

2015-2016 UNDERGRADUATE ACADEMIC CATALOG

**The College of Liberal Arts and Sciences & The College of Art and Design
Academic Catalog 2015–2016**

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

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ACCREDITATIONS

Lesley University is accredited by the New England Association of Schools and Colleges (NEASC), 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 and the Interstate Certification Compact (ICC).

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 Professional Development Master's Degree program, which is designed to strengthen the knowledge, skills and professional capacities of educators already in the classroom

through integration of theory and reflective practice, is accredited by the Teacher Education Accreditation Council (TEAC).

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 accredited by the American Art Therapy Association (AATA), 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.

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

A MESSAGE FROM PRESIDENT JOSEPH B. MOORE

Lesley University prepares women and men for careers that make a difference in the lives of individuals, organizations and communities, and has done so now for 105 years. Central to this mission is our commitment to the liberal arts and sciences, education and the arts, career-focused field placements and internships in and around Greater Boston, and the intentional integration of theory and practice, the classroom and the community.

At Lesley, close student-faculty relationships help nurture, challenge, and inspire your learning and guide your academic progress within a supportive learning community. We value collaboration over competition, and active learning over passive learning. This is equally true for first-year courses as it is for upper-division courses. Respect for individual differences and choices, as well as diverse life experiences and perspectives, are reflected and celebrated in a vibrant, multicultural campus environment located in one of the most stimulating higher education locations in the country.

You will find at Lesley University all the advantages of an intimate undergraduate learning community as well as the academic and co-curricular resources of a comprehensive university. In addition to the resources at our two undergraduate colleges (the College of Liberal Arts and Sciences, and the College of Art and Design), our undergraduate students also have access 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. Add to this our spectacular location in Cambridge, steps away from bustling Harvard Square in the heart of America's premier college town, and you have access to speakers, movies, theater, and a range of cultural organizations and events that will enhance your college experience.

From our Cambridge neighborhoods to Boston's North End, from Porter Square in Cambridge to Kenmore Square in Boston, you will complement your academic program by living and learning in this diverse, energizing culture. The exciting cultural and educational environment of the Boston area is not just an optional benefit for your social life but an integral aspect of your learning experience. This is a region of superb internship and community service opportunities that strengthen each student's resume and contribute to the high job placement rates for Lesley graduates.

The undergraduate student government, athletic teams and plethora of student clubs provide opportunities for developing lifelong friendships, applied learning, and a multitude of leadership opportunities. We are very proud not only of the high numbers of students engaged in these activities, but the quality of leadership throughout these organizations. This engagement and leadership serves many students well as they move smoothly from such positions into their first full-time jobs.

Lesley's graduates are creative problem-solvers, highly qualified professionals, confident life-long learners, and engaged citizens who are active in their workplaces and communities. They believe in their responsibility and their ability to bring about constructive change. In schools, the arts, human service settings, government, non-profit organizations, businesses, and the environment, Lesley graduates are working daily to improve the lives of others and the world around them.

We're ready to help you take advantage of this unique time in your life – at this engaged university and in this spectacular part of the country. Welcome to Lesley. We're glad you're here – and I look forward to meeting you.

Best wishes for the coming year.

Sincerely,

Dr. Joseph B. Moore

UNDERGRADUATE CATALOG

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LESLEY UNIVERSITY

THE MISSION OF THE UNIVERSITY

Lesley University engages students in 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.

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.

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.

Citizenship Higher educational institutions have a responsibility 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.

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. Descriptions of 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 animated by superior faculty/scholars and student-citizens whose work ethic and passions for learning and doing redound in opportunities to excel throughout their lives 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 science or neuroscience—positively influence student success, faculty happiness and an improved experience across the liberal arts and sciences, pre-professional and professional programs. Our curriculum strengthening reflects that belief. Our course syllabi, assessment programs, and program reviews build upon this vision. Indeed, our CLAS strategic and implementation plans privilege these assumptions. Within and across CLAS to the College of Art and Design (LUCAD), our goal is beyond training; our goal is to educate students for lives and careers and the generation of new knowledge, used to lift others out of poverty and despair. Across the undergraduate colleges, the newly integrated Visual Arts and Humanities curriculum will dazzle students. Similarly, both 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 engaged citizenship.

Our Business Management majors will benefit from strong specializations in Accounting and Not-for-Profit, and be better

positioned to expand their reach as Lesley alumnus. All said, the new curriculum innovations and field immersion experiences in ethics, executive leadership, marketing, product ideation, micro businesses, conflict resolution, and emerging global markets; and strong offerings in Neuroscience, Biology, Visual Arts, Humanities, and the Social and Behavioral Sciences will lead to greater student confidence in liberal arts education at Lesley University.

Toward a Future of Excellence

Students are offered the opportunity to develop academic and professional skills in an environment that supports and promotes intellectual development 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

Twenty degree programs lead to 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 five accelerated programs available to students: the B.A./M.F.A. in Creative Writing, 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, and the B.S./M.A. in Expressive Arts Therapy. In conjunction with the College of Art and Design there is a B.F.A./B.S. program in Design and Business Management. 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 for a more detailed explanation of the curriculum and degree requirements.

COLLEGE OF ART AND DESIGN

Lesley University College of Art and Design is a professional college in an intimate environment that integrates studio practice and visual

culture in the teaching and making of art and design. The College offers seven fully accredited Bachelor of Fine Arts (B.F.A.) degree programs in: Animation, Digital Filmmaking, Fine Arts, Graphic Design, Illustration, Interdisciplinary Studies, and Photography; Bachelor of Arts (BA) in Art History and Fine Arts; two-year Advanced Professional Certificates in: Animation, Illustration, and Graphic Design; plus many other double majors and minors available to its students. Additionally, two Master of Fine Arts (M.F.A.) degrees: one full residency MFA in Photography 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 (Grades PreK-8 or 5-12) for students interested in becoming artists as well as licensed visual art teachers in public schools (PreK-8 or 5-12). Students can begin M.Ed. coursework while completing their BFA degree.

A Place for Practice, Application, Dialogue, and Critique

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 Fclassic 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

The College of Art and Design offers seven fully accredited Bachelor of Fine Arts (B.F.A.) degree programs, which are: Animation, Digital Filmmaking, Fine Arts, Graphic Design, Illustration, Interdisciplinary Studies, and Photography as well as Bachelor of Arts (B.A) in Fine Arts and Art History. The College also offers two-year Advanced Professional Certificates in Animation, Illustration and Graphic Design. These are in addition to various dual degrees, double majors, and minors available to its students. The College also offers two Master of Fine Arts (M.F.A.) degrees: one full-residency MFA in Photography 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.

ACCREDITATION

Lesley University is fully accredited by the New England Association of Schools and Colleges, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Particular College of Liberal Arts and Sciences programs are also approved by the Massachusetts Department of Education and have an interstate NASDTEC agreement. The College of Art and Design is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

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.

College of Art and Design Library

The College of Art and Design Library supports the teaching, curriculum, and creative inquiry of students and faculty at Lesley University by actively collecting and curating resources in the fields of fine arts, art history, illustration, design, animation, digital filmmaking, and photography and other related subjects. In addition to a circulating book and DVD collection of more than 12,000 titles, the Art and Design Library offers a specialized journal collection – including *Baseline*, *Aperture*, *Communication Arts*, *Cinefex*, *JAB*, *Juxtapoz* and *McSweeney's*. Furthermore, the Library provides access to more than one million high-quality digital images in the ARTstor Digital Library and hosts the Visual Resources Center whose curator is on-call for all questions about using, finding, and creating digital images. A small but growing collection of unique artists' books is also available for in-library study.

<http://www.lesley.edu/library/college-art-and-design/>

Lesley University Libraries

The Lesley University Libraries consist of two facilities: the Sherrill Library (on the Brattle campus) and the John & Carol Moriarty Library (on the Porter Square campus). Both locations provide high-quality collections and information services as well as computing workstations and a variety of study spaces in support of the University's research mission and integration of academic and field-based learning.

Whether coming to the library via the Web or through the front door, students and faculty find friendly professional staff ready to help. Lesley librarians assist the Lesley community by telephone, email, text and chat, in the library or in classes, on campus or online. They teach students to search for high-quality resources, integrate them into their assignments, and cite them properly to avoid plagiarism. They also help faculty integrate information literacy learning outcomes into their courses and assignments.

Thanks to Lesley's participation in consortia and library networks, students have borrowing privileges at 15 other libraries in the Boston area, and may request materials from libraries throughout Massachusetts.

For more details about the Lesley University Library mission, please see:

<http://www.lesley.edu/library/mission/>

Sherrill Library

<http://www.lesley.edu/library/sherrill/>

The Sherrill Library serves as the University's main library as well as a joint library for Lesley University and Episcopal Divinity School. Sherrill Library provides students with a variety of environments for solo studying or collaborative work. All of the public workstations in Sherrill are dual-boot Macs with the full suite of applications available in the computer labs across Lesley's campuses. The Sherrill Library houses over 140,000 print titles and many print journal subscriptions in addition to a growing list of electronic resources (including journals, ebooks, and streaming media). The various collections at Sherrill are strong in all curricular areas, with an emphasis on education, psychology, human services, management, environmental studies, and expressive arts therapies, as well as religion, biblical studies, and Episcopal Church history. On the Lower Level of the Library building, the Teaching Resources Collection houses a unique collection of teaching resource materials and an excellent juvenile literature collection.

John & Carol Moriarty Library

<http://www.lesley.edu/library/college-art-and-design/>

The Moriarty Library supports the teaching, curriculum, and creative inquiry of students and faculty at Lesley University by actively collecting and curating resources in the fields of fine arts, art history, illustration, design, animation, digital filmmaking, and photography and other related subjects. In addition to a circulating book and DVD collection of more than 12,000 titles, the Moriarty Library offers a specialized journal collection – including *Baseline*, *Aperture*, *Communication Arts*, *Cinefex*, *JAB*, *Juxtapoz* and *McSweeney's*. Furthermore, the Library provides access to more than one million high-quality digital images in the ARTstor Digital Library and hosts the Digital Imaging & Scholarship Services whose librarian is on-call for all questions about using, finding, and creating digital image and for supporting digital initiatives. A small but growing collection of unique artists' books is also available for in-library study.

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 (<http://www.lesley.edu/library/archives/>).

For more information about the library, students may visit the library Web site at www.lesley.edu/library, or our admissions page at http://research.lesley.edu/Library_Admissions.

Information Technology

Information Technology maintains 6 computer labs and 3 open use computer areas for use by all Lesley students. Each site contains Macintosh and Windows compatible computers, full internet access, and black and white printing. Some locations include scanners for electronic duplication of images or documents. Information on the locations as well as the resources in each of the computer labs and open use computer areas can be found by visiting: <http://intrastage.lesley.edu/it/labs/technology>. Entrance into all of the computer labs and open use computing areas requires an up-to-date Lesley University photo ID card.

The Mollye Lichter Block Computer Lab is open 24 hours a day to all Lesley students. Both Macintosh and Windows compatible computers with full internet and email access along with laser printing are available. It is located on the third floor of Doble. Entry to the Lab requires an up-to-date Lesley University photo ID card.

The Center for Academic Achievement

The Center for Academic Achievement encourages students to take advantage of its academic support services. The Center's staff includes faculty who specialize in writing, reading, second language issues, research methods, and learning differences (LD/ADD). The staff also includes approximately 45 peer tutors from graduate and undergraduate programs. The Center provides assistance with writing, reading, math, library research, study skills, and organizational skills. Students work on specific course requirements such as papers, projects, presentations, and exam preparation. Tutors work with students one-on-one as they exchange ideas, make use of feedback, and develop new skills. Additionally, selected tutors work with students to prepare for the Communications and Literacy subtests of the Massachusetts Test for Educator Licensure (MTEL).

Tutoring on-campus is available to students currently enrolled in classes in Lesley's degree-granting programs. Tutorials are offered on a by-appointment basis during daytime, evening, and some weekend hours. To find out more about the Center's services, call 617.349.8459, or stop by the Center for Academic Achievement, 11 Mellen Street Cambridge.

All students in off-campus or low-residency degree programs may access online tutorial services. Consult the submission guidelines from the center's services page: <http://www.lesley.edu/academic-achievement/tutoring/>.

FINANCIAL INFORMATION

TUITION AND FEES (2015-2016 ACADEMIC YEAR)

Tuition	\$24,720
Room and board:	
Single room	\$9,660
Double/triple room	\$9,060
Meals	\$5,770

Security and Key Deposit	\$300	Degree completion fee (final semester)	\$75
Activity fee	\$250	Monthly late payment fee	\$100
Registration Fee	\$80	Dishonored check charge	\$50
Lesley Health Service: (required for resident students)	\$800	<i>* Subject to change.</i>	
Insurance for students taking 9 or more credits:		<i>**A laboratory fee will be charged for each computer course. The amount is determined on a per course basis.</i>	
Basic student health insurance (Must be waived or accepted by tuition due date.)	\$1,854	<i>*** 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.</i>	
Tuition Insurance: (Must be waived or accepted at the student's discretion.)			
Resident	\$257		
Commuter	\$161		

FEES AND EXPENSES

A non-refundable \$50 fee is required from each prospective student when she/he submits an application for admission to the University. 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 \$555.00 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 15. 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).

SPECIAL FEES

Overload charges per credit hour	\$555
Late registration fee	\$100
Laboratory charge for each computer course:**	
Laboratory charge for Natural Science courses***	\$20
New Student Orientation (first semester)	\$125
Transcripts of academic records	\$5

PAYMENT INFORMATION

Notification of tuition bills will be sent to your Lesley email address. To view your bill, you can log onto your LOIS (Lesley Online Information System) account at www.lesley.edu/LOIS. 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 15 (fall semester), December 15 (spring semester) and May 15 (summer semester).

The student is responsible for updating his/her contact information and email address with the Student Accounts Office.

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 send payment(s) to:

Bank of America
100 West 33rd Street
New York, NY 10001

The following information must be included with the wire transfer:

Bank account number: 51189066
Routing number for domestic ACH: 011000138
Routing number for domestic wires: 0260 0959 3
Swift number: (used to wire from a non-US bank) BOFAUS3N
Student's full name and Lesley ID number

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 experiencing financial difficulties should contact the Student Accounts Office 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 the Office of Financial Aid to ensure that all required documentation is complete regarding loans and other types of aid for disbursement to the student account. While the Student Accounts Office 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

The Student Accounts Office 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 through the parent portal via your LOIS account. 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), www.afford.com/lesley, offers a flexible payment plan option that divides tuition and fees into monthly payments that are due to TMS by the 15th of the month. The University offers semester based plans for the Fall, Spring and Summer with four, five, or six payments. 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 www.afford.com/lesley. 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.

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 an authorization has expired or is invalid for any reason.

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.*

- 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. Actual percentage will depend on the official date of formal withdrawal.
- Course fee(s) will not be refunded after the start of the semester.
- Registration fees are non refundable.
- 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.

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 www.lesley.edu/student-accounts for refund policy information). But the tuition refund plan will assure up to a 100% refund (60% for mental health withdrawals) 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 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 15 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. 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 Koster Insurance.

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 www.lesley.edu/studentaccounts. Waivers must be completed online using your LOIS account at www.lesley.edu/LOIS. 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, 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 not covered 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.

On Line Waiver Process

To waive the Student Health Insurance Plan for the academic policy year, log onto: www.lesley.edu/LOIS, click on "Health Insurance" located under "Financial Information." To waive the insurance, have your current health insurance identification (ID) card ready as you will need this information in order to waive the Lesley University insurance charge. Once you complete the waiver information you will receive a confirmation email which you should retain for your records.

If you need to accept the insurance, enter "A" for accept. You will receive an email confirming your acceptance. Gallagher Koster will mail your new insurance card to you.

Refunds of Credit Balances

Overpayment, 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.

Lesley University students are enrolled in eRefunding with www.lesleychoice.afford.com. When enrolled, an email from www.lesleychoice.afford.com is sent to the student's Lesley email address prompting the student to register for their desired refund preference. Preference options include prepaid VISA debit card and ACH which deposits the student refund directly into their chosen bank account. 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 Student Accounts Office within 60 days of the bill on which the late payment fee appeared. The Student Accounts Office 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.

Returned Checks

The University automatically re-deposits returned checks received for payment of a student account. A \$50 returned check 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.

Non-Payment of Charges

All students must complete the Educational Enrollment Agreement via their LOIS account prior to the start of each academic year. Students who have not completed the Educational 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 should contact the Student Accounts Office 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.

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 Statements (Form 1098T)

The federal government requires all colleges and universities to provide students with a yearly statement of 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 services and insurance fees, room and board expenses, and non-credit institute fees. Students who meet the above may qualify for the Hope Tax Credit and Lifetime Learning Tax Credit. Check with a tax professional regarding your eligibility.

More information is available at www.irs.gov/individuals/students.

It is the student's responsibility to ensure the Student Accounts Office has his/her Social Security Number, a current billing address, phone number, and email address so the above information can be mailed to you in January of each year.

Dispute of a Charge

If you want to dispute a charge on your student account statement, email the Student Accounts Office within 60 days of the bill on which the charge appeared. The Student Accounts Office 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 charge
- Description of the charge and why you believe there is an error. If you need more information, describe the item you are not sure about.

Questions

Student account questions should be directed to the Student Accounts Office.

Lesley University
Student Financial Services
29 Everett Street
Cambridge, MA 02138-2790

sfs-rep@lesley.edu
800.999.1959 extension 8760

Office Hours:
3rd Floor, University Hall
Monday – Friday: 11:00AM – 5:00 PM
During semester based Add/Drop periods our office hours are:
Monday – Friday: 9:00AM – 5:00PM

Financial Administrative Withdrawal Policy

The College reserves the right to administratively withdraw, with 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.

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. Information and applications for financial aid are available from the Financial Aid Office and can be obtained online at www.lesley.edu/financial-aid.

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.ed.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

Starting Semester	Priority Filing Date
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 return transcripts 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 any and 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 mailed 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/financial-aid under "Application Process."

How Financial Aid is Determined

Financial aid is awarded based on 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.

Estimated Budget Costs Used to Compute Financial Aid 2015-2016*

Item	Fall 2015	Spring 2016	Total
Tuition	\$12,360	\$12,360	\$24,720
Registration Fee	\$40	\$40	\$80
Student Activity Fee	\$125	\$125	\$250
Room & Board	\$7,415	\$7,415	\$14,830
Security Deposit	\$300	\$0	\$300
On Campus Health Center Fee	\$400	\$400	\$800
<i>Estimated Health Insurance Plan</i>	\$1,954	\$0	\$1,954
<i>(Required if not covered by family plan)</i>			
Total	\$22,594	\$20,640	\$43,234

In addition to the above billed charges, we estimate that the average student will have the following out-of-pocket expenses during the academic year:

Books and supplies	CLAS/\$1500 - LUCAD/ \$2374
Transportation	\$450
Personal	\$900
Living Expenses	\$6,725 (off-campus apartment; \$2,790 (living with parents)

** Subject to change. These figures are used as a basis for determining financial aid packages.*

Awards made to students may include demonstrated need-based grants, merit scholarships, employment opportunities, and/or educational loans. Demonstrated need-based grant aid is aid that does not need to be repaid and is meant to assist in paying educational costs. The sources of this funding could come from Lesley University, the student's state of residence and/or the federal government. Self-help aid takes the form of loans (which must be repaid) and federally subsidized employment (work study) which pays students wages for hours worked at acquired jobs which can be either on campus or at pre-approved off campus locations.

Students are first considered for federal and/or state demonstrated need-based grant eligibility and then for self-help aid in the form of loans and employment. Students are then considered for Lesley University funded, demonstrated need-based grant aid as determined by remaining need, availability of funds, and eligibility for the funds. Merit-based scholarships are awarded under special circumstances and are not linked to financial need.

Types of Financial Aid

Demonstrated Need-Based Grants

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.

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 www.lesley.edu/financial-aid 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.

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 and requests that its data be released to his/her state of residence. 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 registered for a minimum of 12 credits each semester, demonstrate financial need and have applied for financial aid consideration by the established priority date.

Endowed institutional scholarships and current use grants are provided through the generosity of individuals and corporations. Without the generosity of donors, the Office of Financial Aid would not be able to award institutional grant money at amounts currently being offered. To be considered for one of these awards, a student must complete the financial aid application process and scholarship application processes that will be emailed to the student during the academic year. Recipients may be asked to write a letter of appreciation to the contact person of the endowed fund. Among the scholarships and grants are:

Agnes Lindsay Trust Endowed Scholarship: Need-based scholarship for the College of Liberal Arts & Sciences students from rural communities in New England.

Alumni Association Endowed Scholarship: Awarded to an undergraduate student through a competitive selection process.

Anna Schoen Endowed Scholarship Fund: Established in 2000 by Laurie and Scott Schoen in honor of Scott's grandmother to benefit a student in need of financial assistance with a demonstrated commitment and passion for serving others and giving back to the community.

Annie Ezer Berner Scholarship Fund: Established by Mr. Berner in memory of his mother, Annie Ezer Berner. To benefit women re-entering academic life or professional life after a long delay or interruption.

Barnes & Noble Textbook Scholarships: For deserving undergraduate students including adult learners.

Bessie Pappas '52 Scholarship: In honor of a beloved mother and grandmother, the Pappas family established this scholarship, to provide financial assistance for students with high scholastic achievement.

Beth Gerson Morse Memorial Scholarship: This endowed scholarship was established in memory of Beth Gerson Morse '67. The available income earned from this scholarship is awarded to an undergraduate student who has financial need and outstanding leadership qualities.

Carol Lee Morrow '65 Endowed Scholarship for Special Education:

This scholarship is awarded to a student studying to become a special education teacher.

Carol Lee Morrow Memorial Scholarship: The family and friends of Carol Lee Morrow, a member of the class of 1965, established this scholarship fund to be awarded annually to a deserving College of Liberal Arts and Sciences student.

Charles H. Hood Foundation Endowed Scholarship: This scholarship fund was endowed in 1985 by long-time Trustee Charles H. Hood. This scholarship is awarded to students with a concentration and career interest in working with or for the benefit of children.

Charles L. Gilroy Endowed Scholarship: As a tribute to Charles L. Gilroy upon his retirement after 17 years of devoted service to Lesley University, members of the Lesley community, and family and friends, established the Charles L. Gilroy Endowed Scholarship Fund in 2008. This scholarship is awarded annually to any student at Lesley University needing financial assistance. This award is provided with the hope that the recipients will remember the financial support they received and will give back to others when and if they are able to do so in the future.

Class of 1964 Scholarship: This scholarship endowment was established in 1989 by class members in honor of their 25th reunion at Lesley College. The available income earned is awarded annually to an undergraduate with financial need and high scholastic achievement.

Clayton Maarten Janer '09 Memorial Scholarship: This scholarship was established by the family of a College of Art and Design graduate and Lesley athlete, Clayton, and is awarded to a Photography major.

Constance and Lewis Counts Endowed Scholarship: The Constance and Lewis Counts Endowed Scholarship Fund was established in 2001. The scholarship will be awarded to a student who is accepted in the Center for the Adult Learner (LCAL) as an undergraduate pursuing a Bachelor's Degree in the Early Childhood Studies program or is a graduate of the adult learning program and is pursuing a Master's Degree in Early Childhood Education in the Graduate School of Education. Students will be selected by a committee through a competitive process.

David M. Greenman Endowed Scholarship: This memorial scholarship will be awarded to a junior or senior with demonstrated financial need who is academically talented and pursuing a career in Human Services or Education, with preference for a student with a minor in Health who intends to work with people with physical and/or learning disabilities.

Doris Boothby Scholarship Fund: This scholarship endowment was established in 1990 in honor of Doris Boothby, a teacher of the natural sciences at Lesley in the 1950s. Income from the fund is awarded to students of merit in need of financial assistance.

Draper Laboratory Endowed Scholarship: Awarded to College of Liberal Arts and Sciences students pursuing careers as math or science teachers and seeking a Cambridge student teaching placement.

Eleanor DeWolfe Ludcke Scholarship: This scholarship honors a loyal and dedicated Lesley alumna of the Class of 1929 and is designated for students with demonstrated financial need.

Ellsworth H. Sherin Scholarship: This endowed scholarship fund was established in 1985 with a gift from Paula and Jeffrey Stahl. The scholarship honors the memory of Mr. Sherin whose daughter, Dr. Paula Sherin Stahl, Ed. D, is a member of the class of 1968. The Sherin Scholarship is awarded to a deserving College of Liberal Arts and Sciences student with a strong academic record.

Enid Lofchie Endowed Scholarship Fund: Established in 1982 with a bequest from Enid Lofchie for students who are hearing impaired.

George I. Alden Scholarship: This scholarship fund was fully endowed in 1989 after Lesley College succeeded in meeting the terms of a challenge grant from the George I. Alden Trust. Income earned from the endowment is awarded annually to deserving students who are academically talented.

Gipp L. Ludcke Scholarship Fund: Established in 2004 for scholarships.

Grace Runnion Memorial Scholarship: Established in 1984 in memory of Grace Runnion for students in the Lesley Center for the Adult Learner. The scholarship will facilitate self-development or contribute to women's psychology, art, or spirituality.

Helen Briggs Miller '29 Endowed Scholarship: This scholarship is awarded annually to deserving students who are pursuing a teaching career in elementary education. The scholarship fund was given by Helen Briggs Miller, a Lesley alumna from the class of 1929.

Hollis and Catherine Gerrish Scholarship: This endowed scholarship was established in 1987 by Trustee Hollis G. Gerrish and his wife Catherine Ruggles Gerrish to benefit student(s) with a career interest in children's education and aspiration for a career working with young children.

(The former) IRO Endowed Scholarship: For a student pursuing a degree in the Center for the Adult Learner

Jacqueline Hart Leach Endowed Scholarship Fund: Awarded to students who demonstrate financial need and are interested in teaching children with learning disabilities or integrating the creative arts into instruction.

Jalkut Scholarship: For deserving undergraduate students, established by longtime trustee Richard Jalkut.

James and Emily Renehan Endowed Scholarship Fund: This endowed scholarship is designated for immigrants with financial need who are the first in their immediate families to attend college. Preference should also be given to students pursuing careers in the service professions such as social services or teaching.

John and Rita Crosby Scholarship: This scholarship can be awarded to any Lesley University student with demonstrated financial need.

John Guild Tucker Endowed Scholarship: Colleagues and former business associates of John G. Tucker established

this scholarship fund in 1986 to honor Mr. Tucker's 21 years of service as Lesley's Vice President for Financial Affairs and Treasurer. Income earned from the endowment is awarded annually to an undergraduate who is majoring in elementary education and has demonstrated financial need.

Jose Ribeiro Scholarship Fund: In memory of Lesley Graduate School of Education faculty member, Jose Ribeiro, for deserving undergraduates of any ethnic or cultural background who are first generation college students. May be either need or merit-based.

Josephine McDermott McGuire '33 Scholarship Fund: Established by bequest in 2003 for students with an education major.

Julio Lobo Seminars Scholarship Fund: For deserving students in the Lesley Center for the Adult Learner.

Karen Kalker Schotland '64 Endowed Scholarship: Awarded to undergraduate students majoring in a dual degree program in clinical mental health (first preference) and/or art therapy (second preference).

King Scholarship: The Stephen and Tabitha King Foundation helped to create this scholarship which is intended to benefit students from Maine with an interest in environmental studies.

Lunder Scholars Fund: Established in 2007 by, Paula '59 and Peter Lunder. Awards are for need-based scholarships for undergraduate students. Eligibility: First preference to former Dexter Shoe Company employees & their children; second preference to Maine residents. It may be awarded to any other qualified students from New England in need of financial aid.

Madelein Gachelin Endowed Scholarship Fund: Established in 2000 by Laurie Gachelin Schoen '86 in memory of her grandmother, Madelein Gachelin. For students who demonstrate financial need with a demonstrated commitment and passion for serving others and giving back to the community.

Maida Abrams Endowed Scholarship Fund: Awarded to a financially needy student with a disability pursuing a degree from Lesley, with a preference given to those aspiring to work with students with special needs. This scholarship is awarded to financially needy undergraduate students interested in working with children with special needs. Preference will be given to students who have a disability as defined by the ADA.

Margaret A. McKenna Endowed Scholarship: The McKenna Scholarship is a need-based scholarship funded by the endowment generously established for Margaret McKenna, Lesley University's President from 1985-2007. This scholarship benefits undergraduate students who demonstrate an exemplary commitment to public service and leadership for social change. The McKenna Scholarship is available to sophomores; students need to apply and are selected through a competitive process. (NOTE: The McKenna Scholarship is not given to an incoming student.)

Marjorie Truesdell Servis '29 Memorial Scholarship: This scholarship in memory of one of Lesley's pioneering alumni will be awarded to a deserving student with demonstrated

financial need, with preference given to students pursuing careers in teaching.

Martin Luther King, Jr. Memorial Scholarship: This scholarship is funded by personal gifts from the faculty, administration, staff, and other members of the Lesley community. It was established in the spring of 1968 as a memorial to the late Dr. King to assist worthy students of African-American descent to continue their education.

Mary Conklin Lloyd '68 Scholarship Fund: This memorial scholarship will be awarded annually (through 2020) to an academically talented undergraduate student pursuing a career as a teacher in the sciences or mathematics with demonstrated financial need.

Mary Mindess Endowed Scholarship: This scholarship fund has been established at Lesley University in honor of the exemplary service and dedication of Professor Mary Mindess spanning more than 50 years at the time of her retirement in 2012. Funds will be used to provide scholarships for students who would otherwise not be able to attend Lesley University. It is awarded to a College of Liberal Arts & Sciences student who is majoring in Education with a preference for Early Childhood Education. Must have a GPA of 3.0 or higher.

Mathematics/Science Scholarship: This scholarship fund is awarded annually to deserving students with a focus on mathematics or science.

Naomi Nason Skoler Scholarship Fund: This endowed scholarship, in honor of a loyal Lesley graduate, is awarded to a deserving residential first year student who has demonstrated financial need; a high school grade point average of 3.0 or higher; and an interest in teaching English, Reading, and/or Language Arts at the elementary or middle school levels. This scholarship is renewable provided the recipient maintains a 3.0 grade point average and continues to reside on campus.

Paula Starensier VanDernoot '67 Endowed Scholarship Fund: Established in 2001 by Paula VanDernoot as a merit-based scholarship for student demonstrating qualities of leadership, responsibility & social awareness. Preference for student interested and involved in a variety of activities, well respected by peers and with strong career aspirations.

Sally K. Lenhardt Scholarship: This scholarship was established in 1993 to honor the memory of Sally K. Lenhardt who graduated in 1986. She was an integral part of the Lesley community and the recipient of this award should be as well. They should demonstrate active participation in different areas throughout their years here at the University.

Securitas Annual Scholarship for Teacher Education: Awarded to College of Liberal Arts & Sciences students preparing for teaching careers or Graduate School of Education students pursuing an advanced degree.

SODEXHO Endowed Scholarship: Established in 1982, this scholarship fund is awarded to students with demonstrated financial need, with preference given to students who work in the dining halls.

Stride Rite Early Childhood Literacy Endowed Scholarship: Established in 1999, awards are given to

deserving students from Roxbury, Dorchester or Mattapan pursuing careers in early childhood education. May also be broadened to education majors in general.

Sumner and Esther Feldberg Endowment Fund: Intended for any scholarship need at Lesley University.

Suzanne Hruska Nagler '61 Endowed Scholarship: This merit-based scholarship in honor of a distinguished Lesley alumna will be awarded to a deserving Lesley undergraduate who is studying early childhood education.

Teresa M. Warren Human Services Scholarship: This scholarship was established in 2001 by Dr. Katherine Barone to be awarded to deserving students with need pursuing a career in Human Services with preference directed to students intending to work in underserved communities. Teresa M. Warren served as an adjunct professor and advisor to Lesley College students before her untimely death in 2000.

Trentwell Mason White Endowed Scholarship Fund: This fund was established in memory of Dr. Trentwell Mason White, former president of Lesley College and is awarded to deserving undergraduate students.

William McConnell Scholarship Fund: William C. McConnell, Jr., former Trustee and Chair of the Lesley Corporation, established this endowed scholarship fund for deserving students who otherwise could not afford to attend Lesley College.

William Randolph Hearst Endowed Scholarship Fund: Established in 1995 to benefit students with demonstrated financial need and pursuing teaching careers.

Yawkey Scholarship: This scholarship is awarded to adult learners with financial need.

Youngman Endowed Scholarship Fund: This is a need based scholarship created in 2003 to support rugged individuals who demonstrate independence of thought and passion for innovation through coursework and life experience.

Employment

Employment programs offer students the opportunity to make application 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/financial-aid under "Student Employment". 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. Instructions regarding employment opportunities and hiring procedures are e-mailed in August (and in January for spring semester starts). 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

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 have borrowed 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.

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 4.29%. 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.

Federal Direct Unsubsidized Stafford Loan: The federal unsubsidized Stafford loan is available to applicants who are not eligible for the subsidized Stafford Loan. 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 4.29%.

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.

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.

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 being projected to be fixed at 6.84%. The interest rate on the Federal PLUS Loan is currently fixed at 7.9%. The rate will be set every July 1st for the following academic year. 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. Information about the Parent PLUS Loan can be obtained at www.lesley.edu/financial under "Types of Financial Aid." 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.

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 \$2,000 to full tuition. The qualifications necessary to be awarded a merit scholarship are available online at <http://www.lesley.edu/admissions/undergraduate/guaranteed-merit-scholarships/>. A student must satisfy the following conditions in order to have the merit-based scholarship renewed each academic year:

- Maintain satisfactory academic progress by enrolling in a minimum of 12 credits each semester while maintaining the necessary GPA associated with the particular merit-based scholarship. A student receiving the Cambridge Rindge and Latin Scholarship, the Dean's Scholarship, the Edith Lesley Scholarship, the Phi Theta Kappa Scholarship, and the Transfer Scholarship must maintain a GPA of at least 3.0 throughout his/her Lesley experience.
- A student receiving the Urban Scholars Scholarship must maintain a GPA of at least 2.0 throughout his/her Lesley experience and maintain full-time status.

Lesley Dividend

Most of our students find that a master's degree is a necessary credential given the fields they enter. For those who choose to immediately continue their studies at Lesley, the Lesley Dividend

provides tremendous assistance. Qualified students can receive up to 12 free credits towards their graduate study in one of Lesley's on campus master's programs. To qualify, you must have a minimum cumulative grade point average of 3.6 upon completion of your undergraduate studies.* The Dividend Application and Agreement Form may be obtained from either the College of Art and Design or in the College of Liberal Arts and Sciences Deans' offices.

** Students who enrolled at Lesley before the Fall 2006 semester should go to the College of Liberal Arts and Sciences Dean's Office for qualifications.*

Outside 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 scholarships opportunities please go to www.lesley.edu/financial-aid under "Scholarship Search".

Disbursement of Financial Aid

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. 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. 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 www.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 www.Lesley.edu/financial-aid under "Types of Financial Aid." Federal Perkins loans and 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.

Although University grants and scholarships are not available for use during your time abroad, there is Federal, State and private funding that may be used to pay for your abroad costs. The Financial Aid Office can help you determine which options may be best for you and assist you with the required paperwork. As a participant in an affiliated study abroad program you will only be charged the tuition

of the host program; and not the tuition of Lesley University. In many cases, although not all, study abroad programs charge less than American Universities. For more information please refer to <http://www.lesley.edu/study-abroad>.

Financial Aid and Satisfactory Academic Progress Policy

Students receiving financial aid of any type are required to make satisfactory academic progress toward their degree. "Satisfactory Academic Progress" is defined by federal regulations of the U.S. Department of Education as "proceeding in a positive manner toward fulfilling degree requirements". Academic progress is measured using qualitative (GPA) standards and quantitative (credit completion rate) standards. At the College of Liberal Arts and Sciences a student must maintain at least a 2.0 cumulative GPA and complete at least 75% of the course work that they attempt. At the College of Arts and Design a student must maintain at least a 2.0 cumulative GPA for their first twenty nine credits and then a 2.3 cumulative GPA average after thirty credits and complete at least 75% of the course work that they attempt. Students are eligible for financial aid consideration through their first 180 attempted credits of a 120 credit degree program. The following are considered when evaluating a student's satisfactory academic progress:

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

Students are reviewed on an annual basis with regard to their continued eligibility for federal, state and Lesley University sponsored financial aid. Students who are not making satisfactory academic progress are allowed to appeal based on unusual circumstances. Appeals and supporting documentation should be made using the academic appeals form provided by the Financial Aid Office. Please note that appeals will not be approved more than one time during their 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. Examples of unusual circumstances can be, but are not limited to, documented health problems and family emergencies and a student must document the reason for the progress issue and what has changed to allow the student to regain academic progress. If an appeal is granted, the student must be making progress standards as measured in the results of the first semester after the appeal has been granted. At the student's request, the Financial Aid Office will review the academic status of a student who had their appeal denied or who did not appeal their academic status at the end of an academic semester to determine if the academic record now reaches the qualitative and quantitative standards listed above.

Title IV Refund Policy

Lesley University has a Financial Aid Refund Policy for students receiving financial aid who withdraw completely from an academic semester or stop attending all of their semester classes and who have

been awarded financial aid. These students may have an adjustment/reduction in their semester 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 found at www.lesley.edu/financial-aid under "Stafford Loan Process".

Students who withdraw completely from an academic semester and who have been awarded 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. Students who are considering withdrawing are encouraged to contact the Financial Aid Office at 617-349-8760 for more details.

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.

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. Return of Title IV funds is no longer necessary after that 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 that 60% point, the student may owe back part of his/her financial aid if the Financial Aid Office determines the student has received an amount larger than the earned amount. The refund policy for state financial aid is the same as the federal policy. A copy of the worksheet used for this calculation can be requested from the Lesley University Financial Aid Office.

The term "Title IV Funds" includes the following programs:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Iraq and Afghanistan Service Grant
- Federal Direct Subsidized Stafford Loan
- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Parent PLUS Loan
- Federal Perkins Loan
- Federal TEACH Grant

In accordance with federal regulations, financial aid funds are returned and allocated in the following order:

1. Direct Unsubsidized Stafford Loan
2. Direct Subsidized Stafford Loan
3. Federal Perkins Loan
4. Direct Parent PLUS Loan
5. Federal Pell Grant
6. Federal SEOG Program
7. Other Title IV programs (i.e. Federal TEACH Grant, Iraq and Afghanistan Service Grant)
8. Other state, private, and institutional aid
9. The student

Lesley University will also return any funds necessary to Title IV programs upon completing the calculation. The student's responsibilities in 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. 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.

Title IV financial aid recipients who receive all failing grades for a semester will be identified by the Financial Aid Office. The Financial Aid Office 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", and the following procedures will be initiated:

1. Using the Return to Title IV calculation, a prorated report will be calculated to determine if the student received unearned Title IV aid, either in a refund or as a payment for tuition, fees, room and board, etc.
2. The student will then be notified in writing of their revised financial aid award based upon the calculation performed.

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.

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 found at www.lesley.edu/financial-aid under "Stafford Loan 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 as a 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 lender to discuss deferment/forbearance options until the return to school. Upon return to school, on at least a half-time basis, the student may request an "in-school

deferment" from your lender. Repayment will cease and the government will begin paying the interest again on your 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-rep@lesley.edu

Our office location is:

University Hall
3rd Floor, Rm. 3-001
1815 Massachusetts Ave
Cambridge, MA. 02138

Our office hours are:

Monday through Thursday, 9 AM to 5 PM
Friday, 10 AM to 5 PM

ACADEMIC PROGRAMS

DESIGNING THE BACCALAUREATE PROGRAM - COLLEGE OF LIBERAL ARTS AND SCIENCES

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

Lesley University College of Art and Design (LUCAD) offers several Bachelor of Fine Arts degree, (BFA) degree options including dual

majors and degrees, as well as BA in Fine Arts and Art History. 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 LUCAD studio 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 8 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

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.

While general education is a requirement at Lesley University, 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 (CWRIT 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.

Student 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 LUCAD, 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 at least two, semester-long, credit-bearing internships. On-site hours requirements vary by major, but range from 6-18 hours/week. Lesley has over 200 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, with the help of the Assistant Dean of Academic Affairs, Department Internship Coordinators, and Lesley Career Resource Center, students have secured internships at site 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, please contact:

Dr. Jan Wall
Director, College of Liberal Arts and Sciences Internship Office
jwall2@lesley.edu

Dr. Julie Stanwood

Assistant Dean of Academic Affairs
Julie.stanwood@lesley.edu

Dan Walker
Assistant Director, College of Liberal Arts and Sciences Internship Office
dwalker4@lesley.edu

Field Placement

The Undergraduate Education Program prepares education students to teach diverse populations in a multicultural society. Appropriate field experiences are arranged in the first, sophomore, and junior years, culminating in an intensive student teaching practicum during the senior year.

Study Abroad

Study abroad allows students to pursue international educational opportunities. These educational experiences bring students to the sites and cultures and allow students to fully engage in the host culture. For more information, see the Travel Study section of the catalog and contact:

Claire Carroll
Director, Study Abroad, Global Education Center
ccarrol3@lesley.edu, 617.349.8323

LUCAD 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.

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
Administrative Coordinator, Education Division Field Placement Office
mdonohu4@lesley.edu 617.349.8955

HONORS PROGRAMS

College of Liberal Arts and Sciences Honors Program

Students with a record of academic promise and leadership in high school are invited to join the Honors Program when they enter the College of Liberal Arts and Sciences. Others are invited to join afterward on the basis of their academic record.

The CLAS Honors Program has several goals. It assures that intellectually ambitious students get to know and remain resources for each other through their careers at Lesley. They take two linked courses their first semester at Lesley as a group and take Honors seminars together later on. On- and off-campus cultural and educational activities (plays, concerts, discussion groups, etc.) bring them together more informally outside of the classroom.

Another important goal is to foster the relationship between students and faculty. In small Honors seminars and through Honors projects students get to work closely with faculty to deepen and enhance their knowledge, to form learning partnerships with faculty that will last through the college years and beyond. Apprenticeship and mentorship, proven to be central to future success, are at the heart of the Honors Program.

For more information on the Honors Program, contact:

Professor Michael Illuzzi
Director, Honors Program
34 Wendell Street
The College of Liberal Arts and Sciences
Cambridge, MA 02138

617.349.8257
milluzzi@lesley.edu

College of Art and 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 LUCAD's Honors Program from the 1st year experience through the capstone in the 4th 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 with focused critiques and special events, to develop future mentors and leaders in the creative culture at the College of Art & Design, in preparation for a life as a creator and active participant in Visual Culture.

Students will be expected to take a minimum of three of the four 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, the Advising Office or the Sr. Associate Dean of Academic Affairs. Students can also petition to take Honors-based courses through CLAS by contacting Michael Illuzzi (info above.)

THE THREE-YEAR DEGREE AT LESLEY UNIVERSITY

Making use of consecutive summer and January-term offerings, students are able to engage in dynamic coursework, intensive language training, internship study, study-abroad, community service and service learning and meet all bachelor's degree requirements in three years. As is true of a four-year degree student, 120 credits are needed. Students may enter the three-year program in September or January of their freshman year. Your decision to enter the three-year degree program is not tied to your admission. The three-year degree intent to enroll form can be found at <http://www.lesley.edu/undergraduate/three-year-degree/request/>. For more information, please contact the College of Liberal Arts and Sciences Dean's Office (617.349.8903).

