursue more meaningful and satisfying professional opportunities overall.

Corequisite: Take concurrently with INTDS 4882 Internships/Interdisciplinary Studies.

## **DIRECTORY**

### **COLLEGE OF ART AND DESIGN ADMINISTRATION**

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Matthew Cherry, CHAIR, FINE ARTS; PROFESSOR; BFA, Northern Arizona University; MFA, The School of The Art Institute of Chicago

Christine Collins, CHAIR, PHOTOGRAPHY; ASSOCIATE PROFESSOR; BA, Skidmore College; MFA, Massachusetts College of Art and Design

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Matthew Nash, CHAIR, DIGITAL FILMMAKING; PROFESSOR; BFA, The School of the Museum of Fine Arts, Boston; MFA, The School of the Art Institute of Chicago

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Margaret Materazzo, SENIOR LECTURER, EDUCATION, BA, MEd, Boston State College

Michael Matvichuk, SENIOR LECTURER, BUSINESS MANAGEMENT; BS, University of Massachusetts Lowell; MSM, Lesley University

Susan Merrifield, PROFESSOR EMERITA, ENGLISH/EDUCATION; BA, University of Massachusetts; MA, Goddard College; MEd, University of Maine; EdD, Harvard University

Amy Mertl, ASSISTANT PROFESSOR, BIOLOGY; BS, University of Minnesota; PhD, Boston University

Elyssa Miller, ASSISTANT PROFESSOR, MATHEMATICS EDUCATION; BS, Boston University; MA, Worcester Polytechnic Institute

Uma Chandrika Millner, ASSISTANT PROFESSOR, PSYCHOLOGY/HOLISTIC PSYCHOLOGY; BA, Fergusson College; MA, University of Pune; MA, PhD, Boston College

Mary Mindess, PROFESSOR EMERITA, EDUCATION; BS, Simmons College; EdM, Boston University

David Morimoto, ASSOCIATE PROFESSOR, BIOLOGY; BS, Stonehill College; MA, PhD, Boston University

Beth J. Noël, SENIOR LECTURER, COMMUNICATIONS; BA, Simmons College; MA, Lesley University

James J. O'Keefe, PROFESSOR, MATHEMATICS; BA, Boston College; MEd, Harvard University; PhD, Boston College

Michelle Pate, ASSISTANT PROFESSOR, ART THERAPY; BA, Marygrove College; MA, Wayne State University; DAT, Mount Mary College

Sonia Pérez-Villanueva, ASSOCIATE PROFESSOR, SPANISH; BA, MA, University of the Basque Country, Spain; PhD, University of Birmingham

Jeffrey Perrin, ASSOCIATE PROFESSOR, PSYCHOLOGY; BA, Trinity College; MA, University of Michigan; MA, PhD, University of New Hampshire

Nicholas Pietrowski, SENIOR LECTURER, PSYCHOLOGY; BA, University of Illinois, Chicago; MS, Erickson Institute

Anne Pluto, PROFESSOR, THEATRE AND LITERATURE; BA, MA, PhD, SUNY-Buffalo

Ayelet Pravda, SENIOR LECTURER, PSYCHOLOGY; BS, University of Darby; MA, Lesley University

Elizabeth Raggi, SENIOR LECTURER, PSYCHOLOGY; BA, Adelphi University; MA, Lesley University

Christopher Richardson, SENIOR LECTURER, BIOLOGY PhD, Boston University

Jane Ferris Richardson, ASSOCIATE PROFESSOR, ART THERAPY; BA, Bennington College; MEd, Bank Street College of Education; MEd, Lesley College; EdD, Boston University

Maureen Riley, PROFESSOR EMERITA, EDUCATION; BS, Boston College; MEd, Harvard University

Sarah Romano, ASSISTANT PROFESSOR, POLITICAL SCIENCE AND GLOBAL STUDIES; BA, University of Puget Sound; PhD, University of California, Santa Cruz

Clara E. Ronderos, PROFESSOR, SPANISH LANGUAGE AND LITERATURE; BA, Universidad de los Andes, Bogota, Colombia; MA, PhD, University of Massachusetts, Amherst

Kimberly Ruegger, ASSISTANT PROFESSOR, BUSINESS MANAGEMENT; BA, Tufts University; MBA, Northeastern University

Amy E. Rutstein-Riley, ASSOCIATE PROFESSOR, SOCIOLOGY; BA, Simmons College; MPH, Boston University School of Public Health, School of Medicine; PhD, Lesley University

