2016-2017 GRADUATE ACADEMIC CATALOG

This catalog is in effect: September 1, 2016–August 31, 2017

PRESIDENT'S WELCOME

Dear Lesley University Graduate Students,

Welcome to the 2016-2017 academic year. Graduate study is a major commitment of time, energy, and effort. Our award-winning faculty and talented staff take that commitment and your expertise seriously and strive to create and deliver programs that are engaging and high impact. Our goal is to enable you to pursue learning and refine your practice so that you can continue to make a difference in your communities and beyond.

Our objective is for you to find meaningful connections between your graduate program at Lesley and your broader community of practice. The integration of theory and practice is critical to the learning that takes place both as an individual and shared experience. The meaningful relationships you develop with your faculty and peers should deepen and enhance your learning. The variety of events, speakers, and exhibits that take place during the academic year should add another element to your learning environment and in so doing should stimulate your thinking, lead to new questions, and foster even deeper dialogue.

We intentionally offer our programs through a variety of delivery models so that we can extend access to a diverse range of learners in greater Boston, the Northeast, and beyond. These delivery models include face-to-face on campus courses, low residency programs, online programs, and hybrid programs that combine online and face-to-face.

Regardless of the delivery model, our mission is to prepare socially responsible graduates with the knowledge, skills, understanding, and ethical judgment to shape a more just, humane, and sustainable world. We do this by engaging you in transformative education that leads to meaningful careers and lifelong learning.

I wish you all the best in your studies. We look forward to helping you take advantage of all we have to offer!

Sincerely,

Jeff A. Weiss

LESLEY UNIVERSITY MISSION STATEMENT

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

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

Core Values:

Inquiry
We are 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 interact effectively with diverse populations and strive for social justice and equity.

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

AN INTRODUCTION TO LESLEY

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

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

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

GRADUATE SCHOOL OF ARTS AND SOCIAL SCIENCES

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

GRADUATE SCHOOL OF EDUCATION

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

COLLEGE OF ART AND DESIGN

The College of Art and Design at Lesley University is a professional visual arts college (founded in 1912) dedicated to providing students with fundamental skills and an outstanding education. College of Art and Design students prepare for careers in Design, Illustration, Animation, Fine Arts, and Photography, and combined majors through studio-intensive visual arts programs taught by highly regarded professionals in each of these fields. The College of Art and Design offers Bachelor of Fine Arts and Master of Fine Arts programs. For more information refer to the Lesley University Undergraduate Catalog.

COLLEGE OF LIBERAL ARTS AND SCIENCES

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

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). Lesley University's Massachusetts' educator license programs are recognized in other states through the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement 2015-2020.

The Educator/Counselor Preparation and Professional Development Program at Lesley University is accredited under the Teacher Education Accreditation Council (TEAC) Quality Principles through the CAEP Accreditation System, for a period of seven years, from 2014 to 2021. The Educator/Counselor Preparation and Professional Development Program at Lesley University will seek accreditation under the Council for the Accreditation of Educator Preparation (CAEP) Standards in Fall of 2021. Formed in 2013, CAEP is the single specialized accreditor for educator preparation, and administers TEAC accreditation.

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).

CAMPUS RESOURCES

SCHOOL/OFFICE	PHONE	EMAIL	URL
Athletics	617.349.8536	jbenway@lesley.edu	http://www.lesley.edu/athletics/
Bon Appetit	617.349.8380	efogarty@lesley.edu	http://www.lesley.edu/campus-services/dining/
Campus Bookstore	617.349.8875	bookstore@lesley.edu	http://www.lesley.bncollege.com/
Cancellation of Classes	617.349.8888	publicsafety@lesley.edu	http://www.lesley.edu/public-safety/emergency-plan/alerts/
Career Resource Center	617.349.8550	crcjobs@lesley.edu	http://www.lesley.edu/career-resource-center/
Center for Academic Achievement	617.349.8459	caa@lesley.edu	http://www.lesley.edu/academic-achievement/
Community Service Office	617.349.8567	communityservice@lesley.edu	http://www.lesley.edu/community-service/
Counseling Center	617.349.8545	counseling@lesley.edu	http://www.lesley.edu/student-counseling/
Disability Services	[Voice] 617.349.8194 [TTY] 617.349.8544	access@lesley.edu	http://www.lesley.edu/disability-services/
Educator Certification and Licensure Office	617.349.8427	certificationoffice@lesley.edu	http://www.lesley.edu/education/certification/
Emergency Assistance	911 or 617.349.8888	publicsafety@lesley.edu	http://www.lesley.edu/public-safety/
Equal Opportunity Office	617.349.8507	equalopportunity@lesley.edu	http://www.lesley.edu/diversity/office-equal-opportunity-and-inclusion/
Financial Aid Office	617.349.8760	sfs@lesley.edu	http://www.lesley.edu/financial-aid/
Fitness Center	617.349.8536	jbenway@lesley.edu	http://www.lesley.edu/athletics/fitness-center/

Graduate and Adult Bachelor's Admissions	617.349.8300	luadmissions@lesley.edu	http://www.lesley.edu/admissions/
Graduate School of Arts and Social Sciences	617.349.8467		http://www.lesley.edu/graduate-school-of-arts-and-social-sciences/
Graduate School of Education	617.349.8393		http://www.lesley.edu/graduate-school-of-education/
Immunizations	617.349.8543	ImmunizationsGradStu@lesley.edu	http://www.lesley.edu/health-services/immunization/
International Student Services	617.349.8608	iss@lesley.edu	http://www.lesley.edu/international-students/
Lesley Card Office*(including ID's and Door Access Issues)*	617.349.8825	lesleycardoffice@lesley.edu	http://www.lesley.edu/campus-services/id-card/
Lesley CashLynx Account Information	1.888.841.3340	mycard@lesleycard.com	http://www.lesleycard.com
Lesley Center for the Adult Learner	617.349.8482	lcal@lesley.edu	http://www.lesley.edu/lcal/
Lesley University College of Art and Design (LUCAD)	617.349.8300		http://www.lesley.edu/college-art-and-design/
Office of the University Registrar	617.349.8740	registrar@lesley.edu	http://www.lesley.edu/registrar/
Public Safety	617.349.8888	publicsafety@lesley.edu	http://www.lesley.edu/public-safety/
Sherrill Library	617.349.8872	library@lesley.edu	http://www.lesley.edu/library/
Student Accounts Office	617.349.8760	studentaccounts@lesley.edu	http://www.lesley.edu/student-accounts/
Student Life and Academic Development, Dean's Office	617.349.8530	dsa@lesley.edu	http://www.lesley.edu/student-life/
Title IX/Sexual Violence (also refer to Equal Opportunity Office)	617.349.8539	nmays@lesley.edu	http://www.lesley.edu/diversity/office-equal-opportunity-and-inclusion/

GRADUATE SCHOOL OF ARTS AND SOCIAL SCIENCES

Welcome to the Graduate School of Arts and Social Sciences (GSASS) at Lesley University!

Within GSASS you will find three vibrant academic units that include: the Division of Counseling and Psychology, the Division of Expressive Therapies and the Division of Interdisciplinary Inquiry. A hallmark of each division is an intentional commitment to the preparation of effective practitioners and innovative leaders who possess the knowledge, skills and commitment to enact meaningful change in their professions and in the larger society. Increasingly GSASS embraces mindfulness in our approach to teaching, applied scholarship, and our curriculum.

GSASS faculty uphold the conviction that teaching, learning and clinical training exist in, and must respond to, the changing social, political and economic environment in which students and graduates live and work. All of our programs are crafted to promote an atmosphere that supports creativity and intellectual development, to stimulate scholarly and research collaboration among students and faculty, and to create and sustain working partnerships with professional and community organizations. Moreover, the School honors the life and professional experiences of students by encouraging them to take agency of their learning and incorporate their unique perspectives and backgrounds into their courses of study.

Within the Division of Counseling and Psychology students can pursue graduate studies that equip them to become a therapist with expertise in a broad range of specializations such as trauma studies, school adjustment counselors, children's or adult mental health. Our Division of Expressive Therapies provides students with the wide ranging options of becoming therapists with credentials in any one of five artistic modalities--Art Therapy, Music Therapy, Dance Therapy, Drama Therapy or Expressive Arts Therapy. Within Expressive Therapies we also offer the doctoral degree to students seeking to deepen their scholarship and leadership capacities. Our Interdisciplinary Inquiry Division opens the door to students who want to pursue an MFA in Creative Writing with a strong interdisciplinary foundation, or the International Higher Education and Intercultural Relations degree, which prepares graduates for a diverse array of careers with a global emphasis. Our Global Interdisciplinary Studies program partners with organizations across the globe to deliver specialized educational offerings to international learning cohorts. Via this model, we help to equip scholars and professionals around the world with the necessary tools to address the unique needs of their own communities. We are also the first school in North America to offer a graduate program in Mindfulness Studies.

GSASS embraces diversity both domestically and internationally. Our global affiliations include our landmark interdisciplinary program in Guyana, internship opportunities in countries such as Guatemala, Rwanda, New Zealand, South Africa, Israel, Morocco, Nepal, Vietnam, Denmark, Germany, Spain, a number of faculty with ongoing international scholarly projects abroad as well as projects with diverse populations at home, and many international students on campus.

I encourage you to become fully engaged with the variety of rich resources of the Graduate School of Arts and Social Sciences and its expert faculty, committed staff, and remarkable network of professional and community organizations. As you do, I trust that your experience at Lesley University will be truly transformative.

Catherine Koverola, Ph.D.

Dean, Graduate School of Arts and Social Sciences

DIVISION OF COUNSELING AND PSYCHOLOGY

Founded in 1975, Lesley's graduate programs in Counseling and Psychology have advanced a philosophy of education with three driving forces: a broad foundation of psychology-based, rigorous theoretical study that integrates developmental, holistic, and trauma informed multicultural perspectives; a strong emphasis on field experience in a variety of professional settings; and a commitment to socially responsible, reflective practice.

The Division of Counseling and Psychology offers school guidance counseling and school adjustment counseling Master's degree programs approved by the Massachusetts Department of Elementary and Secondary Education (leading to Initial licensure). The Division of Counseling and Psychology is approved by the Council for Applied Masters Programs in Psychology (CAMPP) and the Masters in Psychology Accreditation Council (MPAC). Its graduate degree programs lead to licensure in mental health counseling and/or school counseling in Massachusetts.

The programs prepare clinicians in the field of counseling and psychology at the Master's degree and post-Master's levels. In addition, certificate programs are offered at the post-baccalaureate and post-Master's levels. Some graduates choose to obtain post-Master's credentials in an area of professional interest such as trauma, holistic studies, and play therapy. Students work closely with a faculty of scholar-practitioners who have achieved leadership roles in their professions.

Through coursework and supervised field-based experiences, students are trained to work with a variety of populations in school and agency settings. Students may specialize in areas in which Lesley has built a distinguished reputation: Holistic Studies, School Counseling, Professional Counseling, Clinical Mental Health Counseling, and Trauma Studies.

Learning is seen as an ongoing process that incorporates cognitive, affective, and social dimensions. Students develop knowledge in the fields of counseling and psychology, acquiring skills for clinical inquiry and intervention, with an understanding of both the relational aspects of psychological change and the sociocultural contexts of individual functioning and professional practice. Coursework and programs foster self-awareness and an understanding of ethical and professional guidelines for practice.

The Counseling and Psychology programs lead to two types of credentials: licensure as mental health counselors and Initial licensure as school guidance and school adjustment counselors. Licensure for Master's degree-level practitioners has helped to define the professional identity of counselors by ensuring appropriate academic and clinical competencies and allowing for independent practice. Currently, 49 states credential mental health professionals with Master's degrees.

Licensed Mental Health Counselors (LMHCs) are authorized by the Commonwealth of Massachusetts to receive third-party (insurance) reimbursement from commercial insurers. Further, Health Maintenance Organizations (HMOs) must now consider LMHCs when their panels are opened. In Massachusetts, after July 1, 1998, sixty (60) credits of graduate study are required to meet the educational eligibility requirements for licensure as a mental health counselor. If

you plan to practice in a state other than Massachusetts, please contact the state licensing board for practice requirements.

MASTER OF ARTS (M.A.) DEGREE PROGRAMS

M.A. in Counseling Psychology 48 credits

This program is designed for individuals who wish to practice counseling interventions and consultation skills with children and adults in community settings. The program allows students to become generalists in the field.
This program is appropriate for students entering graduate study with the intention to continue on to doctoral studies in psychology. To be eligible for licensure in mental health counseling in Massachusetts, graduates of this program must complete an additional 12 credits of graduate coursework in counseling.

- This program can be completed in two academic years of full-time study.
- A minimum of 700 hours of field experience are required.

PROGRAM OF STUDY

Required Core Courses

GCOUN 6007	Psychopathology*	3
	or	
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
	or	
GCOUN 6300	Theories of Holistic Counseling and Psychotherapy I	3
	and	
GCOUN 6301	Theories of Holistic Counseling and Psychotherapy II*	3
GCOUN 6205	Assessments for Counseling and Psychology: Adults	3
	or	
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

GPSYC 6301: satisfies 3 credits of elective

Field Experience Courses

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3

Electives (6 credits)

M.A. in Counseling Psychology, School Counseling Specialization 48 credits

The M.A. in Counseling Psychology, School Counseling Specialization program provides the required graduate training for individuals who wish to work as guidance counselors in primary and secondary school settings. Graduates are eligible for Initial licensure in school guidance counseling from the Massachusetts Department of Elementary and Secondary Education at grade levels PreK-8 or 5-12.

- This program can be completed in two academic years of full-time study.
- 700 hours of field experience are required.
- Students must pass the Communication and Literacy section of the Massachusetts Tests for Educator Licensure (MTEL) prior to field training.

PROGRAM OF STUDY

Required Core Courses

GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

Required Specialization Courses

GCOUN 6260	Issues in School Counseling for School Guidance Counselors	3
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6252	Counseling the Young Child and Play Therapy	3
	or	
GCOUN 6254	Counseling Adolescents	3

Field Experience Courses

GCOUN 7712	Clinical Practice and Supervision I: School Setting**	3
GCOUN 7713	Clinical Practice and Supervision II: School Setting**	3

For current information on state testing requirements for Initial licensure programs and for Massachusetts Tests for Educator Licensure (MTEL) test administration dates in Massachusetts, see Lesley's Certification Office website at www.lesley.edu/soe/certification/mtelfaq.html or the Massachusetts Department of Elementary and Secondary Education's website at www.doe.mass.edu/mtel/faq/. Students should also review Lesley University's MTEL policy, which can be found at the end of the School of Education program listings in this catalog.

M.A. in Clinical Mental Health Counseling, Professional Counseling Specialization 60 credits

This program is designed for individuals who wish to practice professional counseling in the community. This program meets the educational requirements for licensure as a mental health counselor in Massachusetts and many other states.

- This program is offered in Cambridge and at off-campus sites in Massachusetts.
- This program can be completed in three academic years of full-time study on campus or approximately four years of part-time study on campus and at Massachusetts off-campus sites.
- 700 hours of field experience are required.

PROGRAM OF STUDY

Required Core Courses

GCOUN 6007	Psychopathology*	3
	or	
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
	or	
GCOUN 6300	Theories of Holistic Counseling and Psychotherapy I	3
	and	
GCOUN 6301	Theories of Holistic Counseling and Psychotherapy II*	3
GCOUN 6205	Assessments for Counseling and Psychology: Adults	3
	or	
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

GPSYC 6301: satisfies 3 credits of elective

Field Experience Courses

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3

Electives* (18 credits)**

Students select electives in consultation with their faculty advisor

*** For students enrolled at off-campus learning sites in Massachusetts, the elective sequence will expose them to interventions with children, adolescents, and families; time-effective approaches to psychotherapy; and treatment of substance abuse.