The Lesley University Financial Aid office encourages all students thinking about the three-year degree program to apply for financial aid consideration by completing the Free Application for Federal Student Aid (FASFA.) The application should be submitted in February/March of each academic year so that eligibility can be processed in a timely manner for all fall, winter, spring and summer academic semesters. Our financial aid counselors are happy to discuss the financial aid options available for students in the three-year degree program. If you are interested in studying abroad, we remind you that Lesley merit scholarship, grant, and institutional funds will not "travel" with you - however, your state and federal monies will. To assist with costs associated with studying abroad, we recommend that students investigate and apply for privately sponsored grants and financial aid.

PRE-LAW AT LESLEY UNIVERSITY

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, Assistant Professor Bryan Brophy-Baermann (bbrophyb@lesley.edu; 617.349.8308), 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

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 Professor Quamrul Hassan (617-349-8304/ahassan2@lesley.edu) or another member of Lesley's Natural Science and Mathematics (NSM) faculty (617.349.8296) to discuss the pre-med/pre-dental/pre-vet or other health related program.

CORE CURRICULUM

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.

College of Art and Design Core Curriculum

Areas of Study (Credit Distribution)

Arts and Humanities	15
Social Sciences	3
Writing	6
Math/Science	6
Liberal Arts Electives	12

FOUNDATIONS IN LIBERAL ARTS COURSE REQUIREMENTS

Arts and Humanities (15 Credits)

IAHIS

Fulfilled by IAHIS 1200, IAHIS 1210, department required Art History course and 6 credits of Art History elective

Social Sciences (3 Credits)

3 credits from the following prefixes:

CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, CSOCL

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 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)

One course from either CBIOL or CPHYS

Liberal Arts Electives (12 Credits)

Any course from the 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

College of Liberal Arts and Sciences Core Curriculum

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 College of Liberal Arts and Sciences 3 credits must be in Fine or Performing Arts

CLAS students may take any 1000 level College of Art and Design studio course. However, any 2000 level or above LUCAD course must meet the minimum prerequisite requirement of IFNDN 1620 Drawing Intensive, along with any additional prerequisite.

Math/Science: For College of Liberal Arts and Sciences this assumes a math competency is met. If it is not met, 3 credits from the Liberal Arts Elective will be used to meet the math competency. Students will be assessed for math competency on admission using SAT-M scores and with an optional online assessment test. First Year Seminar (FYS) courses may be used to full 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

3 credits from one of 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

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 1011, 1010 and 1009 may not be used.)

One course from either CBIOL or CPHYS (CBIOL 1100 may not be used)

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.

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.

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 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 in the 19th and 20th Centuries	3
CHIST 4030	Modern Middle East History	3
CHIST 4050	Modern South Africa	3
CHIST 4055	The History of Modern China	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
CMUSC 3339	World Music: Folk and Popular	3
CNSCI 3320	Indigenous Natural Resource Ecology (GLASS Course)	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 3301	Visualize Modern China	3
IAHIS 3304	Introduction to the Art of India and the Islamic World	3
IAHIS 3313	Multicultural Photography	3
IAHIS 3420	Intro to the Art and Thought of Asia	3
IAHIS 4150	Africa: Between Tradition and Modernity	3
IAHIS 4400	The Art and Culture of Japan	3

ACADEMIC POLICIES

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 Association of Schools and Colleges, the College of Art and Design is also an accredited institutional member of the National Association of Schools of Art and Design (N.A.S.A.D.).

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.

Bachelor of Arts (LUCAD): 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.

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.

Community Standards of Conduct

Purpose: To identify behavioral standards 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, vendors, contractors, consultants, guests, and visitors.

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

- Exercise behavior that is respectful to self, others, and property;
- Conduct themselves in a manner compatible with the University's mission as an educational institution;
- Understand that behavior that creates an intimidating, disruptive, or hostile environment for any member of the University community or in any activity related to Lesley, either on or off campus, violates the Community Standards of Conduct;
- Know that any illegal activity or any conduct underlying an investigation, arrest, or indictment, regardless of the outcome of any criminal investigation or prosecution, or other legal proceeding, and regardless of whether it occurred on or off campus, violates the Community Standards of Conduct;
- Know that conduct, either on or off campus, that adversely affects or has the potential to adversely affect, the University or members of the University community, violates the Community Standards of Conduct;
- Refrain from injuring, threatening to injure, or taking action that might injure another person one. A few examples of such unacceptable behavior include:
 - Verbally abusive behavior;
 - Intimidation through direct or implied threats;
 - Throwing objects, whether or not a person is the direct target;

- Physically touching another person in an intimidating, malicious, or harassing manner, including hitting, poking, kicking, pinching, grabbing and pushing;
- Physically intimidating others including such acts as obscene gestures, shouting, fist shaking, and/or blocking egress; and
- Conducting a series of acts over a period of time and making threats with the intent to place a person in fear of death or bodily injury (i.e. stalking).
- Refrain from damaging or threatening to damage another's 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; and
- Comply with applicable University policies, rules, and regulations. Examples of University policies include:
 - Discrimination, Harassment, and Sexual Violence Policy
 - Unequal Consensual Relationship Policy
 - Student Alcohol and Illegal Drugs Use Policy Each member of the University community is responsible for understanding and complying with all University policies, rules, and regulations applicable to him or her, and for upholding these Community Standards of Conduct.

Reporting: It is the obligation of the members of the Lesley University community to report violations of these Standards 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. The University's investigations and sanctions will 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 from 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 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 the Community Standards of Conduct to any of the following people:

Dr. Barbara J. Addison Reid
 Director of Equal Opportunity and Inclusion/Title IX Coordinator
 Office of the President
 29 Everett Street
 Cambridge MA 02138

617 349-8507

Email: baddison@lesley.edu

Email: equalopportunity@lesley.edu

Ms. Marylou Batt

Vice President of Administration

29 Everett Street

Cambridge MA 02138

617 349-8564

Email: mbatt@lesley.edu

Ms. Jane Joyce

Director of Human Resources

29 Everett Street

Cambridge MA 02138

617 349-8785

Email: ajoyce5@lesley.edu

Dr. Nathaniel Mays

Dean of Student Life and Academic Development

29 Everett Street

Cambridge MA 02138

617 349-8539

Email: nmays@lesley.edu

You may also contact Public Safety at:

- Doble Campus and Brattle Campus: 617.349.8888
- Lunder Arts Center, Porter Campus: 617.590.6805
- University Hall, 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.

Revised: July 7, 2014

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 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 http://www.doe.mass.edu/educators/e_license.html. 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

True learning can exist only in an environment of intellectual honesty. As future graduates, College of Liberal Arts and Sciences and College of Art and Design students have a particular responsibility to themselves and society to conduct their academic studies with integrity. The Lesley community must refuse to allow plagiarism and cheating; all of us must work to create an environment where intellectual curiosity and honesty are valued.

Acts of Academic Dishonesty

Academic dishonesty comes in many forms. The following list is not meant to be exhaustive and a student may be charged and found guilty of violating the University's Academic Integrity Policy for an offense not enumerated below.

- **Cheating:** Use and/or solicitation of use of unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
- **Plagiarism:** Presenting the work of another as one's own, i.e., without proper acknowledgement of the sources. Plagiarism may occur orally, visually, or conceptually as well as in writing.
- **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.
- **Multiple Submissions:** The submission of substantial portions of the same academic work (including oral reports) for credit in more than one course without prior written authorization.
- **Abuse of Academic Materials:** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- **Complicity/Unauthorized Assistance:** Intentionally or knowingly permitting or 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.
- **Lying/Tampering/Theft:** Giving false information in connection with the performance of academic work or in connection with any proceeding under this policy.

The Committees on Academic Integrity oversee issues and cases of plagiarism and cheating. More complete descriptions of the Lesley

University Academic Integrity Policy and the procedures of the Committee on Academic Integrity are available on the university's web site.

INTELLECTUAL PROPERTY

Except as otherwise provided in a written agreement with the School, when Intellectual Property is created by Faculty, Staff, or Students in connection with any School course, program, or other School-related project, with or without Substantial Use of School Facilities, the School shall have the perpetual, non-exclusive, non-transferrable, royalty-free rights to reproduce, display, perform, and otherwise use such Intellectual Property for all its educational, promotional, marketing, and other non-commercial purposes (collectively, the "Use Rights"). For the avoidance of doubt, the Use Rights shall not include the right to sell such Intellectual Property.

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. First-year - CLAS students are assigned to a faculty advisor in their chosen area of study in the fall of the sophomore year. First semester CLAS transfer students are generally assigned to a faculty advisor in their second semester at Lesley. LUCAD 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.

Students should meet regularly with their advisors to seek advice about how to successfully meet the requirements of the degree program. The final responsibility for fulfilling these requirements rests with the student. 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 Center.

The Missions of the Academic Advising Centers

Academic Advising at Lesley University facilitates student academic success through intrusive 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.

Academic Advising Goals

- 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 student 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

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 may select a major upon entry, and must declare a major upon completion of 48 credits. Students choosing to major in Education, Art Therapy, or Counseling must declare their major upon the completion of 30 credits.

LUCAD students usually declare a major at the point of admission. LUCAD students who are unsure as to the major upon entry are recommended to choose a major upon completion of 42 credits.

Junior Audit

During the second semester of the junior year, each student is audited by a representative in the Office of the University Registrar to ensure that the official records at the Registrar's Office are complete and accurate. Using the information received during the audit, each junior is required to meet with his/her faculty advisor to plan an appropriate schedule for the fall and spring semesters of his/her senior year. It is the student's responsibility to schedule this appointment with their faculty 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.

Course Load

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.

LUCAD: Students must complete 123 credits to earn the BFA. Visual art students should take an average of 15 – 18 credits per semester. LUCAD 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.

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.

LUCAD: Due to the large number of required courses within the BFA programs, LUCAD 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 credits.
- Juniors must have earned between 60 and 89 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.

COURSE INFORMATION

Students with a documented disability who require accommodation access to class should contact Access Services at access@lesley.edu or 617.349.8655.

Course Waiver/Substitution

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

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 up to 9 credits in total through independent studies 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. Students may take no more than three Independent Study courses of 3 credits each. The deadline to register for an independent study is the last day of the add/drop 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. Independent Study Contract forms are available at the colleges' Academic Advising Centers.

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

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.

Online Courses

During the regular academic year, freshmen may not take online courses. Upper class students may take one online course per semester up to a maximum of six.

Drop/Add Policy

During the first two weeks of each semester, a student may drop or add a course. 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 drop/add period, first semester freshman and transfer students are required to have their advisor's signature on each drop/add form. After the first semester, students may drop or add a class on LOIS. However, students are strongly encouraged to consult with their advisor before making any changes to their schedule to ensure timely graduation. Drop/Add forms can be obtained from the Registrar's Office and the Undergraduate Academic Advising Centers.

Course Withdrawal Policy

The policy regarding withdrawal from courses becomes effective after the drop/add period terminates. If a student withdraws from a course or from the college prior to the end of the twelfth week of the semester*, 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, all students are required to have their advisor's signature on each drop/add form.

** Refer to semester calendar of dates distributed each semester for the exact date.*

Transferring Undergraduate Credit

A student in good standing at Lesley may enroll in a course at another accredited college during the academic year or summer. The following conditions govern the transfer to Lesley of credit earned at another institution.

- A total of 90 credit hours are transferable to the College of Liberal Arts and Sciences, and 66 credit hours are transferable to the College of Art and Design, 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) must be accompanied by documentation verifying that each is equivalent to a C or better in order to be accepted for transfer.
- CLAS: Written approval must be obtained from 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.
- LUCAD: It is strongly recommended that LUCAD students check with LUCAD advising staff to ensure transfer credits will meet requirements before courses are taken for transfer credit.
- 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.
- LUCAD: Students should request that transcripts be sent to the Office of the University Registrar's Office
- CLAS: Credit for student teaching and other practica or internships must be approved by the appropriate Division Chair.
- LUCAD: Students need approval from the faculty internship representative.

Prior Learning Assessment

Lesley University recognizes that adult students may have had professional and life experiences leading to college level learning. For this reason, accepted degree candidates in the College of Liberal Arts and Sciences may be able to participate in the prior learning assessment process which would result in the documentation and evaluation of college level learning that occurred between high school graduation and enrollment.

Information about the Prior Learning Assessment (PLA) process is available from the Center for the Adult Learner.

GRADING INFORMATION

Grading System

Grades are issued at the end of each semester according to the following system:

A= Excellent

B= Good

C= Fair

D= Poor

F= Failing

W= Withdrawal

AW= Administrative Withdrawal

NA= Never Attended

P= C- or better (under Pass/Fail option)

F= D+ or less (under Pass/Fail option)

I= Incomplete

Fail (F)

If a required course is failed, the course must be repeated or an equivalent one taken. A student may repeat a required course only once. No credit is accrued with a grade of "F." If a student repeats the course both grades will be recorded on the permanent record, but only the second will be used to compute the cumulative average.

Pass (P)

This grade applies only to courses which are offered on a Pass/Fail basis and to courses in which the student elects the Pass/Fail option by the end of the drop/add period. To earn the grade of "Pass" on the Pass/Fail option, a student must earn the equivalent letter grade of C- or better. A grade of D or less will be awarded a grade of "Fail."

Incomplete (I)

In exceptional cases, where an unanticipated event beyond one's control interferes with a student's completion of course

requirements, a letter grade of "I" (Incomplete) may be given to a student at the instructor's discretion. Student and instructor must complete and sign an Incomplete Contract. Incomplete contracts must go to the Chair for approval. Students with two or more Incomplete grades may not register for the following semester. Responsibility for completion of work rests with the student. The deadline for completion is the end of the following semester. Contracted work not completed by that time is recorded as "I/F" (Failing).

Note - Effective January 25, 2016, Incomplete Policy to be updated as follows;

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 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 2013 incomplete grades must be changed by the posted grading deadline in the Academic Calendar for spring 2014 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.

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.

Grading Scale

On a scale of 0 – 100, individual grades correspond to the following:

A	93 - 100	A-	90 - 92
		B+	87 - 89
		B	83 - 86
		B-	80 - 82
		C+	77 - 79
		C	73 - 76
		C-	70 - 72
		D+	67 - 69
		D	63 - 66
		D-	60 - 62

Withdrawal (W)

This grade indicates that the student has withdrawn from the course prior to the twelfth week of the semester. The grade of "W" is recorded on the transcript but the student's cumulative grade point average is not affected.

Administrative Withdrawal (AW)

"AW" 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.

Grade Point Average

The student accumulates credit points toward a grade point average (GPA) on a 4.0 scale, as follows:

A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7
B+ = 3.3	C+ = 2.3	D+ = 1.3	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.

Grade Reports and Midterm Grading

Early Alerts

CLAS: Early Alerts are required for all first year students by the 4th week of classes. They consist of an email to the Director of the Academic Advising Center noting if the student is not attending class or is failing to submit assignments.

Mid-Semester Evaluations

CLAS: Mid-semester evaluation forms are required for all students with a grade-to-date of C- or below by the 7th week of classes. Mid-semester evaluation forms are sent electronically by the CLAS Academic Advising Center to faculty at the midpoint of the semester. Faculty members use mid-semester evaluations to notify students of poor progress in their course(s).

The mid-semester evaluations do not appear on the student's permanent academic record. Copies of the report are sent electronically to the students and their faculty advisors. Copies are retained in the CLAS Academic Advising Center.

Midterm Grading

LUCAD: Students receive midterm grades if the academic status at midterm is C- or lower. Students can check midterm grades using the LOIS system. Some LUCAD 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.

Final Grades

Students may view recorded grades and request grade mailers by accessing LOIS. Grade reports are not issued to students having financial indebtedness to the university, including library obligations and parking fines.

Minimum Grades

If a student fails to earn a passing grade in a course with a designated minimal grade level as part of the course requirement, the course must be retaken. A student may retake the course only once. In addition, the student may not use the course to satisfy another course requirement as part of the program of study. While both grades will appear on the transcript, only the higher grade will be computed in their GPA.

Pass/Fail Option

CLAS: 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. Pass/Fail terms cannot be retracted once they are submitted.

Class Auditing

LUCAD: 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 only within the first two weeks of the semester;
- Students who wish to change from audit to credit must do so only within the first two weeks of the semester 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.

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

Midterm and final examinations or other evaluation activities are required in most 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

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 that they have missed provided that such make-up examination or work shall not create an unreasonable burden upon the college. The college 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.

Cancellation of Classes

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 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.

ACADEMIC STANDARDS

Honors and Awards

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 Review

Satisfactory Academic Progress

To maintain Satisfactory Academic Progress a full time student 1) must be enrolled in a minimum of 12 credits each semester, 2) is expected to maintain a cumulative GPA of 2.0 (LUCAD students are

expected to maintain a cumulative GPA of 2.0 for their first year [30 earned credits or less] and 2.3 for subsequent years), and 3) must complete successfully 75% of attempted credits per academic year. Students who are registered for eleven or fewer credits in an academic semester will also be expected to maintain a GPA of 2.0 (for CLAS students)/2.3 (for LUCAD students) and must successfully complete 75% of attempted credits per academic year to maintain satisfactory academic progress.

Lesley Center for the Adult Learner (LCAL) students enrolled in 6 or more credits fall under the Academic Review process. In order to maintain Satisfactory Academic Progress LCAL students, 1) should be continuously enrolled in courses, 2) should maintain a cumulative and semester GPA of 2.0, and 3) should have no more than 1 Incomplete grade on file.

Academic Review Committee

The Academic Review Committees are responsible for monitoring students' overall performance to meet the Bachelor requirements and academic regulations of the colleges.

Academic Alert

A student is on Academic Alert if he/she meets any of the following conditions:

- the semester grade point average is below 2.0 for CLAS students/2.3 for LUCAD students;
- the student fails one course; or
- the student is a first semester first year student and has a cumulative GPA less than 2.0.

Academic Probation

A student is on Academic Probation when,

- the cumulative grade point average is below 2.0 for CLAS students/2.3 for LUCAD students

The Academic Review Committee may identify other areas of concern, which include meeting the internships/student teaching requirement of the major or being placed under Divisional Review that can result in placing a student on Probation.

Academic Support While on Alert or Probation

Students on Academic Alert or Academic Probation should consider adjusting their course loads and limiting their involvement in co-curricular activities until they have maintained satisfactory standards. Appropriate use of the university's academic and personal support services should be made, including the Academic Advising Center and the University's Center for Academic Achievement.

CLAS students on Academic Probation will be assigned a Probation Advisor by the Director of Academic Advising in addition to their regular academic advisor.

A student may appeal probation 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.

Restricted Programs of Study

These 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; Non Education Majors

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 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 of 2.0 will not be accepted for an internship.

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 and Communications

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. 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.

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.

LCAL Individually Designed

Students in the adult program may pursue approved Individually Designed BA/BS Degrees with specializations in their area of interest. 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.

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.

Academic Dismissal

The Academic Review Committee may recommend dismissal to the Dean of the college if the student meets any of the following conditions:

- Is on academic probation for two (2) consecutive semesters and has a cumulative GPA of less than 2.0 for CLAS or 2.3 for LUCAD;
- Earns a GPA of 1.0 or less during the first semester of study; 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 in writing of her recommendation and offer students a five day appeal opportunity. Following the appeal, the decision of the Dean is final. Copies of the appeal process are also available from the dean of the college.

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.

General Suspension, Dismissal

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

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 Change of Status form prior to the final withdrawal deadline. The Change of Status form is available in the respective undergraduate colleges' Academic Advising Centers.

The student 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

A student who has withdrawn or been dismissed from one of the undergraduate colleges may apply for reinstatement by submitting a written request to the Dean of the college. The request should explain fully why reinstatement is justified and should also include the necessary supporting documentation. It should be sent in sufficient time to enable the Dean and, as appropriate, the Academic Review Committee to review and act upon the request prior to the beginning of the term for which the student is requesting readmission.

Normally, requests for readmission for the fall semester should be submitted by August 1st, for the spring semester by December 15th.

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.

It is the student's responsibility to contact the appropriate offices, i.e., Registrar's, Financial Aid Office, Residence Life, Student Life and Academic Development, Academic Advising Center, and Internship offices to ensure that all necessary forms are completed. Please note that Lesley merit scholarship, grant, and institutional funds are not available for use during your time abroad - however, Federal, State and private funding may be used to pay for your abroad costs.

Withdrawal

A student 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. CLAS students must meet with the Dean of CLAS before meeting with the Director of CLAS Academic Advising to complete the withdrawal paperwork. 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, in writing, a Requirements Completed Transcript from the Office of the University Registrar (<http://www.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 LUCAD students and the cumulative grade point average at the end of the last Fall or penultimate semester.

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)

LUCAD: 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 class of 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 limited circumstances, a student may participate in commencement with "march only" status if approved by the respective college dean.

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

Early Action	Application Deadline	Notification of Decision	Candidate's Reply Date
	December 1	January 1	May 1
Regular Admission	Application Deadline	Notification of Decision	Candidate's Reply Date
	February 15 <i>Preferred Deadline</i>	Rolling after January 15	May 1
January Semester	Application Deadline	Notification of Decision	Candidate's Reply Date
	December 1 <i>* November 1 for</i>	Within 3 weeks of completed application	January 10

*international
students*

Transfers

Fall Semester	Application Deadline	Notification of Decision	Candidate's Reply Date
	May 1 <i>Preferred Deadline</i>	Rolling After January 15	June 1 or within 2 weeks of acceptance
January Semester	Application Deadline	Notification of Decision	Candidate's Reply Date
	December 1 <i>* November 1 for international students</i>	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 or GED
- official test scores: SAT I with essay or ACT with writing
- one teacher recommendation – we will accept up to two
- one counselor recommendation / Secondary School Report

Students applying to the College of Art and Design must also submit a digital portfolio of 12-20 pieces.

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 Fall 2014 presented, on average, an un-weighted academic cumulative GPA of 3.1 based on a 4.0 un-weighted scale where A = 4.0 or on a numeric scale where A = 93-100, with 60 considered passing. The average ACT composite was 24; the average SAT composite was 1635.

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 <http://www.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 taken or attempted coursework 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. 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). Applicants with more than 60 earned college-level credits are waived from this requirement.
- official college transcript from each institution previously attended
- a recommendation from one college professor / the College Instructor Academic Evaluation
- college catalog, or course descriptions, from each college attended, with all completed courses clearly marked. Students who have earned college credit from an institution outside of the U.S. must have their transcripts translated by a credential evaluation service 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 the College of Art and Design must submit a digital portfolio of 12-20 pieces with first-year foundation studio skills clearly demonstrated.

Bachelor's Degree Completion Programs Taught on the Cambridge Campus

Admissions Requirements:

Application – Online at www.lesley.edu/bachelors-degree-completion/apply
Application Fee - \$50.00 (nonrefundable)

- Official Transcripts

High School Transcript/G.E.D.

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.). 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.

Students with academic credentials from outside the US must submit a translated, official, 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.
- Students with academic credentials from outside the US must submit a translated, official, course-by-course evaluation.

NOTE: Catalog course descriptions from granting institutions may be required prior to credits being successfully transferred to Lesley University.

- 1-2 Page Written Personal Statement
- Use narrative form and address the questions found at www.lesley.edu/admissions/adult-bachelors/personal-statement
- Resume – Submit a current resume that reflects academic and professional qualifications
- Proof of English Language Proficiency
- Required for all applicants whose native language is not English.
- www.lesley.edu/bachelors-degree-completion/admissions/non-native-english-speakers

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 Center for the Adult Learner Admissions Committee for review. Admitted students will be assigned an Academic Advisor in the Center for the Adult Learner. The Academic Advisor will review college transcripts and generate a transfer credit evaluation. 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 credits by documenting college-level knowledge gained via life and work experience through our Prior Learning Assessment course (PLA).

Community College Partnerships

Lesley University is partnering with local community colleges to provide another path toward 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 on the community college campus. Note: Some courses may be taught using an online format.

Bachelor's Degree Completion Programs on the Bunker Hill Community College Campus

Beginning Fall 2014, Lesley University will offer two bachelor's degree completion programs on the Bunker Hill campus:

- Bachelor of Science in Business Management at Bunker Hill Community
- Bachelor of Arts in Psychology at Bunker Hill Community College
- Expected for Fall 2015: Early Childhood Education – licensure program

Admissions Requirements:

- Students interested in pursuing Lesley University's Bachelor of Arts in Psychology or a Bachelor of Science in Business Management, should have completed or may be in the process of completing the corresponding Associate's degree programs at Bunker Hill Community College: www.lesley.edu/bachelors-degree-completion/bunker-hill/
- Students must have a 2.5 or higher cumulative academic grade point average (GPA) in their Bunker Hill program
- Apply online at www.lesley.edu/bachelors-degree-completion/bunker-hill/apply/
- Send your official Bunker Hill Community College transcript to: Office of Undergraduate Admissions Lesley University 29 Everett Street Cambridge, MA 02138
- Submit official transcripts from any other University/college you have attended
- 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
- If any college credits are earned in an institution outside the US, please have the official transcript translated.

Admitted students will receive 60 transfer credits toward their 120-credit Lesley bachelor's degree. International students will need to submit certification of finances etc.

International Students

International applicants must apply by November 1 for the January semester and meet the same deadlines as U.S. first-year or transfer students for 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 four options:
- Official TOEFL (Test of English as a Foreign Language) score. A minimum score of 550 (paper-based test), 213 (computer-based test), or 80 (internet-based test) is required. For reporting purposes 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.

- ASC English Level 5 Certificate of Completion. Through Lesley's ESL partnership with ASC English in Boston, students who successfully complete Level 5 of ASC's English language curriculum will meet the English language proficiency requirement for admission. ASC English students must provide a Certificate of Completion along with a letter of recommendation from the program coordinator/teacher.

Applicants who graduate from high school, secondary school, 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 only 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

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 demonstrate they have met the requirements of their home state with respect to graduation.

Part-time Degree Students

Part-time degree students apply for admission in the same manner as full-time students, and are subject to the same admissions policies.

Visiting Students

We welcome students who have already begun their college careers and who wish to study at Lesley as full-time non-matriculating students for either one or two semesters. In order to continue at Lesley for more than two semesters, a visiting student must complete the transfer application process and be formally admitted into a degree program. Applicants must complete the Visiting Student Application and submit the required \$50 application fee along with the following credentials:

- official high school transcript or high school equivalency unless they have earned more than 60 college credits
- official college transcript from each institution previously attended
- personal statement
- Students interested in the College of Art and Design must present a digital portfolio of 12-20 pieces
- international students must demonstrate English language proficiency as stated earlier

The preferred deadline for admission as a visiting student for September is May 1; the preferred application deadline for visiting students interested in joining us for the Spring semester is December 1. Applications will continue to be accepted after these dates on a space-available basis. Visiting students are not eligible for financial aid

Part-time Non-matriculating Students

Students who are interested in taking coursework on a part-time basis and who are not, at this point, working toward a Lesley degree must contact the Office of Undergraduate Admissions in order to register for less than 12 credit hours. Students interested in this option should contact Undergraduate Admissions as early as possible before the beginning of the semester but no later than one week before the start of classes.

Students will be asked to complete a short admission form and to submit transcripts of any college coursework they have completed. If they have not completed any college level coursework, they must submit their high school transcript or equivalency.

A student may take no more than 15 credits before initiating an application for admission to a degree program.

Deferred Admission

Any student who has been admitted and who has submitted the required enrollment deposit may defer enrollment at Lesley for either one or two semesters but for no longer than one full academic year. Students must submit a written request for deferral to the Office of Undergraduate Admissions. A student is not able to matriculate at another college during that period of deferral.

Reactivated Applications

Any student who applied to the College of Liberal Arts and Sciences or College of Art and 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.

AWARDING OF ADVANCED CREDIT

Transfer Credit

Degree programs require a minimum of 120 credits for graduation. Students can 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 all students with their acceptance letter. In determining which credits may transfer, every effort is made to match courses with their Lesley degree equivalents. Only college-level courses with grades of C or better are eligible for transfer credit. Courses taken for a pass/fail grade will be eligible for transfer only if it can be documented that the pass signifies a grade of C or better.

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. Students who complete the IB Diploma may receive up to 18 credits, the equivalent of one semester of work. Additionally, students who do not pursue the full Diploma may receive three units of credit for each higher level IB examination with a score of 4. If the score is 5 or better, six credits will be awarded.

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.

American Council on Education Credit

The University supports the awarding of transfer credits to those students whose training has been evaluated by the American Council on Education (ACE). The evaluation and approval of these credits towards the students' degree programs will be based on the recommendation from ACE in consultation with the Center for Academic Advising and the Registrar's Office.

Additional Placement Procedures

All undergraduate students at Lesley University must meet competencies in writing and mathematics. A review of college coursework, SAT/ACT, 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 his/her course assignment may not provide appropriate challenge, he/she 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.

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.

MAJORS

College of Liberal Arts and Sciences

Art Therapy (p.)
Specialization (p.)

Dual Degree Program (p.)

Biology (p.)

Business Management (p.)
Specializations (p.)
Dual Degree Program (p.)

Children, Youth, & Families (p.)
Early Intervention (p.)
Teaching Infants and Toddlers (p.)

Counseling (p.)
Specializations (p.)
Dual Degree Programs (p.)

Creative Writing (p.)
Dual Degree Program (p.)

Earth and Environmental Science (p.)

Education (p.)
Licensure programs (p.)
Specializations (p.)
Dual Degree Programs (p.)

English (p.)
Literature (p.)

Drama (p.)

Environmental Studies (p.)

Expressive Arts Therapy (p.)
Specializations (p.)
Dual Degree Program (p.)

Global Studies: Politics, Culture, and Society (p.)
Global Environment (p.)

History (p.)

Holistic Psychology (p.)

Counseling (p.)
Expressive Arts Therapy (p.)
Art Therapy (p.)

Human Services (p.)
At-Risk Individuals and Families (p.)
At-Risk Organizations and Communities (p.)

Mathematics (p.)

Political Science (p.)

Psychology (p.)

Self-Designed (p.)

Sociology and Social Change (p.)

College of Art and Design

Animation & Motion Media (p.)

Art History and Fine Arts

Animation & MM and Illustration (p.)

Design (p.)

Design and Fine Arts (p.)

Design and Illustration (p.)**Digital Filmmaking** (p.)
(p.)**Fine Arts** (p.)**Illustration** (p.)**Illustration and Fine Arts** (p.)**Photography** (p.)**Photography and Design** (p.)**Studio Arts with an Emphasis in Art History****Self-Designed Major in Interdisciplinary Studies** (p.)**COLLEGE OF LIBERAL ARTS AND SCIENCES****Art Therapy - Bachelor of Science (30 credits)****(30 credits plus 19 credits of experiential learning)**

The professional major in Art Therapy is designed for students interested in using 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 art. Students will complete over 400 hours in the field. *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.

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

CARTH 4523: Check prerequisites and minimum grade requirement.

II. Required Studio / Survey Arts (12 Credits):**A. Art History (3 Credits) - Choose ONE:**

IAHIS 1200	Art of the Western World I	3
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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 Foundation Courses (9 Credits):

The foundation courses are designed to give art therapy majors a broad experience in 2D and 3D studio work. Students are required to take a course in drawing, painting and 3D.

*Students planning to apply for the dual degree program or graduate school will need 9 additional credits of studio art courses and 3 additional credits of psychology.

Required:

IFNDN 1620	Drawing Intensive	3
IFINE 1210	Introduction to Painting	3

Choose 3 credits:

IFNDN 1670	3D Concepts	3
IFINE 2400	Clayworking: Handbuilding and	1.5
IFINE 2410	Clayworking: Intro to Wheel Throwing	1.5
IFINE 2445	Core Clay I	3

Required Internships (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

Check prerequisites and minimum grade requirements for all courses.

CPSYC 1551 : in fall semester for transfer students only

Recommended Courses:

Not part of major.

CPSYC 1201	Cross-Cultural Psychology	3
CPSYC 2403	Theories of Personality	3
CPSYC 2421	Introduction to Counseling	3
CPLCY 3552	Social Policy	3

Holistic Psychology Specialization 12 credits

The Holistic Psychology Specialization is 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 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

Dual Degree Art Therapy

Bachelor of Science/Master of Arts in Art Therapy*

** Students interested in this dual degree program should speak to the Art Therapy Dual-Degree Coordinator*

The Dual Degree Program in Art Therapy is an honors 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 Mental Health Counseling.

The program is designed for students who demonstrate a high level of maturity and academic potential. Essentially an honors program, the integrated program demands that students be able to achieve the academic rigor of graduate education by the time they reach their junior year 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. Qualified students apply in the fall of their junior year and must be accepted for admission into 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 in their junior and senior year 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

Students will apply for the Master's program in the fall of their junior year. Transfer students may follow an alternate timeline.

1. 3.3 GPA
2. 12 credits in psychology, including Abnormal Psychology and Developmental Psychology with grades of B or better
3. 18 credits of studio art courses
4. A Portfolio on DVD 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. Letter 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.
7. Successful completion of an admissions interview and review process through the Expressive Therapies Division.

Biology - Bachelor of Arts (34-38 credits)

(34-38 credits plus 12 credits of experiential learning)

The Biology major prepares students for graduate-level training in biology and/or for entry-level employment in a broad spectrum of scientific and academic careers. Students who complete this major will gain scientific literacy as well as broad and deep knowledge of biology, chemistry, physics, mathematics, and their interrelationships. Student research, performed in internships as well as in collaboration with faculty and with Cambridge communities, is built into the program and provides valuable experience working in the field. The rigorous major consists of a required core of six classes that provide depth in understanding the theory and methodology of the discipline as well as a strong background in mathematics, chemistry, and physics. Building on core classes, students have choices of electives in areas of their personal interest. The culminating courses in the major are two research internships and a seminar and Environmental Field Research in which students gain valuable field research experience. The program also includes an advanced track that is strongly recommended for students who want to pursue graduate studies in the biological sciences. Exciting opportunities for travel study and study abroad to remote tropical environments (Guyana) are also available. See Lesley Travel Study (p.).

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

DEGREE REQUIREMENTS

I. Required Core (22 Credits)

All Biology majors must take CBIOL 1101 Biology with Lab (waived w/ AP ≥ 4) to fulfill the general education science requirement, and CMATH 2148 Conceptual Calculus is the required general education mathematics course.

CBIOL 2101	Biology II with Lab	4
CPHYS 1308	General Chemistry I with Lab	4
CPHYS 2210	Conceptual Physics with Lab	4
CMATH 3522	Inferential Statistics	3
CNSCI 4550	Directed Research Capstone: Science	3
CPHYS 2308	Organic Chemistry I with Lab	4

CPHYS 1308 and CPHYS 2210: waived w/ AP ≥ 4

II. Electives (12-16 Credits)

(choose four courses with at least two at the 3xxx level or above)

CBIOL 2203	Anatomy and Physiology I with Lab	4
CBIOL 2204	Anatomy and Physiology II with Lab	4
CBIOL 2202	Genetics and Ethics	3
CBIOL 2211	Cell and Molecular Biology	3
CBIOL 2205	Botany with Lab	4
CBIOL 2502	Essentials of Health	3
CBIOL 2505	Ecology	3
CBIOL 3100	Animal Behavior with Lab	4
CBIOL 3210	Evolution and the History of Life	3
CBIOL 3300	Infectious Diseases	3
CBIOL 3888 01	Epidemiology	3
CBIOL 3311	Cellular Neurobiology	3
CBIOL 3401	Developmental Biology	3
CBIOL 3888	Selected Topics in Biology	3-4
CBIOL 4089	Practicum in Curriculum and Procedures	3
CBIOL 4999	Independent Study	1-9

CBIOL 4089: where appropriate

Marine Studies Consortium Courses

(max 3 credits unless pre-approved by advisor and Division Director)

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 2210	Water Resources Planning and Management	3
CNSCI 4200	Wetlands: Ecology, Hydrology, Restoration (Marine Studies Consortium Course)	3

III. Internship (12 Credits)

NOT required of Education Majors

CNSCI 3100	Internship and Seminar	6
CNSCI 4100	Research Internship and Seminar	6

IV. Advanced Study Track (6 Credits)

(optional, encouraged for students considering graduate work in biology)

Choose TWO:

CMATH 3524	Concepts and Applications of Calculus II	3
CMATH 3525	Multivariable Calculus	3
CNSCI 2120	Field Experiences in Tropical Ecology	3
CPHYS 2011	Biological Chemistry I	3
CPHYS 2047	Life Chemistry: Drugs in Our Lives	3
CPHYS 3XXX	Physics II (in development)	3

N.B. Students who are considering medical careers are strongly encouraged to take Biological Chemistry I (in development), more mathematics, and a second semester of physics.

Notes for 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 one of the four choices in category II.

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.

Business Management - Bachelor of Science (30 credits)

(30 credits plus 11 credits of experiential learning)

Educating Students for Leadership

The Business Management major prepares students for positions of leadership in private, public, and not-for-profit organizations. The 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 – “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.

The Curriculum

The Business Management major at Lesley 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.

The Internship Program: 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 240 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.

Learning Goals of the Business Management Major:

- 1.) To evaluate the environment in which businesses and organizations exist.
- 2.) To develop collaborative and innovative business decision-making and problem solving skills utilizing data, research and presentation.
- 3.) To create strategies to improve an organization's performance utilizing financial and economic analysis.
- 4.) To master effective oral and written communication and presentation skills.

DEGREE REQUIREMENTS

Required Core (30 Credits):

CMGMT 1451	Foundations of Management	3
CECON 2101	Microeconomics	3
CECON 2102	Macroeconomics	3
CMGMT 2455	Financial Accounting	3
CMGMT 2457	Managerial Accounting	3
CMGMT 2469	Organizational Behavior and Ethics	3
CMGMT 2550	Business Statistics	3
CMGMT 3460	Financial Management	3
CMGMT 3560	Operations Management	3
CMGMT 4140	Strategic Management	3

CMATH 2146 Patterns and Functions or high school pre-calculus.

Required Internships (11 Credits):

CMGMT 1701	Introduction to the Professional Experience	3
CMGMT 3702	Business Management Internship and Seminar I	4
CMGMT 4732	Business Management Internship and Seminar II	4

N.B. Students who are considering graduate school are strongly encouraged to take CMGMT 2101 Business Law and CMATH 2142 Introduction to Statistics.

Business Management Majors are required to demonstrate a foreign language competency:

Competency can be fulfilled by taking two semesters of the same foreign language at the university level or submitting appropriate documentation for an equivalent level of proficiency prior to entering Lesley University.

Optional 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. All internships are conducted in the area of students' specialization. Courses may not be double-counted with requirements in the major.

General Management

General managers organize workers, other managers, projects, customers, and the direction of an organization. A general management specialization provides additional preparation to accomplish this successfully.

REQUIREMENTS

I. Choose Three (9 credits)

Marketing

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.

REQUIREMENTS

I. Choose Three (9 Credits):

***CMGMT 3510 and CMGMT 3520 have prerequisite: CMGMT 2464**

Choices in this category may NOT be double-counted with requirements in the major.

CMGMT 2464	Marketing	3
CMGMT 3510	Advertising	3
CMGMT 3520	Consumer Behavior	3
CMGMT 3706	Public Relations	3

Not-For-Profit Management

The Not-for-Profit 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.

REQUIREMENTS

II. Choose One (3 Credits)

CMGMT 2442	Arts Management	3
CMGMT 2464	Marketing	3
CMGMT 3305	Leadership	3

I. Required Core (6 Credits):

CMGMT 2440	Not-for-Profit Management	3
CMGMT 3462	Fundraising and Philanthropy	3

Accounting

Accounting specialists help businesses record financial transactions, maintain accounting records and prepare reports. Providing the planning, control and evaluation necessary to improve financial operations, the accounting function is essential to the success of any business.

REQUIREMENTS

I. Required Core (9 Credits):

CMGMT 3888 01	ST: Intermediate Accounting I	3
CMGMT 3888 02	ST: Intermediate Accounting II	3
CMGMT 4888 01	ST: Cost Accounting	3

Sport Management

The Sport 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.

REQUIREMENTS

I. Required Core (3 Credits):

CMGMT 2444	Sport Management	3
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II. Choose Two (6 credits)

CBIOL 2203	Anatomy and Physiology I with Lab	4
CBIOL 2204	Anatomy and Physiology II with Lab	4
CBIOL 2602	Applied Nutrition	3
CCHST 3104	Leading Recreational Activities for Children and Young Adults	3
CHLTH 3300	Child and Adolescent Health	3
CPSYC 2429	Sport Psychology	3

PREPARATION FOR GRADUATE STUDY IN SPORT MANAGEMENT

In addition to the recommendations for graduate study generally, Sport Management students should take:

CBIOL 2204	Anatomy and Physiology II with Lab	4
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They should also consider additional movement courses, such as:

CDANC 2000	Modern Dance I	3
CDANC 2002	Modern Dance II	3
CDANC 2005	Swing Dance	2

Individually Designed (12 Credits)

The Individually Designed Specialization is for students who seek to study a particular area of management based on their professional interests. Some examples include financial management or international management. The program for this specialization will be designed in consultation with a faculty advisor.

Business Management Dual Degree Program

The combined BFA in Design and BS in Business Management Dual Degree Program between the College of Art & Design and the College of Liberal Arts & Science is designed for students who wish to pursue their visual and liberal arts interests to the fullest extent. The disciplines of Business Management and Design complement each other and students benefit from the opportunity to major in both disciplines. Business Management emphasizes the development of skills in the areas of communication, innovative problem-solving and technology in order to prepare students to meet the challenges of a dynamic and multicultural workplace. Design provides the skills to support communication through visual problem solving and process-oriented conceptual thinking; using visual systems, signs, symbols, words, sounds, and images to convey ideas, produce artifacts, affect behaviors, and stimulate the imagination. Together, Business Management and Design provide a significant toolset for both the development and implementation of innovative thinking.

This is a demanding program and not for everyone, but for the right student it presents a rewarding opportunity. By taking advantage of J-Term and the Summer Semester, students may complete the program, receiving two degrees, a Bachelor of Fine Arts and a Bachelor of Science, in four years. Students interested in applying to this program should indicate that on their applications. Those admitted to one school but not the other may enroll in that school, but then may only pursue a single degree.

Already matriculated LUCAD or CLAS students who have been admitted to both schools and wish to enter the program should contact the relevant Chair in the other school. If they have not been admitted to both schools they may apply for admission to the other school. It is best if this happens the student's first semester; otherwise it may not be possible to complete all requirements on time. Dual degree students who wish to leave the program and complete only a BFA or a BS must submit a Change of Degree Status Form. The original requirements for that degree will then apply.

Children, Youth, & Families - 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

Optional Specializations

Students may substitute these specializations for the Electives in Major category listed above.

***Early Intervention (24 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	3

****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

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	4
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
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III. Internships (10 credits)

Double majors in Education are waived from the internship requirement in this major. Students electing the Optional Specialization in Early Intervention or Teaching Infants and Toddlers are waived from CSOCS 3401 (and a 1 credit pre-internship course)

CSOCS 1xxx	Pre-internship	1
CSOCS 3401	Social Science Internship and Seminar I	3
CSOCS 4401	Social Science Internship and Seminar II	6

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

Students in CEDUC 3704 & CEDUC 3721 will substitute these field experiences in education for CSOCS 3401

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.

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	3

CPSYC 4881: Check prerequisites and minimum grade requirement.

II. Counseling Electives (6 Credits):

Choose TWO (One choice must be at the 3000-level or above).

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	Counseling Strategies and Techniques	3
CSWRK 3201	Case Management in Social Work and Counseling	3

III. Psychology Choice (3 Credits):

Any course with a CPSYC prefix.

IV. Internships/ Experiential Component

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

Check prerequisites and minimum grade requirements.

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 3623	Expressive Arts Therapy Studio	3
CEXTH 3506	Integrated Arts Approaches	3

One Additional Course (3 Credits):

Choose 3 credits from visual, performing, or literary arts categories in the Expressive Arts Therapy major.

Note: Beginning 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.