Janet Story Sauer, PROFESSOR, SPECIAL EDUCATION; BA, Emerson College; MEd, Ohio University; EdD, University of Northern Iowa

Walter Schnyder, SENIOR LECTURER, MATHEMATICS, PhD, ETH Zürich

Steven S. Shapiro, PROFESSOR, PHYSICS; BA, Colby College; PhD, Massachusetts Institute of Technology

Julie Shoemaker, ASSISTANT PROFESSOR, EARTH SCIENCE, PhD, Harvard University

Daniel Shoreman, SENIOR LECTURER, EDUCATION; BA, MEd, Northeastern University; EdD, Boston University

Aaron Ray Smith, ASSOCIATE PROFESSOR, CREATIVE WRITING; BA, West Virginia Wesleyan; MFA, University of Pittsburgh

Danielle Speakman, SENIOR LECTURER, PSYCHOLOGY; PhD, Fuller Graduate School of Psychology

Flavia Stanley, ASSISTANT PROFESSOR OF SOCIAL WORK AND HUMAN SERVICES; BA, Barnard College; MSW, University of Michigan-Ann Arbor; PhD, University of Massachusetts, Amherst

Carol Streit, PROFESSOR EMERITA, PSYCHOLOGY; BS, Ohio State University; MEd, PhD, Boston College

Joanne M. Szamreta, PROFESSOR EMERITA, EDUCATION; BA, Smith College; MEd, Erikson Institute; PhD, Boston College

Leela K. Tanikella, ASSISTANT PROFESSOR, SOCIAL ANTHROPOLOGY AND GLOBAL STUDIES; BA, Haverford College; MA, PhD, University of Texas, Austin

Nafisa Tanjeem, ASSISTANT PROFESSOR, GLOBAL STUDIES; BA, University of Dhaka; MA, University of Toronto; PhD, Rutgers University

Frank Trocco, ASSOCIATE PROFESSOR, SOCIAL STUDY OF SCIENCE; BA, State University of New York; MA, Clayton University; PhD, Union Institute

Leah Valley, SENIOR LECTURER, EDUCATION; BA, MS, Lesley University

Dan Walker, SENIOR LECTURER, PSYCHOLOGY/APPLIED THERAPIES; BA, Stonehill College; MS, Northeastern University

Jan Wall, ASSISTANT PROFESSOR, PSYCHOLOGY; BS, Keene State College; MS, University of MA, Amherst; MA, Atlantic University; PhD, Lesley University

Robert Wauhkonen, ASSOCIATE PROFESSOR, ENGLISH; BA, University of Denver; MA, Northeastern University; EdD, Boston University

Nicole Weber, ASSOCIATE PROFESSOR, SCIENCE; BS, University of Minnesota, St. Paul; MFA, Lesley University; PhD, University of Massachusetts, Boston

Marjorie E. Wechsler, PROFESSOR EMERITA, HISTORY; BA, Barnard College; MA (English), MA (History), Harvard University

Richard Weissman, SENIOR LECTURER, BUSINESS MANAGEMENT; BA, Rutgers University; MSM, Lesley University

### CLAS Social Work Field Placement

Megan Crowe-Rothstein, BSW FIELD DIRECTOR, SOCIAL SCIENCES; BA, Wesleyan University; MSW, Columbia University

## CLAS Education Field Placement

Cheryl Haberman, DIRECTOR, FIELD PLACEMENT, EDUCATION; BS, University of Maryland; EdM, Harvard University

Julie Patel, ASSISTANT DIRECTOR, FIELD PLACEMENT, EDUCATION; B.A. Bridgewater State University; M.Ed. Lesley University

Mark Donohue, PROGRAM COORDINATOR; B.A. Emerson College

## CLAS Internship Office

Dan Walker, ASSISTANT DIRECTOR OF THE INTERNSHIP OFFICE; BA, Stonehill College; MS, Northeastern University

## CLAS Advising

**Academic Advising Center**

James Eddy, ACADEMIC ADVISOR, STUDENT-ATHLETE SPECIALIST; BA, MS, Northeastern University

Tara Fitzpatrick, PROFESSIONAL ACADEMIC ADVISOR; BA, University of MA, Amherst; MA, Boston College

Jackie Iannone, ASSISTANT DIRECTOR OF ADVISING; BS, Lesley University; M.Ed., Suffolk University