M.A. in Clinical Mental Health Counseling 60 credits

The Clinical Mental Health Counseling program is intended for individuals who wish to have the most comprehensive training available at the Master's level to prepare for mental health counseling practice.

The program is appropriate for students with limited prior clinical experience and/or for those students for whom a Master's degree is likely to be the final educational experience. Graduates will meet the educational requirements for Master's-level counseling licensure in most states.

- This program can be completed in three academic years of full-time study.
- 1,300 hours of field experience are required.

PROGRAM OF STUDY

Required Core Courses

GCOUN 6007	Psychopathology*	3
	or	
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3

GCOUN 6202	Theories of Counseling and Psychotherapy*	3
	or	
GCOUN 6300	Theories of Holistic Counseling and Psychotherapy I	3
	and	
GCOUN 6301	Theories of Holistic Counseling and Psychotherapy II*	3
GCOUN 6205	Assessments for Counseling and Psychology: Adults	3
	or	
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

GPSYC 6301: satisfies 3 credits of elective

Field Experience Courses

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 7714	Clinical Practice and Supervision III: Clinical Setting**	3
GCOUN 7715	Clinical Practice and Supervision IV: Clinical Setting**	3

Electives (12 credits)

Students select electives in consultation with their faculty advisor.

M.A. in Clinical Mental Health Counseling, Holistic Studies Specialization 60 credits

This specialization is designed for students who view psychology from a holistic perspective and who wish to apply holistic principles to careers in counseling. Students are taught traditional psychological theory and intervention skills while integrating this knowledge with holistic theory, holistic intervention strategies, and personal explorations of the integration of mind, body, and spirit. Students are exposed to current developments in health psychology, transpersonal psychology, and spiritual traditions and practices. Graduates will meet the educational requirements for Master's-level counseling licensure in most states.

- This program can be completed in three academic years of full-time study.
- 1,300 hours of field experience are required.

PROGRAM OF STUDY

Required Core Courses

GCOUN 6007	Psychopathology*	3
	or	
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6205	Assessments for Counseling and Psychology: Adults	3
	or	
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

Required Specialization Courses

GCOUN 6044	Spirituality: Resource for Psychological and Social Well-Being	3
	or	
GCOUN 6305	Counseling and Spirituality	3
GCOUN 6300	Theories of Holistic Counseling and Psychotherapy I	3
GCOUN 6301	Theories of Holistic Counseling and Psychotherapy II*	3
GCOUN 6303	Psychology of Illness and Wellness	3

Field Experience Courses

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 7714	Clinical Practice and Supervision III: Clinical Setting**	3
GCOUN 7715	Clinical Practice and Supervision IV: Clinical Setting**	3

Electives (3 credits)

M.A. in Clinical Mental Health Counseling, Trauma Studies Specialization 60 credits

This specialization is designed to help students develop expertise in psychosocial trauma work. The curriculum includes an overview of trauma theory and practice, as well as focus on specific client populations and topics. The program meets the educational requirements for Master's-level counseling licensure in Massachusetts and most states.

- This program can be completed in three academic years of full-time study.
- 1,300 hours of field experience are required.

PROGRAM OF STUDY

Required Core Courses

GCOUN 6007	Psychopathology*	3
	or	
GCOUN 6102	Child and Adolescent Psychopathology*	3

GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
	or	
GCOUN 6300	Theories of Holistic Counseling and Psychotherapy I	3
	and	
GCOUN 6301	Theories of Holistic Counseling and Psychotherapy II*	3
GCOUN 6205	Assessments for Counseling and Psychology: Adults	3
	or	
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

GPSYC 6301: satisfies 3 credits of elective

Required Specialization Courses

GCOUN 6035	Psychological Trauma and Post-Trauma Therapy	3
GCOUN 7200	Disaster Mental Heath and Community Crisis Intervention	3
GCOUN 7201	Trauma in the Lives of Children and Adolescents and Play Therapy	3

Field Experience Courses

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 7714	Clinical Practice and Supervision III: Clinical Setting**	3
GCOUN 7715	Clinical Practice and Supervision IV: Clinical Setting**	3

Electives (3 credits)

Students select electives in consultation with their faculty advisor.

M.A. in Clinical Mental Health Counseling, School and Community Specialization 60 credits

This specialization is designed for students who wish to work in both school and community settings. Candidates are required to engage in training at both community and school placement sites. There are two program options in this specialization:

The **School Adjustment Counseling** option is designed for students who wish to provide counseling to address the mental health treatment needs of children and adolescents within a school setting. It meets the educational requirements of Master's-level counseling licensure and the requirements for Initial licensure in school adjustment counseling in Massachusetts.

The **School Guidance Counseling** option is designed for students who wish to provide counseling to address the normal developmental needs (academic and psychological) of children and adolescents within a school setting. It meets the educational requirements of Master's-level counseling licensure and the requirements for Initial licensure in school guidance counseling (levels PreK-8 or 5-12) in Massachusetts.

- Either program can be completed in three academic years of full-time study.
- 1,300 hours of field experience are required.
- Students must pass the Communication and Literacy section of the Massachusetts Tests for Educator Licensure (MTEL) prior to field training.

SCHOOL ADJUSTMENT COUNSELING OPTION:

Required Core Courses

GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

Required Specialization Courses

GCOUN 5007	Introduction to Family Therapy	3
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6031	Counseling Young Children and Adolescents	3
GCOUN 6259	Issues in School Counseling for the School Adjustment Counselor	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6258	Consultation Skills for Counselors and Mental Health Professionals	3

Field Experience Courses

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3

GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 7718	Clinical Practice and Supervision III: School Setting**	3
GCOUN 7719	Clinical Practice and Supervision IV: School Setting**	3

SCHOOL GUIDANCE COUNSELING OPTION:

Required Core Courses

GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

Required Specialization Courses

GCOUN 5007	Introduction to Family Therapy	3
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6252	Counseling the Young Child and Play Therapy	3
	or	
GCOUN 6254	Counseling Adolescents	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6260	Issues in School Counseling for School Guidance Counselors	3
GCOUN 6261	Psychoeducational Approaches to Counseling and Prevention	3

Field Experience Courses

GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 7718	Clinical Practice and Supervision III: School Setting**	3
GCOUN 7719	Clinical Practice and Supervision IV: School Setting**	3

POST-MASTER'S PROGRAMS

Post-Master's Program for Initial Licensure in School Counseling

Individuals who wish to receive Initial licensure as school guidance counselors or school adjustment counselors, and who already hold a Master's degree in counseling or a related field, may choose to apply to the Post-Master's Program for Initial Licensure in School Counseling. This program is designed to provide the theoretical coursework and field training experience necessary to apply for state guidance counselor or adjustment counselor licensure. The total number of credits varies as a function of the individual's prior graduate coursework and experience. Applicants wishing to apply to this program should indicate their intention as a part of their admission application. On-campus enrollment is required.

Students must pass the Communication and Literacy test of the Massachusetts Tests for Educator Licensure (MTEL) prior to field training. Information about MTEL testing can be found at the Lesley University Certification Office website, www.lesley.edu/certification, or at the Massachusetts Department of Elementary and Secondary Education website, www.doe.mass.edu.

PROGRAM OF STUDY

Initial Licensure in School Guidance Counseling:

GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 6252	Counseling the Young Child and Play Therapy	3
	or	
GCOUN 6254	Counseling Adolescents	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6260	Issues in School Counseling for School Guidance Counselors	3
GCOUN 7100	Biological Bases of Behavior	3
GCOUN 7712	Clinical Practice and Supervision I: School Setting**	3
GCOUN 7713	Clinical Practice and Supervision II: School Setting**	3

Initial Licensure in School Adjustment Counseling:

GCOUN 6015	Group Dynamics for Counselors and Consultants	3

GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6201	Issues and Standards in Professional Counseling*	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 7100	Biological Bases of Behavior	3
GCOUN 5007	Introduction to Family Therapy	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6258	Consultation Skills for Counselors and Mental Health Professionals	3
GCOUN 6259	Issues in School Counseling for the School Adjustment Counselor	3
GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 7718	Clinical Practice and Supervision III: School Setting**	3
GCOUN 7719	Clinical Practice and Supervision IV: School Setting**	3

C.A.G.S. in Counseling Psychology 36 credits

Candidates who already hold a Master's degree in psychology or a related field may pursue a Certificate of Advanced Graduate Study (C.A.G.S.). This certificate option is for experienced professionals who wish to expand their clinical skills, engage in scholarly reflection, and enhance theoretical understanding. It also enables individuals with a Master's degree in counseling that is less than 48 credits to complete the additional coursework required for licensure in Massachusetts. On-campus enrollment is required.

PROGRAM OF STUDY

Required Discipline/Specialization Courses

GCOUN 6200	Orientation to Professional Counseling and Psychology*	2
GCOUN 6027	Clinical Skills and the Counseling Process*	3
GCOUN 6258	Consultation Skills for Counselors and Mental Health Professionals	3
GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 6211	Professional Integrative Seminar	1

Electives (21 credits)

Students select electives in consultation with their faculty advisor.

GRADUATE CERTIFICATES

Curriculum

Students enrolled in the certificate program may be taking courses with students pursuing Master's degree programs within the University. Students in the certificate program are not eligible to take some of the courses that are limited to degree candidates.

Location

Lesley University, Cambridge, Massachusetts. For directions and a campus map, please visit www.lesley.edu

Admissions

Current Lesley University students pursuing Master's degrees in Counseling Psychology or Expressive Therapies need to be accepted into the certificate program. Admissions requirements for all students include an interview by a Division Director, a letter of recommendation from a current clinical employment site, a 1-2 page personal statement describing the relevance of this certificate to your professional goals, and submission of a transcript demonstrating at least a 3.0 graduate GPA and appropriate clinical training. Normally applicants meet the educational requirements for the Mental Health Counselor License or equivalent.

National Play Therapy Association requirements

While the Play Therapy Certificate meets the academic requirements for certification by the National Play Therapy Association, Lesley University does not assume any responsibility for students who wish to apply for national certification. Students will themselves have to contact the association and begin the application process. In addition, the program does not provide participants with clinical opportunities or clinical supervision, which will need to be fulfilled outside of Lesley, typically in the participant's own clinical employment setting.

Summary of Requirements for National Play Therapy Association Certification and Supervisor Certification:

- A clinical mental health graduate degree from a regionally accredited college or university
- Complete three or four courses in Play Therapy
- Complete 3 credits of a class on developing supervision skills (for those who wish to become certified play therapy supervisors*)

The National Association of Play Therapy requires 150 clock hours in graduate play therapy education. The Association credits 1.5 hours for every classroom hour. Post-master's candidates would be eligible to take courses on supervision at Lesley University that would help them with eligibility for becoming certified play therapy supervisors through the National Association of Play Therapy.

The National Association of Play Therapy requires 350-500 hours of play therapy experience with 35-50 hours of supervision. Counseling Psychology and Expressive Therapies students pursuing Master's degrees at Lesley University who are interested in Play Therapy certification can document supervised play therapy hours in their internships. However, Lesley University will not provide the clinical setting or the play therapy supervision for post-masters students. It will be the responsibility of the post-masters student to obtain a clinical site and appropriate supervision.

For more information or to apply, contact:

Lesley University
Office of Admissions for Graduate and Adult Baccalaureate Programs
29 Everett Street

Cambridge, MA 02138
P: 888.LESLEY.U
F: 617.349.8313
E: info@lesley.edu
www.lesley.edu

Graduate Certificate in Counseling and Psychology for Educators, Clergy, Managers, and Health and Human Service Professionals

Program Overview

This post-baccalaureate certificate is designed for professionals who have not been trained as mental health counselors to gain knowledge and skills in establishing helping relationships within the contexts of their areas of professional commitment. The goal of this program is to provide the opportunities for learning that would build on the professional expertise that the individuals already possess.

Standard continuing education programs cannot offer the quality or depth of educational experience available in a graduate certificate program. Lesley University excels in working with mature, adult learners; in combining theory with professional practice; and in developing reflective practitioners. This program also offers an integrated curriculum.

In addition, the educational experience is enhanced by participating in the program with a group of like-minded professionals. Students enrolled in this program will be taking courses with students pursuing Master's degree programs within the division, except for those courses limited to degree candidates. Students who subsequently apply to a Master's degree program in the Division of Counseling and Psychology may transfer credits earned in courses taken in this certificate program into the degree program.

PROGRAM OF STUDY

Required Courses

GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3

Electives* (6 credits)

Students select electives in consultation with their faculty advisor.

* Prerequisite course requirements must be met for eligibility to register for certain courses.

Graduate Certificate for Professional Development in Counseling and Psychology

Program Overview

This program offers the opportunity for post-Master's professional counselors and other post-Master's practitioners-clinical social workers, school psychologists, pastoral counselors-to create an individualized program of study to pursue learning in content areas that would enhance and expand their professional expertise. It will provide the opportunity to retool and learn about how to work with specific client populations associated with contemporary mental health or adjustment problems that are addressed by courses in the curriculum.

In addition, this certificate would enable those holding a 48-credit Master's degree in counseling or a related field to complete the educational requirements in Massachusetts for eligibility for licensure as a mental health counselor.

Candidates must have a Master's degree in counseling or a related field to apply to this program.

PROGRAM OF STUDY

Students admitted into this certificate program, in consultation with their assigned faculty advisor, will develop an individualized program of study, drawing on the curricular offerings of the division. The nature of the course selection will be based on the student's learning goals and professional development needs.

Prerequisite course requirements must be met for eligibility to register for certain courses. Students in the certificate program are not eligible to take some of the courses that are limited to degree candidates.

Program Overview

This program offers the opportunity for post-Master's professional counselors and other post-Master's practitioners-clinical social workers, psychologists, psychiatrists-to develop expertise in psychosocial trauma work. The curriculum includes an overview of trauma theory and practice, as well as focus on specific client populations and topics.

Graduate Certificate in Trauma Studies in Counseling and Psychology

Program Overview

- A 12-credit post-Master's certificate program
- Provides specialization in Trauma Studies
- Advanced clinical training for professionals with related graduate degrees and clinical background who practice in the trauma field

This program offers the opportunity for post-Master's professional counselors and other post-Master's practitioners-clinical social workers, psychologists, psychiatrists-to develop expertise in psychosocial trauma work. The curriculum includes an overview of trauma theory and practice, as well as focus on specific client populations and topics.

PROGRAM OF STUDY

Required Courses

GCOUN 6035	Psychological Trauma and Post-Trauma Therapy	3
GCOUN 7200	Disaster Mental Heath and Community Crisis Intervention	3
GCOUN 7201	Trauma in the Lives of Children and Adolescents and Play Therapy	3
GCOUN 7202	Special Topics in Trauma Studies	3

Graduate Certificate in Play Therapy

Lesley University's Graduate Certificate in Play Therapy provides focused professional training in therapeutic play modalities for practitioners seeking post-graduate training.

Program Overview

The 9 credit Graduate Certificate in Play Therapy is designed for post Masters professionals in human services, psychology, special education, expressive therapies, social work, nursing and other relevant fields and for graduate students in mental health counseling programs, expressive therapy programs or their equivalents, who seek additional treatment orientated skills. This program has been approved by the National Association for Play Therapy (NAPT). While the certificate is a post-master’s program, students enrolled in a

master's program can take courses towards certification in play therapy.