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

CCOUN 3601 and CCOUN 4601: Check prerequisites and minimum grade requirement.

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 degrees awarded at the completion of the joint program.)

* Students interested in this dual degree program should speak to the Dual Degree Coordinator for Counseling.

Description of the Program

The integrated dual degree honors programs have been developed for exceptional students who are capable of accelerating their educational experience in a program combining the curriculum of the undergraduate Counseling major and a graduate program in Counseling Psychology or Clinical Mental Health Counseling. Students may combine the undergraduate Human Services or Counseling program with graduate specializations. Graduates of the dual degree program in Counseling Psychology will be eligible 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 of traditional undergraduate study. 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.

Admissions

Students will be eligible for admission into the programs through application during the summer or fall following the sophomore year. Admission criteria include: achievement of a cumulative GPA 3.3, letter of academic support from faculty coordinator, recommended 400 or higher on the Miller's Analogy Test, and successful completion of an interview with a Counseling Psychology faculty member. Transfer students may follow an alternative timeline.

Students who wish to enter this program follow the first-year requirements for the Counseling major and should strive to take an advanced sophomore or junior level internship before applying to the program. Once accepted into the program, a student will work

closely with the Dual Degree Advisor to choose an appropriate course sequence.

Creative Writing - Bachelor of Arts (30 credits)

(30 credits plus 8-10 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 4000	Senior Seminar in Creative Writing	3
CLITR 3320	History of the English Language	3

And choose ONE:

CLITR 2116	English Literature II (1800 - Present)	3
CLITR 2120	American Literature	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	Modern American Drama	3
CLITR 3100	Changing Views of Nature in American Literature	3
CLITR 3131	Nineteenth Century American Novel	3

CLITR 3200	Postcolonial Dialogues in Hispanic Literature: Spain, Latin America and Modernism	3
CLITR 3240	World Drama from the Greeks to the 17th Century	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 3328	Contemporary American Literature	3
CLITR 3329	Contemporary Ethnic Literature	3
CLITR 3336	British and American Poetry	3
CLITR 3337	Short Fiction and Novella	3
CLITR 3338	Women in Literature	3
CLITR 3400	Major Authors	3
CLITR 3500	The New York School and the American Avant-Garde in the 1950s	3
CLITR 3670	Bildungsroman: Novel of Self-Development	3
CLITR 3888	Selected Topics in Literature	3
CLITR 4999	Independent Study	1-9
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. Note that any LCRWT course will also count towards this category.

CCRWT 2000	Art and Craft of Creative Non-Fiction	3
CCRWT 2090	The Art and Craft of Script Writing	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 3888	Selected Topics in Creative Writing	3
CCRWT 4349	Senior Thesis in Creative Writing	4

Professional / Experiential Component (8-10 Credits):

If the student declares an Education and a Liberal Arts major, the internship requirement must be satisfied with student teaching. However, 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.

CHUMS 2200	Internship Planning and Preparation	1
CHUMS 3100	Humanities Field Work and Seminar 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).

Other Requirements: Foreign Language Competency

Competencies in foreign language for the Creative Writing Major are fulfilled by:

- taking two semesters of American Sign Language, Chinese, French, German, Italian, Portuguese or Spanish at the university level.
- 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.
- 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.

Bachelor of Arts/Master of Fine Arts in Creative Writing Dual Degree Program

The Dual Degree Program in Creative Writing is designed for the exceptional student interested in accelerating his or her educational

experience in a program combining the curriculum of the undergraduate Creative Writing Major or Self-designed Major in Creative Writing and the Low-Residency MFA Program in Creative Writing.

Students eligible for the dual degree program demonstrate a high level of maturity and commitment to the craft of writing, as well as a superior academic achievement. The integrated program requires that students can engage in the academic rigor of a graduate education by the time they reach the last semester of their undergraduate program. In that semester and afterward, students in the dual degree program must be able to work intensively and independently through the MFA in Creative Writing Program's residencies and distance learning format. Qualified students apply in the spring of their junior year (or by the time they have earned the equivalent in credits) and must be accepted by meeting the admission standards of the MFA program in Creative Writing, Graduate School of Arts and Social Sciences.

Admissions Criteria for Dual Degree Creative Writing Candidates:

- A 3.3 GPA
- An official Lesley University transcript showing that the student has accrued at least 75 credits
- Completed graduate admissions application
- Two (2) Academic Professor's Recommendations. One (1) must be from a professor in a CCRWT or LCRWT course with whom the student has worked closely (Use the graduate admissions recommendation form)
- A genre-specific writing sample following the below standards according to the appropriate intended genre of study:

Fiction: approximately 20 pages

Nonfiction: approximately 20 pages

Poetry: approximately 10 pages of poetry

Writing for Young People: submit 10-15 pages of middle grade prose, 10-15 pages of young adult prose, or 2-3 picture book stories. Student may apply in one or more of these three genres of children's literature

Writing for Stage & Screen: 15-20 script pages

- A written personal statement of 3-5 double-spaced pages, focusing on the student's experience in and commitment to the genre in which he/she is applying, and any ideas he/she may have for engaging in the interdisciplinary component of the program.
- Successful completion of an admissions interview and review process through the M.F.A Creative Writing Division

For further information contact Professor Aaron Smith (asmith55@lesley.edu)

Earth and Environmental Science - Bachelor of Arts (34-37 credits)

(34-37 Credits plus 15 credits of experiential learning)

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, performed in cooperation with Cambridge communities, will 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 and 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	4
CPHYS 1308	General Chemistry I with Lab	4
CPHYS 2210	Conceptual Physics with Lab	4
CMATH 2148	Concepts and Applications of Calculus I	3
CMATH 3522	Inferential Statistics	3

II. Electives (9-12 Credits):

Choose 3 courses from CPHYS, CBIOL, CNSCI with at least 1 at 3xxx level or above (Education majors MUST take CNSCI 4540 Environmental Field Research for 3 of the 12 credits).

III. Research/Field (6 Credits):

NOT required of Education Majors (except for CNSCI 3540, 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 (except for CNSCI 4540, which MUST be taken under Category II by education majors)

Non-Education Majors must take CNSCI 4100 for 6 credits

CNSCI 4100	Research Internship and Seminar	6
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Optional Health Track (9 Credits):

Students in this track may replace the 2 courses above in section II 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. Full information about the MSC can be found at www.assumption.edu/msc/courses.html.

Education Programs - Bachelors of Arts

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.

The **Secondary School Education major** leads to licensure as a high school teacher, grades 8-12.

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, 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 Middle and 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, Sheltered English Instruction and for Early Childhood Education majors, Working with Parents and Children in Integrated Early Childhood Settings.

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).

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 K-12 classroom settings and in communication with students, families and colleagues.
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 K-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

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 twelve liberal arts fields:

- Biology
- Child Studies
- Creative Writing
- English
- Earth and Environmental Science

- Environmental Studies
- Global Studies: Politics, Culture, and Society
- History
- Mathematics
- Political Science
- Psychology
- Sociology and Social Change

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.).

DEGREE REQUIREMENTS

I. Required core:

Required benchmark grades

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 and Young Adults	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

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	3

CEDUC 3704: Required benchmark grades

Students specializing in Early Intervention must take CEDUC 3704

II. Liberal Arts Support Courses:

CPSYC 2401	Child Psychology	3
CPSYC 2437	Characteristics of Children and Youth with Special Needs	3

Elementary Teacher 45 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 ten liberal arts fields:

- Biology
- Creative Writing
- English
- Earth and Environmental Science
- Environmental Studies
- Global Studies: Politics, Culture, and Society
- History
- Mathematics
- Political Science

DEGREE REQUIREMENTS

I. Required Core:

Required benchmark grades

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 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	Meeting the Individual Needs of Diverse Populations	3
CEDUC 4722	Senior Practicum and Seminar in Elementary Education	9

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 2104 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 45 credits

This major leads to initial licensure as a teacher of General Science, Mathematics, English, History, or Political Science/Political Philosophy in grades 5–8. 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
- Environmental Studies
- History
- Mathematics
- Political Science

TEACHER OF GENERAL SCIENCE (5–8)

Students must choose the liberal arts major in Earth and Environmental Science and the Education major.

I. Required Courses:

Required benchmark grades

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2353	Middle and High School Education	4
CEDUC 2402	Content Area Reading in Grades 5-12	3
EEDUC 5013	Curriculum, Instruction, and Assessment in General Science	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4350	Meeting the Individual Needs of Diverse Populations	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

CEDUC 1352: C or higher

CEDUC 2353 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 (5–8)

Students must choose the liberal arts major in English (Literature Track) and the Education Major.

I. Required Courses:

Required benchmark grades

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2353	Middle and High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4731	Senior Practicum & Seminar: Middle School Teacher Of English	9
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6103	Curriculum, Instruction and Assessment in English	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

CEDUC 1352: C or higher

CEDUC 2353: C+ or higher

Choose ONE (3 Credits):

CEDUC 3395	Literature for Children and Young Adults	3
EEDUC 5104	Literature for Children and Young Adults	3

Choose ONE (3 Credits):

CEDUC 2402	Content Area Reading in Grades 5-12	3
EEDUC 6170	Middle and High School Content Literacy	3

CEDUC 2402 and EEDUC 6170: C+ or higher

II. Support courses:

An additional elective in the English Major (3 Credits).

Choose ONE (3 Credits):

CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
ESPED 5100	Contemporary Perspectives in Special Education	3

Choose ONE (3 Credits):

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	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 (5-8) / TEACHER OF POLITICAL SCIENCE/POLITICAL PHILOSOPHY (5-8)

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.

I. Required Courses:**Required benchmark grades**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2353	Middle and High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4350	Meeting the Individual Needs of Diverse Populations	3
EEDUC 5147	Curriculum, Instruction and Assessment in History and Political Science	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

CEDUC 1352: C or higher

CEDUC 2353: C+ or higher

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

CEDUC 2402 and EEDUC 6170: C+ or higher

II. Support Courses:

An additional elective in the History Major or an additional elective at the 3000 level or above in the Political Science Major (3 Credits)

Choose ONE (3 Credits):

CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
ESPED 5100	Contemporary Perspectives in Special Education	3

Choose ONE (3 Credits):

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	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 MATHEMATICS (5-8)

Students must choose the liberal arts major in Mathematics and the Education Major.

I. Required Courses:**Required benchmark grades**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2353	Middle and High School Education	4
CEDUC 3374	Teaching Mathematics for the Elementary School Teachers	3
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4734	Senior Practicum & Seminar: Middle School Teacher Of Math	9
EEDUC 5110	Curriculum, Instruction, and Assessment in Mathematics	3
EEDUC 6154	Meeting Diverse Needs in the Mathematics Classroom	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

CEDUC 1352: C or higher

CEDUC 2353: 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

CEDUC 2402 and EEDUC 6170: C+ or higher

II. Support Courses:

An additional elective in the Mathematics Major (3 Credits).

Choose ONE (3 Credits):

CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
ESPED 5100	Contemporary Perspectives in Special Education	3

Choose ONE (3 Credits):

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	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 45 credits

This major leads to initial licensure as a teacher of English, History, Mathematics or Political Science/Political Philosophy in grades 8–12. 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 (8-12)

Students must choose the liberal arts major in English (Literature Track) and the Education major.

I. Required Courses:

Required benchmark grades

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2353	Middle and High School Education	4
EEDUC 5060	Teaching English in Grades 8-12	3
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4736	Senior Practicum & Seminar: High School Teacher Of English	9
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

CEDUC 1352: C or higher

CEDUC 2353: C+ or higher

Choose ONE (3 Credits):

CEDUC 3395	Literature for Children and Young Adults	3
EEDUC 5104	Literature for Children and Young Adults	3

Choose ONE (3 Credits):

CEDUC 2402	Content Area Reading in Grades 5-12	3
EEDUC 6170	Middle and High School Content Literacy	3

CEDUC 2402 and EEDUC 6170: C+ or higher

II. Support Courses:

An additional elective in the English Major (3 Credits).

Choose ONE (3 Credits):

CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
ESPED 5100	Contemporary Perspectives in Special Education	3

Choose ONE (3 Credits):

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	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 (8-12) / TEACHER OF POLITICAL SCIENCE/POLITICAL PHILOSOPHY (8-12)

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.

I. Required courses:

Required benchmark grades

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2353	Middle and High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4350	Meeting the Individual Needs of Diverse Populations	3
EEDUC 5061	Teaching History and Political Science/Political Philosophy in Grades 8-12	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

CEDUC 1352: C or higher

CEDUC 2353: C+ or higher

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

CEDUC 2402 and EEDUC 6170: C+ or higher

II. Support Courses:

An additional elective in the History Major or an additional elective at the 3000 level or above in the Political Science Major (3 Credits).

Choose ONE (3 Credits):

CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
ESPED 5100	Contemporary Perspectives in Special Education	3

Choose ONE (3 Credits):

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	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.

TEACHER OF MATHEMATICS (8-12)

Students must choose the liberal arts major in Mathematics and the Education Major.

I. Required Courses:

Required benchmark grades

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2353	Middle and High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4738	Senior Practicum & Seminar: High School Teacher Of Math	9
EEDUC 5110	Curriculum, Instruction, and Assessment in Mathematics	3
EEDUC 6154	Meeting Diverse Needs in the Mathematics Classroom	3
EEDUC 6202	Teaching Mathematics in a Student-Centered Secondary Classroom	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

CEDUC 1352: C or higher

CEDUC 2353: 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

CEDUC 2402 and EEDUC 6170: C+ or higher

II. Support Courses:

An additional elective in the Mathematics Major (3 Credits).

Choose ONE (3 Credits):

CPSYC 2437	Characteristics of Children and Youth with Special Needs	3
ESPED 5100	Contemporary Perspectives in Special Education	3

Choose ONE (3 Credits):

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	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.

Special Education Teacher 45 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 ten liberal arts fields:

- Biology
- Creative Writing
- English
- Earth and Environmental Science
- Environmental Studies
- Global Studies: Politics, Culture, and Society
- History
- Mathematics
- Political Science

DEGREE REQUIREMENTS

I. Required Courses:

Required benchmark grades

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2401	Literacy Learning	3
CEDUC 3374	Teaching Mathematics for the Elementary School Teachers	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

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 2104 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 Child 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	Curriculum, Instruction, and Assessment in Mathematics	3

Choose TWO (6 Credits):

CMATH 2104	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	An Arts Approach to Multicultural Education	3
EECLD 6001	Culturally Responsive Teaching	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 and Young Adults	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

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 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

Choose ONE (3 Credits):

CEDUC 3395	Literature for Children and Young Adults	3
CEDUC 3415	Teaching Language Arts and Literature	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	3
	Any course with a CBIOL or CPHYS prefix.	

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:**

CARTH 2423	Principles of Art Therapy	3
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CEXTH 2623	Principles of Expressive Arts Therapy	3
Choose ONE:		
EEDUC 5057	Introduction to D.I.R. (Floortime): A Developmental Model for the Special Child	3
EEDUC 5051	Children with Behavior Problems: Responding to the Challenge	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	Assessment in Special Education	3
ESPED 6134	Designing Effective Individualized Education Programs	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)	3
ESPED 6129	Instructional Accommodations in English Language Arts and Social Studies (5-12)	3
ESPED 6128	Instructional Accommodations in Math and Science (PreK-8)	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:

EECLD 6001	Culturally Responsive Teaching	3
EEDUC 6111	Constructing the Equitable Classroom: From Theory to Practice	3

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 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

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

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 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/. 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.

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/centers/ 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 www.lesley.edu/education/certification/license-renewal/, or at the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA, 02148-5023, or 781.338.6600.

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:

- 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.*

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.

English - Bachelor of Arts (30 credits)

(30 credits plus 10-14 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.

The Drama track gives students a firm foundation in literature in general and dramatic literature in particular as well as the practical theatre skills (Linklater Voice Training, Movement, Dance, and Stage Combat) needed to perform on stage or work behind the scenes to bring plays to the stage. This combination of critical study and expertise in production is supported and enriched by the opportunity to work with local theatre companies as well as the Oxford Street Players of Lesley University.

Outcomes of the English Major:

- Students will be 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

LITERATURE TRACK

I. Required Core (15 Credits):

CLITR 2115	English Literature I (700-1800)	3
CLITR 2116	English Literature II (1800 - Present)	3
CLITR 2120	American Literature	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 (15 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).

III. Professional/Experiential Component (8-10 Credits):

If the student declares an Education and a Liberal Arts major, the internship requirement must be satisfied with student teaching.

CHUMS 2200	Internship Planning and Preparation	1
CHUMS 3100	Humanities Field Work and Seminar 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).

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.

DUAL ENGLISH/EDUCATION MAJORS SEEKING LICENSURE IN GRADES 5-8 OR 8-12 IN ENGLISH

I. Required Core:

CLITR 2115	English Literature I (700-1800)	3
CLITR 2116	English Literature II (1800 - Present)	3
CLITR 2120	American Literature	3
CLITR 2230	World Literature from the Ancient World to the 16th Century	3
CLITR 2240	World Literature from the 17th Century to the Present	3
CLITR 3312	The Plays of Shakespeare	3
CLITR 3900	Junior Writing Seminar on Works of a Major Author	3
CLITR 4340	Senior Seminar with Critical Methods	3

II. Additional CLITR or CHUMS courses (6 Credits):

Courses must be at the 3000-level or above.

Other Requirements: Foreign Language Competency

Competencies in foreign language for the English Major/Literature track 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, 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.

DRAMA TRACK

I. Required Core (18 Credits):

CLITR 2115	English Literature I (700-1800)	3
CLITR 2116	English Literature II (1800 - Present)	3
CLITR 3240	World Drama from the Greeks to the 17th Century	3
CLITR 3900	Junior Writing Seminar on Works of a Major Author	3
CLITR 4340	Senior Seminar with Critical Methods	3

And choose ONE:

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

II. Support Courses (12 Credits):

Choose 12 credits of CLITR or CDRAM courses, 6 of which must be at the 3000-level or above (you may choose from the courses listed above that you have not already taken). If you are not doing the Drama Experiential Component, you must take CDRAM 2050 or CDRAM 2042 in this category.

III. Experiential Component (12-14 Credits):

If the student declares an Education and a Liberal Arts major, the internship requirement must be satisfied with student teaching.

CHUMS 2200	Internship Planning and Preparation	1
CHUMS 3100	Humanities Field Work and Seminar 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).

(Choose ONE):

CDRAM 2050	Play Production: Shakespeare	4
CDRAM 2042	Play Production Projects	4

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.

Other Requirements: Foreign Language Competency

Competencies in foreign language for the English Major/Drama track 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 (35-36 credits)

(35-36 credits plus 12 credits of experiential learning)

The interdisciplinary field of environmental studies explores the complex and rich relationships of humans (individuals, communities, society) with their physical environment. This timely major allows students to gain a first hand appreciation for their physical surroundings and a broad and deep understanding of our dependencies on the natural world at an unparalleled time in human history. In addition to a field and research-based required core of 18 credits and a required GIS course, students choose 12 credits of course work from two categories: Naturalist Education and Ecological Philosophy, Public Policy, and Civic Engagement, and 6 credits of internship coursework. Throughout the program, a systems-based perspective and civically engaged environmental field research are emphasized. Students explore science-informed solutions to environmental problems involving government action, collective effort, and personal initiative as they gain a deep understanding of and appreciation for the complexity 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 the Breadth of Human Diversity
- Prepare for Future Careers and Learning

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 (20 Credits Plus 3 Credits Experiential):**Choose ONE:**

CNSCI 2100	Humans and 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:

CNSCI 4550	Directed Research Capstone: Science	3
CPHYS 1104	Earth Science and Planetary Geology with Lab	4
CNSCI 2101	Introduction to Geographic Information Systems	3
CMATH 3522	Inferential Statistics	3
CECON 2101	Microeconomics	3

II. Naturalist Education (7 Credits):

Choose TWO courses.

CBIOL 1100	Patterns in Nature	3
CBIOL 2505	Ecology	3
CBIOL 3210	Evolution and the History of Life	3
CHLTH 4410	Health and the Environment	3
CNSCI 2100	Humans and the Environment	3
CNSCI 2140	Coastal Zone Management (Marine Studies Consortium Course)	3
CNSCI 2210	Water Resources Planning and Management	3
CNSCI 3101	Advanced Topics in GIS	3
CNSCI 3102	Science and Ethics of Gardening (Fall and Spring)	1.5
CNSCI 3103	Science and Ethics of Gardening (Fall and Spring)	1.5
CNSCI 3500	New England Field Studies	3
CNSCI 4200	Wetlands: Ecology, Hydrology, Restoration (Marine Studies Consortium Course)	3
CPHYS 2001	A History of Science	3

CPHYS 2106	Oceanography	3
CPHYS 4104	Physical Geology: A New England Perspective	3

III. Ecological Philosophy, Public Policy, and Civic Engagement (6 Credits):

Choose TWO courses.

CANTH 1101	Cultural Anthropology	3
CECON 2102	Macroeconomics	3
CGEOG 1001	World Geography	3
CMGMT 2440	Not-for-Profit Management	3
CMGMT 2455	Financial Accounting	3
CMGMT 2464	Marketing	3
CMGMT 3305	Leadership	3
CMGMT 3462	Fundraising and Philanthropy	3
CPLCY 3552	Social Policy	3
CPOLS 2121	U.S. Politics	3
CPOLS 3131	Perspectives on International Relations	3
CSOCL 3436	Cities and Urban Life	3

IV. Internship (6 Credits):

NOT required of Education Majors - these courses MAY be counted as choices under the Naturalist Education section for Education Majors.

Non-Education Majors must take CNSCI 4100 for 6 credits

CNSCI 4100	Research Internship and Seminar	6
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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 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.

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 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 program in Expressive Therapies. This program combines pre-professional courses in the human services with substantial coursework in psychology. Students will complete over 400 hours in the field. *Optional specialization: Holistic Psychology.*

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 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 Therapy practice.

DEGREE REQUIREMENTS

I. Required Core (21 Credits):

CPSYC 1401	Lifespan Development	3
CETH 2623	Principles of Expressive Arts Therapy	3
CPSYC 3405	Abnormal Psychology	3
CSOCS 3444	Research Methods in the Social Sciences	3
CETH 3506	Integrated Arts Approaches	3
CETH 3623	Expressive Arts Therapy Studio	3
CETH 4623	Arts-Based Research and Performance in Expressive Arts Therapy	3

CETH 4623: Check prerequisites and minimum grade requirement.

II. Arts Courses (9 Credits):

Choose ONE course from 3 different categories.

Visual Arts

IFNDN 1670	3D Concepts	3
IPHOT 1220	Introduction to Photography: 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
CETH 3502	Music Therapy: History, Theory, and Application	3
CETH 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
CETH 3888	Selected Topics: Expressive Arts Therapy	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
CETH 3402	Expressive Movement and Somatic Psychology	3
CETH 3404	Nia: Mind-Body Movement	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 Script Writing	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 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, as detailed in the dual-degree description in the CLAS catalog.

Required Internships (19 Credits):

CPSYC 1551	Foundations and Systems in the Helping Professions	3
CPSYC 2551	Concepts & Skills in Professional Practice	4
CETH 3801	Expressive Arts Therapy Internship and Seminar I	6
CETH 4801	Expressive Arts Therapy Internship and Seminar II	6

CPSYC 1551, CPSYC 2551, CETH 3801, and CETH 4801: Check prerequisites and minimum grade requirement.

Recommended:

Not part of major.		
CPSYC 1201	Cross-Cultural Psychology	3

CPSYC 2403	Theories of Personality	3
CPSYC 2421	Introduction to Counseling	3
CPLCY 3552	Social Policy	3

Holistic Psychology Specialization 12 credits

The Holistic Psychology Specialization is 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 (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

Dual Degree Expressive Arts Therapy

Bachelor of Science /Master of Arts in Expressive Therapies & Mental Health Counseling*

** Students interested in this dual degree program should speak to the Undergraduate Expressive Arts Therapy Coordinator*

The Dual Degree Program in Expressive Arts Therapy is an honors 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 Expressive Arts Therapy major and a graduate program in Expressive Therapies and Mental Health Counseling.

The program is designed for students who demonstrate a high level of maturity and academic potential. Essentially an honors program, the integrated program demands that students be able to achieve the academic rigor of graduate education by the time they reach their junior year 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. Qualified students apply in the fall of their junior year and must be accepted for admission into the Expressive Therapies Division, Graduate School of Arts and Social Sciences. This may be altered for students transferring to Lesley.

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 in their junior and senior year by the Coordinator of the Undergraduate 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 fall of their junior year. Transfer students may follow an alternate timeline.

1. 3.3 GPA
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 CD 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.
5. A letter of academic support from the undergraduate faculty advisor, the undergraduate expressive arts therapy program coordinator, or from core faculty in your division in consultation with the expressive arts therapy program coordinator.
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 Expressive Therapies: 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), 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 political science, economics, sociology, geography and history, the 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 semester 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 Director of Social Sciences or the Global Studies Program Coordinator.

Sequence of Courses

Global Studies majors should take the following core courses in this sequence, and with attention to course pre-requisites:

- CGLST 1200 Global Issues and Challenges
- CGLST 2200 Introduction to Globalization
- CPOLS 3131 Perspectives on International Relations
- CGLST 4400 Global Social Change

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):

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
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. If they wish, students may substitute the optional Global Environmental Track* below to satisfy the requirements of this category.

CANTH 1101	Cultural Anthropology	3
CANTH 2502	Film, Culture and Society	3
CANTH 3101	Anthropology of the Caribbean	3
CANTH 3301	Global Lives in a Transnational Age	3
CGLST 3305	Model United Nations Seminar and Conference	4
CGLST 3320	Indigenous Natural Resource Ecology (GLASS Course)	3
CHIST 1501	World Civilizations I: 4000 B.C.E. to 1500 C.E.	3
CHIST 1502	World Civilizations II: 1500 C.E. to the Present	3
CHIST 2338	20th Century World History	3
CHIST 3311	Four Revolutions and the Making of Modern Britain	3
CHIST 3315	Nazi Germany and the Holocaust	3
CHIST 3316	Modern European History	3

CHIST 3350	Latin America Since 1900	3
CHIST 3355	Modern India: From Colony to Republic	3
CHIST 3360	Africa in the 19th and 20th Centuries	3
CHIST 3400	Founders' History and State Constitutions	3
CHIST 3450	History of International Humanitarian Organizations	3
CHIST 3600	Africa in Film	3
CHIST 4030	Modern Middle East History	3
CHIST 4049	Great Britain in the Victorian Age	3
CHIST 4050	Modern South Africa	3
CHIST 4055	The History of Modern China	3
CHLTH 3400	Health in the Developing World	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
CPLCY 4441	Global Child and Family Policy	3
CPOLS 2410	Comparative Politics	3
CRELS 2330	World Religions	3
CSOCL 2113	Children in Global Perspective	3
CSOCL 2119	Race and Ethnic Relations	3
CSOCL 3412	Culture and Society of the Middle East	3
CSOCL 4130	Gender and Globalization	3

Optional Global Environmental Track:

The Global Environment track is an optional set of courses that may be used to fulfill the Electives category in the Global Studies major. It provides students with an understanding of environmental issues, sustainable economic development practices and issues of environmental justice that emerge from a global environmental perspective.

Choose THREE of the following (9 Credits):

At least one course must be taken at the 3000-level or above.

CBIOL 2505	Ecology	3
CBIOL 3210	Evolution and the History of Life	3
CHLTH 3400	Health in the Developing World	3
CHLTH 4410	Health and the Environment	3
CNSCI 2100	Humans and the Environment	3
CNSCI 2120	Field Experiences in Tropical Ecology	3
CPHYS 1104	Earth Science and Planetary Geology with Lab	4
CPHYS 2104	Meteorology	3
CPHYS 2106	Oceanography	3

CBIOL 3310, CBIOL 3210, CHLTH 4410, and CPHYS 2104: Check course description for possible prerequisites.

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 3319	Camp Yupukari	1
CGLST 4100	Global Studies Internship and Seminar	6

GLST 1200: or any other 1000-level field-based course (e.g., CHMSR 1551; CSOCS 1441; CEDUC 1352; etc.)

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 Civilizations I: 4000 B.C.E. to 1500 C.E.	3
CHIST 1502	World Civilizations II: 1500 C.E. to the Present	3
CHIST 2121	American History from the Colonial Period to the Civil War	3
CHIST 2330	American History from the Civil War to the Present	3

History - Bachelor of Arts (30 credits)

(30 credits plus 8-10 credits of experiential learning)

Historical studies are vital to our understanding of the world around us. This applies whether we seek to explain the reemergence of Islam as a world force, the unique politics of India or South Africa, the effects of the Cold War on American life and institutions, or the Arab-Israeli conflict. History also offers critical perspectives on a number of deep and long-term transformations, ranging from modernization and imperialism to post-colonialism and globalization. Students in the major also develop skills that are vital to successful careers and responsible citizenship. They become resourceful at fact finding; they learn to evaluate data critically and to formulate theories about them; and they become lucid in oral and written presentations. Majors begin their studies with broad introductory courses and move toward greater focus and depth in either American or European and World history. Their study culminates in a senior year research seminar that produces a substantive piece of original scholarship.

Learning Goals: History Major

- Students will demonstrate breadth and depth of knowledge in either American or European/World history
- 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 historical 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):**American Track**

CHIST 4800	Senior Seminar in History	3
CHIST 2121	American History from the Colonial Period to the Civil War	3
CHIST 2330	American History from the Civil War to the Present	3

Choose ONE:

CHIST 1501	World Civilizations I: 4000 B.C.E. to 1500 C.E.	3
CHIST 1502	World Civilizations II: 1500 C.E. to the Present	3

European and World History Track:

CHIST 4800	Senior Seminar in History	3
CHIST 1501	World Civilizations I: 4000 B.C.E. to 1500 C.E.	3
CHIST 1502	World Civilizations II: 1500 C.E. to the Present	3

Choose ONE:

CHIST 2121	American History from the Colonial Period to the Civil War	3
CHIST 2330	American History from the Civil War to the Present	3

II. Areas of Focus (18 Credits):

Choose to focus either in American History or European and World History.

American Track:

Choose FIVE (no more than two at the 1000- or 2000-level) (15 Credits).

CHIST 1100	The United States and the World: Encounters and Resonances	3
CHIST 2321	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 3888	Selected Topics in History	3
CHIST 4200	America in the Great Depression	3
CHIST 4349	Senior Thesis in History	4
CHIST 5888	Selected Topics in History	3
CHUMS 2330	Civil War Era: History and Literature	3
CHUMS 3331	The Shock of the New: European and American Culture at the Turn of the 20th Century	3

CHIST 3200 and CHIST 3400: Students can choose either CHIST 3200 or CHIST 3400, only one of these courses can be taken to satisfy this requirement.

CHOOSE ONE COURSE IN EUROPEAN AND WORLD HISTORY BEYOND THE BASE SURVEY TAKEN IN CATEGORY II (3 CREDITS).

European and World History Track:

Choose FIVE (no more than two at the 1000- or 2000-level) (15 Credits)

CHIST 2338	20th Century World History	3
CHIST 3315	Nazi Germany and the Holocaust	3
CHIST 3316	Modern European History	3
CHIST 3350	Latin America Since 1900	3
CHIST 3355	Modern India: From Colony to Republic	3
CHIST 3360	Africa in the 19th and 20th Centuries	3
CHIST 3450	History of International Humanitarian Organizations	3
CHIST 3600	Africa in Film	3
CHIST 4030	Modern Middle East History	3
CHIST 4049	Great Britain in the Victorian Age	3
CHIST 4050	Modern South Africa	3
CHIST 4055	The History of Modern China	3
CHIST 4349	Senior Thesis in History	4
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
CHIST 3888	Selected Topics in History	3
CHIST 5888	Selected Topics in History	3

CHOOSE ONE COURSE IN AMERICAN HISTORY BEYOND THE BASE SURVEY TAKEN IN CATEGORY II (3 CREDITS).

III. Professional / Experiential Component (8-10 Credits):

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.

CHUMS 2200	Internship Planning and Preparation	1
CHUMS 3100	Humanities Field Work and Seminar 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).

DUAL HISTORY/EDUCATION MAJORS SEEKING LICENSURE IN GRADES 5-8 OR 8-12 IN HISTORY

I. Required Core (3 Credits):

CHIST 4800	Senior Seminar in History	3
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II. Base Surveys (12 Credits):

CHIST 2121	American History from the Colonial Period to the Civil War	3
CHIST 2330	American History from the Civil War to the Present	3
CHIST 1501	World Civilizations I: 4000 B.C.E. to 1500 C.E.	3
CHIST 1502	World Civilizations II: 1500 C.E. to the Present	3

III. Areas of Focus (12 Credits):

Choose to focus either in American History or European and World History.

American History Focus:

Choose FOUR (no more than one at the 1000- or 2000-level).

CHIST 1100	The United States and the World: Encounters and Resonances	3
CHIST 2321	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 3888	Selected Topics in History	3
CHIST 4200	America in the Great Depression	3
CHIST 4349	Senior Thesis in History	4
CHIST 5888	Selected Topics in History	3
CHUMS 2330	Civil War Era: History and Literature	3
CHUMS 3331	The Shock of the New: European and American Culture at the Turn of the 20th Century	3

CHIST 3200 and CHIST 3400: Students can choose either CHIST 3200 or CHIST 3400, only one of these courses can be taken to satisfy this requirement.

European and World History Focus:

Choose FOUR (no more than one at the 1000- or 2000- level).

CHIST 2338	20th Century World History	3
CHIST 3311	Four Revolutions and the Making of Modern Britain	3
CHIST 3315	Nazi Germany and the Holocaust	3
CHIST 3316	Modern European History	3
CHIST 3350	Latin America Since 1900	3
CHIST 3355	Modern India: From Colony to Republic	3
CHIST 3360	Africa in the 19th and 20th Centuries	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 4050	Modern South Africa	3
CHIST 4055	The History of Modern China	3
CHIST 4349	Senior Thesis in History	4
CHIST 5888	Selected Topics in History	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

IV. Choose ONE course from the Geographical Focus not chosen in Category III (3 Credits)**Holistic Psychology - Bachelor of Arts (30 credits)****(30 credits plus 13 credits of professional / experiential learning)**

The liberal arts major in Holistic Psychology 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, 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 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.

To successfully meet the requirements of the Holistic Psychology 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.

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

CPSYC 4451: Check prerequisites and minimum grade requirement.

II. Mind (3 Credits) Choose ONE:

CPSYC 1401	Lifespan Development	3
CPSYC 2403	Theories of Personality	3

CPSYC 1401 and CPSYC 2403: Check prerequisites and minimum grade requirement.

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
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 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
GMIND 6042	Mindfulness: Practice, Theory, and Science	3
GPSYC 5024	Meditation and Psychotherapy	1
GPSYC 6305	Counseling and Spirituality	3

V. Professional/ Experiential Component (7 Credits):

CPSYC 1551	Foundations and Systems in the Helping Professions	3
CPSYC 2551	Concepts & Skills in Professional Practice	4

CPSYC 1551 and CPSYC 2551: Check prerequisites and minimum grade requirement.

VI. Choose ONE of the following tracks (each track includes a 6-credit internship):

Counseling Track:

CPSYC 2421	Introduction to Counseling	3
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CCOUN 3601	Counseling Internship and Seminar I	6
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CCOUN 3601: Check prerequisites and minimum grade requirement.

Art Therapy Track:

CARTH 2423	Principles of Art Therapy	3
CARTH 3501	Art Therapy Internship and Seminar I	6

CARTH 3501: Check prerequisites and minimum grade requirement.

Expressive Arts Therapy Track:

CEXTH 2623	Principles of Expressive Arts Therapy	3
CEXTH 3801	Expressive Arts Therapy Internship and Seminar I	6

CEXTH 3801: Check prerequisites and minimum grade requirement

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: specializations in Expressive Arts Therapy, Not-for-Profit Management, or Social Work.*

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 2888	Course in development	3
CHMSR 3888	Course in Development	3
CHMSR 4551	Senior Capstone Seminar: Human Services and Counseling	3
CHMSR 4888	Course in Development	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 2440	Not-for-Profit Management	3
CMGMT 2469	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 (12 Credits)**At-Risk Individuals and Families**

Choose FOUR

CPSYC 2402	Child Homelessness	3
CPSYC 3422	Trauma and Crisis	3
CSOCL 3016	Social Issues in Aging	3
CSWRK 3450	Child Welfare: Challenges and Solutions	3
CSWRK 3888	Course in development	3

At-Risk Organizations and Communities

CSOCL 2113	Children in Global Perspective	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
CPLCY 3551	Activism and Change in Communities	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)

Mathematics - Bachelor of Arts (30-31 credits)**(30-31 credits plus 9-10 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

DEGREE REQUIREMENTS

I. Required Courses (12 Credits):

CMATH 2148	Concepts and Applications of Calculus I	3
CMATH 3524	Concepts and Applications of Calculus II	3
CMATH 3522	Inferential Statistics	3

Choose ONE:

CMATH 4540	Directed Research Capstone: Math	3
CNSCI 4550	Directed Research Capstone: Science	3

II. Electives (18-19 Credits):

Choose six courses from categories A and B (except as noted). At least one of the courses in Category A must be at the 3000 level or above.

Students preparing to be High School Mathematics teachers:

- Must take all the courses marked with single or double asterisks (6 courses)

Students preparing to be Middle School Mathematics teachers:

- May take all 6 courses from Category A or no more than one course from Category B,

AND

- Must take Discrete Mathematics and Topics in Geometry (courses marked with single asterisks)"

All other students:

- May take all 6 courses from Category A or no more than two courses from Category B

Category A:

CMATH 2104	Problem Solving	3
CMATH 2140	Discrete Mathematics	3
CMATH 2142	Introduction to Statistics	3
CMATH 2144	Topics in Geometry	3
CMATH 2146	Patterns and Functions	3
CMATH 2150	Number Theory	3
CMATH 3000	Transition to Abstract Mathematics through Number Theory	3
CMATH 3001	Mathematics in Context	3
CMATH 3140	Abstract Algebra	3
CMATH 3525	Multivariable Calculus	3
CMATH 3888	Selected Topics in Mathematics	3
CMATH 4089	Practicum in Curriculum and Procedures	3
CMATH 4999	Independent Study	1-9

CMATH 2140 and CMATH 2144: Must be completed by middle school and secondary education majors

CMATH 2105, CMATH 3001, CMATH 3140, and CMATH 3525: Must be completed by secondary education majors

Category B:

CMGMT 2440	Not-for-Profit Management	3
CMGMT 2457	Managerial Accounting	3
CMGMT 3460	Financial Management	3
CNSCI 4550	Directed Research Capstone: Science	3
CPHYS 2210	Conceptual Physics with Lab	4
CSOCS 3444	Research Methods in the Social Sciences	3

III. Internship (NOT required for Education majors):

Working with his/her advisor and the Internship Office, each student develops an individual plan for applying his or her mathematical knowledge to the professional world. For example, a student may want to apply mathematics in an internship that emphasizes the gathering and organizing of data to model, understand, and solve social and scientific problems. A student might also choose to apply his/her mathematical skills in profit or non-profit financial arenas.

CNSCI 3100	Internship and Seminar	6
CNSCI 4100	Research Internship and Seminar	6

Total credits for students without a professional major or minor 39-40 credits.

Political Science - Bachelor of Arts (30 credits)

(30 credits plus 12 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 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 3300	Contemporary Political Thought	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CPOLS 3888	Selected Topics in Political Science	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 1xxx	Pre-internship	1
CPOLS 3100	Political Science Internship and Seminar I	3
CPOLS 4100	Political Science Internship and Seminar II	6

CSOCS 1xxx: Or any other 1000-level field-based course (CHMSR 1551; CSOCS 1441; CFDWK 1100; CEDUC 1352; CMGMT 1451).

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	

They 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.)

Choose ONE:

CHIST 2121	American History from the Colonial Period to the Civil War	3
CHIST 2330	American History from the Civil War to the Present	3

Choose ONE (both may be applied to the Arts and Humanities category):

CHIST 1501	World Civilizations I: 4000 B.C.E. to 1500 C.E.	3
CHIST 1502	World Civilizations II: 1500 C.E. to the Present	3

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.

DEGREE REQUIREMENTS

I. Required Courses (21 Credits):

CPSYC 1201	Cross-Cultural 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

CPSYC 4907: Check prerequisites and minimum grade requirement.

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. Experiential Learning (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

CPSYC 1551, CPSYC 2551, and CPSYC 3901: Check prerequisites and minimum grade requirement.

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.

Sociology and Social Change - Bachelor of Arts (30 credits)

(30 credits plus 12 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
CSOCL 1404	Social Problems	3
CSOCL 1888	Selected Topics in Sociology	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 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSOCL 3551	Activism and Change in Communities	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	4
CSOCL 3888	Selected Topics in Sociology	3
CSOCL 4089	Practicum in Curriculum and Procedures	3
CSOCL 4130	Gender and Globalization	3
CSOCL 4201	Social Issues in Education	3
CSOCL 4999	Independent Study	1-9
CSOCS 1441	Children and Society	3

III. Internship/Fieldwork (10 Credits)

CSOCS 1xxx	Pre-internship	1
CSOCS 3401	Social Science Internship and Seminar I	3
CSOCS 4401	Social Science Internship and Seminar II	6

COLLEGE OF ART AND DESIGN

Animation & Motion Media - Bachelor of Fine Arts (123 credits)

Program Mission

The goal of the Animation & Motion Media BFA program is to educate the student in the fundamentals of animation and digital motion media, and then to offer a wide range of choices to deepen skills and even to concentrate in a specialty. This allows the student to find her or his preferred materials and personal artistic vision. This means he or she will graduate from LUCAD with a professional portfolio of animation and motion media work that gives the edge to succeed in the professional and artistic world.

Our BFA program offers instruction in a wide range of animation and motion media tools: both physical and digital; both 2D and 3D; from pencil sketches to real armature puppets to digital CGI characters; from story-telling to interactive games to pure art. Within our very comprehensive curriculum, majors can specialize in traditional narrative character animation, in motion media art, or in interactive animation: this covers animated cartoons, digital video experiments, motion graphics, advertising, gaming art, special effects, storyboarding and more. To support this curriculum we have cutting-edge facilities, a state-of-the-art computer lab with digital video, sound, and photographic studio equipment, as well as extensive studio space. Our faculty full of professional practitioners has experience and expertise to help you give strong action and voice to your artistic and professional vision, with amazing one-on-one time. The Animation & Motion Media Department has the goal of providing its students with these four sets of outcomes:

Department Outcomes

(1) Production of a Portfolio Reel: each graduating senior will produce a motion media portfolio that has at least one fully completed work and other exemplary work that constitutes

demonstrative proof of the education that the student has received as an animation and motion media artist and professional. This portfolio reel is meant to be a career-starting asset. **2) Acquisition of artistic and technical skill sets:** i.e., those involving drawing, graphic and design skills, digital video skills, animation specific skills, coding skills for interactive work, concept creating skills, and technical facility with equipment and software. There are so many of these and it is not always easy to tease apart artistic style, technique, and concrete technology skills (like using a pencil effectively or a graphics tablet artfully). For example: it is important to know all the issues and approaches of using a number of computer applications to complete a single project; there are techniques for creating effective narratives like recognizing whether a seminal great idea belongs in the buildup or in the resolution; character animators need to master “the twelve basic principles” needed to create strong character acting and timing. **3) Acquisition of general production “skills”:** i.e., learned values, attitudes, methods regarding aesthetic judgment, work habits, production decisions, and alternative approaches to production. For example: gaining the sense of aesthetic priority where the whole work (like the complete movie) determines how the parts (like the individual shots), should shape up, or where high concept and affective energy trump cinematic dynamics, which trumps graphical quality; understanding the virtues of pre-planned (storyboarded) projects vs. initial intuitive, extra-abundant creation that is structured in a final edit; inventorying the labor cost of each shot in an animated movie, and cross-categorizing each, say, as essential, difficult (time costly), and personally desirable, as the basis of triaging or reconfiguring labor to meet the approaching deadline. There are also collaboration and directorial skills; and presentation skills. **4) Acquisition of the BFA:** i.e., acquisition of a rich and broad college education through which the graduate gains the initial knowledge, cultural enrichment, and cognitive skills that define an educated, thinking person in our society, and define a sophisticated, resourceful artist and professional, in the animation and motion media field.