Ren McEachern, ADMINISTRATIVE COORDINATOR; BFA, Lesley University

Khue Nguyen, PROFESSIONAL ACADEMIC ADVISOR; BA, M.Ed., Harvard University

**Center for the Adult Learner**

Farrah Bruny-Brown, ASSISTANT DIRECTOR OF COMMUNITY COLLEGE PARTNERSHIPS AND ADVISOR; BA, University of MA, Boston; M.Ed, Merrimack College

Julianne Corey, ASSISTANT DIRECTOR OF ADVISING/ PRIOR LEARNING ASSESSMENT COORDINATOR; BA, Merrimack College; MFA, Emerson College

Eugene Ferraro, SENIOR ASSISTANT DIRECTOR OF ADVISING; BA, Salem State College; M.Ed, Boston State College

Esther Takor, ADMIN ASSISTANT II/TRANSFER CREDIT SPECIALIST

Jennine Tambio, DIRECTOR OF COMMUNITY COLLEGE PARTNERSHIPS AND ADVISING; BA, Harvard University; M.Ed, University of Hawaii

**ADDENDA****CLAS Majors**

Major Program of Study	Description of Update	Catalogs Affected
Art Therapy	Art Therapy majors who have not yet completed IARTS 1310 or IFNDN 1615 will now be required to take IFNDN 1620; those who have not taken a 2D course will be required to take IFINE	2010, 2011, 2012, 2013, 2014

1210; those who have not yet taken a 3D course will have the option of taking IFNDN 1670, IFINE 2400 & 2410, or IFINE 2445.

Biology	Biology majors who have not yet taken CNSCI 3450 will be required to take CNSCI 4550.	2010, 2011, 2012, 2013, 2014
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Business Management	Business management Majors who did not take CMGMT 3306 (was not offered) may choose an additional CMGMT elective instead.	2010, 2011, 2012, 2013, 2014
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	CMGMT 2701 was not offered and can be removed from all programs of study that listed the course.	2010, 2011, 2012, 2013
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Creative Writing	Creative Writing majors who have not yet taken a senior capstone course are required to take CCRWT 4000.	2010, 2011, 2012, 2013, 2014
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	Creative Writing majors who have not yet taken CHUMS 1100 (or an equivalent course) will take CHUMS 2200 instead.	2013, 2014
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Earth & Environmental Science	Earth & Environmental Science majors who have not yet taken CNSCI 3450 will be required to take CNSCI 4550.	2010, 2011, 2012, 2013, 2014
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Education	All Elementary Education majors who will not have senior status in 2015-2016 will be required to take an additional course in classroom management: CEDUC 2710. Middle and Secondary Education majors who will not have senior status in 2015-2016 will be required to take EEDUC 6215.	2012, 2013, 2014
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English	Current students who meet the prerequisites for the Junior Writing Seminar (CLITR 3XXX) may take the course as a major elective	2010, 2011, 2012, 2013, 2014		those who have not yet taken a 3D course will have the option of taking IFNDN 1670, IFINE 2400 & 2410, or IFINE 2445.	
	English majors who have not yet taken CHUMS 1100 (or an equivalent course) will take CHUMS 2200 instead.	2010, 2011, 2012, 2013, 2014	Expressive Art Therapy	Expressive Art Therapy minors who wish to choose a Visual Arts course may also one of the following: IFNDN 1620 IFINE 1210 IFNDN 1670	2010, 2011, 2012, 2013, 2014
Environmental Studies	Environmental Studies majors who have not yet taken CNSCI 3450 will be required to take CNSCI 4550.	2010, 2011, 2012, 2013, 2014	Visual Arts	Program Obsolete. Current students who are completing the minor may choose studio art courses from the list of equivalent courses.	
Expressive Arts Therapy	Expressive Art Therapy majors who wish to choose a Visual Arts course may also choose one of the following: IFNDN 1620 IFINE 1210 IFNDN 1670	2010, 2011, 2012, 2013, 2014			
<b>LA+D</b>					
			<b>Major Program of Study</b>	<b>Description of Update</b>	<b>Catalogs Affected</b>
History	History majors who have not yet taken CHUMS 1100 (or an equivalent course) will take CHUMS 2200 instead.	2010, 2011, 2012, 2013, 2014	Animation & Motion Media	Students who have not yet taken IANIM 4880 will now be required to take IANIM 4885 and IANIM 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014
Mathematics	Mathematics majors who have not yet taken CNSCI 3450 or CMATH 4100 may take CNSCI 4550 or CMATH 4550	2010, 2011, 2012, 2013, 2014		The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014
Political Science	Political Science majors who have not yet taken their senior capstone course (CPOLS 4888 – no longer offered) may choose from either CSOCS 4444 or CGLST 4444	2010, 2011, 2012, 2013, 2014		CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013
<b>CLAS Minors</b>					
<b>Minor Program of Study</b>	<b>Description of Update</b>	<b>Catalogs Affected</b>			
Art Therapy	Replacement courses for Studio Art Foundation. Art Therapy minors who have not yet completed IARTS 1310 or IFNDN 1615 will now be required to take IFNDN 1620; those who have not taken a 2D course will be required to take IFINE 1210;	2010, 2011, 2012, 2013, 2014	Art History & Fine Arts	The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014
				CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013