Lesley University has been one of a small number of recognized play therapy training sites in the country. Play therapy is a therapeutic intervention that encourages children, adults and the elderly to work through unresolved developmental and psychosocial challenges using play as a medium of expression. A theoretical understanding of lifespan development and psychopathology; training in a variety of individual, group and family play therapies; and supervised field experience form the foundation for clinical play therapy practice.

PROGRAM OF STUDY

Required Courses

GEXTH 5001	Techniques of Play Therapy	3
	or	
GCOUN 6031	Counseling Young Children and Adolescents	3
	or	
GCOUN 6252	Counseling the Young Child and Play Therapy	3

GCOUN 6031 and GCOUN 6252: includes play therapy techniques

Elective Courses (6 credits)

NOTE: GEXTH 6033, GCOUN 7201, GCOUN 7004, and GEXTH 8005 are elective courses approved by the National Association for Play Therapy.

All other courses are not approved by the National Association for Play Therapy as elective courses, but students are encouraged to explore them as part of their professional study.

GEXTH 6033	Advanced Play Therapy	3
GCOUN 7201	Trauma in the Lives of Children and Adolescents and Play Therapy	3
GCOUN 7004	Clinical Supervision: Theory and Practice	3
GEXTH 8005	Supervision in Expressive Therapies	3
GEXTH 5046	Principles and Practices of Writing as a Therapeutic Modality	3
GEXTH 5250	Introduction to Dance/Movement Therapy	3
GEXTH 6005	Storytelling in Therapy	3
GEXTH 6025	Expressive Therapies with Families	3
GEXTH 6210	Music Therapy With Children	3
GEXTH 6213	Music Therapy with Families	3
GEXTH 6254	Dance Movement Therapy with Children	3
GEXTH 6300	Introduction to Psychodrama	3
GEXTH 6301	Drama Therapy and for Children and Adolescents	3
GEXTH 6353	Family Art Therapy	3
GEXTH 6364	Art Therapy with Children and Adolescents	3
GCOUN 5007	Introduction to Family Therapy	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6035	Psychological Trauma and Post-Trauma Therapy	3
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 6208	Brief Therapy: Theory and Practice	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3

GCOUN 6026, GCOUN 6202, and GCOUN 6208 cover relevant certification content.
GCOUN 6015 is a child-focused section.

Dual Degree Programs (with College of Liberal Arts and Sciences Students)

The dual degree programs with College of Liberal Arts and Sciences are developed for students who are interested in accelerating their educational experience. The programs combine the curriculum of the Bachelor of Science in Human Services with a minor in Psychology and the Master of Arts in Counseling Psychology or Clinical Mental Health Counseling. They are designed for students who demonstrate a high level of maturity and academic potential. Essentially an honors program, the integrated programs demand that students be able to achieve the academic rigor of graduate education by the time they reach their junior year of traditional undergraduate study.

The dual degree programs in Counseling Psychology and School Counseling specialization are designed to be completed in approximately five years. The dual degree programs in Clinical Mental Health Counseling (with or without a specialization) are designed to be completed in approximately six academic years.

(Descriptions of these dual degree programs can be found in the *Lesley Undergraduate Catalog*.)

DIVISION OF EXPRESSIVE THERAPIES

Lesley's Expressive Therapies program trains students who engage in the healing process by working through the arts. Expressive therapists integrate the modalities of dance, drama, literature, music, poetry, and the visual arts with the practices of psychotherapy and clinical mental health counseling. The program offers the Master's degree with specializations in Art, Dance, Expressive Arts Therapy, Music Therapy, Drama Therapy, a Certificate of Advanced Graduate Study in Expressive Therapies, a Graduate Certificate in Play Therapy, a Graduate Certificate in Expressive Therapies for Mental Health Professionals, as well as a Ph.D. in Expressive Therapies.

More than forty years ago, when the Expressive Therapies program was established, Lesley was a pioneer, the first graduate school in the United States to train professionals in this emerging, highly creative field. Today, the program, the largest of its kind in the world, continues to stand at the forefront in expressive therapies training. Its vanguard reputation and outstanding faculty, all of whom are practitioners in the arts, attract students from around the world. Its distinct focus on training students to use all the modalities of art in their practice remains as unique today as it was three decades ago.

The success and growth of Lesley's Expressive Therapies program has been attributed to the combination of experiential and creative learning with applied clinical practice and continued artistic work. Students are encouraged to develop their identities as artists and facilitators of the creative process as well as their skills in mental health counseling. The Expressive Therapies program perceives all learning as a process of transformation.

The Expressive Therapies program is based on the following curriculum objectives and training assumptions:

- Work in the arts and enhancement of creative expression is an essential part of the healing process.
- Basic knowledge in counseling and psychology-human development, psychopathology, and psychological theories - is fundamental to all training in expressive therapies
- Applied clinical practice is important to training in the expressive arts; therefore, two years of fieldwork are required to meet credentialing and licensure requirements.
- Students in training continue to develop as artists and performers.
- Participation in a learning community is important to understanding group dynamics and systems.
- Exposure to a variety of the arts is necessary for all expressive therapists.
- While specialization in one art form-visual arts, dance, music, psychodrama/drama or intermodal arts-is offered, any specialization is in addition to one's core development as an expressive therapist.

On-Campus and Low-Residency Learning Models

The Art, Dance, Music, and Expressive Arts Therapy specializations are offered in both an on-campus and low-residency learning model. On-campus and low-residency students follow the same program of study for their degree specialization. Students accepted into a low-residency program attend a three-week intensive residency on Lesley's Cambridge campus each year during the summer, during which they engage in face-to-face classroom time, meet with faculty advisors, and network with their peers. During the traditional academic school year, students continue their studies online, and complete clinical internships in their home communities. This format allows for the best of community inspiration and individual attention.

Student Body

Expressive Therapies students are women and men typically ranging in age from 22 to 65, with a segment of international students. Students bring a stimulating mix of personal, academic, and career backgrounds to the program. A large number have had formal training and professional experience as artists. Some have already received advanced degrees in related fields. Others have less professional background in the arts, but nevertheless share the creativity, energy, and strong commitment to helping people that are common bonds among expressive therapies students. Students who enroll directly from undergraduate school generally have had clinical experience as part of their undergraduate academic requirements.

Field Experience

Clinical fieldwork is emphasized throughout the Expressive Therapies program and is overseen by the Field Training Office in Expressive Therapies. The Field Training Office works closely with students, placement sites and instructors to facilitate the student's learning experience. There is a database of approved field training sites which include such placements as psychiatric hospitals, community mental health centers, adult day-treatment programs, geriatric centers, and schools, as well as clinics that provide treatment for specialized populations such as families and substance abusers. In addition to being supervised by expressive therapists, students generally work with multidisciplinary teams and receive supervision from licensed psychiatrists, psychologists, social workers, mental health counselors, and other mental health professionals. A small seminar class accompanies all field training experiences to provide additional supervision and support for students while in field training. In the first year of placement, students complete 450-500 hours at internship, with a minimum of 15 hours per week at the site. After completion of the first year, students engage in a minimum 700-hour clinically supervised second-year internship with a minimum of 20 hours per week in the field.

Orientation to Expressive Therapies

Orientation to Expressive Therapies is the first required core course. The orientation is a time when all members of the Expressive Therapies community, both students and faculty, come together to foster connection and to begin exploring the arts as a vehicle for self-expression and transformation.

This course marks the beginning of core studies. During the orientation, students begin to meet in core groups and become oriented to each other as well as to members of the faculty. At this time, students continue to develop their academic course of study and finalize plans for field placements.

Licensure, Credentialing, and Accreditation

The Expressive Therapies 60-credit programs are designed to meet the pre-master's academic and field training requirements for mental health counselor licensure in the Commonwealth of Massachusetts. Candidates who wish to seek licensure in other states as mental health practitioners should review state regulations to determine eligibility. The Art Therapy specialization is approved by the American Art Therapy Association (AATA). The specialization in Music Therapy is approved by the American Music Therapy Association (AMTA), with graduates being eligible for certification as music therapists.The Dance Therapy specialization is approved by the American Dance Therapy Association (ADTA). Expressive Therapies students are also meet pre-master's educational requirements for registration as Registered Expressive Arts Therapists (REAT) through the International Expressive Arts Therapy Association (IEATA). The Drama Therapy specialization is approved by the North American Drama Therapy Association (NADTA), and meets the educational requirements for the Registered Drama Therapist (RTD) credential.

MASTER OF ARTS (M.A.) DEGREE PROGRAMS

M.A. in Clinical Mental Health Counseling: Expressive Arts Therapy (60 credits)

On-Campus and Low-Residency Options

The Master of Arts in Clinical Mental Health Counseling: Expressive Arts Therapy is a 60-credit program that integrates coursework, clinical work and supervision in art therapy and mental health counseling.

- The specialization can be completed in two or three years of study.
- A first field placement of 450 supervised hours, and a second field placement of 700 clinically supervised hours are required.
- On-Campus and Low-Residency students follow the same program of study

Program Prerequisites

- A minimum of six credits in psychology: three credits in abnormal psychology and three credits in developmental psychology with grades of B or better.
- Evidence of some form of creative expression. This could be presented either as 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.

PROGRAM OF STUDY

Required Core Courses (42 credits)

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 5102	Theories in Expressive Arts Therapy	3
GEXTH 5103	Theory and Practice of Group Work: Expressive Arts Therapy	3
GEXTH 5122	Expressive Arts Therapy Studio	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Standards and Ethics in Clinical Practice	3
GEXTH 6105	Examining Power, Privilege and Oppression in Clinical Practice	3
GEXTH 6106	Research and Evaluation	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH XXXX	Students select one special treatment issues course	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Mental Health Counseling	3
GEXTH 7017	Thesis Seminar	3

Electives (6 credits)

Students may choose 6 credits of elective coursework in consultation with their faculty advisor.

Field Experience Courses (12 credits)

GEXTH 5119	Clinical Skills and Applications***	3
GEXTH 7700	Supervision in Expressive Arts Therapy and Counseling I****	3
GEXTH 7719	Supervision in Expressive Arts Therapy and Counseling II****	3
GEXTH 7721	Supervision in Expressive Art Therapy and Counseling III****	3

M.A. in Clinical Mental Health Counseling: Art Therapy (60 credits)

On-Campus and Low-Residency Options

The Master of Arts in Clinical Mental Health Counseling: Art Therapy is a 60-credit program that integrates coursework, clinical work and supervision in art therapy and mental health counseling.

- The specialization can be completed in two or three years of study.
- A first field placement of 450 supervised hours, and a second field placement of 700 clinically supervised hours are required.
- On-Campus and Low-Residency students follow the same program of study

Program Prerequisites

- 12 credits in psychology, including abnormal psychology and developmental psychology with grades of B or better.
- 18 credits of studio art courses. Applicants must send a minimum of 15-20 slides, or digital copy, of their art work along with their application. The slides should represent a variety of media, including two- and three-dimensional work, self-expression, and a range of technical abilities.
- One three-credit course in Principles and Practices 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.

PROGRAM OF STUDY

Required Art Therapy Courses (9 credits)

GEXTH 5112	Theories in Art Therapy	3
GEXTH 5113	Theory and Practice of Group Work	3
GEXTH 6015	Art Therapy Assessment	3

Required Core Courses (33 credits)

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Standards and Ethics in Clinical Practice	3
GEXTH 6105	Examining Power, Privilege and Oppression in Clinical Practice	3
GEXTH 6106	Research and Evaluation	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Mental Health Counseling	3
GEXTH 7017	Thesis Seminar	3

Electives (9 credits)

Students must select 3 electives: 2 Art Therapy Courses, and 1 non-Art Therapy specific course. One of the three courses must fulfill the special treatment issues requirement.

Choose SIX credits from the following Art Therapy courses:

GEXTH 5024	Art Therapy with Older Adults	3
GEXTH 6029	Art Therapy with People with Severe Mental Illness	3
GEXTH 6353	Family Art Therapy	3
GEXTH 6360	Drawing from Within: A Studio Course	3
GEXTH 6363	Jungian Art Therapy	3
GEXTH 6364	Art Therapy with Children and Adolescents	3
GEXTH 6367	Art Therapy Studio	3
GEXTH 6368	Art Therapy with Traumatized Adults	3

Field Experience Courses (12 credits)

GEXTH 5119	Clinical Skills and Applications***	3
GEXTH 7702	Supervision in Art Therapy and Counseling I****	3
GEXTH 7716	Supervision in Art Therapy and Counseling II****	3
GEXTH 7720	Supervision in Art Therapy and Counseling III****	3

Note: Students who do not have a prerequisite Principles and Practices of Art Therapy course must also take GEXTH 6352 in addition to the 60-credit program.

M.A. in Clinical Mental Health Counseling: Dance/Movement Therapy (60 credits)

On-Campus and Low-Residency Options

The Master of Arts in Clinical Mental Health Counseling: Dance/Movement Therapy is a 60-credit program that integrates coursework, clinical work and supervision in dance therapy and mental health counseling.

- The specialization can be completed in two or three years of study.
- A first field placement of 400 supervised hours, and a second field placement of 700 clinically supervised hours are required.
- On-Campus and Low-Residency students follow the same program of study.

Program Prerequisites

- A minimum of six credits in psychology: three credits in abnormal psychology and three credits in developmental psychology with grades of B or better, as well as a prerequisite course in Anatomy and Kinesiology.
- Applicant should have extensive dance experience including modern dance, a 7-10 minute dance video of the applicant is accepted in lieu of a dance and movement audition.

PROGRAM OF STUDY

Required Dance Therapy Courses (15 credits)

GEXTH 5108	Dance/Movement Therapy: Theories and Practice I	3
GEXTH 5109	Dance/Movement Therapy: Theories and Practice II	3
GEXTH 6256	Group Process in Dance/Movement Therapy	3
GEXTH 6258	Body/Movement Observation and Assessment I	3
GEXTH 6106	Research and Evaluation	3
GEXTH 7013	Body/Movement Observation and Assessment II	3

Required Core Courses (33 credits)

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Standards and Ethics in Clinical Practice	3
GEXTH 6105	Examining Power, Privilege and Oppression in Clinical Practice	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH XXXX	Students select one special treatment issues course	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Mental Health Counseling	3
GEXTH 7017	Thesis Seminar	3

GEXTH 5010 and GEXTH 5032: Taken before starting second year internship.

Dance Therapy Field Experience Courses (12 credits)

GEXTH 5119	Clinical Skills and Applications***	3
GEXTH 7708	Supervision in Dance/Movement Therapy and Counseling I***	3
GEXTH 7713	Supervision in Dance/Movement Therapy and Counseling II****	3
GEXTH 7717	Supervision in Dance/Movement Therapy and Counseling III****	3

GEXTH 5119 and GEXTH 7708: Taken before starting second year internship.

Program Prerequisites: GEXTH 6260 Anatomy and Kinesiology (or similar course)

M.A. in Clinical Mental Health Counseling: Music Therapy (60 credits)

On-Campus and Low-Residency Options

The Master of Arts in Clinical Mental Health Counseling: Music Therapy is a 60-credit program that includes clinical work and supervision in music therapy and training in the integration of the arts in the practice of psychotherapy.

- The specialization can be completed in two or three academic years of full-time study.
- A first field placement of 500 supervised hours, and a second field placement of 700 clinically supervised hours are required.
- On-Campus and Low-Residency students follow the same program of study.