DEGREE REQUIREMENTS

Required Foundation Courses (12 credits)

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3

Foundation Drawing Elective (3 credits)

Select ONE:

IFNDN 1645	Drawing Elective: On-Site/Perspective	3
IFNDN 1653	Drawing Elective: Conceptual Drawing	3
IFNDN 1654	Drawing Elective: Figures in Environment	3
IFNDN 1655	Drawing Elective: Self-Portrait	3
IFNDN 1656	Drawing Elective: Figure Drawing	3
IFNDN 1657	Exploratory Drawing	3

Required Animation & Motion Media Core Courses (39 credits)

IANIM 1250	Principles of Animation	3
IANIM 1260	Character Animation Basics I	3
IILLU 2100	Anatomy and Figure Drawing	3
IANIM 2470	Drawing for Animation	3
IANIM 2570	Video I	3
IANIM 3490	Computer Animation I	3
IANIM 3495	Computer Animation II: Maya	3
IANIM 3500	Concept Creation	3

IANIM 4200	Business of Animation	3
IANIM 4460	Animation Projects	3
IANIM 4461	Animation Projects II	3
IANIM 4882	Animation Internship	2
IANIM 4885	Animation Internship Seminar	1
IANIM 4890	Senior Animation Project/Jury	3

Animation & Motion Media Major Electives (12 credits)

Any IANIM non-required course, including certain specified IILLU and IDESN courses.

The following are a sample of elective courses:

Choose 4 Major Electives

IANIM 2490	Character Animation Basics II	3
IANIM 2500	Experimental Motion Media	3
IANIM 3100	Game Production I	3
IANIM 3100	Game Production I	3
IANIM 3265	Character Design	3
IANIM 3450	Stop Motion Animation	3
IANIM 3560	Promotional Motion Media	3
IANIM 3570	Video II	3
IANIM 3600	Sound	3
IANIM 3700	Character Development	3
IANIM 3900	Alternative Currents: Experimental Film and Video	3
IANIM 4110	Game Production II	3
IANIM 4550	Flash Interactive Motion Media	3
IANIM 4560	Collaborative Motion Media 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 2460	History of Animation	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

(Experimental Film and Video, IAHIS 3900, is a course especially recommended for Adv. Art Hist. Elective)

Required General Education Courses (15 credits)

CLITR 1100	Writing and the Literary Arts	3
CWRIT 1101	English Composition	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Elective Courses (27 credits)

Choose 4 Liberal Arts Electives

Any course from the prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3

Choose 3 Studio Electives

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
Studio Elective	3

Choose 2 General Electives

Choose any course in the University that you are qualified for.

General Elective	3
General Elective	3

University of Pennsylvania, Philadelphia, PA

Masters of Fine Arts, Concentration - Painting, Animation

Maine College of Art, Portland, ME

Bachelor of Fine Arts, Concentration - Painting

Mount Holyoke College, South Hadley, MA

Bachelor of Arts, Major - Studio Art, Comprehensives – Printmaking

<https://catriona-baker-69uj.squarespace.com/alps>

Internships

The required internship program now gives all students in all majors the opportunity to experience a professional environment as part of their preparation for entrance into their field. Internships allow students to work as members of a professional team, to put their technical and creative knowledge to work, and to connect with other professionals in their chosen field. Previous internship sites have included:

Hasbro Internships
Soup2Nuts Contacts
CloudKid Internship
Game Show Network
Nickelodeon
Disney Animation Studios
Gifford Productions
FableVision Studios
38 Studios
Big Blue Dot
Hero for Hire
Cartoon Network Studios

“When students leave LUCAD, they’re fully prepared to enter the industry. Artists must both achieve mastery in one area and develop a range of marketable skills.”

– Brandon Strathmann
 Assistant Professor

Return on Investment

Over 70% of recent LUCAD graduates were employed in a new position in fields including the arts, business, the non-profit sector, education and entrepreneurship within 3-to-12 months after graduation. Those majoring in Animation found employment at various studios and firms, including ideaLab, CloudKid, working as concept artists, videographers, and animators. Historically,

Animation alumni have been employed by major media and animation firms such as Film Roman, Klasky Csupo, Nickelodeon, Soup2Nuts, HBO, Rock Star, and Blue Sky.

Core Faculty

Matt Nash, Video & Animation Chair, Associate Professor
 BFA, School of the Museum of Fine Arts/Tufts University
 MFA, School of the Art Institute of Chicago

www.mr-nash.com

www.harveylovesharvey.com

Brandon Strathmann, Program Coordinator & Associate Professor
 BFA, Animation, RISD

MFA, University of Massachusetts – Dartmouth

www.inspiringearthlings.com

Catriona G. Baker, Assistant Professor

BA, Mount Holyoke College

BFA, Maine College of Art

MFA, University of Pennsylvania

<https://catriona-baker-69uj.squarespace.com/alps>

BFA Dual Major: Animation & Motion Media/Design (150 credits)**DEGREE REQUIREMENTS****Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3

Required Animation & Motion Media/Design Core Courses (60 credits)

IANIM 1250	Principles of Animation	3
	or	
IDESN 1270	Language of Design	3
IANIM 1260	Character Animation Basics I	3
IANIM 2470	Drawing for Animation	3
IANIM 2570	Video I	3
IANIM 3490	Computer Animation I	3
IANIM 3495	Computer Animation II: Maya	3
IANIM 3500	Concept Creation	3
IANIM 4200	Business of Animation	3
IANIM 4460	Animation Projects	3
IANIM 4461	Animation Projects II	3
IANIM 4890	Senior Animation Project/Jury	3
IDESN 1300	Design Workshop 1	3
IDESN 2220	Typography I	3
IDESN 3150	Design Specification	3
IDESN 3200	Typography II	3
IDESN 3510	Visual Communication	3
IDESN 3530	Design Systems	3
IDESN 4450	Design Senior Studio	3
IDESN 4700	Design Senior Seminar	3
IILLU 2100	Anatomy and Figure Drawing	3

Internship & Internship Seminar (3 credits)

IDESN 4882	Internship/Design	2
IDESN 4885	Design Internship Seminar	1
	or	
IANIM 4882	Animation Internship	2

IANIM 4885 Animation Internship Seminar 1

Animation/Design Major Electives (21 credits)

Any IANIM non-required course

Any IDESN non-required course

Advanced Design Major electives are any IDESN 3000 or 4000 level non-required course

IANIM	Animation Major Elective	3
IANIM	Animation Major Elective	3
IANIM	Animation Major Catalog	3
IDESN	Design Typography Elective	3
IDESN	Design Major Elective	3
IDESN	Design Major Elective	3
IDESN	Advanced Design Major Elective (3000/4000 level)	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 2100	History of Modern Design	3
IAHIS 2460	History of Animation	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

General Education (15 credits)

CWRIT 1101	English Composition	3
CLITR 1100	Writing and the Literary Arts	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Liberal Arts (12 credits)

Choose 4 from any course with prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3

General Elective (6 credits)

Choose any course in the University that you are qualified for

General Elective	3
General Elective	3

BFA Dual Major: Animation & Motion Media/Illustration (156 credits)

DEGREE REQUIREMENTS

Required Foundation Courses (12 credits)

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3

Required Animation & Motion Media/Illustration Core Courses (72 credits)

IANIM 1250	Principles of Animation or Illustration Now	3
IILLU 1240	Illustration Now	3
IANIM 1260	Character Animation Basics I	3
IANIM 2470	Drawing for Animation	3
IANIM 2570	Video I	3
IANIM 3490	Computer Animation I	3
IANIM 3495	Computer Animation II: Maya	3
IANIM 3500	Concept Creation	3
IANIM 4200	Business of Animation	3
IANIM 4460	Animation Projects	3
IANIM 4461	Animation Projects II	3
IANIM 4890	Senior Animation Project/Jury	3
IILLU 1250	Illustration Tools & Methods	3
IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2130	Sequential Projects	1.5
IILLU 2300	Principles of Illustration	3
IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6
IILLU 2515	Design for Illustration or Typography I	3
IDESN 2220	Typography I	3
IILLU 2910	Digital Trio	3
IILLU 3165	Junior Studio	3
IILLU 3811	Editorial Illustration or Visual Journalism	1.5
IILLU 3860	Visual Journalism	1.5
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

Animation/Illustration Major Electives (21 credits)

Any IANIM non-required course

Any 1.5 or 3.0 IILLU non-required course

IANIM	Animation Major Elective	3
IANIM	Animation Major Elective	3
IANIM	Animation Major Catalog	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 Education (15 credits)

CWRIT 1101	English Composition	3
CLITR 1100	Writing and the Literary Arts	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Liberal Arts (12 credits)

Choose 4 from any course with prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3

General Elective (3 credits)

Choose any course in the University that you are qualified for	General Elective	3
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Design - Bachelor of Fine Arts (123 credits)**Department Mission**

The goal of the design department is to provide perceptual, conceptual, and technical skills needed for a lifetime of professional practice in graphic design and interactive communication. This means providing an education that will span many technologies and serve students throughout their lives and careers. It also means equipping students with continuing learning skills, a strong foundation in conceptual thinking, and an understanding of the role of design in contemporary society.

Design majors learn the general principles of visual communication while engaging in intensive studio projects that expose them to the ideas, material, and methods of the profession. Freshman and sophomores focus on skill-building and gaining facility and confidence; upper level students are encouraged to explore individual directions and interests, as well as community engagement. Courses in the humanities and social sciences help develop critical thinking skills necessary for anyone pursuing a career in design. Lesley University is also the perfect environment for students to engage in interdisciplinary study cross-disciplinary projects. Students are encouraged to use these opportunities to explore their own intellectual paths, resulting in senior portfolios that reflect diverse individual interests and professional aspirations.

A comprehensive design education introduces students to essential principles, practices, and technologies while supporting the

development of their own voices and values. We strive to provide the conceptual tools with which students can educate themselves throughout their lives and that allow them to make meaningful contributions to the world in which they live.

Department Outcomes

Design Process: ability to conduct research, establish goals, understand constraints, create and test alternatives at every level, design prototypes, create completed designs, and understand design as a process.

Visual Language and Form: ability to use visual language and form as a means of creating design variations and final designs appropriate to their intended purposes.

Making Meaning: ability to create and communicate meaning using verbal language, sign and symbol, image, typography, composition, structure, visual relationships and conceptual connections appropriate to the intended message.

Patterns and Systems: ability to recognize, categorize, and articulate patterns and systems: both visually and conceptually.

Articulate Concepts: ability to generate concepts through ideation and research, turn concepts into tangible design ideas, and to explain ideas in the work.

Craft: ability to produce a high level of craft and technical skill in both physical and digital media, typographic work, and image creation.

Integration: ability to demonstrate understanding of the overall purposes of a design and explain how the work achieves goals the student has articulated for themselves.

DEGREE REQUIREMENTS**Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3

Required Core Design Courses (42 credits)

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop 1	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2115	Introduction to Web Design	3
IDESN 2220	Typography I	3
IDESN 2550	Drawing for Design	3
IDESN 3150	Design Specification	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication	3
IDESN 3530	Design Systems	3
IDESN 4450	Design Senior Studio	3
IDESN 4700	Design Senior Seminar	3
IDESN 4882	Internship/Design	2
IDESN 4885	Design Internship Seminar	1

Design Major Electives (9 credits)**Choose 3 Major Electives (one must be 3000/4000 level)**

The following are a sample of courses:

IDESN 2185	Game Design Fundamentals	3
IDESN 2195	Design Honors Seminar	1.5
IDESN 2540	Color Theory	3

IDESN 2590	Bindings & Boxes	3
IDESN 2800	Film Form	3
IDESN 3015	Graphic Design London	3
IDESN 3110	Interactive Projects	3
IDESN 3230	Typeface Design	3
IDESN 3240	Type in Motion	3
IDESN 3310	Packaging and Presentation	3
IDESN 3400	Brand Realization	3
IDESN 3440	Information Architecture	3
IDESN 3535	Advanced Web Projects	3
IDESN 3540	From Concept to Campaign	3
IDESN 3670	Advertising Concepts	3
IDESN 4320	Studio InFlux	3
IDESN 4480	Design Strategies	3
IDESN 4490	Special Topics in Design	3
IDESN 4500	Advanced Projects in Design	3
IDESN 4510	Environmental Graphic Design	3
IDESN 4520	Poster and Cover Concepts	3
IDESN 4750	Visiting Designers	3

Photo or Video Elective (3 credits)

Choose 1 Photo/Video Elective

IPHOT 1220	Introduction to Photography: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
IANIM 2570	Video I	3

Art History Requirements (15 credits)

IAHIS 1190	Design Theory	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2100	History of Modern Design	3
IAHIS 3610	Design Discourse	3
IAHIS	Advanced Art History Elective (3000/4000 level)	3

Required General Education Courses (15 credits)

CLITR 1100	Writing and the Literary Arts	3
CWRIT 1101	English Composition	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Elective Courses (27 credits)

Choose 4 Liberal Arts Electives

Any course from the prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3

Studio and General Electives

Choose 2 Studio Electives (6 credits)

Any LUCAD studio course from prefixes: IANIM, IDESN, IDFLM, IFINE, IFNDN, IILLU, INTDS, IPHOT and ISTUD for which you meet the prerequisites

Studio Elective	3
Studio Elective	3

Choose 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

Internships

Our required internship program gives all students the opportunity to experience a professional environment as preparation for entrance into their field. Internships allow students to work as members of a professional team, to put their creative and technical knowledge to work, and to connect with other professionals in their chosen field. Recent internships sites include:

American Repertory Theater

Dig Boston

Fathom

GroupVisual.io

Heart

Inkhouse

Interrobang Letterpress

Visual Dialogue

WGBH

Design is less about the artifact and more about the story—Kristina Lamour Sansone, Chair

Return on Investment

Over 70% of recent LUCAD graduates were employed in a new position in fields that include the arts, media, business, the non-profit sector, education and entrepreneurship within 3–to–12 months after graduation. In the past year recent graduates found employment at various studios and firms, including New York Life and Arnold Worldwide, working as web designers, interactive designers, graphic designers, and art directors. Through their own start-up design companies and through larger media companies, LUCAD Design major alumni have worked with estimable clients such as: ESPN; Microsoft; Madison Square Garden; L.A. Dodgers; Nike; Levis; Target; Volkswagen; Sports Illustrated for Kids; National Public Radio; Dwell magazine; The New York Times

Core Faculty

Kristina Lamour Sansone,
Associate Professor and Chair
BFA University of the Arts,
MFA Yale University, School of Art
CAGS Lesley University
www.designeducator.com

Geoffrey Fried, Professor
BA Carnegie-Mellon University

MFA Yale University School of Art

Heather Shaw, Associate Professor
BFA University of Massachusetts at Dartmouth
MFA Massachusetts College of Art and Design
heathershawdesign.com

BFA Dual Major: Design/Fine Arts (144 credits)

DEGREE REQUIREMENTS

Required Foundation Courses (12 credits)

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3

Required Design/Fine Arts Core Courses (42 credits)

IDESN 1270	Language of Design or	3
IFINE 1220	Color and Composition	3
IDESN 1300	Design Workshop 1	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2115	Introduction to Web Design	3
IDESN 2220	Typography I	3
IDESN 3150	Design Specification	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication	3
IDESN 3530	Design Systems	3
IDESN 4450	Design Senior Studio	3
IFINE 4800	Senior Studio I	3
IFINE 4810	Senior Studio II	3
IFINE 4900	Professional Development or	3
IDESN 4700	Design Senior Seminar	3

Internship & Internship Seminar (3 credits)

IDESN 4882	Internship/Design	2
IDESN 4885	Design Internship Seminar or	1
IFINE 4882	Internship/Fine Arts	2
IFINE 4885	Fine Art Internship Seminar	1

Design/Fine Arts Major Electives (36 credits)

Any IDESN non-required course

Any 3.0 credit IFINE non-required course

IDESN	Design Major Elective (2000 level)	3
IDESN	Design Major Elective (2000 level)	3
IDESN	Advanced Design Major Elective (3000/4000 level)	3
IFINE	Fine Arts Major Course (2000 level)	3
IFINE	Fine Arts Major Course (2000 level)	3
IFINE	Fine Arts Major Course (2000 level)	3
IFINE	Fine Arts Major Elective (2000 level)	1.5
IFINE	Fine Arts Major Drawing Course	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
IFINE	Fine Arts Major Course (3000/4000)	3

Studio Elective (3 credits)

Any course from prefixes: IANIM, IDESN, IDFLM, IFINE, IILLU, INTDS, IPHOT and ISTUD for which you meet the prerequisites

Studio Elective 3

Photo or Video Elective (3 credits)

IPHOT 1220	Introduction to Photography: Non-Majors I or	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital or	3
IANIM 2570	Video I	3

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 2100	History of Modern Design	3
IAHIS 3600	Art Since 1945	3
IAHIS 3610	Design Discourse	3
IAHIS	Advanced Art History Elective 3000/4000 Level	3

General Education (15 credits)

CWRIT 1101	English Composition	3
CLITR 1100	Writing and the Literary Arts	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Liberal Arts (12 credits)

Choose 4 from any course with prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3

BFA Dual Major: Design/Illustration (150 credits)

DEGREE REQUIREMENTS

Required Foundation Courses (12 credits)

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3

Required Design/Illustration Core Courses (66 credits)

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop 1	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2115	Introduction to Web Design	3
IDESN 2220	Typography I	3
IDESN 3150	Design Specification	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3

IDESN 3510	Visual Communication	3
IDESN 3530	Design Systems	3
IDESN 4450	Design Senior Studio	3
IDESN 4700	Design Senior Seminar	3
	or	
IILLU 3960	The Working Illustrator	3
IILLU 1240	Illustration Now	3
IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2130	Sequential Projects	1.5
IILLU 2300	Principles of Illustration	3
IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6
IILLU 2910	Digital Trio	3
IILLU 3165	Junior Studio	3
IILLU 3811	Editorial Illustration	1.5
	or	
IILLU 3860	Visual Journalism	1.5
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 (21 credits)

Any IDESN non-required course

Any 1.5 or 3.0 credit IILLU non-required course to equal 12 credits total

IDESN	Design Major Elective (2000 level)	3
IDESN	Design Major Elective (2000 level)	3
IDESN	Advanced Design Major Elective (3000/4000 level)	3
IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3

Photo or Video Elective (3 credits)

IPHOT 1220	Introduction to Photography: Non-Majors I	3
	or	
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
	or	
IANIM 2570	Video I	3

Studio Elective (3 credits)

Any course from prefixes: IANIM, IDESN, IDFLM, IFINE, IILLU, INTDS, IPHOT and ISTUD for which you meet the prerequisites

Studio Elective	3
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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 2100	History of Modern Design	3
IAHIS 2400	Illustration Survey	3
IAHIS 3610	Design Discourse	3

General Education (15 credits)

CWRIT 1101	English Composition	3
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CLITR 1100	Writing and the Literary Arts	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Liberal Arts (12 credits)

Choose 4 from any course with prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3

Digital Filmmaking - Bachelor of Fine Arts (123 credits)**DEGREE REQUIREMENTS****Digital Filmmaking Electives (6 credits)**

Any IDFLM non-required course

Digital Filmmaking Major Elective	3
Digital Filmmaking Major Elective	3

Required Foundation Courses (9 credits)

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3

Digital Filmmaking Core Courses (45 credits)

IDFLM 1210	Digital Filmmaking Techniques I	3
IDFLM 1220	Digital Filmmaking Techniques II	3
IDFLM 1230	Core Seminar: Concepts of Cinema I	3
IDFLM 1240	Core Seminar: Concepts of Cinema II	3
IDFLM 2210	On Location	3
IDFLM 2220	Editing Intensive	3
IDFLM 2410	Sophomore Seminar I: Concepts	3
IDFLM 2420	Sophomore Seminar II: Projects	3
IDFLM 3210	Production & Management I	3
IDFLM 3220	Production & Management II	3
IDFLM 3430	Core Seminar: Off the Set	3
IDFLM 3440	Core Seminar: On the Set	3
IDFLM 4210	Thesis Seminar I	3
IDFLM 4220	Thesis Seminar II	3
IDFLM 4882	Digital Filmmaking Internship	2
IDFLM 4885	Digital Filmmaking Internship Seminar	1

Art History Requirements (15 credits)

IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IDFLM 2500	History of the Moving Image	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

Required General Education Courses (18 credits)

CCRWT 3888	Selected Topics in Creative Writing	3
CLITR 1100	Writing and the Literary Arts	3
CWRIT 1101	English Composition	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Elective Courses (30 credits)**Choose 3 Liberal Arts Electives**

Any course from the prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3

Studio Electives/Support Courses (15 credits)

Any studio courses offered in any department at LUCAD with prefixes, IANIM, IDESN, IDFLM, IFINE, IILLU, INTDS, IPHOT and ISTUD 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 (9 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3

Required Core Fine Art Courses (12 credits)

IFINE 1220	Color and Composition	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 3190	Interdisciplinary Studio I	3
IFINE 4882	Internship/Fine Arts	2
IFINE 4885	Fine Art Internship Seminar	1

Fine Arts Electives (18 credits)

IFINE 2200	Painting I or	3
IFINE 2215	Abstract Painting	3
IFINE 2300	Printmaking: Intaglio I or	3
IFINE 2351	Lithography I	3
IFINE 2445	Core Clay I or	3
IFINE 2400	Clayworking: Handbuilding	1.5

and

IFINE 2410	Clayworking: Intro to Wheel Throwing	1.5
IFINE 2431	Principles of Perceptual Sculpture I or	3
IFINE 2420	Abstract Principles of Sculpture	3
IFINE	Fine Arts Major Course (2000 level)	3
IFINE	Fine Arts Major Course (3000/4000)	3

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

Required General Education Courses (15 credits)

CLITR 1100	Writing and the Literary Arts	3
CWRIT 1101	English Composition	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Choose 5 Liberal Arts Electives (15 credits)

Any course from the prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts 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 LUCAD prefixes (IAHIS, IANIM, IDESN, IILLU, IPHOT and ISTUD)

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)**Department Mission**

The Fine Arts Department promotes each student's personal and creative potential by providing challenges to encourage the development of artistic insight, skill, and strength. We are committed to hands-on instruction that engages students to produce artwork

materializing their thoughts, feelings and perceptions into visual reality.

Our faculty believe that an emphasis on painting, drawing, printmaking, and 3-D sculpture provide the best pedagogic model for an undergraduate fine arts education, along with the accessibility of a broader array of interdisciplinary media such as photography, video, performance art, site-specific installation and digital art.

Historical and contemporary contexts of artistic practice and criticism are cited throughout our curriculum, as are the practical issues of developing a successful career. Priorities of our program are small-size studio classes, a flexible curriculum based on personal options, and the development of mentoring relationships with our faculty of highly professional artists. We provide internships in numerous fine arts related fields, study abroad opportunities, a national mobility program and inspiring lectures by acclaimed visiting artists. It is our unwavering goal to offer students experience and education that provide a solid base for lifelong pursuit of art and ongoing growth as artists. The senior project and exhibition in each student's final semester serves as a first step of transition into continued productivity after graduation.

Department Outcomes

- The Fine Arts Department strives to create a comprehensive curriculum that offers students flexibility and opportunities for interdisciplinary work.
- The program promotes formal, technical, and conceptual skills; while at the same time, it encourages creativity and experimentation.
- Study abroad and mobility programs are available along with visiting artists, lectures, and an Artist-In-Residence program.
- Students are urged to seek internships and to participate in studio assistantships with senior faculty.
- The artistic goals and the intellectual growth of the students are supported by exposure through art history to a wide variety of artists, historical movements, and aesthetic theories. They become familiar with the contemporary art world and the variety of practices that shape that world
- Ample emphasis on both written and oral skills is a priority. In addition the liberal arts program presents them with a greater understanding of the world around them and the influences it has asserted on art.
- The students are exposed to methods of both academic and technical research, sound studio practice, digital technology, and new media. The safe and healthful use of artistic tools and mediums is an essential element of the students' education.
- Professional practice is an essential aspect of the program. Students are supported in their efforts to develop an independent practice and developing time management skills.
- Finally, diversity awareness through community involvement on a local, national, and global scale. Along with this important experience the students are exposed to the life tools of collaboration and networking and given encouragement to take a leadership role socially and artistically.

DEGREE REQUIREMENTS

Required Foundation Courses (12 credits)

IFNDN 1620	Drawing Intensive	3
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IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3

Foundation Drawing Elective (3 credits)

Select ONE:

IFNDN 1645	Drawing Elective: On-Site/Perspective	3
IFNDN 1653	Drawing Elective: Conceptual Drawing	3
IFNDN 1654	Drawing Elective: Figures in Environment	3
IFNDN 1655	Drawing Elective: Self-Portrait	3
IFNDN 1656	Drawing Elective: Figure Drawing	3
IFNDN 1657	Exploratory Drawing	3

Required Fine Arts Major Elective (3 credits)

To be taken second semester of Foundation year

Fulfilled by taking one of the following:

IFINE 2200	Painting I	3
IFINE 2300	Printmaking: Intaglio I	3
	or	
	any 2000 level 3D course	

Required Core Fine Art Courses (18 credits)

IFINE 1220	Color and Composition	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 4800	Senior Studio I	3
IFINE 4810	Senior Studio II	3
IFINE 4882	Internship/Fine Arts	2
IFINE 4885	Fine Art Internship Seminar	1
IFINE 4900	Professional Development	3

Fine Arts Major Electives (21 credits)

Choose courses totaling 21 credits (at least four must be 3000/4000 level courses)

IFINE	Fine Arts Major Course (2000 level)	3
IFINE	Fine Arts Major Course (2000 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
IFINE	Fine Arts Major Course (3000/4000)	3

Fine Arts Electives

The following are a sample of courses:

IFINE 2116	Fine Arts Drawing Studio II	3
IFINE 2120	Figure Drawing Studio	1.5
IFINE 2150	Metalworking	1.5
IFINE 2180	Collage	1.5
IFINE 2190	Painting the Human Head	1.5
IFINE 2195	The Hands, Head & Feet in 3D	1.5
IFINE 2200	Painting I	3
IFINE 2205	Painting II	3
IFINE 2215	Abstract Painting	3
IFINE 2220	Figure Painting Elective	1.5
IFINE 2230	Assemblage/Mixed Media	1.5
IFINE 2250	Watercolor	1.5
IFINE 2280	Relief Printmaking I	1.5
IFINE 2290	Relief Printmaking: Color	1.5
IFINE 2300	Printmaking: Intaglio I	3
IFINE 2310	Printmaking: Intaglio II	3
IFINE 2331	Printmaking: Collagraphs	1.5
IFINE 2351	Lithography I	3

IFINE 2352	Lithography II	3
IFINE 2370	Monotype I	1.5
IFINE 2371	Monotype II	1.5
IFINE 2400	Clayworking: Handbuilding	1.5
IFINE 2410	Clayworking: Intro to Wheel Throwing	1.5
IFINE 2420	Abstract Principles of Sculpture	3
IFINE 2431	Principles of Perceptual Sculpture I	3
IFINE 2435	Principles of Perceptual Sculpture II	3
IFINE 2445	Core Clay I	3
IFINE 2500	Figure Sculpture	1.5
IFINE 2555	Abstract Drawing	3
IFINE 2570	Landscape/Cityscape Painting	3
IFINE 2645	Mixed Media Figure Sculpture	3
IFINE 2700	Figure Painting	3
IFINE 2800	Wood and Stone Carving I	1.5
IFINE 2810	Wood and Stone Carving II	1.5
IFINE 3060	Sculpture with Found Objects	1.5
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 3550	Alternative Printmaking	1.5
IFINE 3700/IFINE 4700	Advanced Figure Drawing	3
IFINE 4700/IFINE 3700	Advanced Figure Drawing	3
IFINE 3950/IFINE 4950	Advanced Figure Painting	3
IFINE 4950/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

Required General Education Courses (15 credits)

CLITR 1100	Writing and the Literary Arts	3
CWRIT 1101	English Composition	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Elective Courses (36 credits)**Choose 4 Liberal Arts Electives (12 credits)**

Any course from the prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3

Choose 6 Studio Electives (18 credits)

Any LUCAD 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
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

Internships

The required internship program now gives all students in all majors the opportunity to experience a professional environment as part of their preparation for entrance into their field. Internships allow students to work as members of a professional team, to put their technical and creative knowledge to work, and to connect with other professionals in their chosen field. Previous internship sites have included:

Danforth Museum of Art
The Guild of Boston Artists
Museum of Fine Arts
Maud Morgan Arts
Citi Performing Arts Center
Boston Public Library
DeCordova Museum
Copley Society
Boston Printmakers
Whitney Museum
Longfellow National Historic Site

“Art is not created in a bubble. When you pick up a piece of charcoal, a paint brush, a camera, or even a computer, and you make a mark on paper, a canvas, or in the virtual digital world, whether or not your mark is drawn, or painted, or consists of 0s and 1s, you are having a dialogue with history and the past, the present here and now, and the future and unforeseen. We get to have a dialogue with Michelangelo, and be conversant with de Kooning, and brush shoulders with contemporary artists, indeed our work will continue to have a dialogue with many others we do not even know for years to come. This is the power of visual mediums, it has influence, a touch and a life beyond what we can imagine. It is my goal to assist students to adapt from simply intuitive creators to becoming active creators of visual culture on a technical, formal, and conceptual level.”

–Matthew Cherry
Department Chair

Return on Investment

Over 70% of recent LUCAD graduates were employed in a new position in fields including the arts, business, the non-profit sector, education and entrepreneurship within 3-to-12 months after graduation. Those majoring in Fine Arts found employment in museums, schools, and galleries, while other alumni of the program have pursued graduate studies in the visual arts.

Core Faculty

Matthew Cherry, Fine Arts and Foundations Department Chair

Sr. Associate Dean of Academic Affairs

BFA, Northern Arizona University

MFA, The School of The Art Institute of Chicago

www.matthewivancherry.com

Anthony Apesos, Professor

BA Honors Vassar College

Pennsylvania Academy of the Fine Arts

MFA Milton Avery Graduate School, Bard College

www.apesos.com

Michael David, Professor

BA Brandeis University

MFA Boston University

Skowhegan School of Painting and Sculpture

Liza Folman, Professor

BFA University of Buffalo, State University of New York

MFA Boston University

Mary A.M. Kaye, Professor

BA Radcliffe College

MA Goddard College

Illustration - Bachelor of Fine Arts (123 credits)

Department Mission

We are committed to your growth through a solid general education and studio based learning. It is our goal to help you develop awareness and self-direction as well as critical thinking and the concrete skills of your craft. We are committed to your development as an artist who knows the value of hard work, passion, innovation, fearlessness, collaboration, and play. Illustrators are shapers of popular culture both high and low; you've got something to give the world and we are here to facilitate that.

Department Outcomes

Specific evolution of skills for Illustration Majors:

- Generation and communication of concepts through drawing, research, language
- Skillful use of traditional, technological, and innovative mediums and techniques
- Combination of concept and medium to create a unique voice and compelling work
- Knowledge of contemporary professional practices to market work and skills

DEGREE REQUIREMENTS

Required Foundation Courses (12 credits)

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3

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	1.5
IILLU 2300	Principles of Illustration	3
IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6
IILLU 2515	Design for Illustration	3
IDESN 2220	or Typography I	3
IILLU 2910	Digital Trio	3
IILLU 3165	Junior Studio	3
IILLU 3811	Editorial Illustration	1.5
IILLU 3860	or Visual Journalism	1.5
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 combination of 1.5 or 3 credit IILLU non-required courses

IILLU	Illustration Major Elective	1.5
IILLU	Illustration Major Elective	1.5
IILLU	Illustration Major Elective	1.5
IILLU	Illustration Major Elective	1.5
IILLU	Illustration Major Elective	3

The following are a sample of courses:

IILLU 2110	The Dynamic Figure	3
IILLU 2160	Letterpress Studio	3
IILLU 2221	Drawing for Illustration: Indirect	1.5
IILLU 2230	Mixed Media Drawing	1.5
IILLU 2240	Character Design Drawing	1.5
IILLU 2250	Life Drawing	1.5
IILLU 2900	Experimental Illustration	3
IILLU 3130	Boston Sketchbook	1.5
IILLU 3140	Natural History Drawing	1.5
IILLU 3150	Body Adornment & Fashion Drawing	1.5
IILLU 3190	3D Projects in Illustration	3
IILLU 3195	Advanced 3D Projects	3
IILLU 3210	Digital Illustration: Painter	3
IILLU 3230	Digital Illustration: Photoshop	3
IILLU 3275	Alternative Comix	3
IILLU 3500	Painting for Illustration	3
IILLU 3610	Comic Book and Storyboard	3
IILLU 3710	Book Illustration	3
IILLU 4100	Drawing Images in a Series	3
IILLU 4230	Advanced Computer Illustration	3

IILLU 4515	From Illustration to Publication	3
IILLU 4720	Book Cover Illustration	3
IILLU 4730	Open Picture Book	3
IILLU 4760	Advanced Painting for Illustration	3
IILLU 4822	Obsessions and Phobias	3
IILLU 4823	Sci-Fi and Fantasy	3

Boston Art Commission
Best Dressed Signs
Shaded Areas Illustration
Mayer's Mural Crew
Space 242

Return on Investment

Over 70% of recent LUCAD graduates were employed in a new position in fields including the arts, business, the non-profit sector, education and entrepreneurship within 3-to-12 months after graduation. Those majoring in Illustration found employment at various publishing houses and media companies. Historically, graduates of the Illustration department have regularly worked with estimable clients including: PBS; The New York Times; Hasbro; HBO; The New Yorker; Cartoon Network; Guitar Hero; Cloudkid; Lionsgate Films; Random House; MTV; Radical Comics; Adidas

Core Faculty

Keith MacLelland, Illustration Chair, Associate Professor
 BFA The Art Institute of Boston at Lesley University
 MFA The Art Institute of Boston at Lesley University
www.yourillustrator.com

Kate Castelli, Assistant Professor
 BFA The Art Institute of Boston at Lesley University
 MFA School of the Museum of Fine Arts
<http://www.katecastelli.com>

Andres Vera Martinez, Assistant Professor
 BFA, School of the Art Institute of Chicago
 MFA, School of Visual Arts
andres@andresvera.com
<http://andresveramartinez.tumblr.com>
<http://www.andresvera.com>

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

Required General Education Courses (15 credits)

CLITR 1100	Writing and the Literary Arts	3
CWRIT 1101	English Composition	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Electives (30 credits)

Choose 4 Liberal Arts Electives (12 credits)

Any course from the prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3

Choose 4 Studio Electives (12 credits)

Any LUCAD 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

<http://www.katecastelli.com> and andres@andresvera.com
<http://andresveramartinez.tumblr.com>
<http://www.andresvera.com>

Internships

To help prepare you for the real world, which to us means professional skills and industry contacts, we encourage and assist students in obtaining a wide range of internships. Past internships have included:

Harvard Natural History Museum
Smudge Ink
DigBoston
Shoe Slung Films

BFA Dual Major Illustration/Fine Arts (150 credits)

DEGREE REQUIREMENTS

Required Foundation Courses (12 credits)

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3

Required Illustration/Fine Arts Core Courses (45 credits)

IILLU 1250	Illustration Tools & Methods	3
IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2130	Sequential Projects	1.5
IILLU 2300	Principles of Illustration	3
IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6
IILLU 2910	Digital Trio	3
IILLU 3165	Junior Studio	3
IILLU 3811	Editorial Illustration or	1.5
IILLU 3860	Visual Journalism	1.5
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 4800	Senior Studio I	3

IFINE 4810	Senior Studio II	3
IFINE 4900	Professional Development	3

Internship & Internship Seminar (3 credits)

IILLU 4882	Internship/Illustration	2
IILLU 4885	Illustration Internship Seminar	1
	or	
IFINE 4882	Internship/Fine Arts	2
IFINE 4885	Fine Art Internship Seminar	1

Illustration/Fine Arts Major Electives (39 credits)

Any 1.5 or 3.0 credit IILLU non-required courses to equal 12 credits total

Any 3.0 credit elective course with IFINE prefix

IFINE	Fine Arts Major Course (2000 level)	3
IFINE	Fine Arts Major Course (2000 level)	3
IFINE	Fine Arts Major Course (2000 level)	3
IFINE	Fine Arts Major Elective (2000 level)	3
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
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

Studio Elective (3 credits)

Any course from prefixes: IANIM, IDESN, IDFLM, IFINE, IILLU, INTDS, IPHOT and ISTUD for which you meet the prerequisites
Studio Elective 3

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

General Education (15 credits)

CWRIT 1101	English Composition	3
CLITR 1100	Writing and the Literary Arts	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Liberal Arts (12 credits)

Choose 4 from any course with prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3

Liberal Arts Elective	3
Liberal Arts 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)

Department Mission

The mission of the Photography department, is to educate our students within an internationally recognized program that is committed to a balance of traditional photographic practice and cutting edge contemporary media within an intimate and evolving learning environment. The department emphasizes and encourages artistic and professional development, conceptual and perceptual awareness, critical thinking within contemporary and historical context, the collaborative nature of contemporary art, and the technical and aesthetic knowledge necessary for a life and career in the photographic arts.

Department Outcomes

Criteria, Assessment, and Goals for the Photography Program:

Each student should be able to demonstrate oral and written abilities in the discussion of their personal work. This practiced dialogue should adequately communicate the intentions, concepts, context, and syntax employed in that work. Each student should be able to demonstrate oral and written abilities in the discussion of the works of others in a constructive and intelligent manner. Each student should be able to demonstrate oral and written abilities in the discussion of the history of their medium and where they perceive their work presently fits within the context of that medium. Each student should be able to demonstrate oral and written abilities in the discussion of the history of art and the humanities and its relationship to their chosen medium. Each student should develop knowledge of the art business and the business of art, and the ability to research and take inspiration from that practice as it relates to their individual career paths. Each student is encouraged to nurture a passion for life-long learning and creative problem solving, as well as, to cultivate the knowledge, energy, and curiosity to meet the new challenges of being an artist in contemporary society. Each student should develop the ability to be confident, to demonstrate respect for their creative process and work, and to be able to evolve as an artist independently without relying upon the support and feedback of others. Each student should be confident in accepting the responsibility to realize their ambitions in the arts and business. Each student should develop and nurture a curiosity for the new technologies and be able to adapt to them in their personal vision without compromising that vision. Each student should be able to develop a strategy of integrating digital, traditional, and interdisciplinary practices in a constructive and reasonable way. Each graduating student should be able to demonstrate technical excellence and superior competency in whatever media they elect to use in the translation of their concepts and intentions.

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	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3

Required Core Photography Courses (30 credits)

IPHOT 2005	Photography Lab III	3
IPHOT 2115	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 4120	Professional Directions	3
IPHOT 4150	Senior Portfolio I	3
IPHOT 4160	Senior Portfolio II	3
IPHOT 4882	Internship/Photography	2
IPHOT 4885	Photography Internship Seminar	1

Required Elective (choose one)

IPHOT 2100	Intro to Alternative Processes	3
IPHOT 3025	Commercial Studio	3

Required Elective (choose one)

IPHOT 3115	Documentary Photography	3
IPHOT 3310	Portrait: Traditional & Contemporary	3
IPHOT 3715	Landscape of Memory: Histories	3

Photography Major Electives (9 credits)

Any IPHOT non-required course

The following are a sample of elective courses:

Choose 3 Courses:

IPHOT 2100	Intro to Alternative Processes	3
IPHOT 2120	Color: Digital	3
IPHOT 2215	Taking In: The Best of LUCAD Photography	3
IPHOT 2220	Visual Books I	3
IPHOT 2321	Documenting Village Life	3
IPHOT 2340	Beauty and Fact: 19th Century	3
IPHOT 2460	Cinema and Visual Reaction	3
IPHOT 2540	Still in Motion	3
IPHOT 2625	Seeing: Photography & Science	3
IPHOT 2660	Fashion: World is Your Studio	3
IPHOT 3110	Visual Books	3
IPHOT 3120	Visual Books II	3
IPHOT 3130	Artist's Books	3
IPHOT 3201	Color Photography	3
IPHOT 3365	Journalism: Photojournalism	3
IPHOT 3370	Documentary Projects	3
IPHOT 3390	Photography and Power	3
IPHOT 3440	The Constructed Image	3
IPHOT 3470	Photo Noir	3
IPHOT 3480	The Critical Eye	3
IPHOT 3510	Digital Media I	3
IPHOT 3560	Digital Printing I	3
IPHOT 3565	Fine Digital Photography	3
IPHOT 3580	The Web as an Art Form	3
IPHOT 3581	Media and Society	3
IPHOT 3585	Video Projects and Installations	3
IPHOT 3680	Conceptual Editorial Photography	3
IPHOT 3700	Landscape & Architecture	3
IPHOT 3740	Art in Context	3
IPHOT 4100	Advanced Alternative Processes: Projects	3

IPHOT 4180	Horror In Photography & Film	3
IPHOT 4200	Color: Special Projects	3
IPHOT 4300	Rites and Celebrations	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

Required General Education Courses (15 credits)

CLITR 1100	Writing and the Literary Arts	3
CWRIT 1101	English Composition	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Electives (27 credits)**Choose 4 Liberal Arts Electives (12 credits)**

Any course from the prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3

Studio Electives/Support Courses (9 credits)

Any LUCAD 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

Internships

To prepare students for the real world with professional skills and industry contacts, The Photography Department encourages and assists students in obtaining a wide range of internships. Past internships have included: *Magnum Picture Agency; Boston Magazine; Annie Leibovitz Studio; Oxfam America; Ken Burns Films; The Boston Globe; The Museum of Fine Arts Boston; The Institute of Contemporary Art/Boston; The Photographic Resource Center; The Guggenheim Museum, and many others.*

Return on Investment

Over 70% of recent LUCAD graduates were employed in a new position in fields including the arts, business, the non-profit sector, education and entrepreneurship within 3-to-12 months after graduation. Those majoring in Photography found employment at

various studios and firms, including Historic New England and Albright Art Gallery, working as photographers, videographers, digital imaging technicians, gallery directors, and teachers.