Animation, Motion Media & Illustration	Students who have not yet taken ILLU 4880 will now be required to take ILLU 4885 and ILLU 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014	IDESN 4885 and IDESN 4882 (concurrently) instead.	2013, 2014
	The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014	The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014
	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013
Design	Students who have not yet taken IDESN 4880 will now be required to take IDESN 4885 and IDESN 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014	Fine Arts  Students who have not yet taken IFINE 4880 will now be required to take IFINE 4885 and IFINE 4882 (concurrently) instead.  The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.  CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2010, 2011, 2012, 2013, 2014
	The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014		
	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013		
Design & Fine Arts	Students who have not yet taken IDESN 4880 will now be required to take IDESN 4885 and IDESN 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014	Illustration  Students who have not yet taken ILLU 4880 will now be required to take ILLU 4885 and ILLU 4882 (concurrently) instead.  The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.  CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2010, 2011, 2012, 2013, 2014
	The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014		
	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013		
Design & Illustration	Students who have not yet taken IDESN 4880 will now be required to take	2010, 2011, 2012,	Illustration & Fine Arts  Students who have not yet taken IFINE 4880 will now be required to take IFINE 4885 and IFINE 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014



	The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014		CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013
	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013		IPHOT 2320 is no longer offered and has been replaced by IPHOT 3115	2010, 2011, 2012, 2013, 2014
Photography	Students who have not yet taken IPHOT 4880 will now be required to take IPHOT 4885 and IPHOT 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014		IPHOT 2670 is no longer offered and has been replaced by IPHOT 3025	2010, 2011, 2012, 2013, 2014
	The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014		IFNDN 1615 is no longer offered and has been replaced by IFNDN 1620	2010, 2011, 2012, 2013, 2014
	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013	Studio Arts w/Emphasis in Art History	Students who have not yet taken IAHIS 4880 will now be required to take IAHIS 4885 and IAHIS 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014
	IPHOT 2320 is no longer offered and has been replaced by IPHOT 3115	2010, 2011, 2012, 2013, 2014		The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014
	IPHOT 2670 is no longer offered and has been replaced by IPHOT 3025	2010, 2011, 2012, 2013, 2014		CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013
	IFNDN 1615 is no longer offered and has been replaced by IFNDN 1620	2010, 2011, 2012, 2013, 2014			
	IPHOT 2150 and IPHOT 3600 are no longer offered. IPHOT 2005 and IPHOT 2015 may be taken instead	2010, 2011, 2012, 2013, 2014			
Photography & Design	The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014			

## ACCREDITATIONS AND STATE APPROVALS

Lesley University was founded in 1909 and is recognized as a nonprofit organization under Massachusetts law and as a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code.

Lesley University is accredited by the New England Commission of Higher Education (NECHE) [www.necche.org](http://www.necche.org). Many individual programs are also accredited or endorsed by the Commonwealth of Massachusetts and other organizations.

The Massachusetts Department of Higher Education (<http://www.mass.edu/>) has granted Lesley University degree-granting authority for: Bachelor of Fine Arts, Bachelor, Master, Master of Fine Arts in Visual Arts and Master of Fine Arts in Creative Writing, Certificate of Advanced Graduate Study, education leading to the degree of Associate in education and human services, and Doctor of Philosophy in: Expressive Therapies, Educational Studies, and Counseling and Psychology. See school-by-school accreditation information: [lesley.edu/about/accreditations-state-approvals](http://lesley.edu/about/accreditations-state-approvals)

### State Authorization Reciprocity Agreements

Lesley University has been approved to participate in the National Council for State Authorization Reciprocity Agreements (<http://nc-sara.org/>). A State Authorization Reciprocity Agreement (SARA) establishes comparable national standards for interstate offering of post-secondary distance-education courses and programs. SARA is approved in 49 states, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands. California does not participate in SARA, for more about California authorization, see the additional state-by-state information below.