Program Prerequisites

- A minimum of six credits in psychology with grades of B or better.
- One three-credit course in the Principles and Practices of Music Therapy or GEXTH 6200 in addition to the 60 credit program of study.
- A musical audition as part of the interview process

PROGRAM OF STUDY

Required Music Therapy Courses (9 credits)

GEXTH 5117	Theories in Music Therapy	3
GEXTH 5118	Theory and Practice of Group Work	3

GEXTH 6101	Music Proficiency Audition	0
GEXTH 6212	Clinical Musicianship	3

Music Therapy Elective (3 credits)

Select one course from the following:

GEXTH 6020	Music, Imagery and Psychotherapy	3
GEXTH 6208	Community and Therapeutic Applications of Drumming	3
GEXTH 6206	Voice and Music Therapy	3

Required Core Courses (33 credits)

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Standards and Ethics in Clinical Practice	3
GEXTH 6105	Examining Power, Privilege and Oppression in Clinical Practice	3
GEXTH 6106	Research and Evaluation	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH XXXX	Students select one special treatment issues course	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Mental Health Counseling	3
GEXTH 7017	Thesis Seminar	3

GEXTH 5010 and GEXTH 5032: Taken before starting second year internship.

Expressive Therapies Elective (3 credits)

Music Therapy Field Experience Courses (12 credits)

GEXTH 5119	Clinical Skills and Applications***	3
GEXTH 7704	Supervision in Music Therapy and Counseling I***	3
GEXTH 7714	Supervision in Music Therapy and Counseling II****	3
GEXTH 7718	Supervision in Music Therapy and Counseling III****	3

GEXTH 5119 and GEXTH 7704: Taken before starting second year internship.

Note: Students who fail the music proficiency exam must take individual music lessons until the proficiency is passed.

M.A. in Clinical Mental Health Counseling: Drama Therapy (60 credits)

The Master of Arts in Clinical Mental Health Counseling: Drama Therapy is a 60-credit program that integrates coursework, clinical work, and supervision in drama therapy and mental health counseling.The program is intended for those who wish to practice drama therapy interventions with a variety of clinical populations and in a range of settings.

- The specialization can be completed in two or three academic years of full-time study.
- A first field placement of 450 supervised hours, and a second field placement of 700 clinically supervised hours are required.

Program Prerequisites

- A minimum of six credits in psychology (usually abnormal and developmental psychology) with grades of B or better.

PROGRAM OF STUDY

Required Drama Therapy Courses (15 credits)

GEXTH 5103	Theory and Practice of Group Work: Expressive Arts Therapy	3
GEXTH 5110	Theories of Drama Therapy	3
GEXTH 6027	Performance and Practice: Art, Education, and Therapy	3
GEXTH 6300	Introduction to Psychodrama	3
GEXTH 6301	Drama Therapy and for Children and Adolescents or	3
GEXTH 6009	Developmental Transformations with Children and Adults	3

Required Core Courses (33 credits)

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Standards and Ethics in Clinical Practice	3
GEXTH 6105	Examining Power, Privilege and Oppression in Clinical Practice	3
GEXTH 6106	Research and Evaluation	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH XXXX	Students select one special treatment issues course	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Mental Health Counseling	3
GEXTH 7017	Thesis Seminar	3

GEXTH 5010 and GEXTH 5032: Taken before starting second year internship.

Field Experience Courses (12 credits)

GEXTH 5119	Clinical Skills and Applications***	3
GEXTH 7700	Supervision in Expressive Arts Therapy and Counseling I****	3
GEXTH 7719	Supervision in Expressive Arts Therapy and Counseling II****	3
GEXTH 7721	Supervision in Expressive Art Therapy and Counseling III****	3

GRADUATE CERTIFICATES

Curriculum

Students enrolled in the certificate program may be taking courses with students pursuing Master's degree programs within the University. Students in the certificate program are not eligible to take some of the courses that are limited to degree candidates.

Location

Lesley University, Cambridge, Massachusetts. For directions and a campus map, please visit www.lesley.edu

Admissions

Current Lesley University students pursuing Master's degrees in Counseling Psychology or Expressive Therapies need to be accepted into the certificate program. Admissions requirements for all students include an interview by the Coordinator for Certificate Programs, a letter of recommendation from a current clinical employment site, a 1-2 page personal statement describing the relevance of this certificate to your professional goals, and submission of a transcript demonstrating at least a 3.0 graduate GPA and appropriate clinical training. Normally applicants meet the educational requirements for the Mental Health Counselor License or equivalent.

National Play Therapy Association requirements

While the Play Therapy Certificate meets the academic requirements for certification by the National Play Therapy Association, Lesley University does not assume any responsibility for students who wish to apply for national certification. Students will themselves have to contact the association and begin the application process. In addition, the program does not provide participants with clinical opportunities or clinical supervision, which will need to be fulfilled outside of Lesley, typically in the participant's own clinical employment setting.

Summary of Requirements for National Play Therapy Association Certification and Supervisor Certification:

- A clinical mental health graduate degree from a regionally accredited college or university
- Complete three or four courses in Play Therapy
- Complete 3 credits of a class on developing supervision skills (for those who wish to become certified play therapy supervisors*)

The National Association of Play Therapy requires 150 clock hours in graduate play therapy education. The Association credits 1.5 hours for every classroom hour. Post-master's candidates would be eligible to take courses on supervision at Lesley University that would help them with eligibility for becoming certified play therapy supervisors through the National Association of Play Therapy.

The National Association of Play Therapy requires 350-500 hours of play therapy experience with 35-50 hours of supervision. Counseling Psychology and Expressive Therapies students pursuing Master's degrees at Lesley University who are interested in Play Therapy certification can document supervised play therapy hours in their internships. However, Lesley University will not provide the clinical setting or the play therapy supervision for post-masters students. It will be the responsibility of the post-masters student to obtain a clinical site and appropriate supervision.

For more information or to apply, contact:

Lesley University
Office of Admissions for Graduate and Adult Baccalaureate Programs
29 Everett Street
Cambridge, MA 02138
P: 888.LESLEY.U
F: 617.349.8313
E: info@lesley.edu
www.lesley.edu

Graduate Certificate in Arts and Health

The clinical application of expressive arts therapies is used in the care of patients at hospitals, community health centers, nursing homes, and other healthcare settings around the world to enhance the processes of healing and recovery.

The Graduate Certificate in Arts and Health is a 15-credit program designed for mental health and health care professionals, artists, educators, human service professionals, social workers, psychologists, guidance and adjustment counselors, and others who are seeking advanced, treatment-oriented skills. The program provides professional training in the use of expressive therapy modalities and their applications in the field of healthcare.

PROGRAM OF STUDY

Elective Courses

Possible electives include, but are not limited to:

GEXTH 5001	Techniques of Play Therapy	3
GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5908/GCREA 5908	Transcultural Identity: Psyche, Soma, and Sojourning	3
GCREA 6050	Creativity and Leadership	3
GCREA 6051	Creative Conflict Transformation	3
GCREA 6052	Spiritual Dimensions of Leadership	3
GEXTH 6020	Music, Imagery and Psychotherapy	3
GEXTH 6206	Voice and Music Therapy	3
GEXTH 6301	Drama Therapy and for Children and Adolescents	3
GEXTH 6360	Drawing from Within: A Studio Course	3
GEXTH 6400	Holistic Approach to Pain and Stress	3
GEXTH 6412	Yoga and Therapeutic Touch	3

Required Core Courses

GEXTH 5045	Arts and Healing	3
GEXTH 6028/GCREA 6028	The Arts in Health: Cultural Context and Meaning	3
GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3

All courses are being offered throughout the year within the Master's programs in Expressive Therapies. Once accepted into the certificate program, students can begin to take courses as they fit into their individual and professional schedules.

Graduate Certificate in Expressive Therapies Studies

The 15-credit Graduate Certificate in Expressive Therapies Studies is designed for mental health and health care professionals, human service professionals, social workers, school psychologists, guidance and adjustment counselors, and others who are looking for innovative approaches to enhance their professional lives. The program offers specific training in the uses of different expressive therapy modalities. Participants study the principles and practices of expressive therapies and the various modalities of art therapy, dance therapy, music therapy, drama therapy and psychodrama. Coursework will demonstrate how expressive therapy skills can be integrated into clinical work with a variety of populations. The courses are designed to build on each participant's professional practice and offer skills in combining innovative techniques and strategies for effecting positive change.

This certificate is not intended for those who require full professional training for licensure or accreditation in the Expressive Arts Therapies specialization.

Application:
Prospective students must have a Master's degree or equivalent in a relevant field of study. For further application information, interested professionals can contact the Graduate Admissions Office.

For additional program information, please contact:

Mitchell Kossak
Coordinator for Certificate Programs, Expressive Therapies
5 Phillips Place, Cambridge, MA 02138
617.349.8166
mkossak@lesley.edu

PROGRAM OF STUDY

Required Course (3 credits)

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3

(this course must be taken first)

Possible Elective Courses (choose 4) (12 credits)

GEXTH 5036	Imaginal Psychology	3
GEXTH 5045	Arts and Healing	3
GEXTH 6025	Expressive Therapies with Families	3
GEXTH 6364	Art Therapy with Children and Adolescents	3
GEXTH 6360	Drawing from Within: A Studio Course	3
GEXTH 6400	Holistic Approach to Pain and Stress	3
GEXTH 5029	Body-Oriented Psychotherapy With Adults	3
GEXTH 6301	Drama Therapy and for Children and Adolescents	3
GEXTH 6256	Group Process in Dance/Movement Therapy	3
GEXTH 6020	Music, Imagery and Psychotherapy	3

Students can consult the course catalog or go to the website to see an update of courses offered each semester.

Graduate Certificate in Play Therapy

Lesley University's Graduate Certificate in Play Therapy provides focused professional training in therapeutic play modalities for practitioners seeking post-graduate training.

Program Overview

The 9 credit Graduate Certificate in Play Therapy is designed for post Masters professionals in human services, psychology, special education, expressive therapies, social work, nursing and other relevant fields and for graduate students in mental health counseling programs, expressive therapy programs or their equivalents, who seek additional treatment orientated skills. This program has been approved by the National Association for Play Therapy (NAPT). While the certificate is a post-master's program, students enrolled in a master's program can take courses towards certification in play therapy.

Lesley University has been one of a small number of recognized play therapy training sites in the country. Play therapy is a therapeutic intervention that encourages children, adults and the elderly to work through unresolved developmental and psychosocial challenges using play as a medium of expression. A theoretical understanding of lifespan development and psychopathology; training in a variety of individual, group and family play therapies; and supervised field experience form the foundation for clinical play therapy practice.

PROGRAM OF STUDY

Required Courses

GEXTH 5001	Techniques of Play Therapy	3
	or	
GCOUN 6031	Counseling Young Children and Adolescents	3
	or	
GCOUN 6252	Counseling the Young Child and Play Therapy	3

GPSYC 6031 and GPSYC 6252 include play therapy techniques

Elective Courses (6 credits)

NOTE: GEXTH 6033, GCOUN 7201, GCOUN 7004, and GEXTH 8005 are electives approved by the National Association for Play Therapy.

All other electives listed here are not approved by the National Association for Play Therapy, but students are encouraged to explore them in their professional study.

GEXTH 6033	Advanced Play Therapy	3
GCOUN 7201	Trauma in the Lives of Children and Adolescents and Play Therapy	3
GCOUN 7004	Clinical Supervision: Theory and Practice	3
GEXTH 8005	Supervision in Expressive Therapies	3
GEXTH 5046	Principles and Practices of Writing as a Therapeutic Modality	3
GEXTH 5250	Introduction to Dance/Movement Therapy	3
GEXTH 6005	Storytelling in Therapy	3
GEXTH 6025	Expressive Therapies with Families	3
GEXTH 6210	Music Therapy With Children	3
GEXTH 6213	Music Therapy with Families	3
GEXTH 6254	Dance Movement Therapy with Children	3
GEXTH 6300	Introduction to Psychodrama	3
GEXTH 6301	Drama Therapy and for Children and Adolescents	3
GEXTH 6353	Family Art Therapy	3
GEXTH 6364	Art Therapy with Children and Adolescents	3
GCOUN 5007	Introduction to Family Therapy	3
GCOUN 6026	Developmental Psychology Across the Lifespan*	3
GCOUN 6035	Psychological Trauma and Post-Trauma Therapy	3
GCOUN 6102	Child and Adolescent Psychopathology*	3
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6202	Theories of Counseling and Psychotherapy*	3
GCOUN 6208	Brief Therapy: Theory and Practice	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3

GPSYC 6026, GPSYC 6202, and GPSYC 6208 cover relevant certification content

GPSYC 6015 is a child-focused section

Dual Degree Programs

There are two dual degree programs between Lesley College of Liberal Arts and Sciences and the Expressive Therapies Division of the Graduate School of Arts and Social Sciences, designed for exceptional students interested in an honors program accelerating their educational experience. The dual degree program in Art Therapy combines the curriculum of the undergraduate B.S. in Art Therapy and the M.A. in Expressive Therapies: Arts Therapy with a Specialization in Mental Health Counseling. The dual degree program in Expressive Therapies combines the curriculum of the undergraduate B.S. in Expressive Therapy and the M.A. in Expressive Therapies with a specialization in Mental Health Counseling. For more information about these two honors programs, please refer to the Lesley Undergraduate Academic Catalog.

CERTIFICATE OF ADVANCED GRADUATE STUDY (C.A.G.S.)

C.A.G.S. in Expressive Therapies 36 credits

Candidates who hold a Master of Arts in Expressive Therapies, or a closely related degree, may pursue a Certificate of Advanced Graduate Study. This certificate option is for experienced professionals who wish to expand their clinical work, continue their personal artistic work, engage in scholarly reflection, and enhance research skills.

PROGRAM OF STUDY

Required Core Courses (6 credits)

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3

Independent Study Requirement (3 credits)

GEXTH 7999	Independent Study: Final Integrative Project	

Electives in Expressive Therapies (30 credits)

DOCTORAL PROGRAM IN EXPRESSIVE THERAPIES

PH.D. Program in Expressive Therapies - Low Residency 45 credits

When Lesley's Expressive Therapies Program was established in 1975, it was one of the first ever to train professionals in this emerging, creative, and vital field. More than 30 years later, the program is the largest of its kind in the world, and continues to push the boundaries of expressive therapies knowledge and training.

Lesley University's Ph.D. in Expressive Therapies, low-residency model, makes it easier for expressive therapy professionals to develop scholarship that expands the knowledge base in the expressive therapies.

Program Overview

Lesley University's cohort-based model supports the continual development of arts therapies approaches, providing doctoral-level education for expressive therapists who strive to be leaders in the field, continuing to research, teach, and promote well-being and healing using arts therapies. Unique in its concept, the program provides an accessible forum that empowers individuals to further their knowledge and abilities to positively transform individuals, and the world.

The 45-credit, post-Master's low residency program involves three summer intensive residencies in Cambridge, Massachusetts, for approximately three weeks each summer, with continued coursework throughout the academic years on-line and through email, peer group meetings, phone, and videoconferencing. Students are expected to devote approximately 15 hours per week toward doctoral study.

The program of study is structured by year, with a blend of online and residency hours. Each doctoral year includes a 9-credit residency seminar, followed by two online 3-credit doctoral seminars. Each course is broken down into sections designed to address specific competencies.

The program requires a minimum of 4 years for completion. On-campus residency is required only for years 1 through 3 of the program, with dissertation attempted after successful completion of year 3.

Program Prerequisites

- An earned master's degree from a regionally accredited institution.
- Certification or registration in one of the expressive therapy modalities (art therapy, music therapy, dance therapy, drama therapy, poetry therapy, expressive therapy, psychodrama).
- Demonstration of good communication skills in the English language, both written and oral, at a level appropriate to doctoral study.
- Demonstration of satisfactory performance on the GRE or the MAT examination. The Lesley University CEEB number is 3483 for the GRE and 1214 for the MAT.
- A minimum of 3-5 years of professional experience as an expressive therapist.