Core Faculty

Christine Collins, BFA Photo Department Chair, Assistant Professor
BA Skidmore College
MFA Massachusetts College of Art
www.christinemcollins.com

Christopher James, University Professor & Director of MFA
Photography
BFA Massachusetts College of Art and Design
MAT Rhode Island School of Design
www.christopherjames-studio.com

Oscar Palacio, Associate Professor
BA University of Miami
MFA Massachusetts College of Art
www.oscarpalacio.net

Bonnell D. Robinson, Professor
BA Columbia University
Master's Program in Photography, Massachusetts Institute of Technology
MFA Rhode Island School of Design
www.rickwesterfineart.com/bio-robinson

André Ruesch, Professor
BA Napier College, Edinburgh, Scotland
MA/MFA University of New Mexico
www.andreruesch.com

BFA Dual Major: Photography/Design (153 credits)

DEGREE REQUIREMENTS

Required 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	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3

Required Core Photography/Design Courses (63 credits)

IPHOT 2005	Photography Lab III	3
IPHOT 2115	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 3025	Commercial Studio	3
IPHOT 3115	Documentary Photography	3
IPHOT 3160	Junior Year Portfolio	3
IPHOT 4120	Professional Directions	3
	or	
IDESN 4700	Design Senior Seminar	3
IPHOT 4150	Senior Portfolio I	3
IPHOT 4160	Senior Portfolio II	3
IDESN 2115	Introduction to Web Design	3
IDESN 2550	Drawing for Design	3
IDESN 3150	Design Specification	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3

IDESN 3510	Visual Communication	3
IDESN 3530	Design Systems	3
IDESN 4450	Design Senior Studio	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/Design Major Electives (18 credits)

Any IPHOT non-required course

Any IDESN non-required course

IPHOT	Photography Major Elective	3
IPHOT	Photography Major Elective	3
IPHOT	Photography Major Elective	3
IDESN	Design Major Elective	3
IDESN	Design Major Elective	3
IDESN	Design Major Elective	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 2100	History of Modern Design	3
IAHIS 2200	History of Photography	3
IAHIS 3610	Design Discourse	3

Required General Education Courses (15 credits)

CLITR 1100	Writing and the Literary Arts	3
CWRIT 1101	English Composition	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Choose 4 Liberal Arts Electives (12 credits)

Any course from the prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3

Studio Elective/Support Course (3 credits)

Any LUCAD studio course from prefixes: IANIM, IDESN, IFINE, IILLU, INTDS, IPHOT and ISTUD for which you meet the prerequisites

Studio Elective	3
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General Electives (3 credits)

Choose any course in the University that you are qualified for.

General Elective	3
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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	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3

BFA Major Introduction Course (3 credits)

Choose from one of the following 3.0 credit major introduction courses

IANIM 1250	Principles of Animation	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 1645	Drawing Elective: On-Site/Perspective	3
IFNDN 1653	Drawing Elective: Conceptual Drawing	3
IFNDN 1654	Drawing Elective: Figures in Environment	3
IFNDN 1655	Drawing Elective: Self-Portrait	3
IFNDN 1656	Drawing Elective: Figure Drawing	3
IFNDN 1657	Exploratory Drawing	3

Self Designed Major in Interdisciplinary Studies Core Course (21 credits)

INTDS 2340	Space, Time and Form	3
INTDS 2500	Motion, Matter & Meaning	3
IPHOT 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 Program Coordinator

	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 (3000 level)	3
	Interdisciplinary Studio Elective (4000 level)	3
	Interdisciplinary Studio Elective (4000 level)	3
IANIM 2570	Video I	3
IANIM 3600	Sound	3
IANIM 4550	Flash Interactive Motion Media	3
IDESN 1270	Language of Design	3

IDESN 2115	Introduction to Web Design	3
IDESN 2185	Game Design Fundamentals	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IPHOT 2120	Color: Digital	3
IPHOT 3201	Color Photography	3
IPHOT 3510	Digital Media I	3
IPHOT 3560	Digital Printing I	3
IPHOT 3580	The Web as an Art Form	3
IILLU 2230	Mixed Media Drawing	1.5
IILLU 2900	Experimental Illustration	3
IILLU 4230	Advanced Computer Illustration	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 2116	Fine Arts Drawing Studio II	3
IFINE 2230	Assemblage/Mixed Media	1.5
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

Required General Education Courses (15 credits)

CLITR 1100	Writing and the Literary Arts	3
CWRIT 1101	English Composition	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Elective Courses (33 credits)**Choose 4 Liberal Arts Electives (12 credits)**

Any course from the prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3

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

BA in Art History & Critical Studies (120 credits)**Department Mission**

Students who major in Art History gain insight into the complex and dynamic relationship between art and the society that produces it. While the emphasis of the curriculum is on art of the last 150 years, students also achieve a thorough overview of the major periods and art works in the history of western art since the ancient world, before engaging with the often-contentious roles of art and artists in the modern era. Graduates with a degree in Art History should be eligible to pursue graduate study in the discipline or to take entry-level positions in museums and galleries, art publishing, and related careers. Those who are in the BA program also have the skills to continue with their own art, and to integrate their knowledge of history into that work.

Department Outcomes

• Strong foundations in theoretical and critical approaches to the study of art, with emphasis on the 20th and 21st Century. • The skills and knowledge to explore art in depth and to produce a thesis meeting research, writing, and documentation standards within the discipline. • Strong preparation to pursue graduate study in the discipline or to take entry-level positions in museums and galleries, publishing and related careers. • For BA Art History candidates, the opportunity to combine the study of art history in depth with artistic studio practice.

DEGREE REQUIREMENTS**Required Foundation Courses (9 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3

Required Art History Core Courses (24 credits)

IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2700	Art Historical Theory and Methods Seminar	3
IAHIS 2800	Intro to Ancient and Medieval Art	3
IAHIS 3043	Curators, Critics, & Collectors	3
IAHIS 3600	Art Since 1945	3
IAHIS 4010	Art History Thesis I: Seminar	1.5
IAHIS 4020	Art History Thesis II	1.5
IAHIS 4880	Internship	3

Art History Electives (21 credits)

Global Perspective & Non-Western Art History		
IAHIS Global Perspectives Art History Elective	3	
IAHIS Global Perspectives Art History Elective	3	
IAHIS Art History Elective	3	
IAHIS Art History Elective	3	
IAHIS Non-Western Art History Elective	3	
IAHIS Museum Studies Art History Elective	3	
IAHIS Advanced Art History Elective (4000)	3	

The following are a sample of courses:

IAHIS 2100	History of Modern Design	3
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IAHIS 2200	History of Photography	3
IAHIS 2220	The Power of German Film & Photography	3
IAHIS 2300	Modernism	3
IAHIS 2400	Illustration Survey	3
IAHIS 2460	History of Animation	3
IAHIS 2900	Making and Meaning: History of Painting	3
IAHIS 3025	Cinema Eye, Cinema Art: A History of Film	3
IAHIS 3043	Curators, Critics, & Collectors	3
IAHIS 3200	Art and Nature	3
IAHIS 3210	20th Century Sculpture	3
IAHIS 3211	Testament: A History of Documentary	3
IAHIS 3280	Contemporary Art in East Asia	3
IAHIS 3290	Art & Photography in Contemporary China	3
IAHIS 3301	Visualize Modern China	3
IAHIS 3303	The Art & Aesthetics of the Japanese Tea Ceremony	1.5
IAHIS 3310	Women in Art	3
IAHIS 3311	Gender in Focus: History Women in Photo	3
IAHIS 3313	Multicultural Photography	3
IAHIS 3320	Impressionism	3
IAHIS 3355	Art Now: Europe and North America	3
IAHIS 3360	History of American Art	3
IAHIS 3370	The Art and Politics of 5th Century B.C. Athens	3
IAHIS 3380	History of New Media	3
IAHIS 3420	Intro to the Art and Thought of Asia	3
IAHIS 3450	Arts of Africa	3
IAHIS 3460	The Decades: 60s	1.5
IAHIS 3470	The Decades: 70s	1.5
IAHIS 3480	The Decades: 80s	1.5
IAHIS 3530	African-American Art: The Harlem Renaissance Through the Civil Rights Movement	3
IAHIS 3610	Design Discourse	3
IAHIS 3620	American Architecture and Civic Design	3
IAHIS 3660	Contemporary Performance Art (January Session)	1.5
IAHIS 3800	The Nude	3
IAHIS 3900	Experimental Film & Video	3
IAHIS 4100	Art and War	3
IAHIS 4150	Africa: Between Tradition and Modernity	3
IAHIS 4200	Representing Representation	3
IAHIS 4400	The Art and Culture of Japan	3
IAHIS 4500	Art and Popular Culture	3
IAHIS 4600	Postmodernism	3
IAHIS 4620	Hyperculture: Art & Technology	3
IAHIS 4630	Scandalous Art	3
IAHIS 4910	Critical Theory	3
IAHIS 5100	Issues in Art History and Visual Culture	3

Required General Education (21 credits)

CLITR 1100	Writing and the Literary Arts	3
CWRIT 1101	English Composition	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3

Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3
Foreign Language Requirement	CLANG Foreign Language (level I)	3
Foreign Language Requirement	CLANG Foreign Language (level II)	3

Choose 2 Liberal Arts Electives (6 credits)

Any course from the prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3

General Studies (39 credits)

Maximum 6 credits taken from 1000 level (3 credits from IFNDN Drawing Elective)

Minimum 12 credits taken from 2000/3000 level

Minimum 9 credits taken from 4000 level

6 credits Studio Electives

Minimum 9 credits from the following Critical Studies courses:

IAHIS 2550	Paris History of Architecture	3
IAHIS 3710	Paris at the Crossroads	3
	or	
CHUMS 3700	Study-Travel: Paris at the Crossroads	3
CHIST 3600	Africa in Film	3
CHUMS 3100	Humanities Field Work and Seminar I	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 3400	Masterpieces of World Cinema	3
CHUMS 3600	Medieval History and Literature	3
CHUMS 3888	Selected Topics: Humanities	3
CLITR 3500	The New York School and the American Avant-Garde in the 1950s	3

Internships

The required internship program now gives all students in all majors the opportunity to experience a professional environment as part of their preparation for entrance into their field. Internships allow students to work as members of a professional team, to put their technical and creative knowledge to work, and to connect with other professionals in their chosen field. Previous internship sites have included:

Boston Public Library

DeCordova Museum

Copley Society

Whitney Museum

Longfellow National Historic Site

Cambridge Arts Council Gallery

Mass Museum of Contemporary Art

"We live in a world that is increasingly dominated by visual imagery. In fact, our daily experiences are largely defined by the images we consume. As a result, the study of visual culture has assumed a new sense of urgency and importance. By its very definition, the field of art history provides us with the tools necessary to analyze images, and thus understand how humans use visual information to communicate their experiences, beliefs, desires, and feelings."

—Stuart Steck

Department Chair

Return on Investment

Over 70% of recent LUCAD graduates were employed in a new position in fields including the arts, business, the non-profit sector, education and entrepreneurship within 3-to-12 months after graduation. Those majoring in Studio/Art History found employment in museums and galleries, publishing, and communications, while other alumni of the program have pursued graduate studies in the arts.

Core Faculty

Stuart Steck, Department Chair

Assistant Professor

BA Cornell University

PhD Boston University

Susan Ashbrook, Associate Professor

BA University of Wisconsin

PhD Boston University

Sunanda Sanyal, Professor

BA University of Calcutta

MFA University of California, San Diego

MFA Ohio University

PhD Emory University

Dual Degree: BA Art History & Critical Studies/BFA Fine Arts (150 credits)**DEGREE REQUIREMENTS****Required Foundation Courses (15 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1656	Drawing Elective: Figure Drawing	3
IFNDN 1670	3D Concepts	3

Art History Core Courses (21 credits)

IAHIS 1200	Art of the Western World I	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2700	Art Historical Theory and Methods Seminar	3
IAHIS 2800	Intro to Ancient and Medieval Art	3
IAHIS 3600	Art Since 1945	3
IAHIS 4010	Art History Thesis I: Seminar	1.5
IAHIS 4020	Art History Thesis II	1.5
IAHIS 4880	Internship	3

Fine Arts Core Courses (21 credits)

IFINE 1210	Introduction to Painting	3
IFINE 1220	Color and Composition	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 4800	Senior Studio I	3
IFINE 4810	Senior Studio II	3

IFINE 4882	Internship/Fine Arts	2
IFINE 4885	Fine Art Internship Seminar	1
IFINE 4900	Professional Development	3

Art History Electives (15 credits)

IAHIS Global Perspectives Art History Elective	3
IAHIS Global Perspectives Art History Elective	3
IAHIS Non-Western Art History Elective	3
IAHIS Museum Studies Art History Elective	3
IAHIS Advanced Art History Elective (4000)	3

The following are a sample of courses:

IAHIS 2100	History of Modern Design	3
IAHIS 2200	History of Photography	3
IAHIS 2220	The Power of German Film & Photography	3
IAHIS 2300	Modernism	3
IAHIS 2400	Illustration Survey	3
IAHIS 2460	History of Animation	3
IAHIS 2550	Paris History of Architecture	3
IAHIS 2900	Making and Meaning: History of Painting	3
IAHIS 3025	Cinema Eye, Cinema Art: A History of Film	3
IAHIS 3043	Curators, Critics, & Collectors	3
IAHIS 3200	Art and Nature	3
IAHIS 3210	20th Century Sculpture	3
IAHIS 3211	Testament: A History of Documentary	3
IAHIS 3280	Contemporary Art in East Asia	3
IAHIS 3290	Art & Photography in Contemporary China	3
IAHIS 3301	Visualize Modern China	3
IAHIS 3303	The Art & Aesthetics of the Japanese Tea Ceremony	1.5
IAHIS 3310	Women in Art	3
IAHIS 3311	Gender in Focus: History Women in Photo	3
IAHIS 3313	Multicultural Photography	3
IAHIS 3320	Impressionism	3
IAHIS 3355	Art Now: Europe and North America	3
IAHIS 3360	History of American Art	3
IAHIS 3370	The Art and Politics of 5th Century B.C. Athens	3
IAHIS 3380	History of New Media	3
IAHIS 3420	Intro to the Art and Thought of Asia	3
IAHIS 3450	Arts of Africa	3
IAHIS 3460	The Decades: 60s	1.5
IAHIS 3470	The Decades: 70s	1.5
IAHIS 3480	The Decades: 80s	1.5
IAHIS 3530	African-American Art: The Harlem Renaissance Through the Civil Rights Movement	3
IAHIS 3610	Design Discourse	3
IAHIS 3620	American Architecture and Civic Design	3

IAHIS 3660	Contemporary Performance Art (January Session)	1.5
IAHIS 3710	Paris at the Crossroads	3
IAHIS 3800	The Nude	3
IAHIS 3900	Experimental Film & Video	3
IAHIS 4100	Art and War	3
IAHIS 4150	Africa: Between Tradition and Modernity	3
IAHIS 4200	Representing Representation	3
IAHIS 4400	The Art and Culture of Japan	3
IAHIS 4500	Art and Popular Culture	3
IAHIS 4600	Postmodernism	3
IAHIS 4620	Hyperculture: Art & Technology	3
IAHIS 4630	Scandalous Art	3
IAHIS 4910	Critical Theory	3
IAHIS 5100	Issues in Art History and Visual Culture	3

Fine Arts Electives (21 credits)

Any 3.0 credit IFINE non-required course

IFINE	Fine Arts Major Course (2000 level)	3
IFINE	Fine Arts Major Course (2000 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
IFINE	Fine Arts Major Course (3000/4000)	3

Studio Electives/Support Courses (18 credits)

Any LUCAD studio course from prefixes: IANIM, IDESN, IDFLM, IFINE, IILLU, INTDS, IPHOT and ISTUD for which you meet the prerequisites

Studio Elective	3
Studio Elective	3
Studio Elective	3
Studio Elective	3
Studio Elective	3
Studio Elective	3

General Education Courses (21 credits)

Contact Academic Advising for foreign language competency waiver information

CLITR 1100	Writing and the Literary Arts	3
CWRIT 1101	English Composition	3
Foreign Language Requirement	Any course from CLANG	3
Foreign Language Requirement	Any course from CLANG	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Liberal Arts Electives (12 credits)

Any course from the prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3

Liberal Arts Elective	3	IAHIS 2200	History of Photography	3
General Electives (6 credits)		IAHIS 2220	The Power of German Film & Photography	3
Choose any course in the University that you are qualified for.		IAHIS 2300	Modernism	3
General Elective	3	IAHIS 2400	Illustration Survey	3
General Elective	3	IAHIS 2460	History of Animation	3
		IAHIS 2550	Paris History of Architecture	3
		IAHIS 2900	Making and Meaning: History of Painting	3
Dual Degree: BFA Photography/BA Art History & Critical Studies (135 credits)		IAHIS 3025	Cinema Eye, Cinema Art: A History of Film	3
DEGREE REQUIREMENTS		IAHIS 3043	Curators, Critics, & Collectors	3
Required Foundation Courses (9 credits)		IAHIS 3200	Art and Nature	3
IFNDN 1620 Drawing Intensive	3	IAHIS 3210	20th Century Sculpture	3
IFNDN 1650 Foundation Visual Culture Seminar	3	IAHIS 3211	Testament: A History of Documentary	3
IFNDN 1665 Image in Context	3	IAHIS 3280	Contemporary Art in East Asia	3
		IAHIS 3290	Art & Photography in Contemporary China	3
Photography Core Courses (36 credits)		IAHIS 3301	Visualize Modern China	3
IPHOT 1200 Photography Lab I	3	IAHIS 3303	The Art & Aesthetics of the Japanese Tea Ceremony	1.5
IPHOT 1210 Photography Lab II	3	IAHIS 3310	Women in Art	3
IPHOT 1300 Foundation Seminar I	3	IAHIS 3311	Gender in Focus: History Women in Photo	3
IPHOT 1310 Foundation Seminar II	3	IAHIS 3313	Multicultural Photography	3
IPHOT 2005 Photography Lab III	3	IAHIS 3320	Impressionism	3
IPHOT 2115 Photography Lab IV	3	IAHIS 3355	Art Now: Europe and North America	3
IPHOT 2410 Sophomore Seminar I: Concepts	3	IAHIS 3360	History of American Art	3
IPHOT 2420 Sophomore Seminar II: Projects	3	IAHIS 3370	The Art and Politics of 5th Century B.C. Athens	3
IPHOT 3160 Junior Year Portfolio	3	IAHIS 3380	History of New Media	3
IPHOT 4120 Professional Directions	3	IAHIS 3420	Intro to the Art and Thought of Asia	3
IPHOT 4150 Senior Portfolio I	3	IAHIS 3450	Arts of Africa	3
IPHOT 4160 Senior Portfolio II	3	IAHIS 3460	The Decades: 60s	1.5
		IAHIS 3470	The Decades: 70s	1.5
		IAHIS 3480	The Decades: 80s	1.5
Photography Elective (choose two)		IAHIS 3530	African-American Art: The Harlem Renaissance Through the Civil Rights Movement	3
IPHOT 2100 Intro to Alternative Processes	3	IAHIS 3610	Design Discourse	3
IPHOT 2330 Contemporary Trends in Photo	3	IAHIS 3620	American Architecture and Civic Design	3
IPHOT 3025 Commercial Studio	3	IAHIS 3660	Contemporary Performance Art (January Session)	1.5
IPHOT 3115 Documentary Photography	3	IAHIS 3710	Paris at the Crossroads	3
IPHOT 3310 Portrait: Traditional & Contemporary	3	IAHIS 3800	The Nude	3
IPHOT 3715 Landscape of Memory: Histories	3	IAHIS 3900	Experimental Film & Video	3
		IAHIS 4100	Art and War	3
Art History Core Courses (21 credits)		IAHIS 4150	Africa: Between Tradition and Modernity	3
IAHIS 1200 Art of the Western World I	3	IAHIS 4200	Representing Representation	3
IAHIS 1210 Art of the Western World II	3	IAHIS 4400	The Art and Culture of Japan	3
IAHIS 2200 History of Photography	3	IAHIS 4500	Art and Popular Culture	3
IAHIS 2700 Art Historical Theory and Methods Seminar	3	IAHIS 4600	Postmodernism	3
IAHIS 2800 Intro to Ancient and Medieval Art	3	IAHIS 4620	Hyperculture: Art & Technology	3
IAHIS 3600 Art Since 1945	3	IAHIS 4630	Scandalous Art	3
IAHIS 4010 Art History Thesis I: Seminar	1.5	IAHIS 4910	Critical Theory	3
IAHIS 4020 Art History Thesis II	1.5	IAHIS 5100	Issues in Art History and Visual Culture	3
Art History Electives (15 credits)				
IAHIS Global Perspectives Art History Elective	3			
IAHIS Global Perspectives Art History Elective	3			
IAHIS Non-Western Art History Elective	3			
IAHIS Museum Studies Art History Elective	3			
IAHIS Advanced Art History Elective (3000/4000 Level)	3			
		Internship & Internship Seminar (3 credits)		
The following are a sample of courses:		IPHOT 4882	Internship/Photography	2
IAHIS 2100 History of Modern Design	3	IPHOT 4885	Photography Internship Seminar	1

IAHIS 4880	or Internship	3
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Critical Studies Courses (9 credits)

IAHIS 2550	Paris History of Architecture	3
IAHIS 3710	Paris at the Crossroads	3
	or	
CHUMS 3700	Study-Travel: Paris at the Crossroads	3
CHIST 3600	Africa in Film	3
CHUMS 3100	Humanities Field Work and Seminar I	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 3400	Masterpieces of World Cinema	3
CHUMS 3600	Medieval History and Literature	3
CLITR 3500	The New York School and the American Avant-Garde in the 1950s	3

Required General Education (21 credits)

CLITR 1100	Writing and the Literary Arts	3
CWRIT 1101	English Composition	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3
Foreign Language Requirement	Any course from CLANG	3
Foreign Language Requirement	Any course from CLANG	3

Liberal Arts Electives (6 credits)

Any course from the prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts 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

Dual Degree: BFA Design/BS Business Management (148 credits)**DEGREE REQUIREMENTS****Required Foundation Courses (12 credits)**

IFNDN 1620	Drawing Intensive	3
IFNDN 1650	Foundation Visual Culture Seminar	3
IFNDN 1665	Image in Context	3
IFNDN 1670	3D Concepts	3

Required Core Business Management Courses (34 credits)

CMGMT 1451	Foundations of Management	3
CECON 2101	Microeconomics	3
CECON 2102	Macroeconomics	3

CMGMT 2550	Business Statistics	3
CMGMT 2455	Financial Accounting	3
CMGMT 2457	Managerial Accounting	3
CMGMT 2469	Organizational Behavior and Ethics	3
CMGMT 3460	Financial Management	3
CMGMT 3560	Operations Management	3
CMGMT 4140	Strategic Management	3
CMGMT 4732	Business Management Internship Seminar II	4

Required Core Design Courses (42 credits)

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop 1	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2115	Introduction to Web Design	3
IDESN 2220	Typography I	3
IDESN 2550	Drawing for Design	3
IDESN 3150	Design Specification	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication	3
IDESN 3530	Design Systems	3
IDESN 4450	Design Senior Studio	3
IDESN 4700	Design Senior Seminar	3
IDESN 4882	Internship/Design	2
IDESN 4885	Design Internship Seminar	1

Design Major Electives (6 credits)**Choose 2 Major Electives**

The following are a sample of courses:

IDESN 2185	Game Design Fundamentals	3
IDESN 2195	Design Honors Seminar	1.5
IDESN 2540	Color Theory	3
IDESN 2590	Bindings & Boxes	3
IDESN 2800	Film Form	3
IDESN 3015	Graphic Design London	3
IDESN 3110	Interactive Projects	3
IDESN 3230	Typeface Design	3
IDESN 3240	Type in Motion	3
IDESN 3310	Packaging and Presentation	3
IDESN 3400	Brand Realization	3
IDESN 3440	Information Architecture	3
IDESN 3535	Advanced Web Projects	3
IDESN 3540	From Concept to Campaign	3
IDESN 3670	Advertising Concepts	3
IDESN 4320	Studio InFlux	3
IDESN 4480	Design Strategies	3
IDESN 4490	Special Topics in Design	3
IDESN 4500	Advanced Projects in Design	3
IDESN 4510	Environmental Graphic Design	3
IDESN 4520	Poster and Cover Concepts	3
IDESN 4750	Visiting Designers	3

Photo or Video Elective (3 credits)**Choose 1 Photo/Video Elective**

IPHOT 1220	Introduction to Photography: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
IANIM 2570	Video I	3

Art History Requirements (15 credits)

IAHIS 1190	Design Theory	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2100	History of Modern Design	3
IAHIS 3610	Design Discourse	3
IAHIS	Advanced Art History Elective (3000/4000 level)	3

Required General Education Courses (15 credits)

CLITR 1100	Writing and the Literary Arts	3
CWRIT 1101	English Composition	3
Math Requirement	Take CMATH 1009, 1010, or 1011	3
CMATH 2146	Patterns and Functions	3
Science Requirement	Any course from CBIOL or CPHYS	3
Social Science Requirement	Any course from the prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS, or CSOCL	3

Liberal Arts Electives (6 credits)

Any course from the prefixes: CAMST, 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

Liberal Arts Elective	3
Liberal Arts Elective	3

Studio Electives/Support Courses (9 credits)**Choose 3 Studio Electives**

Any LUCAD studio course from prefixes: IANIM, IDESN, IDFLM, IFINE, IFNDN, IILLU, INTDS, IPHOT and ISTUD for which you meet the prerequisites

Studio Elective	3
Studio Elective	3
Studio Elective	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.

Art Therapy (p.)**Biology** (p.)**Business Management** (p.)**Communications** (p.)**Cognitive Neuroscience** (p.)**Creative Writing** (p.)**Drama** (p.)**Earth Science** (p.)**Education** (p.)**Environmental Science** (p.)**Environmental Studies** (p.)**Expressive Arts Therapy** (p.)**Foreign Language—Individually Designed** (p.)**Global Studies** (p.)**Health** (p.)**History** (p.)**Human Services** (p.)**International Education** (p.)**Literature** (p.)**Mathematics** (p.)**Music** (p.)**Political Science** (p.)**Psychology** (p.)**Social Work** (p.)**Sociology** (p.)**Spanish** (p.)**Visual Art** (p.)**Visual Narrative** (p.)**Women's Studies** (p.)**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 2250	Watercolor	1.5
IFINE 2400	Clayworking: Handbuilding	1.5
IFINE 2410	Clayworking: Intro to Wheel Throwing	1.5
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 2250	Watercolor	1.5
IFINE 2400	Clayworking: Handbuilding	1.5
IFINE 2410	Clayworking: Intro to Wheel Throwing	1.5
IFINE 2445	Core Clay I	3

FOR LUCAD STUDENTS

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 2401	Child Psychology	3
CPSYC 2403	Theories of Personality	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 3405	Abnormal Psychology	3

Biology Minor 17-20 Credits

REQUIREMENTS

Required Core (8 Credits):

CBIOL 1101	Biology with Lab	4
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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	3
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 3888 01	Epidemiology	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	1-9
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 Minor 15 credits

The Business Management minor provides students with an opportunity to learn the fundamentals of managing organizations in a variety of contexts: General Management, Sport Management, Not-for-Profit Management, or Marketing Management. 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.

REQUIREMENTS

Required Core (6 Credits):

CMGMT 1451	Foundations of Management	3
CMGMT 2455	Financial Accounting	3

Choose ONE of the following concentrations (9 Credits):**General Management**

CMGMT 2469	Organizational Behavior and Ethics	3
CMGMT 3305	Leadership	3
CMGMT 3460	Financial Management	3

Sport Management

CBIOL 2203	Anatomy and Physiology I with Lab	4
CMGMT 2444	Sport Management	3
CPSYC 2429	Sport Psychology	3

Not-For-Profit Management

CMGMT 2440	Not-for-Profit Management	3
CMGMT 2464	Marketing	3
CMGMT 3462	Fundraising and Philanthropy	3

Choose TWO:

CMGMT 2464	Marketing	3
CMGMT 3450	Entrepreneurship and New Business Ventures	3
CMGMT 3462	Fundraising and Philanthropy	3

Marketing Management

CMGMT 2464	Marketing	3
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Choose TWO:

CMGMT 3510	Advertising	3
CMGMT 3520	Consumer Behavior	3
CMGMT 3706	Public Relations	3

Note: For all management minors: one component of the student's experiential learning requirement in the chosen major must encompass management functions.

Communications 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):

CANTH 2502	Film, Culture and Society	3
CCOMM 1502	Public Speaking	3
CCOMM 2502	Introduction to Journalism	3
CCOMM 3500	Documentary Film Production	3
CCOMP 3532	Web Design and the Internet	3
IDESN 2115	Introduction to Web Design	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, Child Studies, Counseling, Education, Art Therapy, and Expressive Arts Therapy majors.

REQUIREMENTS

Required Core (15 Credits):

CPSYC 2433	Cognitive Psychology	3
CPHYS 2011	Biological Chemistry I	3
CBIOL 3311	Cellular Neurobiology	3
CNSCI 3410	Human Neuroanatomy	3
CPSYC 4702	Clinical Neuropsychology	3

Creative Writing Minor 12 credits

REQUIREMENTS

I. Required Core (3 Credits):

CCRWT 1400	Introduction to Creative Writing	3
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II. Choose NINE credits of any course with a CCRWT, LCRWT, or CLITR prefix.

*Only ONE literature course may be taken to fulfill the Creative Writing Minor

At least one course must be at the 3000-level or above.

Drama Minor 13 credits

This minor concentration in Drama offers students both the performance/technical experience of play production and theoretical and historical approaches to theatre. There are a total of 13 credits required.

REQUIREMENTS

Required core:

Choose ONE (4 Credits):

CDRAM 2042	Play Production Projects	4
CDRAM 2050	Play Production: Shakespeare	4

Choose THREE (9 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
CHIST 3311	Four Revolutions and the Making of Modern Britain	3
CHUMS 3400	Masterpieces of World Cinema	3
CLITR 3028	Modern American Drama	3
CLITR 3240	World Drama from the Greeks to the 17th Century	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	Broadway and Beyond: Musical Theater	3

Earth Science Minor 16-20 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	3
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
CPHYS 4999	Independent Study	1-9

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
EECLD 6001	Culturally Responsive Teaching	3

Choose ONE (4 Credits):

CEDUC 2351	Early Childhood Education	4
CEDUC 2352	Elementary Education	4
CEDUC 2353	Middle and High School Education	4
CSPED 2354	Special Education	4

Choose ONE (3 Credits):

CEDUC 2710	Effective Classroom Climate Strategies for Pre K - 6	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 and Young Adults	3
CEDUC 3415	Teaching Language Arts and Literature	3

Environmental Science Minor 16-19 credits**REQUIREMENTS****Required Core (3 Credits):**

CNSCI 2100	Humans and 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	3
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 01	Epidemiology	3
CBIOL 3888	Selected Topics in Biology	3-4
CBIOL 4089	Practicum in Curriculum and Procedures	3
CBIOL 4999	Independent Study	1-9
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 2210	Conceptual Physics with Lab	4
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
CPHYS 4999	Independent Study	1-9

CNSCI 3102/3103: Fall/Spring

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	6

Environmental Studies Minor 16-17 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 (3 Credits):**

CNSCI 2100	Humans and 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 (9-10 Credits):

Choose three additional courses listed in Categories A and B, one of which must be at the 3000 level, and two of which must be from Category B (Social Science).

Category A–Natural Science

CBIOL 2100	Introduction to Marine Mammals (Marine Studies Consortium course)	3
CBIOL 2202	Genetics and Ethics	3
CBIOL 2505	Ecology	3
CBIOL 3210	Evolution and the History of Life	3
CBIOL 3250	Marine Biology (Marine Studies Consortium course)	3
CBIOL 3300	Infectious Diseases	3
CBIOL 3888 01	Epidemiology	3
CBIOL 4100	Biology of Whales (Marine Studies Consortium course)	3

CBIOL 4110	Biology of Fishes (Marine Studies Consortium Course)	3	IPHOT 1220	Introduction to Photography: Non-Majors I	3
CNSCI 2120	Field Experiences in Tropical Ecology	3	IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
CNSCI 2140	Coastal Zone Management (Marine Studies Consortium Course)	3	GEXTH 5045	Arts and Healing	3
CNSCI 2210	Water Resources Planning and Management	3	GEXTH 6352	Principles and Practices of Art Therapy	3
CNSCI 3102	Science and Ethics of Gardening (Fall and Spring)	1.5	GEXTH 6360	Drawing from Within: A Studio Course	3
CNSCI 3500	New England Field Studies	3	Music		
CNSCI 4200	Wetlands: Ecology, Hydrology, Restoration (Marine Studies Consortium Course)	3	CPMUS 1111	Instrumental Ensemble	1
CPHYS 1104	Earth Science and Planetary Geology with Lab	4	CPMUS 1340	Introductory Piano	3
CPHYS 1308	General Chemistry I with Lab	4	CPMUS 2345	Concert Choir	1
CPHYS 2104	Meteorology	3	CPMUS 2400	Secondary Piano	3
CPHYS 2106	Oceanography	3	CEXTH 3502	Music Therapy: History, Theory, and Application	3
CPHYS 2510	Astronomy	3	CEXTH 3504	Guitar for Therapy and Education	3
CPHYS 3020	Sediments: The Language of the Earth	3	GEXTH 6020	Music, Imagery and Psychotherapy	3
CPHYS 4104	Physical Geology: A New England Perspective	3	GEXTH 6200	Principles and Practices of Music Therapy	3
CNSCI 3102/3103: Fall/Spring			Theater / Drama		
Category B--Social Science:			CDRAM 2042	Play Production Projects	4
CECON 1101	Introduction to Economics	3	CDRAM 2050	Play Production: Shakespeare	4
CGEOG 1001	World Geography	3	CDRAM 2060	Introduction to Voice and Acting	3
CGLST 2200	Introduction to Globalization	3	CDRAM 2070	Movement and Improvisation for the Actor	3
CHLTH 3400	Health in the Developing World	3	CDRAM 2080	Art & Craft of Directing & Stage Management	3
CPOLS 1101	Introduction to Political Science	3	CDRAM 3000	Acting II	3
CPOLS 3131	Perspectives on International Relations	3	GEXTH 5047	Principles and Practices of Drama Therapy	3
CSOCL 3436	Cities and Urban Life	3	GEXTH 6005	Storytelling in Therapy	3
			GEXTH 6009	Developmental Transformations with Children and Adults	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):

LUCAD 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):

Students required to take CPSYC 1401 (above) only need 6 credits of "Arts courses" from two different categories. LUCAD students may not choose courses from the Visual Arts category.

Visual Arts

IFNDN 1620	Drawing Intensive	3
IFNDN 1670	3D Concepts	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
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 Script Writing	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

NOTE: Graduate courses (GEXTH prefix) are only available to 2nd semester juniors or seniors and must have permission from academic advisor and course instructor.

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 (3 Credits):

CGLST 2200	Introduction to Globalization	3
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Choose ONE (3 Credits):

CECON 1101	Introduction to Economics	3
CGEOG 1001	World Geography	3
CPOLS 1101	Introduction to Political Science	3

Choose THREE (9 Credits):

At least two courses must be at or above 3000 level.

CANTH 1101	Cultural Anthropology	3
CANTH 2502	Film, Culture and Society	3
CANTH 3101	Anthropology of the Caribbean	3
CGLST 3305	Model United Nations Seminar and Conference	4
CGLST 4400	Senior Capstone Seminar: Global Social Change	3
CHIST 1501	World Civilizations I: 4000 B.C.E. to 1500 C.E.	3
CHIST 1502	World Civilizations II: 1500 C.E. to the Present	3
CHIST 2338	20th Century World History	3
CHIST 3311	Four Revolutions and the Making of Modern Britain	3
CHIST 3315	Nazi Germany and the Holocaust	3
CHIST 3316	Modern European History	3
CHIST 3350	Latin America Since 1900	3
CHIST 3355	Modern India: From Colony to Republic	3
CHIST 3360	Africa in the 19th and 20th Centuries	3

CHIST 3450	History of International Humanitarian Organizations	3
CHIST 3500	History of Boston	3
CHIST 3600	Africa in Film	3
CHIST 4030	Modern Middle East History	3
CHIST 4050	Modern South Africa	3
CHIST 4055	The History of Modern China	3
CHLTH 3400	Health in the Developing World	3
CHUMS 3331	The Shock of the New: European and American Culture at the Turn of the 20th Century	3
CPLCY 4441	Global Child and Family Policy	3
CPOLS 2410	Comparative Politics	3
CPOLS 3131	Perspectives on International Relations	3
CRELS 2330	World Religions	3
CSOCL 2113	Children in Global Perspective	3
CSOCL 2119	Race and Ethnic Relations	3
CSOCL 3412	Culture and Society of the Middle East	3
CSOCL 4130	Gender and Globalization	3
	An appropriate travel course with approval of Social Sciences Division Director.	

Health Minor 16-19 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	4
CBIOL 2502	Essentials of Health	3

Choose THREE (9-12 Credits):

CBIOL 2101	Biology II with Lab	4
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 2602	Applied Nutrition	3
CBIOL 3300	Infectious Diseases	3
CBIOL 3888 01	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 1308	General Chemistry I with Lab	4
CPHYS 2047	Life Chemistry: Drugs in Our Lives	3
CSOCL 2406	Health, Illness, and Society	3

CBIOL, CHLTH, CNSCI, CPHYS 3888 Selected Topics as approved

History Minor 12 credits

This minor guides students toward a deeper appreciation and understanding of the past, both as mirror of the contemporary world and as transmitter of important ideas and values. Students learn to utilize a variety of research skills and engage in an interdisciplinary study of a broad range of topics. Examples of topics include women, societal values, the family, ethnic and economic minorities, social policy, childhood and schools, the history of thought, social change,

the arts, and political institutions and processes. A total of 12 credits are required.

REQUIREMENTS

Choose FOUR:

CHIST 1501	World Civilizations I: 4000 B.C.E. to 1500 C.E.	3
CHIST 1502	World Civilizations II: 1500 C.E. to the Present	3
CHIST 2121	American History from the Colonial Period to the Civil War	3
CHIST 2321	Immigration and Ethnicity in American History	3
CHIST 2330	American History from the Civil War to the Present	3
CHIST 2338	20th Century World History	3
CHIST 3200	Human Rights, Social Justice, and the Constitution in America	3
CHIST 3311	Four Revolutions and the Making of Modern Britain	3
CHIST 3315	Nazi Germany and the Holocaust	3
CHIST 3316	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 in the 19th and 20th Centuries	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 4050	Modern South Africa	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 2330	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 2888	Course in development	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 2440	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 2888	Course in development	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 3888	Course in development	3

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	4
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3

Choose ONE (3 Credits):

CEDUC 4350	Meeting the Individual Needs of Diverse Populations	3
EECLD 6001	Culturally Responsive Teaching	3

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 12-13 credits

The minor concentration in Literature offers the student the opportunity to extend his/her exploration of literature and literary style. A total of 12-13 credits are required.

REQUIREMENTS

Complete 12 - 13 credits from the following:

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 3500	Postcolonial History and Literature	3
CHUMS 3600	Medieval History and Literature	3
CLITR 2115	English Literature I (700-1800)	3
CLITR 2116	English Literature II (1800 - Present)	3
CLITR 2120	American Literature	3
CLITR 2230	World Literature from the Ancient World to the 16th Century	3
CLITR 2240	World Literature from the 17th Century to the Present	3
CLITR 2330	Introduction to Mythology	3
CLITR 3100	Changing Views of Nature in American Literature	3
CLITR 3131	Nineteenth Century American Novel	3

CLITR 3200	Postcolonial Dialogues in Hispanic Literature: Spain, Latin America and Modernism	3
CLITR 3240	World Drama from the Greeks to the 17th Century	3
CLITR 3250	World Drama from the 18th Century to the Present	3
CLITR 3300	20th Century Literature of Africa, South America, the Caribbean, and Japan	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 3320	History of the English Language	3
CLITR 3328	Contemporary American Literature	3
CLITR 3329	Contemporary Ethnic Literature	3
CLITR 3336	British and American Poetry	3
CLITR 3337	Short Fiction and Novella	3
CLITR 3338	Women in Literature	3
CLITR 3400	Major Authors	3
CLITR 3500	The New York School and the American Avant-Garde in the 1950s	3
CLITR 3660	Nineteenth-Century Human Monster	3
CLITR 3680	Utopia in the Twenty-First Century	3
CLITR 3888	Selected Topics in Literature	3
CLITR 4999	Independent Study	1-9

Any course with a CCRWT or LCRWT prefix. *

*Only one creative writing course may be taken to fulfill the Literature Minor

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 2142	Introduction to Statistics	3
CMATH 2148	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 3140	Abstract Algebra	3

CMATH 3522	Inferential Statistics	3
CMATH 3524	Concepts and Applications of Calculus II	3
CMATH 3525	Multivariable Calculus	3
CMATH 3888	Selected Topics in Mathematics	3
CMATH 4540	Directed Research Capstone: Math	3

Music Minor 12 credits

The Music minor is designed to provide students with a historical, theoretical, and practical background in music. Through individually designed programs, students will select courses that are relevant to their interests and goals. A total of 12 credits are required.

REQUIREMENTS

Required Core (3 Credits):

CMUSC 1401	Introduction to Form in Classical Music	3
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Choose THREE (9 Credits):

CHUMS 3317	Romanticism in the Arts: Literature, Painting, and Music	3
CMUSC 2316	Masterpieces of Music for Children	3
CMUSC 2328	Broadway and Beyond: Musical Theater	3
CMUSC 2337	Social Concerns in Music	3
CMUSC 3339	World Music: Folk and Popular	3
CMUSC 3888	Selected Topics in Music	3
CMUSC 4999	Independent Study	1-9
EARTS 6105	Multiple Perspectives Through Music	3

CMUSC 2345 and EARTS 6105: Only three credits of studio courses may count toward minor

At least SIX of these credits must be taken at the 3000-level or above.

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 3300	Contemporary Political Thought	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.

REQUIREMENTS

I. Required Core:

Group A-Topics in Psychology – Choose ONE (3 Credits):

At least 2 courses in the minor must be at the 3000-level or above.

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 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 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):

At least 2 courses in the minor must be at the 3000-level or above.

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):

At least 2 courses in the minor must be at the 3000-level or above.

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 4426	Counseling Strategies and Techniques	3

II. Choose One Additional CPSYC Course (3 Credits)

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	4
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
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 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	4
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

REQUIREMENTS

Choose FOUR:

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 in Hispanic Literature: Spain, Latin America and Modernism	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

Choose ONE:

CLITR 3315	Contemporary Latin American Women Writers	3
CHIST 3350	Latin America Since 1900	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 Art Minor 15 credits

The Visual Art minor is designed to provide students in the College of Liberal Arts and Sciences with an intensive studio art concentration, including exposure to the professional environment and standards

that define the major programs at the College of Art and Design (LUCAD). Students may concentrate in any subject area offered at LUCAD where they have the proper prerequisites.

REQUIREMENTS

- A minimum of 15 credit hours of Studio Art courses, not including IAHS courses
- Independent studies with the permission of a Visual Arts faculty and LUCAD department
- Students must meet the regular pre-requisites for all courses or receive the permission of the instructor or department chair
- There are no specific foundation or photo foundation course requirements but most courses beyond the 1000 level have pre-requisites

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 2300	Principles of Illustration	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	1.5
IILLU 2160	Letterpress Studio	3
IILLU 3275	Alternative Comix	3
IILLU 3610	Comic Book and Storyboard	3
IILLU 3710	Book Illustration	3
IILLU 3860	Visual Journalism	1.5
IFNDN 1120	Digital Narratives: A Basic Digital	1.5
IPHOT 2220	Visual Books I	3
IPHOT 3130	Artist's Books	3

Women's Studies Minor 15 credits

The Women's Studies minor introduces students to the study of women and their experiences from an interdisciplinary, critical, women-centered perspective. Theoretical developments in feminist scholarship and methodology will be addressed and the relevance of theory for feminist activism will be investigated. This specialization will support students who intend to pursue women's studies in graduate school. Students must choose courses from at least two disciplines.

REQUIREMENTS

Required Core

Required Course (3 Credits):

CSOCL 2115	Women in Culture and Society	3
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Choose FOUR (12 Credits):

Course selections should be from at least two disciplines.