### Programs Leading to Professional Licensure

Lesley University cannot confirm whether the course or program of study will meet the educational requirements for professional licensure or certification in any state other than Massachusetts. We advise all applicants and students to determine whether the program meets requirements for licensure or certification in the state in which they reside or plan to practice.

### Complaint Process for Online and Low-Residency Students

At Lesley, we attempt to resolve student complaints within our academic and administrative departments. Online and low-residency students who have a complaint about a University process or procedure may submit a written complaint at [online.resolution@lesley.edu](mailto:online.resolution@lesley.edu). We'll forward the complaint to the appropriate academic or administrative department, and email you to let know that the issue is being reviewed. We'll attempt to resolve the complaint quickly.

The Massachusetts Department of Higher Education (DHE) reviews and evaluates student complaints regarding online and distance learning programs offered by Massachusetts-based institutions that are members of SARA. Students must first attempt to resolve their complaint using Lesley's internal complaint process, described above. After exhausting this process, students may submit a complaint to the Massachusetts DHE. If you are a resident of Massachusetts and your complaint is not resolved at the institutional level, you may proceed to the DHE's resident consumer complaint procedure ([mass.edu/forstufam/complaints/complaints.asp](http://mass.edu/forstufam/complaints/complaints.asp)).

If you are a resident of a SARA member-state (other than Massachusetts) (see [nc-sara.org/sara-states-institutions](http://nc-sara.org/sara-states-institutions)) and your complaint is not resolved at the institutional level, you may proceed to the DHE's non-resident SARA consumer complaint procedure at [mass.edu/foradmin/sara/complaints.asp](http://mass.edu/foradmin/sara/complaints.asp). Please note that complaints about student grades and student conduct violations are expressly excluded from SARA review. Information about complaint procedures is available below in the "Additional State-by-State Approvals" section for enrolled students from California and other specifically stated programs that are operating beyond the scope of SARA.

### Additional State-by-State Approvals

#### California

Lesley University is approved to operate pursuant to California Education Code (CEC) section 94890(a)(1), which approves Lesley University due to its accreditation by the New England Association of Schools and Colleges.

California consumer complaint process: <http://www.bppe.ca.gov/enforcement/complaint.shtml>

California Bureau for Private Postsecondary Education  
P. O. Box 980818  
W. Sacramento, CA 95798-0818  
Phone: 888-370-7589 Fax: 916-263-1897

#### Colorado

Colorado participates in the National Council for State Authorization Reciprocity Agreements. Lesley University is recognized by the Colorado Commission on Higher Education under state statutes (23-1-101 et seq., C.R.S. 1973, amended 1981) to award degrees and degree credit in Colorado based on Lesley's ongoing accreditation by the New England Association of Schools and Colleges.

Colorado consumer complaint process:  
<http://highered.colorado.gov/academics/complaints/>

Colorado Department of Higher Education

1560 Broadway, Suite 1600  
Denver, CO 80202  
Phone: 303-866-2723; 303-866-4266

#### Idaho

Idaho participates in the National Council for State Authorization Reciprocity Agreements. Lesley University holds a Certificate of Registration certifying that it is registered, as required by law, with the Idaho State Board of Education as an accredited post-secondary institution to offer the *Master of Education in Curriculum and Instruction with a Specialization in Integrated Teaching through the Arts*.

Idaho consumer complaint process:  
<https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/>  
Idaho State Board of Education  
PO Box 83720  
Boise, ID 03720-0037  
208-332-1587

#### Maine

Maine participates in the National Council for State Authorization Reciprocity Agreements.

The Maine State Board of Education has approved authorization to Lesley University to offer the following programs.

Maine consumer complaint information: <http://www.maine.gov/doi/>  
 Maine Department of Education Attention: Complaint Investigator  
 23 State House Station Augusta, ME 04333-0023 207.624.6846

Massachusetts

Lesley University is recognized as a nonprofit organization under Massachusetts law and as a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code. The Massachusetts Department of Higher Education has granted Lesley University degree-granting authority for: Bachelor of Fine Arts, Bachelor, Master, Master of Fine Arts in Visual Arts and Master of Fine Arts in Creative Writing, Certificate of Advanced Graduate Study, education leading to the degree of Associate in education and human services, and Doctor of Philosophy in: Expressive Therapies, Educational Studies, and Counseling and Psychology.