PROGRAM OF STUDY

Doctoral Year 1

GEXTP 8008	Residency I	9
GEXTP 8011	Doctoral Seminar I	3
GEXTP 8012	Doctoral Seminar II	3

Doctoral Year 2

GEXTP 8009	Residency II	9
GEXTP 8013	Doctoral Seminar III	3
GEXTP 8014	Doctoral Seminar IV	3

Doctoral Year 3

GEXTP 8010	Residency III	9
GEXTP 8015	Doctoral Seminar V	3
GEXTP 8016	Doctoral Seminar VI	3

INTERNATIONAL HIGHER EDUCATION AND INTERCULTURAL RELATIONS

In today's increasingly interdependent global community, the demand for skilled, culturally aware leadership has never been greater in higher education and beyond. In response to this need, Lesley University's International Higher Education and Intercultural Relations Master's program prepares students to effectively understand and work with culturally diverse populations in settings ranging from higher education institutions to small community groups to global corporations. The program's unique focus on the human dimension of international education and intercultural interactions sets it apart from the traditional macro-political

approach of international relations and higher education administration programs. Students go on to pursue careers in not only in higher education, but also in areas such as managing diverse human resources, intercultural management, intercultural training and consulting, conflict resolution, and intercultural human services.

MASTER OF ARTS (M.A.) DEGREE PROGRAM

Master of Arts in International Higher Education and Intercultural Relations: 36 credits

The Master of Arts in International Higher Education and Intercultural Relations has three principal components: core courses, elective courses, and an internship. To accomplish its meaningful agenda, the program offers an exciting balance of theoretical and experiential training in a culturally rich educational environment. Field-based work is an integral part of the curriculum. Many of our diverse faculty are also practitioners in their fields, bringing first-hand experience and knowledge of current issues to their courses.

International Higher Education students go on to careers in study abroad or international student advising, international admissions and recruitment, administering global volunteer and internship programs, and multicultural/intercultural student services, among many others.

Students not wishing to focus in international higher education may choose an intercultural relations focus that allows them to develop a portfolio of skills that they can bring to a wide variety of careers in many areas of intercultural human services, including but not limited to healthcare, advocacy and outreach, multicultural community and arts organizations, refugee and immigrant services, and intercultural training and consulting.

Students may enroll in the Program on a full-time or part-time basis. Students are encouraged to take no more than nine credits a semester. Students may opt to write a thesis after completing the internship, which can fulfill three credits toward elective requirements.

PROGRAM OF STUDY

Required Courses (18 credits)

GINTC 6100	Dynamics of Self and Culture	3
GINTC 6103	Intercultural Communication	3
GINTC 6105	Culture, Perceptions, and Social Interaction	3
GINTC 7107	Qualitative Research for Social Sciences and Education	3
GINTC 6109	Global Perspectives on International Higher Education	3
GINTC 6110	Agency and Ethics in a Pluralistic World	3

GINTC 6109: An Advanced Seminar may be substituted for this course, with advisor approval

Required Internship (3 credits)

GINTC 7700	Internship: USA	3
	or	
GINTC 7701	Internship: International	3

Elective Courses (15 credits)

GINTC 5002	Immigration: Laws, Issues, and Practices	3
GINTC 5012	International Education Exchange	3
GINTC 6001	International Student Advising	3
GINTC 6003	Intercultural Helping Skills	3
GINTC 6004	Culture, Negotiation and Responding to Conflict	3
GINTC 6006	Leading and Managing in Diverse Organizations	3
GINTC 6009	Inter-Group Conflict Transformation	3
GINTC 6016	Media Images, Ethics and Advocacy	3
GINTC 6107	International Admission and Recruitment	3
GINTC 6108	Grant Writing for Educational and Non-Profit Settings	3
GINTC 6111	Enhancing Inclusion in Organizations	3
GINTC 7107	Qualitative Research for Social Sciences and Education	3
GINTC 7750	Thesis	3

GLOBAL INTERDISCIPLINARY STUDIES

The Global Interdisciplinary Studies program at Lesley University aspires to educate in ways that are focused on the greatest needs felt throughout the world, in ways in which do the most good. For us, that means creating sustainable pathways that promote the flourishing of individuals and communities, elevating intersectional global perspectives, and promoting human rights through innovations in leadership, education, health, and social and human services.

Our vision is to offer a low-residency educational experience specifically designed to meet the needs of learning cohorts and their communities all over the globe. To do this, we craft relational partnerships with organizations in countries all over the world, work with them to understand their self-identified needs, and develop curriculum that prepares students to be leaders in addressing those needs. In short, we work to increase access to culturally responsive, contextually-engaged education on a global scale.

The Global Interdisciplinary Studies Program offers 3 Education solutions:

Graduate Degree: MA in Global Interdisciplinary Studies
27 units of which can be adapted to meet partner needs

Graduate Certificate in Global Interdisciplinary Studies
12 units of which can be adapted to meet partner needs

Universal Access Professional Development Education Coursework
Offering 100% flexibility in unit design

For more information regarding partnering with Lesley or developing a cohort, contact:

Jeffery Ansloos
Assistant Professor and Director of the Global Interdisciplinary Studies Program
Lesley University
29 Everett Street
Cambridge, MA
(617) 349-8978
jansloos@lesley.edu

Graduate Certificate in Interdisciplinary Studies

The 15-credit Graduate Certificate in Interdisciplinary studies one of three education options in our Global Interdisciplinary Studies program. Increasingly, our global partners are seeking programming that allows for highly customizable interdisciplinary curriculum tailored to the specific skill and competency needs of education,

health, and human service workers in international contexts. The Graduate Certificate seeks to address these needs.

The certificate in Interdisciplinary studies provides: increased access to learning cohorts and professionals across the globe through 12 units of customized coursework; accelerated learning, allowing working professionals to maximize impact in their communities with minimal disruption to community life; applied learning through a specialized curriculum focused on capacity-building and competency development; and affordability.

The certificate consists of four elective courses (selected in cooperation with partnering organizations based on the specific needs of populations) and culminates in a capstone course. Through the capstone project, students are expected to demonstrate advancement in their own professional development, and an increased depth of understanding of theory and practice in the context of their fields.

PROGRAM OF STUDY

Coursework

The program is broken into three semesters.

Semester One:
Two elective courses

Semester Two:
Two elective courses

Semester Three:
GINTD 7500 Thesis/Capstone

GINTD 5011	Ways of Knowing: How We Make Meaning	3
GINTD 5012	People and Place: Interdisciplinary Perspectives	3
GINTD 6032	Graduate Research and Writing	3
GINTD 6050	Intersections of Gender, Race, and Religion	3
GINTD 6004	Courageous Leadership and Professional Practice	3
GINTD 6124	Foundations of Conflict Transformation	3
GINTD 6125	Self-Designed	3
GINTD 6127	Restorative Justice: Principles and Practices	3
GINTD 6417/GINTC 6004	Culture, Negotiation, and Responding to Conflict	3
GINTD 7500	Thesis/Capstone	3

M.A. in Global Interdisciplinary Studies

The Master of Arts in Global Interdisciplinary Studies provides a blend of foundational and flexible curriculum designed to fit the needs of diverse learning cohorts around the globe. Formulated in cooperation with partnering organizations, the program equips professionals in leadership, education, health, and social and human services with the tools necessary to make a direct impact on their own communities.

The 36-credit program is delivered in an innovative low-residency format: cohorts are not required to attend a residency on Lesley's campuses. Rather, Lesley faculty travel to the home countries and communities of each cohort, allowing students to continue to serve in professional and personal capacities uninterrupted. This, in combination with the highly customizable nature of the curriculum, allows us to serve the specific and diverse needs of international cohorts.

Master's degree students will work closely with faculty advisors throughout their course of study, which, in addition to the focus of each particular cohort, emphasizes graduate-level writing, research, and critical thinking skills; cross-cultural and multicultural awareness; linking scholarship and practice; and a historical, social, and political understanding of students' professional fields. Specific emphasis is placed on the importance of a learning community within each cohort.

PROGRAM OF STUDY

Required Courses

GINTD 5012	People and Place: Interdisciplinary Perspectives	3
GINTD 6032	Graduate Research and Writing	3
GINTD 7001/GMIND 7001	Praxis: Integrating Theory in Practice	3
GINTD 7500	Thesis/Capstone	3

Elective Courses

Electives are chosen/designed based on the needs and interests of each cohort, in cooperation with partnering organizations. The courses listed below are a sampling of potential offerings, with the opportunity to repeat Self-Designed and Special Topics courses as needed.

GINTD 5011	Ways of Knowing: How We Make Meaning	3
GINTD 6050	Intersections of Gender, Race, and Religion	3
GINTD 6004	Courageous Leadership and Professional Practice	3
GINTD 6125	Self-Designed	3
GINTD 6127	Restorative Justice: Principles and Practices	3
GINTD 6417/GINTC 6004	Culture, Negotiation, and Responding to Conflict	3
GINTD 6130	Research Methods	3
GINTD 6888	Special Topics	3
GMIND 6042	Mindfulness: Practice, Theory, and Science	3

MINDFULNESS STUDIES

M.A. in Mindfulness Studies (36 Credits)

Academically and experientially rigorous, the M.A. in Mindfulness Studies is the first graduate program of its kind in the United States. Students are immersed in the theory and practice of mindfulness, mindful communications, mindful leadership and social engagement, and the roots of contemplative practice in Buddhist traditions, as well as emerging research on effects of mindfulness on the brain. Graduates will be well versed in the history of mindfulness in the west, and its origins in classical mindfulness and the continued development of these practices in the east. Graduates of the program will emerge from the program personally grounded in mindfulness and knowledgeable of the applications of mindfulness across a wide variety of fields. Particular emphasis is placed on the neuro-scientific effects and applications of mindfulness practice.

The M.A. in Mindfulness Studies is especially suitable for those aspiring to be mindful citizens, prepared to promote social good, and to apply their training in their professional endeavors, including health and wellness, education, business and leadership, and other forms of social entrepreneurship.

This two-year program is offered in a low-residency format, in which students attend two 7-day residencies on Lesley's campus in Cambridge, Massachusetts. During the residency students participate in daily meditation, attend classes, meet with faculty members, attend advisory sessions and program-related workshops, conduct research, network with peers, and participate in community-building events.

PROGRAM OF STUDY

Required Core Courses

GMIND 6032	Graduate Academic Writing	3
GMIND 6042	Mindfulness: Practice, Theory, and Science	3
GMIND 6047	Mindful Communication: Theory and Practice of Insight Dialogue	3
GMIND 6048	Mindful Leadership and Social Engagement	3
GMIND 6049	Foundations of Contemplative Practice: The Buddhist Traditions	3
GMIND 6056	Mindful Internship: Mindfulness as Social Engagement	3
GMIND 6057	Insight Meditation Retreat: Toward Concentration and Wisdom	3
GMIND 6058	Meditation and the Brain: Introduction to Contemplative Neuroscience	3
GMIND 7001	Introduction to Research Methods and Design	3
GMIND 7500	Thesis/Capstone	3

Elective Courses

Students select two elective courses in consultation with their faculty advisor.

GMIND 6050	Mindful Self-Leadership and Social Engagement	3
GMIND 6059	Mindful Education	3
GMIND 6888	Special Topics in Mindfulness Studies	3
GMIND 6999	Independent Study	3

Students may do 6 credits of elective courses in subjects pertinent to their educational and professional interests; or 6 credits of independent studies, overseen by Lesley faculty; or a combination thereof (3 credits elective course, 3 credit independent study). With permission from the Faculty Program Coordinator, students may attend short courses at Barre Center for Buddhist Studies, which offers 1-7 day courses throughout the year on appropriate topics with renowned Buddhist Studies teachers.

Subtotal: 36

Graduate Certificate in Mindfulness Studies 15 credits

The Graduate Certificate in Mindfulness Studies will provide students with a strong foundation in the history, theory, and practice of mindfulness so that they may integrate mindfulness into their professional practices and personal lives. This program is especially suitable for health and wellness professionals, social workers, counselors, educators, and who wish to develop their own practice of mindfulness and to share these practices with students, clients and colleagues.

Students in the 15-credit certificate may apply to transfer into the Mindfulness Studies master's degree program at any time during the certificate program.

PROGRAM OF STUDY

Required courses (15 credits)

GMIND 6049	Foundations of Contemplative Practice: The Buddhist Traditions	3
GMIND 6042	Mindfulness: Practice, Theory, and Science	3
GMIND 6047	Mindful Communication: Theory and Practice of Insight Dialogue	3
GMIND 6048	Mindful Leadership and Social Engagement	3
GMIND 6057	Insight Meditation Retreat: Toward Concentration and Wisdom	3

MASTER OF FINE ARTS IN CREATIVE WRITING

The Master of Fine Arts (MFA) in Creative Writing is a low-residency program that allows students, with the oversight of a faculty mentor, to design their own concentrations in fiction, poetry, creative nonfiction, writing for stage and screen, or writing for young people. The Lesley program embodies an axiom: life experience is the raw material for literature, but the writers we read and re-read have shaped their experiences-whether personal, intellectual, or cultural-into fresh aesthetic forms. Therefore, the best creative writers are passionately creative readers, thinkers, observers, and listeners, constantly re-examining their habits and premises.

Lesley's MFA in Creative Writing program focuses on preparing students to become such writers-adventurous artists and active professionals. At least two attributes distinguish Lesley's MFA in Creative Writing from other low-residency programs. First, the interdisciplinary component encourages students to expand their abilities as writers by widening the angles, and deepening the fields, of their vision. While the multi-genre expertise of our faculty mentors and visiting faculty will be the student's key resource, those with an interest in the visual arts will have the opportunity to work with faculty from Lesley University College of Art and Design; and those seeking to integrate their writing with such disciplines as art therapy, psychology, and education will have the resources of Lesley's Graduate School of Arts and Social Sciences. Moreover, students develop a wide range of independent projects, including publishing internships, teaching assistantships, and other literary activities. Second, with its residencies taking place in Cambridge, Massachusetts, Lesley's program draws energy from one of the literary capitals of the United States. Many of our faculty members have for years thrived in this epicenter of writing and publishing. Their experiences make them uniquely astute advisors for student writers, who will need to understand the complexities and opportunities of contemporary literary culture.

Given these advantages, graduates of Lesley's program will be equipped to give themselves new challenges as they continue to write, explore new genres and art forms, and participate in a serious community of writers and artists.

The Residency

Over two years, students will attend a nine-day residency at the beginning of each of four six-month semesters. The residency will include workshops, seminars, lectures, and readings, providing a forum for intensive study, collaboration, and constructive critique of student work. In addition, students will be matched with faculty mentors to create individualized study plans that incorporate

rigorous reading lists. After each residency, students work on their own, under the guidance of faculty mentors. Following the fourth semester, graduating students return for the final portion of a fifth residency to conclude the program, offering a craft seminar and giving an optional reading from their creative thesis.

Application Requirements

A writing sample is required as part of the application:

- In fiction or nonfiction, approximately 20 double-spaced pages
- In poetry, approximately 10 single-spaced pages
- In writing for stage and screen, approximately 15 script pages
- In writing for young people, approximately 10-15 double-spaced pages of middle grade or young adult prose, or 2-3 picture book stories

Indicate your name and genre on each page and submit your writing sample to writingsamples@lesley.edu in PDF or Microsoft Word format. Please title your file: last name_genre (eg. Smith_poetry). Your writing sample may consist of one longer piece or several shorter pieces. If applying in more than one genre, submit a separate writing sample for each genre.