CHIST 3340	The Women's Movement: A Historical Perspective	3
CHLTH 4210	Women and Health	3
CLITR 3314	Tragedy	3
CLITR 3338	Women in Literature	3
CPSYC 3413	Psychology of Women	3
CSOCL 2402	Sociology of Family	3
CSOCL 3121	Women, Men and Work	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	4
CSOCL 4130	Gender and Globalization	3
IAHS 3310	Women in Art	3

COLLEGE OF ART AND DESIGN MINORS

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 LUCAD 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.)

Art History (p.)

Book Art (p.)

Design (p.)

(p.)

(p.) (p.)

Digital Video (p.)

Fine Arts (p.)

Illustration (p.)

Installation/Performance (p.)

Photography (p.)

Visual Narrative (p.)

Animation & Motion Media (15)

The Minor in Animation & Motion Media 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, experimental motion media, gaming, digital video special effects and more. It is important that you meet with the department chair initially to help you map out the best set of elective courses that fits your interests and abilities.

REQUIREMENTS

Required Courses (6 credits)

IANIM 1250	Principles of Animation	3
IANIM 3490	Computer Animation I	3

Electives (9 credits)

Select three courses

IANIM 1260	Character Animation Basics I	3
IANIM 2470	Drawing for Animation	3
IANIM 2490	Character Animation Basics II	3
IANIM 2500	Experimental Motion Media	3
IANIM 2570	Video I	3
IANIM 3100	Game Production I	3
IANIM 3450	Stop Motion Animation	3
IANIM 3495	Computer Animation II: Maya	3
IANIM 3500	Concept Creation	3
IANIM 3560	Promotional Motion Media	3
IANIM 3570	Video II	3
IANIM 3600	Sound	3
IANIM 3700	Character Development	3
IANIM 4110	Game Production II	3

IANIM 4460	Animation Projects	3
IANIM 4550	Flash Interactive Motion Media	3
IANIM 4560	Collaborative Motion Media Projects	3
IAHIS 2460	History of Animation	3

Program Notes

For further information about this minor please contact Matt Nash, Chair of Video & Animation, 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.

Art History (21 credits)

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.

LUCAD 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 4910	Critical Theory	3

Departmental Elective (3 credits)

LUCAD 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
IAHIS	Advanced Art History Elective (3000/4000 level)	3

Program Notes

For further information about this minor please contact Stuart Steck, Chair of Art History, 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 (15)

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 LUCAD 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.

REQUIREMENTS

Required Courses (9 credits)

IDESN 2220	Typography I	3
IILLU 2160	Letterpress Studio	3
IPHOT 2220	Visual Books I	3

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	1.5
IILLU 2230	Mixed Media Drawing	1.5
IILLU 3130	Boston Sketchbook	1.5
IILLU 2900	Experimental Illustration	3
IFINE 2280	Relief Printmaking I	1.5
IFINE 2290	Relief Printmaking: Color	1.5
IFINE 2370	Monotype I	1.5
IDESN 3200	Typography II	3
IPHOT 3120	Visual Books 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:

Keith MacLelland, 617.349.8085, kmaclell@lesley.edu

Design:

Kristina Lamour Sansone, 617.349.8018, klamour@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 (15 credits)

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 (9 credits)

IDESN 1270	Language of Design	3
IDESN 2220	Typography I	3
IAHIS 2100	History of Modern Design	3

Electives (6 credits)

Any studio courses with the prefix IDESN

IDESN	Design Elective	3
IDESN	Design Elective	3

Program Notes

For further information about this minor please contact Kristina Lamour Sansone, Chair of Design, at 617.349.8018 or klamour@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 Video (15 credits)

The Minor in Digital Video - The contemporary artist is increasingly cross-disciplinary. The Digital Video 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.

REQUIREMENTS

Required Courses (6 credits)

INTDS 2500	Motion, Matter & Meaning	3
IPHOT 2540	Still in Motion	3

Digital Video Elective Courses (6 credits)

Select TWO

IANIM 2570	Video I	3
INTDS 3500	Interdisciplinary Synthesis	3
IPHOT 3585	Video Projects and Installations	3

Elective (3 credits)

Select ONE course from the following:

IAHIS 2220	The Power of German Film & Photography	3
IAHIS 3025	Cinema Eye, Cinema Art: A History of Film	3
IAHIS 3380	History of New Media	3
IAHIS 3900	Experimental Film & Video	3
IANIM 3580	Advanced Digital Video	3
IANIM 3600	Sound	3
IPHOT 3580	The Web as an Art Form	3
IPHOT 4180	Horror In Photography & Film	3

Program Notes

For further information about this minor please contact Matthew Nash, Chair of Video & Animation, 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 (15 credits)

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.

REQUIREMENTS

Electives Courses (6 credits)

Students must fulfill Fine Arts Electives by combination of 3.0 and 1.5 credit studio courses

with the prefix IFINE

IFINE	Fine Arts Elective	3
IFINE	Fine Arts Elective	1.5
IFINE	Fine Arts Elective	1.5

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 Registrar's office in University Hall, Porter Square. You are responsible for determining how the change in program affects your educational plans.

Elective (6 credits)

Select TWO:

IFINE 2200	Painting I	3
IFINE 2215	Abstract Painting	3
IFINE 2300	Printmaking: Intaglio I	3
IFINE 2351	Lithography I	3
IFINE 2420	Abstract Principles of Sculpture	3
IFINE 2430	Principles of Perceptual Sculpture	3
IFINE 2445	Core Clay I	3

Required Course (3 credits)

IFINE 2115	Fine Arts Drawing Studio I	3
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Illustration (15 credits)

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

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 Trio	3

Required Course (3 credits)

IILLU 2300	Principles of Illustration	3
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Elective Courses (9 credits)

Students must fulfill 9 credits of Illustration Electives by combination of 3.0 and 1.5 credit courses

IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	1.5
IILLU	Illustration Major Elective	1.5

Program Notes

For further information about this minor please contact Keith MacLelland, Chair of Illustration, at 617.349.8085 or kmaclell@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 (15 credits)

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 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
IPHOT 2540	Still in Motion	3

Elective (3 credits)

Select ONE:

IAHIS 3380	History of New Media	3
IAHIS 4620	Hyperculture: Art & Technology	3
IANIM 2570	Video I	3
IANIM 3100	Game Production I	3
IANIM 3490	Computer Animation I	3
IFNDN 1653	Drawing Elective: Conceptual Drawing	3
IFNDN 1657	Exploratory Drawing	3
IILLU 2440	Techniques: Mixed Media	3
IILLU 2650	Introduction to Indie Games	3
IILLU 2900	Experimental Illustration	3
IPHOT 2220	Visual Books I	3
IPHOT 3120	Visual Books II	3

Program Notes

For further information about this minor please contact Matthew Nash, Chair of Video & Animation, 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.

Photography (15 credits)

The Minor in Photography at LUCAD 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.

REQUIREMENTS

Required Course (6 credits)

select one of the following 2 combinations to total 6 credits:

IPHOT 1200	Photography Lab I	3
IPHOT 1300	Foundation Seminar I	3
	or	
IPHOT 1220	Introduction to Photography: Non-Majors I	3
	or	
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.

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 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.

REQUIREMENTS

Required Courses (9 credits)

IILLU 2300	Principles of Illustration	3
CCRWT 1400	Introduction to Creative Writing	3
IILLU 4999	*Independent Study in research for personal project	3
	or	
CCRWT 4999	*Independent Study in research for personal projects	3

Electives Studio Options

Select from options below for a total of 3 credits

IILLU 2130	Sequential Projects	1.5
IILLU 2160	Letterpress Studio	3
IILLU 3275	Alternative Comix	3
IILLU 3610	Comic Book and Storyboard	3
IILLU 3710	Book Illustration	3
IILLU 3860	Visual Journalism	1.5
IFNDN 1120	Digital Narratives: A Basic Digital	1.5
IPHOT 2220	Visual Books I	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
CCRWT 3300	Autobiographical Writing	3
CCRWT 3450	Advanced Writing Children's and Young Adult Literature	3

Program Notes

* See appropriate Department Chair to arrange Independent Study or if you have questions.

For further information about this minor please contact Keith MacLelland, Chair of Illustration, at 617.349.8085 /kmaclell@lesley.edu or Christine Evans, Division Director of Humanities, at 617.349.8959/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.

CERTIFICATES

Certificate of Foreign Language Study (p.)

Advanced Professional Certificate - Animation & Motion Media (p.)

Advanced Professional Certificate -Design (p.)

Advanced Professional Certificate -Illustration (p.)

COLLEGE OF ART AND DESIGN ADVANCED PROFESSIONAL CERTIFICATES

Advanced Professional Certificate - Animation & Motion Media (60 credits)

DEGREE REQUIREMENTS

Required Animation & Motion Media Courses (30 credits)

IANIM 1250	Principles of Animation	3
IANIM 1260	Character Animation Basics I	3
IANIM 2570	Video I	3
IANIM 3490	Computer Animation I	3
IANIM 3500	Concept Creation	3
IANIM 4460	Animation Projects	3
IANIM 4461	Animation Projects II	3
IANIM 4200	Business of Animation	3
IANIM 4890	Senior Animation Project/Jury	3
IANIM 4882	Animation Internship	2
IANIM 4885	Animation Internship Seminar	1

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	

Elective Courses (24 credits)

Choose 2 Studio Electives

Any LUCAD studio course from prefixes: IANIM, IDESN, IDFLM, IFINE, IFNDN, IILLU, INTDS, IPHOT, ISTUD for which you meet the prerequisites

Studio Elective	3
Studio Elective	3

Choose 4 General Electives

Choose any course in the University that you are qualified for.

General Elective	3
General Elective	3
General Elective	3
General Elective	3

Art History/Critical Studies Requirements (6 credits)

IAHIS 2460	History of Animation	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

Advanced Professional Certificate - Design (60 credits)

DEGREE REQUIREMENTS

Design Electives (9 credits)

Any IDESN non-required course

IDESN	Design Major Elective	3
IDESN	Design Major Elective	3
IDESN	Advanced Design Major Elective (3000/4000 level)	3

Required Design Courses (33 credits)

IDESN 1270	Language of Design	3
IDESN 2115	Introduction to Web Design	3
IDESN 2220	Typography I	3

IDESN 2550	Drawing for Design	3
IDESN 3150	Design Specification	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication	3
IDESN 3530	Design Systems	3
IDESN 4450	Design Senior Studio	3
IDESN 4882	Internship/Design	2
IDESN 4885	Design Internship Seminar	1

Elective Courses (12 credits)

Choose 2 Studio Electives/Support Courses

IPHOT 1220	Introduction to Photography: Non-Majors I	3
	or	
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
	or	
IANIM 2570	Video I	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

Art History/Critical Studies Requirements (6 credits)

IAHIS 2100	History of Modern Design	3
IAHIS 3610	Design Discourse	3

Advanced Professional Certificate - Illustration (60 credits)

DEGREE REQUIREMENTS

Required Illustration Courses (24 credits)

IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2300	Principles of Illustration	3
IILLU 2910	Digital Trio	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 Electives (21 credits)

Any IILLU non-required course. APC Illustration students must take *10.5 credits total of Illustration Electives (by combination of 1.5 and 3.0 credit courses)

IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6
IILLU 2515	Design for Illustration	3
	or	
IDESN 2220	Typography I	3
IILLU 3811	Editorial Illustration	1.5
	or	
IILLU 3860	Visual Journalism	1.5
IILLU	Illustration Major Elective*	10.5

Elective Courses (9 credits)**Choose 1 Studio Electives**

Any course from prefixes: IANIM, ICOMP, IDESN, IFINE, IFNDN, IILLU, IPHOT, ISTUD

Studio Elective	3
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Choose 2 General Electives

Choose any course in the University that you are qualified for.

General Elective	3
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General Elective	3
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Art History/Critical Studies Requirements (6 credits)

IAHIS 2400	Illustration Survey	3
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IAHIS	Art History Elective	3
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Certificate of Foreign Language Study

Advanced training in a foreign language is a valuable component of a liberal arts education; it allows students to employ another language in cultural exchange, research and work. For students pursuing a double major in Liberal Arts and a professional field such as Education or Arts Therapy, job opportunities will be greatly enhanced. To foster such training, the Humanities Department offers a Certificate in Foreign Language Study. Languages in which certificates are offered are Spanish, French, Italian, German, Portuguese, American Sign Language, and Chinese, and the specific requirements are listed below. The award of a Foreign Language Certificate will be noted on the student's transcript and in a printed certificate.

Each language certificate program consists of four courses of language instruction beyond the first-year level and/or courses taught primarily in the foreign language. At least two of these courses must be at the third-year level or beyond. Appropriate courses taken in approved programs of study out of residence for which the student receives Lesley degree credit may be counted toward a certificate.

Students must complete all courses to count toward the certificate with letter grades of B- or better. Regardless of the level at which a student enters a language program at Lesley, all certificates require the completion of four courses taken at Lesley or counted for Lesley degree credit.

Students who plan to satisfy the requirements for a Foreign Language Study Certificate must complete a Foreign Language Certificate Study Plan with the Foreign Language Coordinator and file this form with the registrar no later than the deadline for filing the intent to graduate forms in their final semester in the college. Students are encouraged to file their intention to satisfy the requirements for a Foreign Language Certificate as early as the declaration of a major. Students will benefit from planning ahead and taking courses in consecutive terms, so as not to lose ground between language courses; this is especially important at the early stages of language study. Students planning their courses around a study-abroad or work-abroad experience should consult with the Foreign Language Coordinator beforehand, as their language experience abroad may count toward the language certificate.

Spanish Minors are not eligible for a certificate in Spanish but they could obtain one in any other of the languages offered.

Four courses or 12 credits of language instruction beyond the first-year level, at least two of which must be at third-year level or beyond.

LESLEY CENTER FOR THE ADULT LEARNER (LCAL)

The Lesley Center for the Adult Learner offers adult students flexible ways of earning a bachelor's degree while accommodating ongoing work and personal responsibilities. While adult students have the option of pursuing all academic programs listed in the catalog, the Individually Designed Program option most fully compliments the adult student's prior learning, professional goals, and time commitments.

Adult students who enter the College of Liberal Arts and Sciences through the Center for the Adult Learner can concentrate their study by designing a specific program specialization according to their professional interests. In designing the Individual Learning Plan, the student collaborates with his or her academic team which consists of their Academic Advisor, a division specific Faculty Liaison, and Faculty Mentors who work with the student to determine appropriate coursework as well as any Independent Study courses included in his or her plan. All plans require final approval from the team to insure the academic depth, breadth, and rigor are met.

Students in the Individually Designed program receive a BA or BS in Liberal Studies. The student's specialization is stated to highlight their area of expertise. Some examples include: Environmental Art, Gerontology, Social Entrepreneurship, Health and Nutrition, Mindfulness, and Women Studies. Students build a complete draft of their degree plan during the required Lives in Context Course (AINTD 3008). This program is culminated with the successful completion of the Research Capstone course (AINTD 4002).

All adult learners also have full access to complete degrees offered in the undergraduate catalog as their schedule permits. Personal Academic Advisors will assist each student in making the best determination of programs based on their goals and availability.

See majors in the catalog.

Liberal Studies 30 Credits

The self-designed Bachelor's Degree in Liberal Studies program allows 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 specialization in his or her chosen area of study.

DEGREE REQUIREMENTS**Specialization Requirements - 30 Credits**

Students work with academic advisor to select courses relevant to specialization.

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.

ADDITIONAL LCAL DEGREE PROGRAMS

In addition to the Individually Designed Degree program, LCAL also offers three other degree programs exclusively to its students. The first is an on campus Early Childhood Studies program. This program is intended primarily to meet the needs of people 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 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.

Bachelor of Science in Early Childhood Studies (Non-Licensure Program)

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 Director; mlawton@lesley.edu; 617 349-8928.

REQUIREMENTS

I. Required Early Childhood Studies Courses (15 Credits):

EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 5131	Developmental Learning	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

II. Field Experience (6 Credits):

CEDUC XXXX	Enhancing Quality Early Childhood Programs: A Field Experience	6
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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

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
EEDUC 5051	Children with Behavior Problems: Responding to the Challenge	3

CPSYC 3407	Critical Issues in Infancy	3
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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	Dimensions of Learning Through Play	3
EEDUC 5130	Integrated Curriculum in Early Childhood: Science and Health	3
EEDUC 5051	Children with Behavior Problems: Responding to the Challenge	3
EEDUC 5120	Young Children with Special Needs	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3

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 (21 Credits):

AINTD 3008	Introductory Seminar: Lives in Context	3
CWRIT 2250	Writing Workshop	3
AWRIT 4010	Prior Learning Assessment Preparation or Liberal Arts Elective	3
CPSYC 2401	Child Psychology	3
CPSYC 2421	Introduction to Counseling	3
CPSYC 3427	Family Interventions	3

AINTD 3008: required for LCAL students

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: PLA is an opportunity 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. Students may choose not to pursue this option and take courses instead.

Choose ONE:

AINTD 5009	Cultural Diversity in the 20th Century: The African-American Experience	3
AINTD 5015	Cultural Diversity in the 20th Century: The Hispanic Experience	3

Liberal Arts Requirements	42
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Remaining General Electives (via online, PLA, transfer or other)	27
Total Required Credits for Degree	120

Bachelor of Science in Human Services - Accelerated

Like the traditional Human Service Program, the accelerated degree 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 accelerated program is designed specifically to meet the needs of working adults to help to maximize their work experience, existing credits and time. In this format classes are offered consistently year around in evening 8- week sessions allowing students to complete their degree in a timely manner. The program is a hybrid consisting of both on-ground and online courses.

REQUIREMENTS

LIBERAL ARTS Requirements 42

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

II. Choose 3 Courses (9 Credits)

CPSYC 2421	Introduction to Counseling	3
CPSYC 3422	Trauma and Crisis	3
CPSYC 3425	Applied Group Dynamics	3
CPLCY 3551	Activism and Change in Communities	3
CPSYC 3427	Family Interventions	3
CSWRK 3201	Case Management in Social Work and Counseling	3
CMGMT 2469	Organizational Behavior and Ethics	3

III. Experiential Learning (13 Credits)

CHMSR 1551	Foundations and Systems in the Helping Professions	3
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CHMSR 2551	Concepts and Skills in Professional Practice	4
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Two additional 3-credit internship courses are currently in development.

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.

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 awhile 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 is an opportunity for students to gain credits for their work and life experiences. Students may receive no more than 45 credits through this method. Portfolio's are reviewed and assessed for final credit awards. Students may choose not to pursue this option and take courses instead.

Subtotal: 120

ONLINE PROGRAMS

CLAS also offers four online degree completion programs in business management, human services, interdisciplinary humanities, and psychology.

Bachelor of Science in Business Management (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

Optional Specializations

Accounting

Required Core (9 Credits)

CMGMT 3888 01	ST: Intermediate Accounting I	3
CMGMT 3888 02	ST: Intermediate Accounting II	3
CMGMT 4888 01	ST: Cost Accounting	3

General Management**Required Core 9 (Credits)****Marketing****Required Core (9 Credits)**

CMGMT 3510	Advertising	3
CMGMT 3520	Consumer Behavior	3
CMGMT 3706	Public Relations	3

Not-for-Profit Management**Required Core (9 Credits)**

CMGMT 2440	Not-for-Profit Management	3
CMGMT 2464	Marketing	3
CMGMT 3462	Fundraising and Philanthropy	3

Required Core (33 Credits):

CMGMT 1451	Foundations of Management	3
CECON 2101	Microeconomics	3
CECON 2102	Macroeconomics	3
CMGMT 2550	Business Statistics	3
CMGMT 2455	Financial Accounting	3
CMGMT 2457	Managerial Accounting	3
CMGMT 2469	Organizational Behavior and Ethics	3
CMGMT 3460	Financial Management	3
CMGMT 3560	Operations Management	3
CMGMT 4105	Becoming a Reflective Practitioner	3
CMGMT 4140	Strategic Management	3

Bachelor of Science in Human Services (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 1551	Foundations and Systems in the Helping Professions	3
CHMSR 2888	Course in development	3
CHMSR 3553	Practical Ethics in Human Services	3
CHMSR 3701	Human Services Internship and Seminar I	6
CHMSR 4701	Human Services Internship and Seminar II	6
CHMSR 4888	Course in Development	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

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 2142 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 41xx	Exploring Career and Graduate School Options	1
CHUMS 4xxx	Humanities 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 2230	World Literature from the Ancient World to the 16th Century	3
CLITR 3028	Modern American Drama	3
CLITR 3250	World Drama from the 18th Century to the Present	3
CLITR 3329	Contemporary Ethnic Literature	3
CLITR 3336	British and American Poetry	3
CLITR 3337	Short Fiction and Novella	3
CMUSC 1401	Introduction to Form in Classical Music	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 3001	Advanced Scriptwriting	3
CCRWT 3300	Autobiographical Writing	3
CHIST 1502	World Civilizations II: 1500 C.E. to the Present	3
CHIST 2330	American History from the Civil War to the Present	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

Bachelor of Arts in Psychology (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 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.

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 4907	Psychology Capstone	3

CPSYC 3902, CPSYC 3903, and CPSYC 4907: Check prerequisites and minimum grade requirement.

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

Prior Learning Assessment (PLA)

Through the PLA process, the College of Liberal Arts and Sciences helps students identify the knowledge and skills they already possess and provides an opportunity to award appropriate academic credits for that prior learning. The process begins with the AWRIT 4010 Prior Learning Assessment Preparation course, for which students also receive three credits. Students are then trained to identify and document their learning experience and can potentially apply for up

to 45 credits that can count toward their degree. PLA credits are incorporated into a degree plan as transfer credits and calculated as part of the 90 credit transfer policy at the College of Liberal Arts and Sciences. The PLA course is offered on a P/F basis. The course teaches students how to create a portfolio by identifying college-level learning that took place during their prior learning experiences on the job, in the community, and in life since finishing high school. Submission of the PLA portfolio is a requirement for completion of the course. The assessment fee for PLA credit is \$100.00 per credit.

PLA credits may be applied to requirements in the major, general education, and electives in the Individually Designed Programs. (Approval may be required for some of the traditional CLAS majors.) Students interested in earning credit through PLA should discuss it with their advisor as part of their Individual Learning Plan. Potential PLA credits should be considered as part of a student's transfer credits at application, at the beginning of their program; credits are not considered after the first 3 semesters of a student's plan. A complete PLA Student Handout is available in LCAL.

LCAL Academic Policies

The Center for the Adult Learner is housed within the College of Liberal Arts and Sciences, and is governed by the academic policies of the College. A comprehensive and up-to-date listing of these policies can be found in the Academic Policies section of this catalog.

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 (see the section "A Summer Abroad in Guyana.") 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.

Please note that Lesley merit scholarship, grant, and institutional funds are not available for use during your time abroad - however, Federal, State and private funding may be used to pay for your abroad costs.

For more information, and to review our current list of study abroad affiliates and exchange partners, visit our web page: <http://www.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.

A Semester Abroad in Guyana, S.A.

Guyana Lesley Abroad Service Semester (GLASS)
Lesley University and Rupununi Learners Foundation
16 credits, 11 weeks (9 weeks abroad)

This unique and exciting program takes place in the North Rupununi region of Guyana, South America. An English speaking country with a population of 800,000 people and the land area equivalent to Idaho, Guyana is still over 75% forested with ancient, largely pristine, tropical rain forest and breathtakingly beautiful expanses of savannah inhabited by the Makushi and Wapishan tribes. Students earn 16 credits by teaching English through their chosen discipline, supported by a hybrid education course, and taking courses in human tropical ecology and indigenous natural resource ecology, all while living in a remote indigenous village.

The Guyana Lesley Abroad Service Semester (GLASS) has been created with our not-for-profit partners Rupununi Learners Foundation (RLF) and Rupununi Learners Inc. (RLI; <http://www.rupununilearners.org>), to support a local initiative to increase literacy and numeracy among the Makushi people of Yupukari village and satellite villages, while providing a rigorous and rich immersive educational experience for Lesley students.

STUDY ABROAD IN GUYANA

16 Credits - minimum cohort of 8 students

CNSCI 3319	Camp Yupukari (GLASS pre-travel Orientation & Introduction)	1
CBIOL 3320	Tropical Human Ecology (GLASS Course)	3
CNSCI 3320	Indigenous Natural Resource Ecology (GLASS Course)	3
CNSCI 3331	Applied Conservation: Ecology and Education	3
CNSCI 4100	Research Internship and Seminar	6
CGLST 4100	Global Studies Internship and Seminar	6

For more information please contact Dr. David Morimoto at 617-349-8226, morimoto@lesley.edu, or the Study Abroad Office, at 617-349-8323, studyabroad@lesley.edu. See <http://www.lesley.edu/study-abroad/guyana-semester/> for more information.

COLLEGE OF LIBERAL ARTS AND SCIENCES COURSES

CANTH - ANTHROPOLOGY

CANTH 1101 - 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: Offered Fall and Spring semesters..

CANTH 1888 - 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: 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: 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.

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.

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: 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. Readings, lectures, films, and experiential exercises will be utilized. No artistic ability or training is necessary.

Offered: Offered Fall and Spring semesters..

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 other 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 an **approved** internship site before the first class. Note: A minimum grade of "C" is required to progress into your senior internship.

Prerequisite: CSOCS 3444, minimum grade of "C" in CPSYC 2551, a 2.3 cumulative grade point average in your major, an overall cumulative grade point average of 2.0 or permission of the Division Director.. Offered: 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: Offered Fall and Spring semesters..

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 before the first class. NOTE: A minimum grade of "C" is required to successfully meet the requirements of the Art Therapy major.

Prerequisite: Minimum grade of "C" in CARTH 3501, a 2.3 cumulative grade point average in your major, an overall cumulative grade point average of 2.0 or permission of the Division Director.. Offered: Offered Fall, Spring and Summer semesters..

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. Student must achieve a minimum grade of "C" to fulfill the requirements of the major.

Prerequisite: CARTH 3523 and senior status, or permission of the instructor.. Offered: Fall semester only.

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 director.. Offered: As needed..

CBIOL - BIOLOGY**CBIOL 1100 - Patterns in Nature (3)**

This First Year Seminar course is a field-based course for students who are interested in exploring or intend to major in the natural sciences (Biology, Earth and Environmental Science, Environmental Studies) or Mathematics. The course is open to others as well. Students in this class will deepen their scientific and quantitative literacy as they learn about ecology, evolution, and complexity theory. From a systems perspective, they will explore and measure patterns across levels of observation and apply their thinking to a community-based project linked to the neighborhood. Students will become familiar with the resources and databases available for the city and will explore the literature of several fields. They will also explore and discuss with active practitioners the societal roles of science and mathematics and scientists and mathematicians. They will come to know and think about Cambridge neighborhoods as ecological entities, in addition to doing a project with community service, outreach, or engagement. Students will also be introduced to Lesley internship practices, procedures, and opportunities in their areas of interest.

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 1888 - Selected Topics in Biology (3)

This course focuses on a specific topic in biology.

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: Fall and spring semesters..

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: Every third fall 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: Offered every third Spring 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.

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: Even numbered Fall semesters and 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 semesters of odd numbered years..

CBIOL 2505 - Ecology (3)

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: Offered every other Fall semester..

CBIOL 2507 - Human Physiology (3)

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. It will aid individuals in improving their own nutrition as well as students who wish to apply the information and skills to their work.

Prerequisite: Some background in health or human biology preferred.. Offered: Spring semesters of even numbered years and summer..

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. We will use reading, discussion, observation, and modeling (game theory) to look for general principles. Students complete a total of three lab/field projects. 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. The course will also provide you with the opportunity to develop your critical thinking, collaborative learning, speaking, and writing skills, and will help you to develop your scientific approach to observing the natural world. It will also serve to enhance your excitement about the natural world and help you to ask and think about questions dealing with our place in it.

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.. Offered: Spring semesters of odd numbered years..

CBIOL 3320 - Tropical Human Ecology (GLASS Course) (3)

This course builds on the knowledge and experience of Field Experiences in Tropical Ecology, by exploring the interface between humans and their environment in the Amazon basin. Through readings and student-conducted interviews among the Makushi and Wapishana Amerindians of Guyana, students will examine the history of human development, resource extraction, politics, power, and education that shape human population growth in the areas containing the world's highest biodiversity. Students will also get an opportunity to explore and work with NGOs (Conservation International, Foster Parrots, Rupununi Learners Foundation) that aim to reduce negative human impacts by improving education, empowering indigenous populations, and establishing sustainable development options and alternatives to destructive resource exploitation. Students will synthesize their knowledge and experiences in a final paper focused on an organization (NGO or academic program) in Guyana that is working on an issue in an area of the student's interest.

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.

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 (such as pesticides and radiation) and behavioral factors (such as sleep and eating habits) affect the development of organism, topics of particular relevance to contemporary society.

Prerequisite: CBIOL 1101 and CPHYS 1308.. Offered: Offered in spring..

CBIOL 3888 - Selected Topics in Biology (3-4)

This course focuses on a specific topic in biology.

CBIOL 3888 01 - Epidemiology (3)

This course introduces students to basic epidemiological methods used in the study of current health problems, with a particular focus on the types of diseases and illnesses that result from environmental impacts. Methods for describing patterns of disease in groups of people, including measures of disease frequency and association, risk assessment, screening, among others will be introduced. Application of epidemiologic research methods and questions to topics such as the role of environmental triggers on rates of asthma, lead exposure and neurodevelopmental outcomes, health effects associated with air and water contamination, disease processes resulting from toxic and biohazardous waste, radiation, among others will be explored.

Prerequisite: CBIOL 1101 or equivalent.. Offered: Anticipated Spring 2018.

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 on page xx 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. Generally every Spring. Off campus; Marine Studies Consortium course; involves fee.

Prerequisite: 6 credits from CBIOL, CNSCI, or CPHYS at the 3000 level or higher.. Offered: Spring semester..

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: Fall semesters of even numbered years..

CBIOL 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..

CMGMT - BUSINESS MANAGEMENT

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: Offered every other Spring semester..

CMGMT 1451 - Foundations of Management (3)

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: Offered Fall and Spring semesters..

CMGMT 1701 - Introduction to the Professional Experience (3)

This course provides students with the opportunity to learn business skills; to learn from actual experiences visiting and interacting with local organizations and professionals, and; engage in reflective practice. Students will learn essential professional skills through sessions on business mathematics, written and oral communication skills, and reflective thinking and writing. Through on-site visits to organizations, guest speakers, panel discussions, and group and

individual projects, this course is designed to foster students' understanding and practice of what it means to be a professional manager.

Prerequisite: Freshman status or consent of instructor.. Offered: Offered Spring semester..

CMGMT 1888 - Selected Topics in Business Management (3)

This course focuses on a specific topic in management.

Offered: As needed..

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 2440 - Not-for-Profit Management (3)

This course examines the business of not-for-profit organizations and the distinctive features of managing in the not-for-profit environment. The course reviews the evolution of not-for-profit organizations and discusses significant trends, including the role of managers and administrative processes as they relate to client/customer services. The course will address the role of mission in not-for-profit program development and funding.

Offered: Offered every other Spring semester..

CMGMT 2442 - Arts Management (3)

This course focuses on the essential nature of arts organizations, both private and nonprofit. Students will study the internal culture and structure of arts organizations as well as the impact of external forces. Students will also examine the many aspects of organizing, planning, preparation, promotion and presentation of Arts events and productions. Other topics will include board development, working with artists and volunteers, budgeting, grant writing and fundraising. The course will also discuss issues related to managing one's individual art career.

Offered: Offered every other Spring semester..

CMGMT 2444 - 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 marketing, finance, sales, sponsorship, communication, tournament-bracketing and event creation from pre-planning through the initial board meeting presentation.

Offered: Offered every other Spring semester..

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.

Prerequisite: CMATH 2146.. Offered: Offered in Fall semester..

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.

Prerequisite: CMGMT 2455.. Offered: Offered Spring semester..

CMGMT 2464 - Marketing (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.

Offered: Fall semester..

CMGMT 2469 - 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.

Offered: Offered Fall semester..

CMGMT 2550 - Business Statistics (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.

CMGMT 3305 - Leadership (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 3450 - Entrepreneurship and New Business Ventures (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: Offered in spring semester..

CMGMT 3460 - Financial Management (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: Completion of CMGMT 2455.. Offered: Offered Fall semester..

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: Offered every other Fall semester..

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 2464.. Offered: Offered every other Fall 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 2464.. Offered: Offered every other Spring semester..

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 and CMATH 2146. Offered: Fall.

CMGMT 3702 - Business Management Internship and Seminar I (4)

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.

Offered: Fall and Spring semesters..

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 2464.. Offered: Offered in spring..

CMGMT 3888 - Selected Topics in Business Management (3)

This course focuses on a specific topic in business management.

Offered: As needed..

CMGMT 3888 01 - ST: Intermediate Accounting I (3)

This course deepens the student's understanding of the process of preparing and presenting financial information about an entity for outside parties. Topics include: standard setting; the accounting cycle including data accumulation; adjustments and preparation of financial statements; and valuation.

Prerequisite: CMGMT 2457 . Offered: online only.

CMGMT 3888 02 - ST: Intermediate Accounting II (3)

This course continues the study of accounting concepts and principles related to reporting financial information to outside parties. There is expanded focus on: the recognition, measurement, and disclosure of revenue; inventory and cost of sales; and plant assets.

Prerequisite: CMGMT 3888 01. Offered: online only.

CMGMT 4089 - Practicum in Curriculum and Procedures (3)

The student serves as a course assistant to the faculty or team 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 deeper exploration of a particular subject. See Course Assistantships on page xx for details.

Offered: As needed..

CMGMT 4140 - Strategic Management (3)

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 director.

Offered: Offered Spring semester..

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: Offered Fall and Spring semesters..

CMGMT 4888 - Selected Topic in Business Management (3)

Offered: As needed.

CMGMT 4888 01 - ST: Cost Accounting (3)

This course is designed to establish a working knowledge of two areas: 1) cost accounting techniques, including job costing, process costing, cost analysis, cost-volume-profit analysis, cost allocation, activity-based costing, budgeting, variance analysis, and transfer pricing, and 2) application of costing techniques to management decision-making.

Prerequisite: CMGMT 3888 02. Offered: online only.

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 director.. Offered: Offered Fall and Spring semesters..

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: 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. See Course Assistantships on page xx for details.

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: Offered Fall and Spring semesters..

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: Offered Fall and Spring semesters..

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: Offered Spring semester..

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: Offered Fall semester..

CCOMM 3500 - Documentary Film Production (3)

In this course students learn the aesthetic and technical fundamentals of documentary filmmaking. Through weekly lectures, discussions, film screenings, workshops, critique sessions, hands-on exercises, and written assignments, the course combines theory and history with practice, and provides the opportunity to gain skills in every stage of production, both individually and via group work. Over the course of the semester, students will analyze different subgenres within documentary; learn the history of nonfiction film; hone their research, writing, and oral communication skills; and be taught the basic principles and techniques of documentary shooting, lighting, sound, and editing. The end product will be a short documentary film directed and produced by the students themselves.

Offered: Offered in spring..

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 other 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 4500 - Professional Communication: Senior Capstone (3)

This capstone course synthesizes and applies the conceptual, theoretical, and technical proficiencies learned in previous coursework. Topics explore the influences communication technology has in reshaping social structures; the powerful uses technology has in processing information; the far-reaching social and cultural consequences resulting from the sheer speed of technological advancement; and the global impacts produced as communication technology transcends national boundaries. Students complete a senior thesis or technical project by combining various aspects of their chosen track.

Prerequisite: Senior status.. Offered: Offered Spring semester..

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**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. See Course Assistantships on page xx for details.

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**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 before the first class. A minimum grade of "C" is required to progress into your senior internship.

Prerequisite: CSOCS 3444, minimum grade of "C" in CPSYC 2551, a 2.3 cumulative grade point average in your major, an overall cumulative grade point average of 2.0 or permission of the Division Director.. Offered: Fall, Spring and Summer semesters..

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 before the first class.

Prerequisite: Minimum grade of "C" in CCOUN 3601; a 2.3 cumulative grade point average in your major, an overall cumulative grade point average of 2.0 or permission of the Internship Coordinator. A minimum grade of "C" is required to successfully meet the requirements of the Counseling major.. Offered: Offered Fall, Spring, and Summer semesters..

CCRWT - CREATIVE WRITING

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: Offered Fall and Spring semesters..

CCRWT 1888 - Selected Topics in Creative Writing (3)

This course focuses on a specific topic in Creative Writing.

Offered: 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: Offered Fall semester..

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, and will explore the practice of telling their own.

Prerequisite: CWRIT 1101. Offered: Spring, odd numbered years.

CCRWT 2090 - The Art and Craft of Script Writing (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: Offered 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: Offered Fall and Spring semesters..

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: Offered Fall and Spring semesters..

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: Offered Spring semester..

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: Offered Fall semester..

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: Offered Spring semester..

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: Offered Spring 2013, Fall 2014, Spring 2015..

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: Offered Fall 2012, Spring 2013, Fall 2014..

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: Offered Spring semester..

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: Offered Fall semester..

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.

Offered: Spring of even years.

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: Offered Fall semester..

CCRWT 3888 - Selected Topics in Creative Writing (3)

This course focuses on a specific topic in Creative Writing.

Offered: 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: Offered Fall and Spring semesters.

CCRWT 4999 - *Independent Study in research for personal projects (3)

CCRWT 5888 - Selected Topics in Creative Writing (3)

This course focuses on a specific topic in Creative Writing.

Offered: Offered as needed..

CDANC - DANCE

CDANC 1888 - Selected Topics in Dance (3)

This course focuses on a specific topic in Dance.

Offered: 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: 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: 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: Offered Fall and Spring semesters..

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: Offered as needed..

CDRAM - DRAMA

CDRAM 1888 - Selected Topics in Drama (3)

This course focuses on a specific topic in drama.

Offered: 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: Offered Spring semester..

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: Offered 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: Offered 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. 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: Offered Fall 2013..

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..

CDRAM 3888 - Selected Topics in Drama (3)

This course focuses on a specific topic in drama.

Offered: 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. See Course Assistantships on page xx for details.

Offered: 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 director.. Offered: 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: Offered Fall and Spring semesters..

CECON 1888 - Selected Topics in Economics (3)

This course focuses on a specific topic in economics.

Offered: Offered as needed..

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.

Offered: Offered Fall semester..

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.

Offered: Offered Spring semester..

CECON 3888 - Selected Topics in Economics (3)

This course focuses on a specific topic in economics.

Offered: Offered as needed..

CEDUC - EDUCATION**CEDUC 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..

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 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 semester..

CEDUC 2353 - Middle and High School Education (4)

This course provides a perspective of the middle school and the high school by examining their historical/philosophical foundations and current reform movement. Emphasis will be placed on curriculum frameworks, curriculum and instruction, structure, and models of assessment. Culture, language, and other aspects of social location will also be considered in light of the adolescent population it serves. The various roles that teachers may perform such as advisor, team leader, and researcher will also be discussed. Field experiences will provide important experiential contexts for understanding "life" in the middle and secondary schools.

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 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 2353. 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 (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 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 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 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, and/or hospital settings. Health and safety issues pertinent to care in a group environment are also studied. In addition, discussion focuses on building effective relationships and educational partnerships with parents.

Prerequisite: CEDUC 2351.. Offered: Offered Fall semester..

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.. Offered: Offered Spring semester..

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 3395 - Literature for Children and Young Adults (3)

Students gain an in-depth knowledge of literature for children and young adults 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: Offered Fall 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: 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: 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: Offered Spring semester..

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. Taken for a pass/fail grade.. Offered: Offered Spring semester..

CEDUC 3704 - Junior Practicum and Seminar in Early Intervention (3)

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. Taken for a pass/fail grade.. Offered: Offered Spring semester..

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: Offered Fall and Spring semesters..

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: 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 with the junior practicum for early childhood majors and the senior practicum for all other education majors.

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.

Offered: Fall and spring..

CEDUC 4350 - Meeting the Individual Needs of Diverse Populations (3)

This course is an integrated study of the learner, the learning situation, and the learning process. Students apply content from earlier liberal arts and professional courses to their examination of the student, the teacher, and the school system, and consider how these forces together drive the development of a classroom community designed to meet the needs of all its members. Course content includes a variety of assessment and evaluation procedures, including ethnographic observation techniques and self-assessment. Intervention strategies studied include models from curriculum, clinical, and behavioral approaches.

Prerequisite: CEDUC 2352 or 2353.. Offered: 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 senior year, simultaneously with student teaching.. Offered: Offered Fall and Spring semesters..

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 (6)

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 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 a cumulative grade point average of 3.0; all education and support courses completed excluding CEDUC 4360; 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: 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 2353, 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 2353, 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: 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.. Offered: Offered Spring semester..

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: Offered Fall semester..

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..

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: Offered Spring and Fall semesters..

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 before the first class. A minimum grade of "C" is required to progress into your senior internship.

Prerequisite: CSOCS 3444, minimum grade of "C" in CPSYC 2551, a 2.3 cumulative grade point average in your major, an overall cumulative grade point average of 2.0 or permission of the Division Director.. Offered: Fall, Spring and Summer semesters..

CEXTH 3888 - Selected Topics: Expressive Arts Therapy 0

This course focuses on a specific topic in expressive arts therapy.

Offered: 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.. Offered: Spring semester..

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 before the first class.

Prerequisite: Minimum grade of "C" in CEXTH 3801, a 2.3 cumulative grade point average in your major, an overall cumulative grade point average of 2.0 or permission of the Internship Coordinator.. Offered: Fall, Spring, and Summer semesters..

A minimum grade of "C" is required to successfully meet the requirements of the Expressive Arts Therapy major.

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 director.. Offered: 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: Offered Fall and Spring semesters..

CFDWK 4100 - Field Work and Seminar II (4-6)

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..

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: Offered Fall and Spring semesters..

CGEOG 1888 - Selected Topics: Geography (3)

This course focuses on a specific topic in geography.

Offered: Offered as needed..

CGLST - GLOBAL STUDIES**CGLST 1200 - Global Issues and Challenges (3)**

This course examines core concepts and issues compromising 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: Offered Spring semester..

CGLST 1888 - Selected Topics: Global Studies (3)

This course focuses on a specific topic in global studies.

Offered: 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: Prerequisite for Global Studies majors: CGLST 1200 or permission of instructor.. Offered: Offered Spring semester..

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: Offered Fall and Spring semesters..

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: Offered Fall semester, carries over into Spring semester..

CGLST 3319 - Camp Yupukari (1)

Camp Yupukari is the 1-credit pre-travel unit within the GLASS program. It is designed to accomplish a number of tasks: To introduce students to the host organization, Rupununi Learners, its purpose in Yupukari Village, Guyana, and the role of students under

its auspices; to prepare students to live in the host community, which includes developing a covenant of behavior for the group; to form the group into a mutually supportive team; to introduce students to some foundational concepts and practices in Community Service (asset-based and strengths-based approaches, a systems/complexity approach to social networks, appreciative inquiry, participatory video); and to complete each student's Internship Work Plan before travel to Yupukari.

CGLST 3320 - Indigenous Natural Resource Ecology (GLASS Course) (3)

This course is a three-credit, eight-week fieldwork course designed to complement "Tropical Human Ecology" by providing an immersion in the social environment of a Makushi community during which time students learn first hand from villagers about their relationships to the land and their use and management of natural resources.

Traditional Amerindian communities have thrived through direct sustainable exploitation of their natural resources. Since colonization by Europeans, members of the Makushi Amerindian tribe have been increasingly disempowered with a gradual erosion of their resource use rights. These communities are now under intensive pressure to abandon their traditional land use practices due to new social, economic and cultural pressures resulting from the construction of a new road built through their land that connects northern Brazil to the Caribbean Sea and therefore the North American market.