Massachusetts consumer complaint process:  
<http://www.mass.edu/forstufam/complaints/complaints.asp>

Massachusetts Department of Higher Education  
 One Ashburton Place, Room 1401, Boston, MA 02108  
 617-994-6913

Montana

Montana participates in the National Council for State Authorization Reciprocity Agreements. The Montana Board of Regents grants Lesley University exemption due to accreditation by the New England Association of Schools and Colleges.

Montana consumer complaint process:  
<https://app.doj.mt.gov/apps/Oscar/default.aspx>

Montana Board of Regents, Office of Commissioner of Higher Education

Montana University System, 2500 Broadway Street  
 PO Box 203201  
 Helena, MT. 59620-3201  
 406-444-6570

New Hampshire

New Hampshire participates in the National Council for State Authorization Reciprocity Agreements. The State of New Hampshire Higher Education Commission authorizes Lesley University continuing approval to offer post-secondary programs to any educator at any school site in the State of New Hampshire. All site locations must be approved by the Executive Director based on compliance with all regulations and requirements of the Commission.

New Hampshire consumer complaint process:  
<http://www.education.nh.gov/highered/compliance-allegation.htm>

New Hampshire Division of Higher Education  
 101 Pleasant Street, Concord, NH 03301-3493  
 Phone: 603-271-2555 ext. 350

South Carolina

South Carolina participates in the National Council for State Authorization Reciprocity Agreements. Licensed by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201, Tel. 803-737-2260. Licensure indicates only

that minimum standards have been met; it is not an endorsement or guarantee of quality.

South Carolina consumer complaint process:  
<http://www.che.sc.gov/Home.aspx>  
 South Carolina Commission on Higher Education  
 1333 Main St., Suite 200, Columbia, SC 29201  
 Phone: 803-737-2260 | Fax: 803-737-2297

Washington

Washington participates in the National Council for State Authorization Reciprocity Agreements.

Lesley University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Lesley University to offer specific degree programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at [DegreeAuthorization@wsac.wa.gov](mailto:DegreeAuthorization@wsac.wa.gov) or [wasc.wa.gov](mailto:wasc.wa.gov).

The transferability of credits earned at Lesley University is at the discretion of the receiving college, university or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Lesley University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Lesley University to satisfy an admission requirement of another institution is at the discretion of the receiving institution.

Accreditation does not guarantee credentials or credits earned at Lesley University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Washington consumer complaint process:  
<http://www.wsac.wa.gov/protecting-education-consumers>

Wyoming

Wyoming participates in the National Council for State Authorization Reciprocity Agreements. The State of Wyoming grants Lesley University authorization to offer educational services to Wyoming students.

Wyoming Department of Education student complaint form:  
<https://edu.wyoming.gov/downloads/schools/student-complaint-form.pdf>

**School-by-School Accreditation Information**

**Graduate School of Education**

- All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education (NECHE)
- Lesley University's Educator/Counselor Preparation and Professional Development Program is accredited under the Teacher Education Accreditation Council (TEAC)

The Graduate School of Education is also affiliated with:

- American Association of Colleges for Teacher Education
- National Association of State Directors of Teacher Education and Certification Interstate Agreement

#### **Graduate School of Arts and Social Sciences**

- All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education.

#### Accreditations for the Division of Counseling and Psychology:

- Lesley University's Educator/Counselor Preparation and Professional Development Program is accredited under the Teacher Education Accreditation Council (TEAC)
- School guidance counseling and school adjustment counseling programs are approved by the Massachusetts Department of Elementary and Secondary Education
- MA in Counseling Psychology is accredited by the Master's in Psychology Accreditation Council

#### Program Approvals for the Division of Expressive Therapy:

- The Clinical Mental Health Counseling: Art Therapy Program by the American Art Therapy Association
- The Clinical Mental Health Counseling: Dance Therapy Program by the American Dance Therapy Association
- The Clinical Mental Health Counseling: Drama Therapy Program by the North American Drama Therapy Association

- The Clinical Mental Health Counseling: Music Therapy by the American Music Therapy Association

#### **College of Liberal Arts and Sciences**

- All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education
- Our Educator/Counselor Preparation and Professional Development Program is accredited under the Teacher Education Accreditation Council (TEAC)
- The baccalaureate Business Management program is fully accredited by the Accreditation Council for Business Schools & Programs (ACBSP)

#### **College of Art and Design**

- All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education and the National Association of Schools of Art and Design
- Member of the Association of Independent Colleges of Art and Design

Email: [state.approvals@lesley.edu](mailto:state.approvals@lesley.edu) with questions about Lesley University accreditations and state approvals.