In the same email, please include your written personal statement as a separate document, labeled last name_personal statement (e.g. Smith_personal statement). Your statement should consist of 3-5 double-spaced pages, answering the following questions:

1. In reflecting upon your personal and professional history, what forces have influenced your professional growth and contributed to your decision to seek admission to this Lesley University program?
2. What are your long-term professional goals (ie. new directions, opportunities, interests, skills, professional renewal, and/or work advancement), and how does this Lesley University program help you to meet them?
3. Is there any other information you think would help the Admissions Committee to understand you better (ie special interests, publications, academic achievements, supervisors' references, unusual career path, awards and/or honors, special accomplishments, leadership abilities)?

In addition to the writing sample and personal statement, you should include:

- Lesley application form and fee
- All official transcripts, including one from the institution that conferred your Bachelor's degree
- Two letters of recommendation from individuals who have worked closely with you on your writing, or in a professional or academic capacity
- No standardized test scores are required.

Credits, Grades, and Graduation Requirements

Students earn 49 credits over two years: 24 credits in Creative Writing, 9 credits in Craft and Reflection, 9 credits in Interdisciplinary Studies, 3 credits in Craft Seminar Preparation, and 3 credits in Creative Thesis Preparation. Grades for each semester will be pass/fail, accompanied by a narrative evaluation by the faculty mentor. As a final, one-credit requirement for graduation, students return for the final portion of a fifth residency to present a craft seminar and give an (optional) reading of their work.

Master of Fine Arts (MFA) in Creative Writing

PROGRAM OF STUDY

Semester I:

GCRWT 6000	Creative Writing I	6
GCRWT 6001	Craft & Reflection I	3
GCRWT 6002	Interdisciplinary Studies I	3

Semester II:

GCRWT 6500	Creative Writing II	6
GCRWT 6501	Craft & Reflection II	3
GCRWT 6502	Interdisciplinary Studies II	3

Semester III

GCRWT 7000	Creative Writing III	6
GCRWT 7001	Craft & Reflection III	3
GCRWT 7002	Interdisciplinary Studies III	3

Semester IV

GCRWT 7500	Creative Writing IV	6
GCRWT 7501	Graduating Seminar Preparation	3
GCRWT 7502	Creative Thesis	3
GCRWT 7503	Final Residency Requirement: Graduating Seminar Presentation	1

CERTIFICATE IN ADVANCED STUDIES IN CREATIVITY, LEADERSHIP AND SOCIAL CHANGE

Certificate in Advanced Studies in Creativity, Leadership and Social Change

The Advanced Studies Certificate in Creativity, Leadership and Social Change offers studies to professionals who want to more fully realize their personal creative potential and learn how to lead others in more imaginative ways. The required courses examine the theory and practice of creative leadership and its integration with personal experience within a social context. Program participants will be free to select courses from throughout the University, design individualized programs of study, establish relationships with Lesley's diverse faculty, and gain a deeper personal understanding of creative and social transformation processes. The program is based upon the belief that direct personal experience with the creative process enables leaders to more effectively foster the creative expression of individuals, communities and society.

Admission Requirements

A graduate degree in the applicant's professional discipline together with a minimum of three years of professional experience is required. The graduate degree requirement may be waived in cases where the applicant can demonstrate comparable qualifications and senior-level leadership experience that indicates the ability for both advanced learning and expert contributions to the certificate program. Advanced status is defined as post-graduate work experience within a professional community and/or organization. This level of experience, which will characterize all applicants, is the unifying admission requirement rather than a particular sequence of courses.

PROGRAM OF STUDY

Required Courses (6 credits)

GCREA 6050	Creativity and Leadership	3
GCREA 8000	Praxis in Creativity, Leadership and Social Change	3

Electives (9 credits)

Electives may be chosen from the diverse offerings of the University, in consultation with a faculty advisor.

Elective options include:

GCREA 8007	Theory and Practice of Creative Imagination	3

or

GCREA 6051	Creative Conflict Transformation	3
GCREA 6052	Spiritual Dimensions of Leadership	3
GEXTH 5036	Imaginal Psychology	3
GEXTH 5038	Spirituality: Resource for Psychological & Social Well-Being	3
GEXTH 5045	Arts and Healing	3
GEXTH 5103	Theory and Practice of Group Work: Expressive Arts Therapy	3
GEXTH 6032	Human Development Across the Lifespan	3

GRADUATE SCHOOL OF EDUCATION

Dear Student:

Our promise is to make you a better teacher along each step of your professional career. Our rigorous programs, combined with high faculty support, will get you ready for the challenges in today's schools. As a Lesley graduate, you will join a national network of fellow professionals, many of whom are leaders in their schools.

Our Initial licensure programs offer a variety of options, from our licensure-only programs to combined programs of study leading to dual licenses. Our school-based programs include a year-long residency in a school that reflects your interest and/or approach, from a child-centered private school to an urban residency with a multilingual student body. All of our Initial licensure programs get you into schools your first semester so you can gain a wealth of experience before your first year on the job.

We are also proud of our professional or post-licensure programs, and you can depend on our ability to bring you state of the art understandings from research on effective teaching, which will allow you to continue to enhance your skills and extend your effectiveness to all of your students. In every case, we work to ensure that you not only know more but are supported in taking that knowledge into the place that matters most to you - your classroom. While demanding, the ability to take courses while teaching allows a direct link from our classroom to your clinical practice, creating conditions where what one learns today can affect a child tomorrow.

Finally, we take accountability for your success seriously. As you will learn from us, the hallmark of great teaching is a relentless focus on analyzing one's results and figuring out how to get better. Our final promise to you is that we will ask of ourselves the same accountability you will face in your classroom. Through a data-based continuous improvement system, through public reports on our results, and through regular accreditation visits, we will hold ourselves accountable to both you and the public.

So take a look at our programs, our faculty, and our results. Then join our community of learning whose alumni demonstrate excellence in education every day in K-12 schools all across the country. Join us in demonstrating that excellent teachers are the key to ensuring all children reach high levels of achievement.

Jonathon H. Gillette, Ph.D.

Dean, Graduate School of Education

INTRODUCTION TO THE GRADUATE SCHOOL OF EDUCATION

Throughout the Commonwealth of Massachusetts, the region, and beyond, Lesley has long been identified with the field of education. The professional contributions of its graduates and faculty continue to have a profound impact on the lives and futures of children and adults, from urban schools to rural and suburban school districts, in human service agencies, and in universities. Today, committed women and men—recent college graduates, classroom teachers, school counselors, artists, and career changers from other professions—are engaged in graduate study at Lesley that supports their professional goals and encourages their ideals for education reform.

The Graduate School of Education offers its students a superior education through challenging coursework, experiential exploration, arts, interdisciplinary connections, classroom-based reflection, research, and clinical experiences that model a strong commitment to and belief in cultural pluralism, inclusive communities, and the integration of technology and the arts in education. These experiences, in turn, inspire graduates to take leadership roles in helping to initiate reform in their schools and communities, and to contribute to the restructuring of education for future generations.

The education faculty, in their various roles as teacher-mentors, facilitators, researchers, consultants, writers, conference speakers, and members of educational boards and commissions, are the primary force in setting the high academic standards and visionary goals of the Graduate School of Education.

GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT

Mission

The Graduate School of Education at Lesley University prepares and supports educators who effectively facilitate learning for every student. We believe learning is a collective endeavor that involves students, educators, families, and communities and thrives in rich, flexible, creative environments. Our faculty and students are committed to developing and implementing innovative pedagogical and technological practices that foster such learning.

Vision

The Graduate School of Education envisions a world in which educators, schools, families, and communities meet the intellectual, creative, emotional, and physical needs of all learners.

Core Values: Enduring Values that Guide our Practice

Democracy
The fundamental purpose of education in a democratic society is to provide opportunities for all to participate fully in the cultural, political, and economic life of the nation and the world.

Equity
We honor, value, and respect all students and their communities for their unique backgrounds and capacities. As educators, our purpose is to enable all students to flourish.

Community
Learning is most meaningful when students move beyond their school settings and actively participate along with other adults in their local communities. Likewise, students need to develop the skills to actively participate in creating a safe and supportive school community.

Inquiry
Facilitated inquiry is a crucial element of the learning process. Students need to construct knowledge and negotiate ideas with other students and adults. Teachers thus must be fluent in both pedagogy and content knowledge so they can craft developmentally appropriate curricula that actively engage all students in acquiring deep understanding and skills.

Professionalism
As life-long learners who deeply value our profession, we strive constantly to improve our practice. We cultivate this pursuit of excellence and creativity in our educator-students, and we inspire them to cultivate this pursuit in their students.

Leadership
We expect educators to make a difference by taking an active role in the lives of their students, promoting effective collaboration and innovation in their schools, and empowering themselves and their students to improve their own lives and communities.

Accepted April 4, 2007

EDUCATOR LICENSURE REGULATIONS

All the education licensure programs at Lesley are approved through July 2021 by the Massachusetts Department of Elementary and Secondary Education (ESE). Because of this state approval, Lesley programs are recognized by the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement 2015-2020. The NASDTEC Interstate Agreement means that undergraduate and graduate educators with an initial or professional license are eligible to apply for an educator license in other states based on a Massachusetts license.

The Educator/Counselor Preparation and Professional Development Program at Lesley University received accreditation through the Council for the Accreditation of Educator Preparation (CAEP), formerly the Teacher Education Accreditation Council (TEAC), for a period of seven years, 2014 to 2021.

The Lesley Certification and Educator Licensure Office is located within the Graduate School of Education, 1815 Massachusetts Avenue, Cambridge, MA, 617.349.8427. The Lesley Certification and Educator Licensure website is the primary source for information on educator licenses. 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 adding a license, license renewal, and licensure regulations outside Massachusetts is also available, along with the latest MTEL information and study resources. This website has MTEL workshop and math course schedules and registration instructions. Specific links to the Massachusetts Department of Elementary and Secondary Education keep the Lesley community aware of current and emerging changes to regulations and procedures. For example, effective June 2016, all teacher licensure programs are aligned to the new Professional Standards for Teachers (PSTs).

The Massachusetts Department of Elementary and Secondary Education (MA ESE) is located at 75 Pleasant Street, Malden, MA. You may visit ESE's Walk-in Welcome Center Service Counter Monday through Friday, 8:45 am - 4:45 pm or call 781.338.6600, Monday through Friday 9:00am - 12:00pm or 2:00pm - 5:00pm (hours may vary; check the Office of Educator Licensure website for updates). ESE's 24-hour automated line can be reached at 781.338.3000; press "2" to obtain the status of an existing license application.

MASSACHUSETTS EDUCATOR LICENSE RENEWAL

Lesley University is a state-approved professional development provider, offering courses, seminars, institutes, workshops, and other activities that fulfill Massachusetts renewal requirements. A broad range of professional development activities are offered on weekends, weekdays, and evenings and are available on campus, off campus, and online. Visit Graduate School of Education Professional Development Opportunities for information about current offerings.

To keep your license current, you must earn at least 15 Professional Development Points (PDPs) related to Sheltered English Instruction (SEI) or English as a Second Language (ESL) and at least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.

Massachusetts teachers, administrators, and professional support personnel must apply to the Department of Elementary and Secondary Education for renewal every five years, as noted on their individual licenses. This requirement applies only to those who hold Professional licenses. Information is available through the Lesley University Certification and Educator Licensure Office or at the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA, 02148-5023, or 781.338.6600.

MASSACHUSETTS EDUCATOR LICENSURE REQUIREMENTS

Educator Licensure and Recruitment (ELAR) Account

ELAR is the state's online portal for completing most licensure-related transactions via the Internet. Through ELAR, candidates apply for or advance a license online, renew a Professional license, check the status of a license/application, make a payment, upload a transcript(s), view what documents are scanned into the file, review Massachusetts Test for Educator Licensure (MTEL) history, request a hard copy license, update contact information, view correspondence from the MA Office of Educator Licensure, and print unofficial license information.

REQUIRED Immediately: Upon starting a program leading to a license, each candidate creates a personal password-protected ELAR account at the Massachusetts Department of Elementary and Secondary Education (MA ESE) and receives a unique Massachusetts Educator Personnel ID number, or MEPID, which must be reported immediately and accurately to Lesley University through Lesley's Online Information Service (LOIS). For more detailed information about how to set up the required electronic account, obtain a MEPID and submit it to Lesley, visit Lesley's Certification and Educator Licensure website.

Sheltered English Immersion (SEI) Endorsement

Candidates for Initial teacher and reading specialist licenses are required to have an SEI endorsement. Therefore, all of Lesley's Initial licensure programs include a MA ESE approved 4-credit Sheltered English Instruction course. License renewals, extensions, or advances require a Sheltered English Immersion Endorsement.

Professional license renewals require at least 15 Professional Development Points (PDPs) related to SEI or English as a second language and at least 15 PDPs related to training strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.

Massachusetts Tests for Educator Licensure (MTEL)

Candidates seeking Initial license as a teacher, specialist, or counselor are required by the state to pass Massachusetts Tests for Educator Licensure (MTEL), a series of pass/fail tests designed to measure readiness for educator licensure. All MTEL exams are computer-based. The Communication and Literacy Skills MTEL has a reading subtest and writing subtest, is required for all educator licenses, and is offered year round. Candidates can opt to take both subtests in the same test administration (4 hours), or each subtest can be taken in a separate 4-hour administration. In addition, subject matter tests are required for teaching and specialist licenses (not for counseling or instructional technology), and some licenses require the Foundations of Reading MTEL. The Massachusetts Department of Elementary and Secondary Education website contains a list of required MTEL exams for each license area, as does Lesley's MTEL Student Guide.

In recognition of the need for increased and enhanced math proficiency for teachers and students, the General Curriculum (GC) MTEL subject test includes a separately-scored mathematics subtest and a multi-subject subtest. GC is required for students in elementary (1-6), moderate disabilities (PreK-8), and severe disabilities (all levels) programs. Candidates in these license areas take an online math diagnostic; elementary and/or moderate disabilities license candidates take the diagnostic while enrolled in EEDUC 5012 Teaching Elementary School Mathematics, or earlier if desired. Online math diagnostic results help determine whether students should register for an 18-hour Math General Curriculum workshop or 36-hour Math General Curriculum course.

Candidates for Initial license in early childhood, elementary, or moderate disabilities (PreK-8 or 5-12), take an online phonics diagnostic with an instruction module while enrolled in their first literacy course, or earlier if desired. Information gained will help with the focus and additional study needed to prepare candidates for the Foundations of Reading MTEL.

POLICY MEMO REGARDING LESLEY UNIVERSITY'S REQUIREMENTS PERTAINING TO THE MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE

The following policy regarding students' compliance with the state requirement for passing the Massachusetts Tests for Educator Licensure (MTEL) became effective September 1, 2009. Taking MTELS early and passing all required exams before the practicum provides 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 informing students about resources that will help them address any academic needs identified by the results of this test(s) or by other evaluative tools in the academic programs.

For all graduate (post-baccalaureate) programs leading to an Initial License in Massachusetts:

- All applicants seeking admission to an Initial licensure program are strongly advised to take the Communication and Literacy Skills MTEL as soon as possible.
- All candidates seeking an Initial license must pass ALL portions of the MTEL(s) required for their 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 and Educator Licensure Office website.

For all undergraduate (baccalaureate) programs leading to an Initial License in Massachusetts:

- In order to be eligible for senior student teaching, students must pass ALL portions of the MTEL(s) required for their licensure program.