Villagers will introduce students to some of the key resource-based survival skills enshrined in their Indigenous Knowledge (IK). Students will make observations, ask questions, and collaborate with villagers regarding natural resource use to generate summative presentations in oral/visual media for community viewing, with the aim of supporting ongoing village discussion of the natural resource management planning process offered by NRAMP (North Rupununi Adaptive Management Process).

Students will be supported by staff on the ground as well as by faculty online and on site.

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: Offered Fall and Spring semesters..

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: CPOLS 3131 or permission of the instructor.. Offered: Offered Spring semester..

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 director.. Offered: 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: Offered every Fall semester..

CHLTH 1888 - Selected Topics: Health (3)

This course focuses on a specific topic in health.

Offered: 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: Offered every 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 offered 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: Offered every Fall 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: Offered every other Spring semester..

CHLTH 3888 - Selected Topics in Health (3)

This course focuses on a specific topic in health.

Offered: 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: Offered every other Spring semester..

CHIST - HISTORY

CHIST 1100 - The United States and the World: Encounters and Resonances (3)

This course will explore and compare two periods of intersection between the United States and the wider world: the Era of Imperialism, Progressivism, and World War I (c. 1885-1925) and the Post-Cold War, Globalizing Contemporary World (c. 1980-Present). Making use of materials that range from newspapers to city plans, from presidential addresses to short stories, from treaties to philosophical tracts, from battle deaths to symphony programs

students will pick up the separate threads that, in different intensities and weaves, form the historical fabric of each era. The overall goal is to acquire some sense of historical development from earlier to later. What has changed significantly about the United States and the world during the "long twentieth century," and what has remained much the same?

Offered: Offered Fall semester..

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.

Offered: Fall.

CHIST 1501 - World Civilizations I: 4000 B.C.E. to 1500 C.E. (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: Offered Fall semester..

CHIST 1502 - World Civilizations II: 1500 C.E. to the Present (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: Offered Spring semester..

CHIST 1888 - Selected Topics in History (3)

This course focuses on a specific topic in history.

Offered: Offered as needed..

CHIST 2121 - American History from the Colonial Period to the Civil War (3)

This course examines major themes and events in the history of America from European colonization to the Civil War. The interaction among the cultural, political, economic, and social forces that shaped America during this period will be given special emphasis. We shall also search for possible parallels between past events and current circumstances. Topics to be covered include: the pre-Columbian settlements; Europe on the eve of colonization; cultural encounters in colonial North America; the formation of colonial society; revolutionary America and the framing of the Constitution; the growth of the party system; emerging industrialism and its

impact on American society; cultural, intellectual and reform currents of the Early Republic; westward expansion; slavery; sectionalism; and the coming of the Civil War.

Offered: Offered Fall semester..

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 socio-economic underpinnings; and contemporary debates about the role of multicultural perspectives in shaping curricula in America's schools and colleges.

CHIST 2330 - American History from the Civil War to the Present (3)

This course examines major themes and events in the history of America from the Civil War to the present. The interaction among the cultural, political, economic, and social forces that shaped America during this period will be given special emphasis. We shall also search for possible parallels between past events and current circumstances. Topics to be covered include: the legacy of the Civil War and Reconstruction; the growth of industrial America; America's emergence as a world power; prosperity, depression, and the New Deal; World War II and the post-war world; sixties radicalism and the declining liberal consensus; the end of the Cold War; and America in the global economy.

Offered: Offered Spring semester..

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: Offered Spring semester..

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: Offered every odd Fall semester..

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: Offered every even Fall semester..

CHIST 3316 - 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.

Prerequisite: CLITR 1100, or one 1000- or 2000-level CHIST or CHUMS course.. Offered: Offered every odd Fall semester..

CHIST 3322 - African-American History (3)

This course examines the black experience of, and contributions to, American life. The inquiry begins with a brief overview of African institutions and culture in the early modern period and proceeds to explore a number of important issues, such as the genesis of African-American culture in the eighteenth and nineteenth centuries; Reconstruction; the emergence of "Jim Crow" citizenship; and patterns of urbanization, segregation, and integration in the twentieth century. The variety of black responses to American life and the philosophies of liberation and change that have been espoused by blacks will be emphasized.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course.. Offered: Offered every even Spring semester..

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: Offered every even Fall semester..

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..

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: Offered every odd Fall semester..

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..

CHIST 3360 - Africa in the 19th and 20th Centuries (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 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: Offered every odd Spring semester..

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: Offered every odd Spring semester..

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: Spring of even years.

Offered entirely online for 8 weeks.

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: Offered every even Spring semester..

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.. Offered: Offered in fall..

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: 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: Offered every even Spring semester..

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: Offered every even Fall semester..

CHIST 4050 - Modern South Africa (3)

This course, set in the nineteenth through the early twenty-first centuries, focuses on the complicated transitions from colony to apartheid state to democratic republic that form the broad shape of modern South African history. Considerable attention will be given to historiographical issues, especially the consequences of the shift from colonial to post-colonial perception. Course materials will range across primary and secondary sources, fiction, and films.

Prerequisite: 6 credits of CHIST or CHUMS at the 3000-level. Fulfills Global Perspectives requirement..

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..

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 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: 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: Offered every odd Spring semester..

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: Offered every Spring semester..

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 director.. Offered: Offered as needed..

CHIST 5888 - Selected Topics in History (3)

This course focuses on a specific topic in history.

Offered: 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: Offered Fall and Spring semesters..

CHMSR 1888 - Selected Topics: Human Services (3)

This course focuses on a specific topic in Human Services.

Offered: 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.

Prerequisite: Prerequisite.. Offered: Offered Fall and Spring semesters..

CHMSR 2888 - Course in development (3)

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: Offered Fall and Spring semesters..

CHMSR 3888 - Course in Development (3)

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, CCOUN 3601, OR CHMSR 3701 and senior status.. Offered: Offered Fall and Spring semesters..

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: Offered Fall and Spring semesters..

CHMSR 4888 - Course in Development (3)

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: 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 1888 - Selected Topics: Humanities (3)

This course focuses on a specific topic in humanities.

Offered: 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: Offered every Spring semester..

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: Offered Fall and Spring semesters..

CHUMS 2330 - 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 or as the introductory seminar for the History/Literature major.

Prerequisite: CLITR 1100.. Offered: Offered every even Spring semester..

CHUMS 3100 - Humanities Field Work and Seminar 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, and discuss problems. The Seminar is a forum for student-centered learning, encouraging students to become reflective readers and engaged speakers.

Offered: Offered Fall, Spring, and Summer semester..

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: Offered Spring 2015..

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: 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 Schopenhauer 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,

representative and discursive in favor of an art that is evocative, private and obscure.

Prerequisite: CLITR 1100.. Offered: Offered every odd Fall semester..

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..

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: Offered every odd Spring semester..

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: Offered every even Fall semester..

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, ceremonies, 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: Offered Spring 2014 semester..

CHUMS 3888 - Selected Topics: Humanities (3)

This course focuses on a specific topic in humanities.

Offered: 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. See Course Assistantships on page xx for details.

Offered: 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, and discuss problems. The Seminar is a forum for student-centered learning, encouraging students to become reflective readers and engaged speakers.

Offered: Offered Fall and Spring semesters..

CHUMS 41xx - Exploring Career and Graduate School Options (1)

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: Offered as needed..

CHUMS 4xxx - Humanities Capstone (3)

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: Offered every Spring semester..

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..

CHUMS 5888 - Selected Topics: Humanities (3)

This course focuses on a specific topic in humanities.

Offered: Offered as needed..

CLANG - LANGUAGES**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: Offered Fall and Spring semesters..

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: Offered Fall and Spring semesters..

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 semester..

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 semester..

CLANG 1301 - French I (3)

Emphasis is on acquiring conversational and communication skills, including some fundamental grammar and vocabulary.

Offered: Offered Fall and Spring semesters..

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: Offered Fall and Spring semesters..

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: Offered Fall semester..

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: Offered Spring semester..

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. Fulfills Global Perspectives requirement.

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. Fulfills Global Perspectives requirement..

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.

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..

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: Offered Fall semester..

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: Offered Spring semester..

CLANG 1888 - Selected Topics: Languages (3)

This course focuses on a specific topic in languages.

Offered: 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: Offered Fall semester..

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: Offered Spring semester..

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.

Offered: Offered Fall semester..

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: Offered Fall semester..

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: Offered Spring semester..

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

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.

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.. Offered: Offered Spring semester..

CLANG 3200 - Postcolonial Dialogues in Hispanic Literature: Spain, Latin America and Modernism (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.

Offered: Offered every odd Spring semester..

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: 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.

Prerequisite: CWRIT 1101.. Offered: Offered Fall and Spring semesters..

CLITR 1150 - 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: Fall.

CLITR 1888 - Selected Topics in Literature (3)

This course focuses on a specific topic in literature.

Offered: Offered as needed..

CLITR 2115 - English Literature I (700-1800) (3)

This course serves as an introduction to the study of English literature from the Middle Ages (including both Anglo-Saxon and Anglo-Norman England) through to the seventeenth century. The emphasis will be on lyric and narrative poetry as well as drama.

Prerequisite: CLITR 1100.. Offered: Offered Fall semester..

CLITR 2116 - English Literature II (1800 - Present) (3)

This course surveys major British writers of the eighteenth century to the present. It explores certain themes central to English literature and experience: the rapid and disorienting changes in living patterns and in relations between human beings; the new voices coming from a developing working class and working class culture; and questions about how a person defines him- or herself, through social and class ties, or by individual merit.

Prerequisite: CLITR 1100.. Offered: Offered Spring semester..

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.

Prerequisite: CLITR 1100.. Offered: Offered Fall and Spring semesters..

CLITR 2230 - World Literature from the Ancient World to the 16th Century (3)

This course is designed to introduce students to some of the great literary works of the ancient world to the Renaissance. Representative selections from the Middle East, Greece, Rome, Asia Minor, China, Japan, India, Africa, and Western Europe will be read and discussed. Students will survey a number of works, in a variety of literary modes, which both reveal something central about the particular historical period and culture in which they were written, and constitute a significant literary response to some of the eternal questions posed by all ages and societies.

Prerequisite: CLITR 1100.. Offered: Offered Fall semester..

CLITR 2240 - World Literature from the 17th Century to the Present (3)

This course is designed to introduce students to some of the great literature of the modern world. Representative selections from the Middle East, China, Japan, India, Africa, Europe, and North and South America will be read and discussed. Students will survey a number of works, in a variety of literary modes, which both reveal something central about the particular historical period and culture in which they were written, and constitute a significant literary response to some of the eternal questions posed by all ages and societies.

Prerequisite: CLITR 1100.. Offered: Offered Spring semester..

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: Offered every odd Spring semester..

CLITR 3028 - Modern American Drama (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: Offered every even Fall semester..

CLITR 3131 - Nineteenth Century American Novel (3)

This course will focus on major nineteenth century American novels and novellas, all of which have now achieved canonical status. In analyzing the novels, we will examine how the novel, as a literary art form, changed over the period, and the factors that informed these changes. We will also consider key themes in the novels that were central to the literature of the period: the importance of nature; the tensions between wilderness and civilization; conflicts between individual versus social and group identity; trust in the goodness of human nature (and suspicion of established tradition and belief); the emergence of a distinct African American and women's literary voice. In addition to the novels themselves, we will read and discuss selected works of literary criticism that provide valuable interpretive perspectives and pose important questions.

Prerequisite: CLITR 1100.. Offered: Offered every even Fall semester..

CLITR 3200 - Postcolonial Dialogues in Hispanic Literature: Spain, Latin America and Modernism (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: Offered every odd Spring semester..

CLITR 3240 - World Drama from the Greeks to the 17th Century (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: 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: Offered every even Spring semester..

CLITR 3300 - 20th Century Literature of Africa, South America, the Caribbean, and Japan (3)

The course presents writers from different continents as a group, encouraging more in depth comparison and analysis. Authors include writers of Africa, South America, the Caribbean, and Japan. The course presents these works within a discussion of three literary critical strands: post colonial criticism, feminist criticism, and literature of culture and place.

Prerequisite: CLITR 1100..

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: 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: 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: Offered every even Fall semester..

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, Brontë, 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: Offered Spring semester..

CLITR 3328 - Contemporary American Literature (3)

This course focuses on the close reading and analysis of significant works of American literature from the end of World War II to the present. Due attention will be given to distinguishing the different elements--cultural, literary, personal and historical--that shape the work of writers in this period.

Prerequisite: CLITR 1100..

CLITR 3329 - Contemporary Ethnic 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..

CLITR 3336 - British and American Poetry (3)

This course is designed to develop in the student an appreciation of the art and craft of poetry. It will focus on how poets use sound, rhythm, imagery, and other poetic devices to achieve a variety of purposes and effects. Attention will also be given to the evolution of poetic style from the Renaissance through the late twentieth century. Readings will be drawn from a wide variety of British and American poets.

Prerequisite: CLITR 1100..

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: 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: 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: Prerequisite CLITR 1100..

CLITR 3500 - The New York School and the American Avant-Garde in the 1950s (3)

This course will examine the ways in which New York City, as the new center of the art world, served as a sort of laboratory for the avant-garde experimentation that defines the art and literature of that time. We will contextualize the New York bohemian tradition and the cultural milieu of the 50s, examine the shift from Paris to New York as

"center," analyze the various "strains" of the New York avant-garde in the 1950s, consider the multiplicity of art forms influenced by this avant-garde exchange (music, film dance), uncover the lesser known artists and writers of the time (African Americans in the New York School, female painters and poets etc.) as well as consider how these major movements ceded to Pop Art in the visual realm and the Beat Generation in the literary.

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 Kunsterroman, 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 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: 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. In 2016, the major author is Virginia Woolf.

Prerequisite: Open only to English Majors; 6 credits of 2000-level CLITR courses.

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. See Course Assistantships on page xx for details.

Offered: 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: 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: 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 director.. Offered: 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: Offered as needed..

CMATH - MATHEMATICS

Math Requirement - Any course from CMATH (3)

CMATH 1009 - 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: Offered every semester..

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: Offered every semester and every summer..

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. (Math Competency course: does not fulfill the General Education Mathematics requirement for the College of Liberal Arts and Sciences.

Offered: Offered every Spring semester..

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, power, 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: Offered all semesters..

Only LCAL students in Individually Designed Degree programs may count this course towards general education math requirement. Additionally, traditional CLAS and LUCAD students require instructor permission to register for this course.

CMATH 1888 - Selected Topics in Mathematics (3)

This course focuses on a specific topic in mathematics.

Offered: Offered as needed..

CMATH 2104 - 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: 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: CMATH 1009, 1010 or 1011 or 3 credits from CMATH from the 2000-level.. Offered: Offered every Spring semester..

CMATH 2142 - 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: 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: Offered every semester..

CMATH 2146 - 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: Offered every Fall semester..

CMATH 2148 - 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 2146 or equivalent coursework in precalculus or college algebra or permission of full-time Mathematics faculty.. Offered: 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: Offered every semester..

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, check digits, and public key cryptography. Class time and homework will engage students in mathematical inquiry: investigating, generalizing, conjecturing, proof and counterexample.

Offered: Offered every other spring semester..

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: Offered every other Spring semester..

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. This field experience is designed for students majoring in Mathematics. 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.

CMATH 3140 - 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 3524 or permission of full-time mathematics faculty.. Offered: Offered every other Fall 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 2142 or permission of the instructor.. Offered: Offered every semester..

CMATH 3524 - Concepts and Applications of Calculus II (3)

This course is a continuation of CMATH 3146 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 2148 or equivalent.. Offered: Offered every Spring semester..

CMATH 3525 - 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 3524.. Offered: Offered every Fall semester..

CMATH 3888 - Selected Topics in Mathematics (3)

This course focuses on a specific topic in mathematics.

Offered: Offered as needed..

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: Offered as needed..

CMATH 4540 - 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: Offered every Spring semester..

CMATH 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..

CMUSC - MUSIC

CMUSC 1340 - Introduction to Piano (3)

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: Offered Fall semester..

CMUSC 1888 - Selected Topics in Music (3)

This course focuses on a specific topic in music.

Offered: 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.

CMUSC 2328 - Broadway and Beyond: Musical Theater (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: 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: 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: every even Fall semester..

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: Offered every even Fall semester..

CMUSC 3888 - Selected Topics in Music (3)

This course focuses on a specific topic in music.

Offered: 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 on page xx for details.

Offered: 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 director.. Offered: 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: 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: Offered Fall and Spring semesters..

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: Spring semester..

CNSCI - NATURAL SCIENCES

CNSCI 1888 - Selected Topics in Natural Science (3)

This course focuses on a specific interdisciplinary topic in the sciences.

Offered: Offered as needed..

CNSCI 2100 - Humans and 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: Strong background in environmental issues and scientific thinking recommended.. Offered: Offered every 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: Offered every 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 (such as genetic modification of organisms, food security, the complex cultural, economic/political, and psychological aspects affecting sustainability, etc.). 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: Offered every January minisemester..

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: Offered every Spring. 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: Offered every Fall. 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: the government covers up inventions which would provide limitless energy and the CIA's use of computer chips for mind control; evil politicians fund death rays while hackers design unbreakable computer codes; wizards and witches fly around on brooms and effortlessly transport themselves from place to place; asteroids, volcanoes, or global catastrophes place the Earth in apocalyptic peril; and ordinary people are transformed into superheroes (or monsters) by genetic engineering or exposure to radiation and toxic substances. 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.

CNSCI 3100 - Internship and Seminar (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. This field experience is designed for students majoring in Biology (or Environmental Science, Environmental Studies). 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.

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: Offered every 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. This is a 1.5 credit course that is offered every spring and fall. It is suggested that students take two consecutive semesters; and may start in either semester. Students may opt to take their second semester of this course as an independent study, which can occur in the summer, fall or spring. 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. This is a 1.5 credit course that is offered every spring and fall. It is suggested that students take two consecutive semesters; and may start in either semester. Students may opt to take their second semester of this course as an independent study, which can occur in the summer, fall or spring. 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 3120 - Science and Practice Of Survival (3)

This course will examine the means and skills necessary for survival in many life endangering situations from a scientific stand point. It also examines the causes behind natural disasters that are a risk to humans. This course will require the students to examine scientific principals in great depth and then apply them in a field component. The course has a required camping trip to explore and practice individual survival skills and the scientific thinking process that is necessary for survival.

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 3230 - Modeling Complex Systems (3)

Modeling, simulation, and visualization technologies are increasingly used by scientists to provide deep insights into complex phenomena, tackle previously unapproachable questions, and support the analysis of large or complex amounts of data. This course is an introduction to systems thinking/systems dynamics concepts and to emergent behavior paradigms used to study complex systems (behaviors). Students are expected to develop the skills to modify and/or create computer models and dynamic simulations of scientific and environmental problems.

Prerequisite: Any laboratory science course.. Offered: Offered every 2 or 3 years in Fall or Spring..

CNSCI 3319 - Camp Yupukari (GLASS pre-travel Orientation & Introduction) (1)

Camp Yupukari is a 1-credit pre-travel unit within the GLASS program. It is designed to accomplish a number of tasks: To introduce students to the host organization, Rupununi Learners, its purpose in Yupukari Village, Guyana, and the role of students under its auspices; to prepare students to live in the host community, which includes developing a covenant of behavior for the group; to form the group into a mutually supportive team; to introduce students to some foundational concepts and practices in Community Service (asset-based and strengths-based approaches, a systems/complexity approach to social networks, appreciative inquiry, participatory video); and to complete each student's Internship Work Plan before travel to Yupukari.

Offered: Offered in fall..

CNSCI 3320 - Indigenous Natural Resource Ecology (GLASS Course) (3)

This course is a three-credit, eight-week fieldwork course designed to complement "Tropical Human Ecology" by providing an immersion in the social environment of a Makushi community during which time

students learn first hand from villagers about their relationships to the land and their use and management of natural resources. Traditional Amerindian communities have thrived through direct sustainable exploitation of their natural resources. Since colonization by Europeans, members of the Makushi Amerindian tribe have been increasingly disempowered with a gradual erosion of their resource use rights. These communities are now under intensive pressure to abandon their traditional land use practices due to new social, economic and cultural pressures resulting from the construction of a new road built through their land that connects northern Brazil to the Caribbean Sea and therefore the North American market. Villagers will introduce students to some of the key resource-based survival skills enshrined in their Indigenous Knowledge (IK). Students will make observations, ask questions, and collaborate with villagers regarding natural resource use to generate summative presentations in oral/visual media for community viewing, with the aim of supporting ongoing village discussion of the natural resource management planning process offered by NRAMP (North Rupununi Adaptive Management Process). Students will be supported by staff on the ground as well as by faculty online and on site.

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: Offered in fall..

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.

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: Offered every other Fall semester and every summer..

CNSCI 3888 - Selected Topics in Natural Science (3)

This course focuses on a specific interdisciplinary topic in the sciences.

Offered: Offered as needed..

CNSCI 4100 - Research Internship and Seminar (6)

This course is comprised of an internship and a weekly seminar, and serves as the senior capstone for students majoring in Natural Sciences and Mathematics 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.

Prerequisite: 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.. Offered: Offered every Fall..

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: 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 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)

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: Offered Fall and Spring semesters..

CPHIL 1888 - Selected Topics: Philosophy (3)

This course focuses on a specific topic in philosophy.

Offered: 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: Offered Spring semester..

CPHIL 2101 - Western and Non-Western Philosophy: Historical Perspectives (3)

This course examines primarily Western, and some non-Western philosophies (and philosophy-religions) from Socrates, Confucius, and the Vedanta Hindus of the ancient world to the twentieth century. Philosophical traditions are approached as developing bodies of inquiry and knowledge in which historical influences, appropriate contexts, and individual creativity shape thought. A strong emphasis is placed on matters of comparison and contrast among the traditions.

CPHIL 3310 - Introduction to Western Ethical Traditions and Inquiry (3)

An exploration of some of the important and enduring questions in ethics are undertaken through a study of fundamental texts in the history of moral philosophy, as well as through a consideration of real life situations. The course includes readings from Plato, Kant, Hume, Nietzsche, and a sampling of twentieth-century philosophers. Special emphasis is given to the relevance of moral philosophy to current moral dilemmas.

Prerequisite: 2000-level CPHIL or CRELS course, or permission of the instructor..

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 on page xx for details.

Offered: Offered as needed..

CPHYS - PHYSICAL SCIENCES

CPHYS 1100 - Introduction to Physical Sciences with Lab (4)

This course covers fundamental concepts in physics and chemistry: the motion of objects, energy, light, electricity, magnetism, atomic structure, quantum physics, properties of matter, chemical reactions, and energy transfers. Students work to master concepts in physics

and chemistry and then apply them to the investigation of complex phenomena taken from meteorology, geology, and astronomy. The social, cultural, and economic influences on the process of scientific discovery during the past 400 years are discussed.

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: Offered every 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.

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: Offered every Fall semester..

CPHYS 1888 - Selected Topics in Physical Science (3)

This course focuses on a specific topic in the physical sciences.

Offered: 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 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: Offered every 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..

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, and management professionals vis-à-vis the use and misuse of legal, as well as illegal, drugs.

Prerequisite: Any laboratory science course.. Offered: Offered every second or third Fall or 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.

Offered: Spring.

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: 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: Offered every other Fall semester..

CPHYS 2210 - Conceptual Physics with Lab (4)

This course covers: mechanics, heat, fluids, sound, light, electricity, and magnetism using the inquiry method and laboratory exercises. The emphasis is on classical physics although selected topics in modern physics are introduced. The design of experiments, as well as the collection and interpretation of data, are stressed. Examples are drawn from both the life sciences and engineering disciplines. The presentation of material is divided between qualitative and quantitative approaches. A familiarity with high school algebra is assumed. This course meets for four hours weekly in order to integrate laboratory experiences.

Offered: Offered every fall..

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 then learn about four classes of hydrocarbon which form the basis of organic chemistry: alkane, alkene and alkyne and aromatic compounds. Student will explore nomenclature, hybridization and isomerism of these compounds. After building the fundamentals of organic chemistry, the class will then focus on specific organic classes of compounds. Alkane compounds form one of the largest classes in organic chemistry. Students will learn their physical and chemical properties including synthesis and reactions. Alkene compounds form another important class of organic chemicals. Students will learn the physical and chemical properties as they relate to real life examples. Cyclic and aromatic compounds are perhaps the most important classes of organic compounds because of their presence in life-saving drugs. Students will explored the unique properties of cyclic and aromatic compounds. The reactivity and their implication in the function of drugs will also be discussed.

Offered: 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.

Prerequisite: CPHYS 1104 or equivalent strongly recommended..
Offered: Offered every spring.

CPHYS 3010 - Our Changing Climate (3)

Our Changing Climate will explore the dynamics of the Earth system that affect climate. We will look at how the Earth's climate has changed over various time scales and how scientists are predicting it will change. We will skim the surface of the impact our current climate change is introducing to the planet, ecosystems, and society. Our Changing Climate will pull together topics presented in lower level courses into a broader and deeper understanding of this ever so timely topic. It is the goal of this course to familiarize you with the science of climate change and make you comfortable and effective at redistributing the science to a non-science society.

Prerequisite: CPHYS 1104.. Offered: Offered every Spring 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 or its equivalent.. Offered: Offered every other Spring semester..

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: 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 on page xx for details.

Offered: Offered as needed..

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, earthquakes, 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: Offered every other Fall semester..

CPHYS 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..

CPLCY - PUBLIC POLICY**CPLCY 1888 - Selected Topics in Public Policy (3)**

This course focuses on a specific topic in public policy.

Offered: Offered as needed..

CPLCY 3551 - Activism and Change in Communities (3)**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 other majors.. Offered: Offered Fall and Spring semesters..

CPLCY 3888 - Selected Topics in Public Policy (3)

This course focuses on a specific topic in public policy.

Offered: 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: 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: Offered Fall and Spring semesters..

CPOLS 1888 - Selected Topics in Political Science (3)

This course focuses on a specific topic in political science.

Offered: 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: Offered Fall Semester..

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: Offered Fall Semester..

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: Offered Spring semester..

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: Offered Fall and Spring semesters..

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: Offered Fall semester..

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 CECN 1101. Additional prerequisite for Global Studies majors: CGLST 2200 or permission of instructor. Fulfills Global Perspectives requirement.. Offered: Offered Fall and Spring semesters..

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: Offered Fall semester..

CPOLS 3300 - Contemporary Political Thought (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.

Offered: Offered Spring semester..

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: Offered in January mini semester..

CPOLS 3888 - Selected Topics in Political Science (3)

This course focuses on a specific topic in political science.

Offered: 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: Offered Fall and Spring semesters..

a minimum grade of "C" is required to progress in the major.

CPOLS 4888 - Political Science Capstone Seminar (3)**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: Offered as needed..

CPSYC - PSYCHOLOGY**CPSYC 1002 - Learning, Working, & Living Well: Social Issues for People with Special Needs (3)**

Threshold graduates only. This course addresses a broad range of issues relevant to people with disabilities. Students will learn about intellectual, physical, and emotional diversity and how living with different abilities can affect an individual's experience of school, work, leisure, social life, and other aspects of daily living. The course will cover disability law, skills for self-advocacy, and the societal stigma of perceived difference.

Course restricted to Threshold students.

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: Offered Fall and Spring semesters..

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: Offered Fall and Spring semesters..

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: Offered Fall and Spring semesters..

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. This course is required for all Holistic Psychology majors.

Offered: Offered Fall and Spring semesters..

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. A minimum grade of "C" is required to progress into CPSYC 2551 for students in the following majors: Art Therapy, Counseling, Expressive Arts Therapy, Holistic Psychology, and Psychology. Students who do not meet the minimum passing grade requirement may only repeat this course once.

Offered: Spring semester. Fall semester, transfer students 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: Offered Fall and Spring semesters..

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. The course will draw on the expertise of faculty at Lesley University and of local experts in child homelessness.

Offered: Offered Fall semester..

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. Perspectives will include biological and trait; psychoanalysis, along with other Neo-Freudian perspectives; feminist; social-behavioral; and humanistic/holistic.

Offered: Offered Fall and Spring semesters..

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: Offered Fall and Spring semesters..

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: Offered 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: Offered 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: Offered 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.

Offered: Offered Fall and Spring Semesters..

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: Alternating fall semesters..

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: You must complete any ONE CPSYC course before you can register for CPSYC 2453..

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.

Prerequisite: A minimum grade of "C" in CPSYC 1551, or permission of division director. The field component must be completed successfully in order to pass this course. An overall minimum grade of "C" is required in the following majors: Art Therapy, Counseling, Expressive Arts Therapy, Holistic Psychology, and Psychology.. Offered: Fall and spring semesters..

Students must secure an 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.

Offered online only.

Prerequisite: 3 credits in either CPSYC, CPOLS, or CSOCL..

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: At least one previous 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: At least one previous 2000-level CPSYC course. . Offered: 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: At least one previous 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: At least one previous 2000-level CPSYC course. . Offered: Spring 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: At least one previous 2000-level CPSYC course. .

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: At least one previous 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: CPSYC 2421.. Offered: Spring semester..

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: 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: At least one previous 2000-level CPSYC course. . Offered: Spring semester..

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.

Prerequisite: CPSYC 2421 and junior status; or permission of the instructor.. Offered: Fall and spring semesters..

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: At least one previous 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 2142 be taken prior to this course.

Prerequisite: Completion of Social Science general education requirement and at least one previous 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: At least one previous 2000-level CPSYC course. . Offered: Spring semester..

CPSYC 3888 - Selected Topics in Psychology (3)

This course focuses on a specific topic in psychology.

Offered: 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 before the first class. A minimum grade of "C" is required to progress in the Psychology major.

Prerequisite: Minimum grade of "C" in CPSYC 2551, CSOCS 3444, a 2.3 cumulative grade point average in your major, an overall cumulative grade point average of 2.0 or permission of the Internship Coordinator.. 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 an approved psychology 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. A minimum 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..

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.

Prerequisite: Permission of advisor.

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: Offered as needed..

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 or 3000 level CPSYC course..

CPSYC 4426 - Counseling Strategies and 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 cassettes, videos, 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.

Prerequisite: CPSYC 3451. Limited to seniors in the Holistic Psychology major. Student must achieve a minimum grade of "C" to fulfill the requirements of the major.. Offered: Spring.

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.

Prerequisite: CSOCS 3452 or any previous CPSYC course at 2000-level or above. Fulfills Global Perspectives requirement..

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.

CPSYC 4881 - Contemporary Issues in Counseling (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.

Prerequisite: CCOUN 3601, CPLCY 3552, CSOCS 3444. Minimum grade of "C" required to meet the requirements of the Counseling major..
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. Investigating foundational research across several areas of psychology, we will focus on the ever-expanding area of happiness and well-being. 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 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. A

minimum grade of "C" or better in this course is required to complete the requirements of the psychology major.

Prerequisite: CPSYC 3901, CPSYC 3441 and CSOCS 3444..

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 director.. Offered: Offered as needed..

CRELS - RELIGIOUS STUDIES**CRELS 1888 - Selected Topics: Religious Studies (3)**

This course focuses on a specific topic in religious studies.

Offered: 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: Offered Spring semester..

CSOCS - SOCIAL SCIENCES**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 1xxx - Pre-internship (1)

Offered: Offered as needed..

CSOCS 2xxx - Emerging Adulthood (3)**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: 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..

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. Offered: Even numbered years.

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. See Course Assistantships on page xx for details.

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: Offered 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: Offered 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 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.

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 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 - Course in development (3)

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: 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 1441 - Children & Society (3)

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: Offered 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 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, and other group differences?

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: 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 CLASS..

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, political, 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: 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: Offered Spring semester..

CSOCL 3820 - Girlhood, Identity, and Girl Culture (4)

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: 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 on page xx for details.

Offered: Offered as needed..

CSOCL 4130 - Gender and Globalization (3)

This course studies women in non-Western cultures in Africa, Latin America, Asia, and the Middle East. Focus will be on women's daily social lives, especially their family roles and experiences, and work roles. Cross-cultural analysis will highlight similarities and differences of women's lives between cultures. The course will draw on traditional sociological sources, as well as films, fiction, interviews with women, and autobiography.

Prerequisite: Senior status and at least one 2000-level Sociology (CSOCL) course or permission of the instructor.. Offered: Offered every other Fall semester, opposite CPLCY 4441..

a minimum grade of "C" is required to progress in the major. 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**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: 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**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**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: Offered Fall semester..

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: Offered Fall and Spring semesters..

CWRIT 1888 - Selected Topics: Writing (3)

This course focuses on a specific topic in writing.

Offered: 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: Offered Fall and Spring semesters..

CWRIT 3888 - Selected Topics: Writing (3)

This course focuses on a specific topic in writing.

Offered: 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 on page xx for details.

Offered: 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: Offered as needed..

AINTD - CENTER FOR THE ADULT LEARNER COURSES - INTERDISCIPLINARY

AINTD 3008 - Introductory Seminar: Lives in Context (3)

This course prepares the beginning adult student for success in designing a program of study and provides the foundation for understanding adult learning theory and its applications to their individually-designed degree plan. Students are exposed to the availability of library resources and how to effectively utilize them for the purposes of research and writing throughout the program. Additionally, this course focuses inward on the individual students and their personal lives within the context of contemporary society. Through the reading and writing of autobiography and biography, students will explore how life themes and transitions are shaped by and shape societal, historical, and political realities. Through both the content and format of this introductory course, returning adult students build a supportive structure and community.

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 and Spring semesters and is 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

AWRIT 4010 - Prior Learning Assessment Preparation (3)

Required for all students who will be submitting a portfolio of life experience for credit in the adult bachelor's programs. 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, and 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

IANIM 1250 - Principles of Animation (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.

IANIM 1260 - Character Animation Basics I (3)

This course introduces students to the traditional techniques of animation with an emphasis on character animation and storytelling. The class will work exclusively in a 2D drawn format for all projects. It will stress extensive drawing, with students working from live models on a regular basis and being required to fill up a sketchbook outside of class. In addition to the twelve principles of animation, the class will cover some basics of filmmaking, conceptual thinking, story boarding, story structures, animatics, character design and lip-syncing.

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 2480 - Animation Basics (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.

Prerequisite: IANIM 1250 or IANIM 1260.

IANIM 2490 - Character Animation Basics II (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 2500 - Experimental Motion Media (3)

Motion Painting 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 2570 - Video I (3)

Video I is an introductory (yet intensive) course teaching skills, technology and aesthetics that comprise the realm of video production. Students will learn by watching demonstrated techniques and classroom video screenings with discussion. There will be extensive hands-on experience in the operation and handling of DV camcorders, sound recorders, mics, lighting and editing using Final Cut Pro. Each Student will complete a final video project working through all phases of production from script to screening.

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.

Prerequisite: Students should have basic Photoshop knowledge and/or other extensive computer experience..

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 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 3490 - Computer Animation I (3)

In this course, students become familiar with Procreate Painter and Adobe After Effects. Adobe Premiere and Avid Elastic Reality are also used. Together, these programs offer a powerful set of tools to facilitate the creation of a variety of 2D animation, whether based on digital video, drawing, or both.

IANIM 3495 - Computer Animation II: Maya (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 3500 - Concept Creation (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 3560 - Promotional Motion Media (3)

Promotional Video and Animation is an intensive course that covers the aesthetic and technical skills needed for the production of the short video form, specifically the video promo. In this course, students should gain a thorough understanding and working knowledge of the various elements that are required to create a compelling promotional video or animation. Students will work on collaborative team projects as well as on personal projects. Work may be produced in live-action video and/or animation. Students will view and analyze TV commercials, motivational videos, PSAs, promotional videos, and videos on You Tube. They will learn about the concept creation of successful, compelling video promos; and about professional techniques and tips to create more professional looking and sounding video and animated presentations.

Students should have a working knowledge of advanced cameras and video editing software.

IANIM 3570 - Video II (3)

A course designed for further study in digital video production. Students complete several production assignments, including individual and collaborative projects. Students are expected to present and discuss the thought process behind their video acquisition/shooting. More sophisticated video and editing techniques are taught along with an emphasis on the role of the director.

Prerequisite: Students must have basic skills in shooting video and in editing in Final Cut.

IANIM 3580 - Advanced Digital Video (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 Edit-ing Techniques. Students will complete a set of video projects.

IANIM 3600 - Sound (3)

Sound is an intensive course that teaches the fundamentals skills of audio acquisition, sound creation, and digital audio mixing techniques. Students are exposed to a brief history of the role of audio in movies, radio, and TV, touching on the technology and aesthetic components that comprise the use of audio. Students learn by watching and listening to demonstrated techniques and classroom video screenings with discussion. There is extensive hands-on experience in the creation, modification, and editing of audio using Final Cut Express and other existing programs.

IANIM 3700 - Character Development (3)

For those who are intrigued with character animation, this advanced course develops story ideas around the personalities of characters. There is a focus on character designs, model sheets, layouts, and descriptions of how the character behaves in different scenarios. Storyboards are developed from these primary components. "Star" characters from the history of animation serve as inspiration, and a broad range of approaches are discussed.

IANIM 3900 - Alternative Currents: Experimental Film and Video (3)

Alternative Currents is an inter-disciplinary course that invites students to engage with films and videos made by directors and artists working outside and in opposition to the established norms or conditions of mainstream film. 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 About Artist's Works. Participants may pursue individual projects or consider collaborative initiatives.

IANIM 4100 - Commercials (3)

This course is not for the late sleeper! Over the semester, a number of small production teams conceive, design and shoot a 5 to 10 second spot, or otherwise known as a good old commercial. The techniques used are up to each team who take their ideas from product development, through the creative design phase, to the final shoot and post production.

Prerequisite: IANIM 2490.

IANIM 4110 - Game Production II (3)

This course introduces students to creating 3D interactive applications using a game engine and game level editor. At a conceptual level, students examine the whole game building process, including game design, architecture of a game engine, 3D asset creation, and level design. Students recreate the basic mechanics of a 3D first person adventure game (e.g. The Legend of Zelda: Twilight Princess). Building on the Computer Animation II course and the knowledge gained in class, students will design and create their own interactive application, which can be anything from a simple game to an interactive art show.

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 4460 - Animation Projects (3)

This course allows students to experience the entire process of producing a short but complete animated piece, from the initial stage of storyboarding to editing. A wide range of animation techniques and formats is permissible: 2D, 3D, computer, cel, or any combination. The emphasis is on thoughtful planning and assimilation of acquired animation skills into a single project. Instruction is tailored to each student's project.

IANIM 4461 - Animation Projects II (3)

This course builds on Animation Projects I. See course description for IANIM 4460.

IANIM 4550 - Flash Interactive Motion Media (3)

This course offers instruction in the program Macromedia Flash. Students learn how to create true animation on the web that is interactive and scalable. Complete, interactive websites with navigation controls, motion graphics, traditional-style animation, and synchronized sound are explored. This course approaches the web with the attitudes of the traditional artist animator.

IANIM 4560 - Collaborative Motion Media Projects (3)

Professional animation is created in a team environment. In this course, students collaborate, each taking full responsibility for a portion of their production. Methods of coordinating work of multiple animators are explored while focusing the group effort on making high quality animation that every student can be proud of.

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 - Animation Internship (2)

Through the internship program Video & 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.

Corequisite: Take concurrently with Internship Seminar (IANIM 4885).

IANIM 4885 - Animation Internship Seminar (1)

Through the internship program Video & 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.

Corequisite: Take concurrently with Animation Internship (IANIM 4882).

IANIM 4890 - Senior Animation Project/Jury (3)

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. Animation concentration students are required to take this course during their senior year. It substitutes for Illustration Portfolio and prepares students for Senior Jury.

IAPRO - PROFESSIONAL DEVELOPMENT**IAPRO 2100 - Business Skills for Artists and 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**ILLU 1240 - Illustration Now (3)**

An introductory course in Illustration that explores the wide range of illustration practices in contemporary culture. We'll look at and meet working illustrators, as well as address assignments in both traditional and newly evolving areas of the field from comic books, editorial, children's books, to animation, games, toys, mobile devices and web. We'll explore 2D, 3D, and digital mediums including 4D.

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. Students will begin by exploring systematic and informed content and concept creation from visualization to critical analysis. They will learn the ways that composition, color, value, line and shape express ideas; the ways that technique, medium, craftsmanship and presentation influence the viewer and characterize successful work.

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 (1.5)

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 2221 - Drawing for Illustration: Indirect (1.5)

Illustration is primarily a figurative genre that expresses narrative storytelling and conceptual themes. This class will focus on the basic structure in drawing, linear perspective, light and shade techniques, composition in illustration and indirect picture making using reference. Students are required to demonstrate a firm grasp of the fundamental principals in drawing both directly and indirectly. We will practice drawing character designs, caricature creations, environmental landscape drawing and other pre-production drawing techniques. On site drawing, museum visits and drawing from life will be presented to strengthen the visual vocabulary of each student. Homework assignments will be given to apply each theory discussed or used in class.

ILLU 2225 - Web Promotion (1.5)

Students learn to develop and utilize an online presence for their work as well as how to network and promote their work in the web environment.

Prerequisite: Must have taken any Foundation Digital Elective: IFNDN 1110, IFNDN 1120 or IFNDN 1581.

ILLU 2230 - Mixed Media Drawing (1.5)

Drawing can be done with numerous tools and in many different mediums. This course explores the wide range of drawing styles through different centuries and cultures by practicing many of them in class. Natural, personal drawing vocabulary and calligraphy styles are stressed.

ILLU 2240 - Character Design Drawing (1.5)

In a fast growing gaming and computer animation market, the ability to create characters is essential. This course delves into the field, including the creation of characters for the Editorial and Children's Book markets. The works of prominent character artists are widely explored.

ILLU 2250 - Life Drawing (1.5)

Illustration is still primarily a figurative medium in which to communicate ideas and concepts. This is a good old fashion figure drawing class where progress occurs through tackling problems with proportion, anatomy, line, and volume in order to freely interpret the figure.

ILLU 2300 - Principles of Illustration (3)

A beginning class in the working process of creating illustration, from interpreting written material to creating thumbnails, roughs, sketches, and comps. Each student assembles a portfolio of step-by-step approaches to solving a wide variety of illustration assignments. There is an emphasis on drawing, conceptual development, and working with art direction.

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)

Illustration has a unique relationship to graphic design that this course will examine. Students will explore the relationship between type and images as well as between images and page design. Student will develop a basic level of fluency and discernment in the language and application of design with in the many mediums of illustration.

ILLU 2530 - Surface Design Drawing (1.5)

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 (1.5)

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 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 Trio (3)

This course introduces three essential software programs for the visual artist: Adobe Photoshop, Adobe Illustration and InDesign. In addition to exploring each program individually, we also learn how to integrate them as stages in a single, greater process that culminates in a final, production-ready document.

ILLU 3100 - Digital Storytelling (3)

Storytelling has long been a way for us to share our life experiences, ideas and imagination to each other. Combining words, images and sound, the storyteller shares a piece of self and engages the audience in their virtual reality. We live in a unique time in History; a time when storytellers from around the world can share their stories instantly to a massive audience. In this class, students will explore and experiment with the methods and techniques used in storytelling and the new digital technologies available, including Photoshop, PowerPoint and iMovie. No computer experience is necessary, just a willingness to learn, share and create!

ILLU 3130 - Boston Sketchbook (1.5)

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 Boston as the field! Going on site to document the happenings in the Boston Metro area offers a unique perspective of the people, the buildings, and the surroundings.

ILLU 3140 - Natural History Drawing (1.5)

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 3141 - Nature Illustration (1.5)

Using plant life as the basis for experimentation and journaling, this class gives students an opportunity to explore various techniques and approaches to drawing and painting in a natural setting. Set in a Brookline garden, students will draw, paint, used mixed-media techniques and monotype printmaking. We will include people, plants and objects, and students are encouraged to work in their own styles. Writing or poetry may also be incorporated into the work. Field trips are planned to visit extraordinary environments. This course is relevant to applications for greeting cards, surface design, textiles, advertising and editorial illustration.