OFF-CAMPUS PROGRAMS IN NEW ENGLAND AND ACROSS THE UNITED STATES

The Graduate School of Education offers Master's degree programs at multiple regional sites in New England and states across the country. In addition, Master's degree programs leading to Initial and Professional licenses are offered off campus in Massachusetts. All programs are approved by the appropriate state agencies. In selected states, Lesley offers licenses or other credentials approved by the appropriate agency separate from or as part of the Master's degree programs. Information on these programs and where they are currently offered may be found on the university website.

Lesley's off-campus programs replicate on-campus offerings. They are taught by faculty from the Graduate School of Education and by other experienced educators who may come from the same part of the country or region where the program is offered. Students in these programs, like their on-campus counterparts, use their own professional settings to implement and evaluate the theories and practices addressed in their programs.

A particular characteristic of the off-campus programs is that students form a close-knit group that progresses through the same sequence of courses together. Graduates of these off-campus programs often cite the professional support and exchange of educational expertise generated by their cohort group as one of the great advantages of this model of graduate teacher education.

GRADUATE SCHOOL OF EDUCATION ONLINE PROGRAMS

Prerequisite Technology Competencies and Skills

Students are encouraged to review the online readiness survey, which can also be accessed via the online section of the website, www.lesley.edu/online/, to determine if they have the technology competencies and skills required for success in an online program. Students are expected to be able to use email to send communications, including the use of links and attachments. It is expected that students will be able create and format word processing documents, upload and download documents, access online video and audio files, and search for information on the web.

Technical Equipment Requirements

Internet: Students enrolling in online courses must have access to a high-speed, reliable Internet connection. Dial-up is not sufficient for online work.

Hardware: Students should have a computer (Mac or PC) or equivalent device that meets the following hardware specifications: (1) a processor (CPU) with 1 GHz frequency or above; (2) adapter for Ethernet connection (LAN) or a wireless adapter (Wi-Fi); (3) 10 GB hard disk drive; (4) 2 GB memory (RAM) or above; (5) CD-ROM drive or DVD-ROM; (6) sound card with speakers. Computers that are less than three years old likely meet these specifications. Some courses will require access to a digital camera (or smart device) for basic image and video capture.

Software: PCs should run with OS of Windows 7 and above or Mac OS X 10.8 and above. Students should have access to an integrated word processor/spreadsheet package, preferably not prior to Microsoft Office 2010 for PC or Office 2011 for Mac. Students should also have antivirus software loaded onto their computers. In addition, other software that students may expect to use in their online coursework could include multimedia tools such as Kaltura, Voicethread, Lync, or Collaborate.

Browser: The browser of preference for online classes is Firefox, and any voice tools in myLesley require Java 7. Some content-specific software will be required throughout the program; students will be given information on how to purchase it prior to the start of each course.

For information about online programs, please contact an admissions counselor at 888.494.5789 or online@lesley.edu.

Academic Support Services

Students in Lesley online programs have access to the same support services as all other graduate students. Services most typically used are provided by the Center for Academic Achievement, primarily for assistance with academic writing, and Disability Services.

Students in online Master's degree programs are assigned an academic advisor and a faculty advisor. Both are responsible for the coordination of academic advising and student services for all students in the Graduate School of Education. Academic advisors serve as liaisons between students and university support offices on the Lesley campus. When students are accepted into a Lesley program, they are assigned a faculty advisor, who is available to work with them regarding career and professional issues and offer academic support and guidance. Students may find their faculty advisor's name through the Lesley Online Information Service (LOIS). Students in online graduate certificate programs receive advising services from the assistant director affiliated with their program.

Additional student support relating to academic technology, including technology purchase discounts, can be found at support.lesley.edu.

ACADEMIC ADVISING

Academic advising is a priority in the Graduate School of Education (GSOE). Our advising philosophy is grounded in theory, highlighting themes of collaboration, student empowerment, shared responsibility, and support.

All matriculated GSOE students have access to program-affiliated advising teams consisting of a professional academic advisor and a faculty mentor. In collaboration with the associate dean for academic affairs, advising teams strive to continuously improve the quality of student services, strengthen university-wide relationships, and respond to the ever-changing needs of our students.

Academic advisors coordinate all aspects of the advising process and oversee the delivery of services to all GSOE students. They offer advice on a broad range of topics such as university policies, course selection and registration procedures, and Massachusetts Tests for Educator Licensure (MTEL) requirements. They also serve as liaisons between their advisees and Lesley's on-campus support services. Upon acceptance, students are strongly urged to initiate contact with

their program's academic advisor to begin the advising process and program planning.

Faculty mentors help students to define a clear pathway to their chosen career and offer academic support and guidance to help them achieve their professional goals. Faculty mentors are assigned within the first semester, and students are urged to schedule an appointment as early in their program as possible.

Although academic and faculty advisors offer advice and counsel, students ultimately bear the primary responsibility for maintaining ownership over progress in their programs. We encourage students to seek out information; read carefully through all materials regarding grading, academic integrity, and related policies; and take advantage of the many opportunities for support that are available to them to ensure that they are actively participating in all facets of the graduate school experience.

TWELVE-CREDIT OPTION FOR PROFESSIONAL LICENSE

For those who already hold a Master's degree and a Massachusetts Initial teacher license, 12 credits of appropriate graduate coursework in the subject matter knowledge of the Initial license can be used to meet part of the requirements for the Professional license in that same field. This is an individual option listed in the Massachusetts state regulations. Those interested in taking advantage of this option should consult with an assistant director for academic advising in the Graduate School of Education before enrolling in courses.

PH.D. PROGRAM

The Ph.D. in Educational Studies program is designed for students who wish to pursue advanced study and scholarship. Educational Studies is defined at Lesley as an interdisciplinary area of inquiry that includes the examination of the individual and social processes of learning and teaching in institutional and social contexts. The Educational Studies Ph.D. program builds on Lesley's commitment to scholarship and generation of new knowledge, and recognizes the value of relating theory to practice.

Ph.D. in Educational Studies: Specializations

Ph.D. in Educational Studies: Adult Learning and Development Specialization (p. 33)

Ph.D. in Educational Studies: Educational Leadership Specialization (p. 34)

Ph.D. in Educational Studies: Jewish Educational Leadership Specialization (p. 34)

Ph.D. in Educational Studies: Individually Designed Specialization (p. 35)

Each specialization requires an equivalent of 45 credits of coursework beyond the Master's degree. For specific program information, please contact the Ph.D. Program in Educational Studies, Lesley University, 29 Everett Street, Cambridge, MA 02138-2790, or info@lesley.edu.

Certificate in Advanced Graduate Studies

C.A.G.S. in Educational Studies (p. 35)

Ph.D. in Educational Studies: Adult Learning and Development Specialization 45 credits

The Ph.D. in Educational Studies: Adult Learning and Development Specialization is a low-residency program that includes foundational learning in research methodology, core coursework and a written qualifying examination, and a doctoral dissertation that represents an original contribution to the field of educational studies and adult learning and development. The program addresses such key issues as how and in what environments adults learn, how culture affects learning, and the relationship between learning and development.

Program Prerequisite: Master's degree or Certificate of Advanced Graduate Study

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Year I (21 credits):

EAGSR 7118	Nature of Inquiry: Below the Surface of Research	3
EAGSR 7004	Adult Learning and Development	3
EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 7103	Qualitative Research Methods I	3
EAGSR 7200	Writing in Doctoral Studies	3
EAGSR 7205	Sociocultural Perspectives in Adult Learning and Development	3
EAGSR 8201	Advanced Adult Learning and Development	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

Year II (21 credits):

EAGSR 8202	New Directions in Adult Learning and Development	3
EAGSR 7106	Leadership in an Adult Learning Context	3
EAGSR 7104	Qualitative Research Methods II	3
EAGSR 7206	Research Inquiry in Adult Learning and Development	3
EAGSR 8111	Issues in Research	3
EAGSR 7210	Program Evaluation	3
EAGSR 8203	Program and Curriculum Design in Adult Learning and Development	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

Year III Dissertation (3 credits):

After successfully completing Year II and passing Qualifying Exams, a student is advanced to Year III, or dissertation status. In this final year, a student undertakes the writing of a doctoral dissertation that represents an original contribution to the field of educational studies and adult learning and development. This work is completed under the guidance of a dissertation committee. Year III requires approval of the dissertation prospectus and doctoral thesis by the faculty members of the dissertation committee and an oral defense of the dissertation. In addition, the program requires that each student

participate in a public presentation of the dissertation research before graduating.

EAGSR 8112	Ph.D. Dissertation Seminar	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

Ph.D. in Educational Studies: Educational Leadership Specialization 45 Credits

Educational leadership involves creative intelligence, an understanding of the disciplines that influence education, systems thinking, strategic planning, cultural responsiveness, trust building, and facilitation of collaborative efforts. The educational leadership specialization is designed to develop educational leaders with the knowledge and skills to initiate, facilitate, support, and sustain school- or district-wide improvement of teaching, learning, and leading, and the conditions in which they occur. The program, which is designed to accommodate the lives of working professionals, invites applications from both traditional leaders (such as superintendents or assistant superintendents, directors, principals) and those who may not serve in a strictly administrative role (such as instructional coaches, department heads, or any teacher facilitating change).

Students meet as a cohort in three nine-day summer residencies and attend online classes over the three-year duration of the program. Program faculty are committed to promoting a scholarly and collegial community that informs and sustains both the academic work and professional responsibilities of cohort members.

Program Prerequisite: Master's degree or Certificate of Advanced Graduate Study

REQUIRED COURSES (45 CREDITS):

Courses may have prerequisites for registration; please check course descriptions before registering.

Year I (18 credits)

EAGSR 8102	Interdisciplinary Seminar I	3
EAGSR 8108	The Purposes of School in a Democratic Society	3
EAGSR 7121	Technology for Innovation and Transformation	3
EAGSR 8107	Critical Contexts for School Leaders	3
EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 7004	Adult Learning and Development	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

Year II (18 credits)

EAGSR 8109	Schools as Systems	3
EAGSR 7115	Building Communities of Practice	3
EAGSR 7103	Qualitative Research Methods I	3
EAGSR 8110	Change is a Process	3
EAGSR 8104	Interdisciplinary Seminar II	3
EAGSR 7104	Qualitative Research Methods II	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

After successfully completing a qualifying paper, a student is advanced to Year III.

Year III (9 credits)

EAGSR 8112	Ph.D. Dissertation Seminar	3
EAGSR 7502	Doctoral Seminar II	3
EAGSR 8501	Doctoral Seminar III	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

Ph.D. in Educational Studies: Jewish Educational Leadership Specialization 45 Credits

This collaboration between Lesley University and Hebrew College is designed for Jewish Hebrew College educators and professionals—leaders at Jewish day schools, colleges, universities or nonprofits; rabbis, cantors, and other congregational leaders; educators who wish to transition into a new Jewish educational leadership role—who seek to take greater responsibility in Jewish educational institutions and organizations. Students in the Jewish Educational Leadership Specialization take 33 credits with students in the Educational Leadership Specialization through Lesley University and 12 credits through Hebrew College.

Graduates will receive a Ph.D. from Lesley University and a Doctoral Certificate in Jewish Educational Leadership from Hebrew College.

Program Prerequisite: Master's degree or Certificate of Advanced Graduate Study

REQUIRED COURSES (45 CREDITS):

Courses may have prerequisites for registration; please check course descriptions before registering.

Year I (12 credits)

EAGSR 8102	Interdisciplinary Seminar I	3
EAGSR 8108	The Purposes of School in a Democratic Society	3
EAGSR 8107	Critical Contexts for School Leaders	3
EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

Year II (15 credits)

EAGSR 8109	Schools as Systems	3
EAGSR 7115	Building Communities of Practice	3
EAGSR 7103	Qualitative Research Methods I	3
EAGSR 7104	Qualitative Research Methods II	3
EAGSR 8110	Change is a Process	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

After successfully completing a qualifying paper, a student is advanced to Year III.

Year III (6 credits)

EAGSR 8112	Ph.D. Dissertation Seminar	3
EAGSR 7502	Doctoral Seminar II	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

Courses Approved for Transfer (12 credits)

As permitted by Lesley University's existing transfer policy for doctoral study, the following 12 credits of transfer from Hebrew College have been reviewed by Lesley University and accepted for the

doctoral program. The following courses are approved for transfer to the Ph.D. in Educational Studies: Jewish Educational Leadership Specialization:

- Philosophies of Education and Leadership in Jewish Thought and Practice (3 credits)
- Curriculum and Ethics in Jewish Education (3 credits)
- Research Trends in Jewish Education (3 credits)
- Case Studies in Jewish Educational Leadership (3 credits)
- Jewish Education Leadership Seminar (no transferable credit)

Ph.D. in Educational Studies: Individually Designed Specialization 45 credits

The Ph.D. in Educational Studies builds on Lesley's commitment to scholarship and generation of new knowledge, encourages interdisciplinary study, and recognizes the value of relating theory to practice. Working closely with senior advisors drawn from across the university, students enjoy a great deal of flexibility as they outline and structure an individually-designed interdisciplinary doctoral study plan that is precisely suited to their educational goals. The Graduate School of Education seeks experienced professionals who wish to make an intellectual contribution to their fields of interest.

Program Prerequisite: Master's degree or Certificate of Advanced Graduate Study

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Phase I: Courses (15 credits)

Phase I of this program requires that a student complete a minimum of 15 credits of advanced graduate study, including several required courses in research methodology and participation in a yearlong interdisciplinary seminar. An essential feature of Phase I is the student's responsibility, under the supervision of a senior advisor, to complete a doctoral study plan--a detailed description of the study that a student will undertake in a domain of educational studies. The student will prepare a written plan identifying the domain of doctoral study to be undertaken and the manner in which such a study will be completed.

EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 7103	Qualitative Research Methods I	3
EAGSR 8102	Interdisciplinary Seminar I	3
EAGSR 8104	Interdisciplinary Seminar II	3
EAGSR 7118	Nature of Inquiry: Below the Surface of Research	3
EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

Phase II: Doctoral Study (30 credits)

In Phase II, the student completes the major academic requirements of the degree, including the coursework and study identified in the doctoral study plan devised in Phase I. Students must also meet the sociocultural perspective standard requirement. The culminating experience in Phase II is the completion of a written qualifying paper, evaluated by the faculty members of the doctoral study committee.

EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

Phase III: Dissertation

Upon successful completion of Phase II, a student is advanced to Phase III, or dissertation status. In this final phase, a student undertakes the writing of a doctoral dissertation that represents an original contribution to the field of educational studies. This work is completed under the guidance of a dissertation committee. Phase III requires approval of the doctoral thesis by the faculty members of the dissertation committee and an oral defense of the dissertation. In Phase III, students meet the residency requirement by making a public presentation of the dissertation to the Lesley community.

EAGSR 9151	Doctoral Study	N/A

EAGSR 9151: taken fall and spring semesters

C.A.G.S. in Educational Studies 36 credits

This Certificate of Advanced Graduate Studies (C.A.G.S.) in Educational Studies program is designed to serve the needs of educators who seek to move their theoretical and professional knowledge to an advanced level, specifically those students who have matriculated in a Ph.D. in Educational Studies program but have not completed the requirements for a Ph.D. specialization in Adult Learning and Development, Educational Leadership, or Individually Designed.