ILLU 3150 - Body Adornment & Fashion Drawing (1.5)

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 3170 - Op-Ed Projects (1.5)

Op-Ed is a course based on editorial assignments (newspapers, magazines, etc.) and the pace of the editorial world. It has a political and world/national events focus and might include illustrating articles from national or international newspapers.

ILLU 3190 - 3D Projects in Illustration (3)

This course covers 3D concepts, techniques, and materials for Illustration projects.

ILLU 3195 - Advanced 3D Projects (3)

An advanced course in 3D concepts, techniques, and materials for Illustration projects, this class emphasizes ambitious self-directed projects and experimentation. This course builds on the basic 3D principles and projects taught in 3D Projects for Illustration, including a variety of fabrication techniques; perspective and scale manipulation for staging used in animation; 3D character development; the critical and applied language and vocabulary of sculptural approaches to illustration. Each student will develop and complete projects with faculty guidance that employ more sophisticated use of 3D materials to create a distinctive voice in this medium.

ILLU 3210 - Digital Illustration: Painter (3)

An introduction to the use of Corel Painter as an illustration tool, this course encourages students to explore the use of a variety of exciting, cutting-edge media tools including filters, masks, floating objects, and animation as they create illustrations based on actual jobs, for print and multi-media.

ILLU 3230 - Digital Illustration: Photoshop (3)

This is an advanced course in which students create and manipulate illustrations in Adobe Photoshop and texture programs. Creative projects involve scanning drawings in the Mac for further manipulation with Photoshop tools, filters, layers, and color adjustments. The focus is on using Photoshop as a very powerful and versatile painting medium.

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 - Alternative Comix (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, indie and alternative authors create comics from low-tech to polished, from lowbrow 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 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 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 (1.5)

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 3860 - Visual Journalism (1.5)

This course explores the role of the illustrator as cultural commentator. The first part of the semester is dedicated to understanding how to develop an illustration accompanying an article, essay or report. In this section, we absorb current news and learn to translate the concepts into visual metaphors. In the second part of the semester, we examine the elements of craft that comprise successful visual narratives. Structured like a writing workshop, students develop their own nonfiction stories, illustrate and critique them. Throughout the entire course, we explore a history of visual media (e.g. Puck, Scribner's), as well as the current landscape of news and media sources (*The Globe*, Harper's, *New York Times*, *New Yorker*). At the end of the semester, we'll combine our visual essays into a limited edition compendium.

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 4100 - Drawing Images in a Series (3)

The primary objective in this class is story telling with visual images in a sequential pattern. The industry standards of storyboards, graphic novels, comic book funnies, directing manuals and picture books are explored. In addition to image sequencing, basic drawing elements are reviewed by creating multi-figured compositions and narratives as examples.

ILLU 4214 - Digital Production (1)

A workshop course devoted to learning the software and settings for making high quality digital prints in the Digital Printing Studio at AIB. This course serves the needs of Portfolio, but can be taken earlier.

ILLU 4230 - Advanced Computer Illustration (3)

This course presents an exploration into the meshing of numerous computer programs to create individual approaches for the creation of unique 2D digital illustration. The student gains a deeper knowledge of the programs and the process of creating digital art. Among the programs addressed are Adobe Photoshop; Adobe Illustrator; Corel Painter; Corel KPT 3, 5, 6; Texture Creator; and Curious Labs Poser. This is an advanced level course with an expectation that students have a firm grasp of Photoshop as a painting medium.

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.

Taken in last semester

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.

Taken first semester of senior year

ILLU 4515 - From Illustration to Publication (3)

Illustration reaches publication in one of two ways; it can be commissioned by an art director or client, or it can be authored and produced by the artist. Success in today's illustration marketplace depends on versatility, and the creative application of artistic talent to art-directed assignments, and self-authored projects. This course provides an introduction to both. In the first part of the course, students learn about the relationship between the art director and the artist. Art directed assignments are suited to their individual styles. They follow layouts, make revisions, and see their work incorporated into final designs. The second part of the course involves developing personal projects with the ultimate goal of self-publishing, or making direct sales. Aspects of producing printable, saleable work, as well as marketing, pricing, Internet sales and going to press are covered.

ILLU 4720 - Book Cover Illustration (3)

This course explores the development of unique and effective book cover and poster illustration from concept through final art. Students will produce covers and posters of portfolio quality in medium appropriate to concept and market.

ILLU 4730 - Open Picture Book (3)

The book is a unique and personal form of communication conveyed in a wide range of formats. Lavishly illustrated books where image dominates text can be found in virtually every section of a bookstore, including children's, travel, cooking, nature, and documentary. This course examines the genre of the picture book. A topic is chosen by each student, who then creates a series of finished images for a proposed picture book presented at the end of the semester. Areas of exploration include a variety of book formats. Emphasis is on personal style, expression, and craftsmanship.

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 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.

Corequisite: Taken concurrently with Illustration Seminar (ILLU 4885).

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.

Corequisite: Taken concurrently with Illustration Internship (ILLU 4882).

IAHIS - ART HISTORY**IAHIS 1190 - Design Theory (3)****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.

Prerequisite: Must have taken IAHIS 1190 Design Theory before registering for this course.

IAHIS 2100 - History of Modern Design (3)

This course examines transformations of form during the modern period (c.850 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 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.

IDFLM 2500 - History of the Moving Image (3)**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, Art Deco stores, 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 2700 - Art Historical Theory and Methods Seminar (3)

This course is required for art history majors and is intended to equip them with the basic methodological and critical tools for pursuing advanced undergraduate studies in discipline. The seminar should be taken in the sophomore year after the introductory requirements are fulfilled, but before more specialized courses. Through seminar-style discussion and critical writing, students will explore the key

theoretical approaches to the study of the history of art, including iconographic, formal, social and political, psychoanalytical and semi-logical. They will learn to locate the differences between theories and methods, and examine historiographical issues related to the study of art.

Prerequisite: IAHIS 1200 and IAHIS 1210 .

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 2900 - Making and Meaning: History of Painting (3)

This course will cover the history of the materials and techniques of drawing and painting from the late middle ages, through the Renaissance, into the Twentieth Century. Course material emphasizes the evolution of oil painting out of water-based media, while also discussing nineteenth and twentieth century attempts at recapturing the supposed lost techniques of the old masters.

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 3210 - 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 3211 - 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 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 3301 - Visualize Modern China (3)

This course is a study of modern Chinese art, designed to produce an understanding of a society that balances old rituals and new ambition to gain the world's attention through its competitiveness, economic advancement, and societal norms. Characteristics of modern Chinese society will emerge through a study of woodblock prints, traditional ink painting, propaganda art, photographs, film and literature. Students will investigate cultural and artistic development in writing and in dialogue, and respond to the course content through papers and class presentations.

IAHIS 3303 - The Art & Aesthetics of the Japanese Tea Ceremony (1.5)

This course focuses on the major forms of fine and applied art and the aesthetic ideals of the Japanese tea ceremony. From the origins and flourishing of this disciplined life known as The Way of Tea (Chado) in the 15th through 17th centuries among the Daimyo and samurai classes in feudal Japan, through the widespread democratization of tea in the 20th century, the arts associated with the tea ceremony (Chanoyu) - architecture, gardens, brush writing, ceramics and other related forms - will be studied as an embodiment of religious and secular ideologies that have influenced all aspects of Japanese culture over the past five hundred years. The course concludes with the avant-garde arts of the New Way of Tea in the 21st century.

IAHIS 3304 - Introduction to the Art of India and the Islamic World (3)

The artistic heritage of India and the Islamic world spans three continents, a multiplicity of cultures and belief systems, and a history of over five thousand years. This class will introduce this vast field of art history through lectures and discussions focusing on key monuments and objects, as well as through the examination of actual works of art from the collections of the Sackler Museum at Harvard.

Prerequisite: IAHIS 3304.

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 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 3320 - Impressionism (3)

This class considers the progress of Impressionist ideas - the depiction of light and atmosphere - in the works of Claude Monet, Auguste Renoir, Mary Cassat, and others. The uniqueness of Impressionism, as well as the public's response to it, is explored through historical references, societal motives, and the rise of photography.

IAHIS 3355 - Art Now: Europe and North America (3)

Art Now is a series of interlinked courses exploring recent artistic practices across the globe. Although each in the series explores a different region of the world, one of the thrusts of each course will be to paradoxically render such geographical boundaries indeterminate, and demonstrate the diverse, fragmented and hybrid nature of today's art world - where artists travel and work back and forth, transcending traditional national or regional schools, styles or dominant modes. Art Now: Europe and North America will go far beyond the long-standing modernist style centers of Paris and New York to encompass art making across the two continents, including the burgeoning cultural scenes of post-Communist Eastern Europe, Mexico and Canada. Lectures will sample the variety of artistic production, media and exhibition venues, including traditional gallery and museum shows, biennials, art fairs and websites. Occasional visits from artists and curators will enrich the experience.

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.

IAHIS 3370 - The Art and Politics of 5th Century B.C. Athens (3)

By hiding his misshapen head under a helmet, marrying a prostitute, and lavishly spending other people's money, Pericles ruled an empire without the title of president or king, and died of the plague in the midst of the war that brought Athens to ruin. During Pericles' rule (461-429 BC), Athens had risen to imperial power, created an unprecedented political system, produced a sublime body of art and architecture, and was finally humbled by arrogant dictates of imperialism, betrayals of ideals, and the dogs of war. The politics of the Age of Pericles will be examined through primary documents: Herodotus, Thucydides, Aeschylus, Plutarch. The art and architecture of the period will be studied in relationship to political events as expressions of Greek ideals and aspirations. The fruits and perils of imperialism, both ancient and modern, will serve as a secondary, unifying theme.

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 3420 - Intro to the Art and Thought of Asia (3)

This course surveys selected topics in the art and thought of India, Southeast Asia, China, and Japan. The goal is to provide students with the keys to understanding the foundations of Asian tradition. The paintings and sculpture of each geographic area are studied in their philosophical, spiritual, or sociopolitical context. An extensive reading list includes such philosophical sources as the Upanishads, Tao Te Ching, and the Buddhist Pali Canon, as well as literary classics such as Lady Murasaki's Tales of Genji. The course takes advantage of the extensive holdings of Asian art in local museums.

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 3460 - The Decades: 60s (1.5)

This course will examine in the visual art and popular culture in the 1960s. Accordingly, students will examine the ways in which the visual arts intersected with the broader context of American culture. In order to explore this issue, we will address the following questions: How did artists respond to social, political, and cultural events in their work? How was American art shaped by the emergence of the civil rights movement, the gay liberation movement, and the feminist movement? In what ways did artists seek to undermine aesthetic norms, critical authority, and institutional power? How were artists affected by the proliferation of mass media, industrial technology, and popular culture? By addressing these questions, students will come to understand the 1960's as a crucial watershed in Western culture: the dividing line between modernism and postmodernism.

IAHIS 3470 - The Decades: 70s (1.5)

During the Pluralistic 70s we see some of the most radical changes occurring in art; thereby re-defining "what is art?" This course focuses on these varied non-conventional means of art making. With the introduction of Conceptual Art, where the idea dominates over the literal object, artists start using language and documentation as basic material. This leads us to Performance and Happenings introducing the artist as performer presenting temporary events. Also, we will look at Process Art where the actual process of creation becomes the subject matter and Earth Works where artists interact with and manipulate materials from nature into outdoor site-specific temporary installations.

IAHIS 3480 - The Decades: 80s (1.5)

Conceived of as one in a series of classes spanning the decades of modern and contemporary art, this course follows a pivotal decade in art history. The 1980s witnessed both the death and the rebirth of painting, the emergence of the art superstar in proportions that even Warhol didn't anticipate, the boom and bust of the art market, the breakdown of government support for artists, and the expansion of art centers into pockets in New York, Los Angeles, London, and Cologne. This decade set the stage for the artists, the theory, and the backlash that created the art world today.

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.

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 3620 - American Architecture and Civic Design (3)

This course explores the breadth of American architecture, landscape architecture, and urban design with a focus on Greater Boston and New England. Topic areas include: classical versus picturesque movements, symbolic meaning, mode of transportation impact, historic preservation, significant civic transformations, the International Style, New Urban communities, and today's celebrity versus contextual architecture. Guided tours of nearby locations, such as Harvard Square, Back Bay and downtown Boston, will compliment lectures.

IAHIS 3660 - Contemporary Performance Art (January Session) (1.5)

An increasing amount of contemporary art involves itself in the creation of experience, rather than object. The increased implementation of new media technology has allowed for larger audiences of performances and interactions that were once only in the realm of individual experience, and created new forms which are neither exclusively performance nor documentation. Video art, street interventions, web casts and a number of other strategies are now common among artists seeking to create new forms of social engagement, and it is the goal of this course to expand student understanding and knowledge of the history and current practice of this form of work.

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, ceremonies, artifacts. We will be considering the construction of a French identity through these media, a French identity that has repeatedly been contested and debated.

In order to better understand the formation of French identity since the 18th century, we will explore the material culture of Paris. More specifically, we will study its art, architecture, literature, film, etc. In considering these forms of cultural expression, students will use Paris itself as a historical document or text - one that bears the traces of important social, political, and cultural events. By spending a week in Paris and exploring the city and its monuments from an interdisciplinary perspective, students will confront the following questions: What can the physical landscape of Paris tell us about French history and its evolution? How did the work of French artists and writers reflect (and engender) an emerging sense of national

identity? In what ways did the French government use architecture as a means of communicating political ideology and imperial power? How does the past function as a text that is used to construct current cultural and political narratives?

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.

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."

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.

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)

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 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 1 (3)

Design Workshop 1 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)**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 2185 - Game Design Fundamentals (3)

This course is for students with an interest in game and user interaction design and development. Students will use web-based tools to explore the relationships between objects and actions and compose scenarios and events that engage, inform and entertain users. Students will learn basic game elements, editors, open-source software, and utilization of object libraries. Students will discuss narrative forms, goals and strategies to create immersive end user experiences. Students who complete this course will understand game mechanics and will have designed, created, tested and packaged a finished interactive composition. Knowledge of Photoshop recommended.

IDESN 2195 - Design Honors Seminar (1.5)

This course is for selected students entering the design program with exceptional practical readiness and academic accomplishment. The seminar will introduce a wide range of topics and issues in the field of design through presentations, discussions and in-class exercises. The course will also provide a preview of the design program curriculum and introduce students to selected faculty of the department and visiting practitioners and experts in the field. Course readings will consist of excerpts from notable texts in the design literature and provide topics for the group discourse. The students will be required to produce reflective notes and create a design sketchbook. Field trips will enrich the experience with visits to significant venues. A final group presentation will provide the culminating experience for the course.

IDESN 2220 - Typography I (3)

This course presents a study of letterforms, typefaces, type identification, classification, nomenclature, and basic type use. Studio exercises begin with letterform drawing and spacing and follow with use of text in simple groups to study typographic arrangement, hierarchy, contrast, expression, and readability.

IDESN 2520 - Language of Form (3)

This is a studio class with the objective of getting the students in tune with the mind of a designer. Design is about the process of synthesizing a large amount of information into a single, clear concept. Most great ideas are the result of a sketching phase with an experimental, open and curious attitude. In this course, the creative process is explored extensively, using different approaches and diverse techniques: from hands-on to computer software. Special attention is given to the effective use of various visual vocabularies in abstract compositions and representational graphic translations.

Prerequisite: IFNDN 1640 or IPHOT 1200 .

IDESN 2540 - Color Theory (3)

This course familiarizes students with the complex language of color, enhancing their sensitivity to its physical characteristics, and increasing their ability to manipulate those characteristics to achieve expressive and symbolic aims. Projects emphasize and explore the

terms that describe color and color relationships, such as hue, value, intensity, temperature, interaction, and edge strength.

IDESN 2550 - Drawing for Design (3)

This process-based course explores shorthand 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 short, simple projects plus several more complex, problem-solving exercises.

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 2800 - Film Form (3)

This is an introductory class in the art and design of film. Its objective is to strengthen students' visual acuity, build analytical skills, and increase awareness of design in another medium. The class also examines how composition, color, editing, sound, and photography are combined to create meaningful narratives. Students learn critical vocabulary, construct storyboards of film sequences, keep an analytical journal on films covered in class, and write papers.

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 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 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."

Prerequisite: IDESN 2115 or permission of the instructor..

IDESN 3150 - Design Specification (3)

An introduction to design production and digital requirement for printed and electronically distributed work. Lectures, demonstration, projects and field trips cover digital printing processes and techniques, computer file preparation, color management, choice of medium, and writing specifications for projects.

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.

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 3240 - Type in Motion (3)

This is an advanced typographic elective. Students explore time, motion and sequence, in addition to the more traditional contrast, scale, and position relationships used in expressive typography. Concepts are developed in storyboard format prior to implementation in computer formats such as Director or Flash.

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 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 3440 - Information Architecture (3)

Information architecture is the art and science of organizing and labeling web sites, intranets and online communities to support usability and findability. This course introduces the roles of different disciplines and professionals in web site development, while focusing on the skills and techniques needed to develop organizational and navigational structures. Students in this course will build information systems using a combination of skills from interaction design, project management and visual design. There will be an emphasis on the user experience and the use of visual diagramming to describe navigation in a virtual space.

IDESN 3510 - Visual Communication (3)

This third course in the graphic design sequence 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 3530 - Design Systems (3)

This course examines the use of systems in design, exploring both how design reflects existing systems and structures in the world and how visual systems themselves can be used as organizing features in

our environment. Students learn to apply these concepts to advanced multipart projects in graphic identity, interactive design, and related publication or exhibition work.

IDESN 3535 - Advanced Web Projects (3)

For designers to obtain and maintain advanced web development skills they must be constantly familiarizing, learning, and experimenting with new advanced systems of web based design and development. These skills can help improve a student's repertoire as a designer and open up more possibilities for contracting new jobs and collaboration opportunities. This course covers topics such as content management systems, fast prototyping, PHP, JavaScript, database integration, and designer-client contract writing. This course is designed in the form of on-the job training where you are learning, critiquing and delivering a project, while receiving careful real-time guidance of the instructor. Students will complete regular assignments and a semester long project that demonstrates their capacity to build an entire content managed website from start to finish.

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 3670 - Advertising Concepts (3)

Using language-based concept development, this course explores the interdependent relationship between design and copy writing in the field of advertising. Through weekly brainstorming and writing exercises, student learn how words and images work together to generate meaning, and how free association and open thought patterns can lead to coherent and provocative advertising concepts. The way in which marketing objectives relate to creative strategies is also taught in this course. The final project is a complete advertising campaign.

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 4320 - Studio InFlux (3)

Studio InFlux is a dynamic and progressive studio experience. It collaborates with non-profit organizations that promote social and cultural change. Design is used to deliver their messages through actual printed projects. Studio InFlux enables students to explore the

application of design principles to practical problems through real design projects. The studio offers students the opportunity to further their practical design skills, enhance their portfolios, and gain experience with clients.

IDESN 4450 - Design Senior Studio (3)

This course is designed to help students prepare the presentation of themselves and their work to the working world, and integrate the results of their studies into a coherent production. Every project is based on the needs of the individual student with a focus on improving their design process and also refining the details in their work. Resume building, networking, interviewing and collaborating skills are explored and developed. This course is only to be taken in the student's last semester of school, unless specific permission is given.

IDESN 4480 - Design Strategies (3)

Design Strategies from Past to Present is a rigorous exploration of historic design strategies and how these strategies can be successfully applied to contemporary communication problems. Throughout the semester, the formal and conceptual strategies of designers such as Piet Zwart, Pierre Mendell, Robert Brownjohn, Stefan Sagmeister, and Bruce Mau will be contrasted, analyzed, and applied to a wide range of projects. At the conclusion of the course, students will have designed everything from posters and book jackets to film titles and digital artifacts. Design Strategies from Past to Present is a demanding course. Each week for 12 weeks, students will be assigned a unique project that uses historic design strategies to address contemporary issues.

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.

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 4520 - Poster and Cover Concepts (3)

This is an interdepartmental course focusing on the use of images to communicate specific messages clearly, creatively, and in a compelling manner for a particular audience. Students work on book and magazine covers, CDs, and posters to explore issues of subject and symbol, image and inspiration, audience and impact, as well as the interaction of words and images.

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 4750 - Visiting Designers (3)

A series of three visiting designers for each student present a project related to the student's area of specialization. Visitors are from the professional design community and work with a regular faculty member to coordinate their projects, which may include: poster design, book or publication design, type design, broadcast design, interactive or web design, environmental design, or other specialties.

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.

Corequisite: Taken concurrently with IDESN 4885 Design Internship Seminar.

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.

Prerequisite: You must take IDESN 2220 before registering for this course. Corequisite: Taken concurrently with Design Internship (IDESN 4882).

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.

Offered: Fall and spring..

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 1610 - Drawing Elective: Head, Hands and Feet (1.5)

An investigation of the issues and interests artists have in drawing through an intense study of these three parts of the body. A variety of drawing mediums are used.

Prerequisite: IFNDN 1615 .

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 2120 - Figure Drawing Studio (1.5)

Gesture, axis, grouping of forms and negative space are explored through drawing the human figure. The central concept is finding two-dimensional equivalents for the gestalt of the figure in space.

Prerequisite: Foundation or permission of instructor..

IFINE 2150 - Metalworking (1.5)

This course is an introduction to sculpting in metal. Without having to weld, students learn a variety of alternative techniques to fabricate, form and seam various types of metals. Wire, sheet metal and found objects are some of the materials used. The history of metal sculpture and contemporary trends are discussed.

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 2190 - Painting the Human Head (1.5)

This course is an introduction to the concerns and difficulties addressed in painting portraits. Planar structure, form and anatomy, issues of color, and light and paint handling are discussed. Quick, one-sitting and multiple-sitting poses bring up questions about the likeness and character of the sitter, as well as the artist's personal interpretation and design of the painting as a whole. Self-portraiture may also be investigated in this class.

IFINE 2195 - The Hands, Head & Feet in 3D (1.5)

This 3D course will offer the opportunity for in-depth study of the emotional and kinesthetic capabilities of the three most complex areas of the body: the hands, the feet and the head. The primary emphasis will be on how and why these parts move the way they do. Discussion will also focus on a selection of aesthetic, psychological and kinesthetic issues to do with these parts as fragments, as parts of a whole and our relationship to them. By the end of the semester, students will have made several life-sized studies of the feet, hands and head in several different media, including terracotta and plaster casts.

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 2220 - Figure Painting Elective (1.5)

The goal of this course is to help students gain an understanding of the model, the nature of color, and an expanded knowledge of paint. The tension between the image of the living body and the painted surface is the major focus of investigation.

IFINE 2230 - Assemblage/Mixed Media (1.5)

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 two and three-dimensional materials. This course continues to address formal issues such as compositional structure and properties of color, while introducing alternative methods to image making.

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 (1.5)

Through painting from observation and imagination, the basic watercolor techniques of wet-on-wet, dry brush, and glazing are studied. Emphasis is on transparent watercolor methods, but gouache may also be explored.

IFINE 2280 - Relief Printmaking I (1.5)

The basic concepts and techniques of woodcut and linoleum printmaking are investigated. This class focuses only on black and white relief printing, allowing ample time for development of cutting and printing skills. Historical and contemporary prints are discussed. No previous printmaking is required.

Prerequisite: IFNDN 1615 or IFNDN 1620, or permission of instructor..

IFINE 2290 - Relief Printmaking: Color (1.5)

This is an introduction to color relief printing. Both multiple-block and reductive techniques are explored. Emphasis is placed on printing processes, color mixing, and imagery development. Historical and contemporary trends are discussed, especially German Expressionist prints. Care of prints, materials, and shop equipment is stressed.

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 2331 - Printmaking: Collagraphs (1.5)

This versatile print medium takes a collage approach to creating the printing plate. Thin layers of paper, fabric, tape, gesso, carborundum, etc. are adhered and sealed to heavy mat board or Masonite, and printed intaglio or relief. This course introduces carborundum prints and polyester silk prints, as well as a more painterly approach using gesso, glue and modeling paste. When printing, the emphasis is on color experimentation rather than editioning.

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 2400 - Clayworking: Handbuilding (1.5)

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. Clay studio available for student use.

IFINE 2410 - Clayworking: Intro to Wheel Throwing (1.5)

Critic, Herbert Read, says, "Pottery is at once the simplest and the most difficult of all the arts. plastic art in its most abstract essence." This course introduces students to throwing clay on the potter's wheel. Students learn to center, shape, alter, and carve wheel thrown forms. Projects focus on developing both skill and expressive content in wheel-thrown vessel forms. Various surface treatments, slip/glaze applications, kiln loading, and firing methods are introduced. Clay 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 2500 - Figure Sculpture (1.5)

Working in clay, students examine issues of gesture, design, grouping, axis, negative space, and plane in the human figure. May be repeated for credit.

Prerequisite: IFINE 2430 or permission of instructor..

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 2570 - Landscape/Cityscape Painting (3)

The class will meet in and around the Boston area to paint various outdoor sites.

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 2650 - Woodworking I (1.5)

Students will learn to use hand and power tools safely. There will be a progressive series of assignments based on acquired skills that will explore additive and subtractive sculptural methods and woodworking as a fine arts medium. Different types of joinery and structural integrity will be explored.

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 2800 - Wood and Stone Carving I (1.5)

Students will investigate work of artists who have used the subtractive methods of sculpture in different materials. Using hand tools students will work to complete two finished carvings, one in alabaster and the other in basswood. Finishes and methods of display will be explored.

IFINE 2810 - Wood and Stone Carving II (1.5)

This class is for more advanced carvers. Students will look at different types of stone and wood and their carving properties. Students will choose which is best for the individual projects. There will be critiques and discussion of contemporary sculptors. Finishes and presentation will be emphasized.

IFINE 3060 - Sculpture with Found Objects (1.5)

This course focuses on the creation of assemblage sculpture and site-specific installation using man-made objects and materials found in the natural world. Students explore the psychology and aesthetics of found objects and natural materials in response to place, history, and personal story.

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 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 3416 - Special Topics in Clay (1.5)

In this course, students choose topics of personal interest to explore in depth. Library research, internet research, museum 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 3550 - Alternative Printmaking (1.5)

This course uses Photoshop as one of the main methods for generating imagery. It is used both as a drawing program with stylus tablet, where drawing are generated in the program itself, as well as a manipulative tool for pre-existing images that have been scanned and then transformed. Printmaking techniques explored include Lazertran film, waterless lithography, simple transfers.

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 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.

Corequisite: Taken concurrently with IFINE 4885 (Internship Seminar).

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.

Corequisite: Take concurrently with Fine Art Internship (IFINE 4882).

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.

Prerequisite: Senior status or permission of instructor..

IFINE 4910 - Critical Theory (3)

IFINE 4950 - 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 3950.

IFINE 5100 - Graduate Studio I (3)

This class is designed for graduate students in art-related disciplines (art education, expressive therapies) to have an opportunity for deeper exploration of their own creative work. Each student will write a proposal of the project that he/she intends to investigate during the semester. Class activities will include attendance in the LUCAD Fine Arts lectures series, field trips, group discussion on issues in contemporary art, and critiques. There will also be time for in-class studio work. Students may choose to attend a studio class at LUCAD as part of the fulfillment for the studio work. Students will share with each other the particulars of their artistic process.

IFINE 5110 - Graduate Studio II (3)

This class is designed for graduate students in art-related disciplines (art education, expressive therapies) to have an opportunity for deeper exploration of their own creative work. Each student will write a proposal of the project that he/she intends to investigate during the semester. Class activities will include attendance in the LUCAD Fine Arts lectures series, field trips, group discussion on issues in contemporary art, and critiques. There will also be time for in-class studio work. Students may choose to attend a studio class at LUCAD as part of the fulfillment for the studio work. Students will share with each other the particulars of their artistic process.

IFNDN - FOUNDATION

IFNDN 1110 - New Media Design: Digital Collage (1.5)

Have you ever wanted to draw on top of one of your paintings or photographs? Have you ever wanted to use a portion of an old painting to create a larger piece? Have you ever wanted to start an artwork digitally and finish it by hand, or vice-versa? In this course students will discover the dynamically new ways that ideas can be generated with digital imaging and learn how to create work digitally using organic media. The class will cover the fundamentals of the digital workflow: scanning, color management, realization of artist's vision with Photoshop. The instructor will guide each student to achieve mastery of basic digital imaging techniques, emphasizing craft and construction. The instructor will also present slide shows of past and current new media artists in order to address how new media today can work in tandem with the organic processes of the past. There will also be weekly demonstrations and critiques. At the end of the course, each student will produce a series of original works that bridge their understanding of digital and handmade media.

IFNDN 1120 - Digital Narratives: A Basic Digital (1.5)

Students will create a poetic photographic essay, while focusing on the technical, aesthetic, and content demands of digital image making. The basics of Photoshop and i-Movie are taught in this course. Final pieces will be edited in i-Movie, digital editing software and exhibited as moving images.

IFNDN 1581 - Foundation Digital Elective: Digital Notebook (1.5)

This course involves experimentation with Corel Painter (a software application that replicates natural media), a Wacom graphics tablet, and non-digital mediums. It will include instruction in Painter and the Wacom graphics tablet, and in scanning and digital printing. You'll learn to draw, paint, and collage directly with the tablet as well as on downloaded materials and scanned images of your own. The end product will be a personal sketch/notebook.

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 1645 - Drawing Elective: On-Site/Perspective (3)

The opportunity to draw away from the confines of the school is both a valuable and an expansive experience. Exploration of the city, through its parks, libraries, theaters, etc., leads to discovery of how diverse the drawing experience can be. Students learn the skills necessary to work from observation, such as the use of perspective to more convincingly depict space and the ability to capture information quickly, in order to effectively communicate their responses. Students' personal viewpoints, interpretations, and formats for communication are emphasized.

IFNDN 1650 - Foundation 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 1654 - Drawing Elective: Figures in Environment (3)

Planning scenes with figures in environments, both observed and imagined, takes place in this course while examining the gamut of possibilities which arise. Dealing with single and multiple figures, students explore unusual viewpoints, various media, and personal responses to create a story, setting, and mood. Students are encouraged to approach projects within the frameworks of their own professional fields.

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 1656 - Drawing Elective: 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.

IFNDN 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.

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.

ISTUD 2100 - Drawing with a Blade - Paper Cut Art (1.5)

Drawing with a Blade - Paper Cut Art offers an introduction to history and various regional styles of paper cutting, explains and demonstrates tools and techniques involved, teaches to design with paper shapes in 2-D and 3-D and explores applications of paper cut art for illustration, decoration, stenciling, light projection and fine art.

ISTUD 2110 - Stencil Applications (1.5)

This course in stencil cutting and printing offers techniques and various stencil applications. The course offers students a simple technique and its use for self-publishing, t-shirt printing, decoration, etc. The idea of multiplication, repetition and reiteration of powerful image will be emphasized.

ISTUD 2200 - Perspective Real and Imagined (1.5)

An examination of observed and imagined perspective. Perspective will be explored as a means of creating space and drama. Besides making connections between working from observation and imagination - demystifying the mechanics of perspective - the course will consider many methods of depicting space. The emphasis will be the artists' personal viewpoints and interpretations: developing a playful interaction between sight and intuition.

ISTUD 2300 - Color: Multi Media (1.5)

Students from any major work both traditionally and digitally to explore how the properties of color, hue, value, intensity and temperature impact the dynamics of subject matter and content. After a series of exploratory exercises students will develop a project in consultation with faculty, which will serve as a platform for this exploration. Through the iterative process students will compare and contrast outcomes while assessing the effectiveness their choices have on content. Students will develop a portfolio that includes sketches, references, color studies and final conclusions.

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 Photography: 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 cam-era, 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.

Prerequisite: You must take IPHOT 1200 and IPHOT 1210 before registering for this course.

IPHOT 2100 - 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, Argotype, 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 2115 - Photography Lab IV (3)**IPHOT 2120 - 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 2150 - Large Format (3)

This course is a thorough investigation of the view camera, with emphasis on solving particular technical problems. Students create their own technical resource notebooks as they experiment with the many artistic and technical options available to the photographer.

IPHOT 2215 - Taking In: The 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 2220 - 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 2320 - Intro to Documentary (3)

This core course examines the practices and philosophies of photojournalism and documentary photography. Areas of study include: freelance magazine and newspaper work, creation and execution of a documentary essay, editing, business practices, and portfolio preparation and presentation. 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 photojournalist/documentary photographer.

IPHOT 2321 - Documenting Village Life (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 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 2340 - Beauty and Fact: 19th Century (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 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 2460 - 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 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.

IPHOT 2625 - 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 2660 - Fashion: World is Your Studio (3)

This class explores how the line between fine art photography and commercial fashion is slowly disappearing. Students are encouraged to find their own personal style through examining contemporary fashion photography and its impact on culture. History of the genre and its influences from other media are explored. Class time is divided between lectures, critique, visiting artists, field trips and location shooting.

IPHOT 2670 - Intro to Commercial Photography (3)

This core course introduces students to the materials, techniques, and practices of professional, commercial, and advertising photography. Focus is on the fundamentals of the studio and the conceptual aspects of professional, commercial, and studio work.

IPHOT 3025 - Commercial Studio (3)

This core course introduces students to the materials, techniques, and practices of professional, commercial, and advertising photography. Focus is on the fundamentals of the studio and the conceptual aspects of professional, commercial, and studio work. The final outcome of this course is a professional level commercial portfolio.

IPHOT 3110 - Visual Books (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 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 3120 - 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 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 3201 - 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 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 3365 - 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 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 3390 - 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 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 3480 - 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 3510 - 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 3560 - 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 3565 - 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 3580 - 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 3581 - Media and 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 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 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 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 3610 - Advanced Printing II: Digital Processes (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 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.

Prerequisite: IPHOT 2670. Open to non-photography majors who have completed IIDPH 1220, equivalent, with permission of instructor..

IPHOT 3700 - 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 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. For more information visit: www.aibartincontext.blogspot.com.

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 4200 - 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 4300 - 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 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.

Corequisite: Taken concurrently with IPHOT 4885 Photography Internship Seminar.

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.

Corequisite: Taken concurrently with IPHOT 4882 Internship/Photography.

IDFLM - DIGITAL FILMMAKING**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)**IDFLM 1230 - Core Seminar: 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 - Core Seminar: Concepts of Cinema II (3)**IDFLM 2210 - On Location (3)****IDFLM 2220 - Editing Intensive (3)****IDFLM 2410 - Sophomore Seminar I: Concepts (3)****IDFLM 2420 - Sophomore Seminar II: Projects (3)****IDFLM 3210 - Production & Management I (3)****IDFLM 3220 - Production & Management II (3)****IDFLM 3430 - Core Seminar: Off the Set (3)****IDFLM 3440 - Core Seminar: On the Set (3)****IDFLM 4210 - Thesis Seminar I (3)****IDFLM 4220 - Thesis Seminar II (3)****IDFLM 4882 - Digital Filmmaking Internship (2)**

Corequisite: Taken concurrently with IDFLM 4885 Digital Filmmaking Internship Seminar.

IDFLM 4885 - Digital Filmmaking Internship Seminar (1)

Corequisite: Taken concurrently with IDFLM 4882 Digital Filmmaking Internship.

INTDS - INTERDISCIPLINARY STUDIES**INTDS 2000 - Sophomore Honors Seminar (1.5)**

Honors Seminar is project-based course which will focus upon a critique and critical dialogue experience. It will utilize 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 produced.

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 3500 - Interdisciplinary Synthesis (3)**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 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, helping to prepare them for entry into the job market. Interns will put their technical and creative knowledge to work and have the chance to make professional connections within the visual arts 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.

Corequisite: Taken concurrently with INTDS 4885 Interdisciplinary Studies Seminar .

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.

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ACADEMIC CALENDAR 2015-2016

Fall 2015

September	6	Residence halls open for new students: College of Art and Design and College of Liberal Arts and Sciences
	7	Labor Day holiday: no classes; administrative offices closed
		Residence halls open at 10:00 am for returning students: College of Liberal Arts and Sciences and College of Art and Design
	9	Fall 2015 classes begin: ALL SCHOOLS
		Registration continues: payment required; late fees apply
	22	Deadline to add/drop courses for Fall 2015
		Deadline to register for IGS, Studio/Course Assistantship, and Independent Study courses for Fall 2015
October	1	Deadline to file declaration of intent to graduate for November 2015 degree conferral
	12	Fall Weekend holiday (Monday): no classes; administrative offices closed
	27	WebReg for January mini-semester and Spring 2016 begins: Graduate and Adult Learners
November	3	WebReg for January mini-semester and Spring 2016 for seniors begins
	4	WebReg for January mini-semester and Spring 2016 for juniors begins
	5	WebReg for January mini-semester and Spring 2016 for sophomores begins
	6	WebReg for January mini-semester and Spring 2016 for freshmen begins
	11	Veterans Day holiday: no classes; administrative offices closed
	17	Last Day to drop with a 'W' grade for standard, on-campus classes
	25	November 2015 degree conferral
	25-29	Thanksgiving recess: no classes, administrative offices close at noon
	25	Residence halls close (10 am)
	29	Residence halls reopen (noon)
December	14	Classes end: College of Liberal Arts and Sciences and College of Art and Design Art History
	15	Reading Day: College of Liberal Arts and Sciences and College of Art and Design Art History

	16-22	Final examination period: College of Liberal Arts and Sciences and College of Art and Design Art History courses
	22	Fall 2015 semester ends; last day of scheduled studio courses: College of Art and Design
	23	Residence halls close (noon)
	Dec 24 - Jan 1	Winter break: no classes; administrative offices closed
January	6	Deadline to submit Fall 2015 grades (including INC grade changes from spring and summer 2015)

January Mini-Semester and Spring 2016

January	2	January mini-semester 2016 classes begin Registration continues: payment required; late fees apply
	4	Deadline to file declaration of intent to graduate for February 2016 degree conferral
	18	Martin Luther King Jr. holiday: no classes; administrative offices closed
	21	Residence halls open for new students: College of Liberal Arts and Sciences and College of Art and Design
	22	Weekday mini-semester classes end
	24	Weekend mini-semester classes end Residence halls open at noon for returning students: College of Liberal Arts and Sciences and College of Art and Design
	25	Spring 2016 classes begin: ALL SCHOOLS Registration continues: payment required; late fees apply
February	5	Deadline to add/drop courses for spring 2016 Deadline to register for spring 2016 IGS, Studio Assistantship, and Independent Study courses
	8	Deadline to submit January mini-semester 2016 grades
	15	Presidents Day: no classes; administrative offices closed
	25	February 2016 degree conferral
March	11	Designated residence halls close at 6 pm
	14-20	Spring student vacation
	20	Residence halls that were closed reopen at 10:00 am
	22	WebReg for Summer 2016: all eligible students

	TBA	A Community of Scholars: A Celebration of Research and Inquiry at Lesley University; no standard on-campus classes; administrative offices open
	29	WebReg for Fall 2016 begins: Graduate and Adult Learner students
April	1	Deadline for filing declaration of intent to graduate for May 2016 Commencement
	5	WebReg for Fall 2016: College of Art and Design and College of Liberal Arts and Sciences rising seniors
	6	WebReg for Fall 2016: College of Art and Design and College of Liberal Arts and Sciences rising juniors
	7	WebReg for Fall 2016: College of Art and Design and College of Liberal Arts and Sciences rising sophomores
	8	Last Day to drop with a 'W' grade for standard on-campus courses
May	6	Classes end: College of Liberal Arts and Sciences and College of Art and Design
	7-8	Reading Days: College of Liberal Arts and Sciences
	9-11	Senior juries and critiques: College of Art and Design
	9-13	Final examination period: College of Liberal Arts and Sciences courses and College of Art and Design Art History
	13	Spring 2016 semester ends: (except College of Art and Design)
	16	Deadline to submit Spring 2016 grades for May 2016 graduation candidates (including INC grade changes from Fall 2015) (5PM)
	16-20	Critique Week: College of Art and Design (all students except graduating seniors)
	20	Spring 2016 semester ends: College of Art and Design College of Art and Design residence halls close except for graduating seniors
	21	Commencement
	22	Residence halls close at noon for graduating students
	28	Deadline to submit Spring 2016 grades for non-graduating students (including INC grade changes from Fall 2015)
	30	Memorial Day holiday: no classes; administrative offices closed

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 1210; those who have not yet taken a 3D course will have the option of taking IFNDN 1670, IFINE 2400 & 2410, or IFINE 2445.	2010, 2011, 2012, 2013, 2014	English	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.	
				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
Biology	Biology majors who have not yet taken CNSCI 3450 will be required to take CNSCI 4550.	2010, 2011, 2012, 2013, 2014	Environmental Studies	English majors who have not yet taken CHUMS 1100 (or an equivalent course) will take CHUMS 2200 instead.	2010, 2011, 2012, 2013, 2014
				Environmental Studies majors who have not yet taken CNSCI 3450 will be required to take CNSCI 4550.	2010, 2011, 2012, 2013, 2014
Business Management	Business management Majors who have not yet taken CMGMT 3306 (no longer offered) may choose an additional CMGMT elective instead.	2010, 2011, 2012, 2013, 2014	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
	CMGMT 2701 is no longer offered and can be removed from all programs of study that still list the course.	2010, 2011, 2012, 2013	History	History majors who have not yet taken CHUMS 1100 (or an equivalent course) will take CHUMS 2200 instead.	2010, 2011, 2012, 2013, 2014
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	Mathematics	Mathematics majors who have not yet taken CNSCI 3450 or CMATH 4100 may take CNSCI 4550 or CMATH 4540	2010, 2011, 2012, 2013, 2014
	Creative Writing majors who have not yet taken CHUMS 1100 (or an equivalent course) will take CHUMS 2200 instead.	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
Earth & Environmental Science	Earth & Environmental Science majors who have not yet taken CNSCI 3450 will be required to take CNSCI 4540.	2010, 2011, 2012, 2013, 2014			
Education	All Elementary Education majors who will not have senior status in 2015-2016 will be required to take an	2012, 2013, 2014			

CLAS Minors				
Minor Program of Study	Description of Update	Catalogs Affected		
			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
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; those who have not yet taken a 3D course will have the option of taking IFNDN 1670, IFINE 2400 & 2410, or IFINE 2445.	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 IILLU 4880 will now be required to take IILLU 4885 and IILLU 4882 (concurrently) 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		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
Visual Arts	Program Obsolete. Current students who are completing the minor may choose studio art courses from the list of equivalent courses.			
			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
LUCAD				
Major Program of Study	Description of Update	Catalogs Affected		
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		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
	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
				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		additional 3-credit liberal arts course.	
			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
Design & Illustration	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		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	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
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
	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
				IPHOT 2670 is no longer offered and has been replaced by IPHOT 3025	2010, 2011, 2012, 2013, 2014
Illustration	Students who have not yet taken IILLU 4880 will now be required to take IILLU 4885 and IILLU 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014		IFNDN 1615 is no longer offered and has been replaced by IFNDN 1620	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 2150 and IPHOT 3600 are no longer offered. IPHOT 2005 and IPHOT 2015 may be taken instead	2010, 2011, 2012, 2013, 2014
	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an	2013			

Photography & Design	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
	IPHOT 2320 is no longer offered and has been replaced by IPHOT 3115	2010, 2011, 2012, 2013, 2014
	IPHOT 2670 is no longer offered and has been replaced by IPHOT 3025	2010, 2011, 2012, 2013, 2014
	IFNDN 1615 is no longer offered and has been replaced by IFNDN 1620 2010, 2011, 2012, 2013, 2014	
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
	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

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