Matriculated students may apply credits earned during their Ph.D. enrollment toward fulfillment of C.A.G.S. requirements

Program Requirement: Eligibility is restricted to Ph.D. students who decide not to complete their doctoral work.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (6 credits):

EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 7103	Qualitative Research Methods I	3

Elective Courses (30 credits):

Ten 3-credit advanced graduate courses, selected in consultation with the advisor, may be chosen from EAGSR courses or other 7000-level or 8000-level courses. Elective course choices are subject to approval by the division director.

CREATIVE ARTS IN LEARNING

The Creative Arts in Learning Division programs have earned a far-reaching reputation for their innovative perspectives in the arts and education. Through stimulating courses and hands-on experiences, students discover the power and potential of the arts to reach children and adults in new and effective ways. Students explore arts integration through six arts modalities: creative movement, drama, music, visual art, storytelling, and poetry. The emphasis on dynamic interdisciplinary and critical pedagogy approaches creates a rich learning environment.

M.Ed. Programs Leading to Initial Teacher License in Massachusetts:

M.Ed. in Teacher of Visual Art (PreK-8) (p. 36)

M.Ed. in Teacher of Visual Art (5-12) (p. 37)

M.Ed. in Early Childhood: Teacher of Students with and without Disabilities (PreK-2) and Creative Arts in Learning (p. 42)

M.Ed. in Elementary Education (1-6) and Creative Arts in Learning (p. 46)

M.Ed Programs Leading to Professional Teacher License in Massachusetts:

M.Ed. in Teacher of Visual Art (PreK-8) (p. 37)

M.Ed. in Teacher of Visual Art (5-12) (p. 37)

M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts (p. 39)

M.Ed. Non-licensure Programs: (p. 38)

M.Ed. in Community Arts with a Specialization in Community Media (p. 38)

M.Ed. in Community Arts with a Specialization in Integrated Arts (p. 38)

M.Ed. in Community Arts with a Specialization in Multicultural Education (p. 38)

M.Ed. in Community Arts with a Specialization in Theatre Studies (p. 38)

M.Ed. in Community Arts with a Specialization in Visual Art (p. 38)

M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching through the Arts (p. 39)

Graduate Certificate:

Graduate Certificate in Arts Integration Strategies for Common Core Objectives (p. 39)

For current information on state testing requirements for initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure Office web page.

ART EDUCATION: TEACHER OF VISUAL ART

Lesley offers programs in Teacher of Visual Art at the PreK-8 and 5-12 levels, for Initial and Professional teacher licenses. These are joint programs between Creative Arts in Learning and Lesley's College of Art and Design, combining the strengths of both art and pedagogy. The Division of Creative Arts in Learning provides courses on arts-integrated teaching, history and philosophy, education, and a supervised student teaching experience. The College of Art and Design provides advanced studio art courses and art history.

The programs examine changing ideas about art and aesthetics in a variety of contexts, including classrooms, communities, and art practices across diverse cultures. A focus on pedagogy that emphasizes inquiry across disciplines encourages students to think about visual art and its relationship to other art forms. Linked to this inquiry is the ongoing making of art. Students are invited to consider social and historical implications as well as how the artist's own background informs his or her work and, in turn, the work of his or her students. Students are also challenged to examine how their identity as reflective thinkers, researchers, and artists shapes and influences their teaching practices.

The PreK-8 and 5-12 Initial teacher licensure programs are designed for artists who wish to become artist-teachers, and lead to an M.Ed. with an Initial license. The PreK-8 and 5-12 Professional teacher licensure programs are designed for professionals working in the field as art teachers already in possession of an Initial License in Teacher of Visual Art.

M.Ed. Teacher of Visual Art Programs Leading to Initial Teacher License

M.Ed. in Teacher of Visual Art (PreK-8) 45 credits

This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Visual Art (PreK-8) in the Commonwealth of Massachusetts.

This program is designed for students who hold an undergraduate degree in the visual arts (or equivalent).

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (39 credits):

In this program, EARED 6002 must be taken for **2** credits.

All of the following courses, except EARTS 6393, EARED 6003, EARED 7703, and IFINE (graduate-level studio art courses), must be completed prior to EARED 7701, and many courses include field-based assignments.

EARED 6111	Principles and Practices of Art Education (PreK-8)	3
EARED 6110	Arts and Education: History and Philosophy	3
IFINE	Graduate-level studio art courses for a total of 6 credits (selected in consultation with faculty advisor)	6
EARED 6113	Teaching the Fundamental Elements of Visual Art	3
EARED 5018	Arts and Human Development	3
EARTS 6393	Interactive New Media	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARED 6003	An Arts Approach to Multicultural Education	3
IAHIS	Graduate-level art history course (selected in consultation with faculty advisor)	3
EARED 6114	Rites and Rituals: Assessment in Art Education	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EARED 7703	Seminar in Teacher Inquiry for Art Educators	3

IFINE graduate-level studio art courses require a prerequisite of the equivalent of 18 credit hours or more of undergraduate studio art work.

EARED 6111: includes a weekly pre-practicum visit to a field site

Practicum (6 credits):

Practicum prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator

Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EARED 7701	Practicum and Seminar in Art Education (PreK-8)	6

M.Ed. in Teacher of Visual Art (5-12) 45 credits

This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Visual Art (5-12) in the Commonwealth of Massachusetts.

This program is designed for students who hold an undergraduate degree in the visual arts (or equivalent).

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (39 credits):

In this program, EARED 6002 must be taken for **2** credits.

All of the following courses, except EARTS 6393, EARED 6003, EARED 7706, and IFINE (graduate-level studio art courses), must be completed prior to EARED 7704, and many courses include field-based assignments.

EARED 6112	Principles and Practices of Art Education (5-12)	3
EARED 6110	Arts and Education: History and Philosophy	3
IFINE	Graduate-level studio art courses for a total of 6 credits (selected in consultation with faculty advisor)	6
EARED 6113	Teaching the Fundamental Elements of Visual Art	3
EARED 5018	Arts and Human Development	3
EARTS 6393	Interactive New Media	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARED 6003	An Arts Approach to Multicultural Education	3
IAHIS	Graduate-level art history course (selected in consultation with faculty advisor)	3
EARED 6114	Rites and Rituals: Assessment in Art Education	3
EECLD 6116	Sheltered English Instruction (5-12)	4
EARED 7706	Seminar in Teacher Inquiry for Art Educators	3

IFINE graduate-level studio art courses require a prerequisite of the equivalent of 18 credit hours or more of undergraduate studio art work.

EARED 6112: includes a weekly pre-practicum visit to a field site

Practicum (6 credits):

Practicum prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EARED 7704	Practicum and Seminar in Art Education (5-12)	6

M.Ed. in Teacher of Visual Art Programs Leading to Professional Teacher License

M.Ed. in Teacher of Visual Art (PreK-8) 33 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional License in Teacher of Visual Art (PreK-8) in the Commonwealth of Massachusetts.

This program is designed for students who already hold an Initial teacher license and wish to enhance their existing pedagogical knowledge with an emphasis on added studio art expertise.

Program Prerequisite: Possession of an Initial license in Art Education (PreK-8) or a Professional license in another field

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (18 credits):

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARTS 6001	Collaborative Symposium: Power of Arts in School and Community	3
EARTS 6101	Art and Culture in Community	3
EARTS 6006	Power of the Image: Media Literacy	3
EARTS 6103	Literacy and the Arts: Vision and Voice	3
EARED 7705	Seminar in Teacher Inquiry for Art Educators (PreK-8)	3

Professional Advancement Courses (15 credits):

XXXX	Division of Creative Arts in Learning courses (subject to approval of faculty advisor)	6
XXXX	Advanced studio art courses at Lesley's College of Art and Design	9

M.Ed. in Teacher of Visual Art (5-12) 33 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional License in Teacher of Visual Art (5-12) in the Commonwealth of Massachusetts.

This program is designed for students who already hold an Initial teacher license and wish to enhance their existing pedagogical knowledge with an emphasis on added studio art expertise.

Program Prerequisite: Possession of an Initial license in Art Education (5-12) or a Professional license in another field

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (18 credits):

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARTS 6001	Collaborative Symposium: Power of Arts in School and Community	3
EARTS 6101	Art and Culture in Community	3
EARTS 6006	Power of the Image: Media Literacy	3
EARTS 6103	Literacy and the Arts: Vision and Voice	3
EARED 7707	Seminar in Teacher Inquiry for Art Educators (5-12)	3

Professional Advancement Courses (15 credits):

XXXX	Division of Creative Arts in Learning courses (subject to approval of faculty advisor)	6
XXXX	Advanced studio art courses at Lesley's College of Art and Design	9

COMMUNITY ARTS

Arts, Community, and Education: M.Ed. in Community Arts 36 credits

Arts, Community, and Education is a 36-credit Master of Education in Community Arts that provides a dynamic and interdisciplinary foundation in community arts work, including arts-based work, grant writing, arts administration, networking, fundraising, curriculum planning, assessment, and advocacy. In addition, the program requires students to pursue more in-depth knowledge in one of five specializations. Research and field experiences that expose students to the power of community arts as an instrument for social change are integral to the program.

Program Specializations:

Community Media
This specialization is ideal for students who want to identify and explore media networks and how those networks intersect to empower, enfranchise, and reflect their communities. Themes explored are new media literacies, local and global media effects and advocacy, and building community through media.

Integrated Arts
Students interested in exploring multiple arts modalities, including art, drama, music, poetry, and storytelling, will learn to facilitate an integrated arts approach for school curriculum, community organizations, and other environments.

Multicultural Education
An ideal choice for those who want a better understanding of diversity in social contexts and for work in community settings. Themes explored in related courses include social and personal identity; socio-political context; multiple perspectives; and power and privilege in social context.

Theatre Studies
Participants get an opportunity to develop artistic skills necessary to facilitate a drama-based approach for school curriculum, community organizations, and other environments. Students work with practicing drama educators and directors.

Visual Art
Appropriate for current teachers, artists, or other professionals who want to develop the artistic skills to facilitate a visual arts-based approach for school curriculum, community organizations, and other environments. Students work with practicing artists and art educators to understand the ways in which communities are vital in our framing and teaching of visual art.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Core Courses (9 credits):

EARTS 6001	Collaborative Symposium: Power of Arts in School and Community	3
EARED 6117	Theory and Practice in Community Arts: Ideas Into Action	3
EARED 7106	Multiple Literacies: Social and Political Investigation	3

Required Inquiry and Practice Courses (9 credits):

EARED 7100	Educator Inquiry: Seminar and Thesis Project	3
EARED 7700	Internship and Seminar in Community Arts	3
EARED 7102	Arts-Based Research	3

Program Specializations (6 credits):

Each student will choose, in consultation with advisor, one specialization for the duration of his or her program, and will take the **two** 3-credit courses designated below.

Community Media Specialization

EARTS 6006	Power of the Image: Media Literacy	3
EARED 6013	Media Images, Ethics, and Advocacy	3

Integrated Arts Specialization

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARTS 6105	Multiple Perspectives Through Music	3

Multicultural Education Specialization

EARED 6003	An Arts Approach to Multicultural Education	3
EARTS 6101	Art and Culture in Community	3

Theatre Studies Specialization

EARED 5009	Drama and Critical Literacy	3
EARED 6091	Transformational Leadership Through Drama	3

Visual Art Specialization

EARTS 6103	Literacy and the Arts: Vision and Voice	3
EARTS 6006	Power of the Image: Media Literacy	3

Arts Foundation and Interdisciplinary Arts Courses (12 credits):

In addition to the above core and specialization courses, students will choose, with advisor, 12 credits from the following courses according to the specialization and professional goals of the student. Courses are three credits unless otherwise noted.

EARED 5009	Drama and Critical Literacy	3
EARED 5010	Creative Movement: Kinesthetic Learning Across the Curriculum	3
EARED 5014	Environmental Arts and Education	3
EARED 5018	Arts and Human Development	3

EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARED 6003	An Arts Approach to Multicultural Education	3
EARED 6005	Multicultural Experience Through Dance	3
EARED 6013	Media Images, Ethics, and Advocacy	3
EARED 6014	Museum Partnerships with School and Community	3
EARED 6090	Critical Pedagogy Through the Arts	3
EARED 6091	Transformational Leadership Through Drama	3
EARED 6100	Arts Integration, Literacy, and Common Core	3
EARED 6109	Curriculum, Instruction, and Assessment: Visions and Versions	3
EARED 6110	Arts and Education: History and Philosophy	3
EARED 6113	Teaching the Fundamental Elements of Visual Art	3
EARED 6114	Rites and Rituals: Assessment in Art Education	3
EARED 6115	Interdisciplinary Curriculum: Arts, History, and Social Science	3
EARED 7003	An Arts Approach to Diversity and Reflective Practice	3
EARTS 5351	Cultural History Through Storytelling	3
EARTS 6006	Power of the Image: Media Literacy	3
EARTS 6008	Arts and Technology	3
EARTS 6101	Art and Culture in Community	3
EARTS 6103	Literacy and the Arts: Vision and Voice	3
EARTS 6104	Art and Visual Inquiry	3
EARTS 6105	Multiple Perspectives Through Music	3
EARTS 6203	The Language of Poetry	3
EARTS 6393	Interactive New Media	3
EARTS 6205	Creative Writing Studio	3

GRADUATE CERTIFICATE

Graduate Certificate in Arts Integration Strategies for Common Core Objectives 15 credits

Appropriate for teachers seeking graduate, professional-license-level courses in Integrated Teaching Through the Arts, or graduate-level professional development courses, this certificate program enhances the individual creativity of teachers and serves as an advanced training for educators who wish to integrate the arts across curriculum to increase student engagement and meet the needs of diverse groups of learners. Through exploration in music, drama, visual arts, movement, storytelling, poetry, and related language arts activities, teachers will create strategies for teaching and learning in their classrooms that focus on reading, writing, speaking, and listening to address Common Core State Standards. These strategies will address multiple learning styles and reach across cultures and languages to address the variable needs of all students.

Program Prerequisite: An Initial license in education, a Professional license in any field, or a Master's degree

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (15 credits):

In this program, EARED 6002 must be taken for **3** credits.

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARTS 6103	Literacy and the Arts: Vision and Voice	3
EARED 5009	Drama and Critical Literacy	3
EARTS 6106	Creative Process as Pedagogy or studio art elective chosen in consultation with faculty advisor	3

CURRICULUM AND INSTRUCTION

Lesley University's degrees and programs in curriculum and instruction are designed to address the needs of experienced educators who wish to enhance and expand their current knowledge and skills. Core courses in the programs address current issues in educational practice and policy, curriculum theory and development, practical and applied action research, equity in education, and the synthesis of coursework and research into an original collaborative project. Elective and specialization courses broaden the academic scope of the concentration.

M.Ed. Programs leading to Professional License in Massachusetts:

M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts (p. 39)

M.Ed. in Curriculum and Instruction: Elementary Education Generalist (p. 40)

Non-Licensure M.Ed. Programs:

M.Ed. in Curriculum and Instruction (p. 40)

M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts (p. 39)

Certificate of Advanced Graduate Study (C.A.G.S.)

C.A.G.S. in Curriculum and Instruction (p. 41)

M.ED. CURRICULUM AND INSTRUCTION PROGRAMS LEADING TO PROFESSIONAL TEACHER LICENSE

M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts 33 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional Teacher License in Early Childhood (PreK-2) or Elementary (1-6) in the Commonwealth of Massachusetts.

Offered on campus, regionally, and nationally, and may be taken for licensure in Massachusetts or as a non-licensure program.

This program, while enhancing the individual creativity of teachers, serves as advanced training for educators who wish to integrate the arts across the curriculum to increase student engagement and meet the needs of diverse groups of learners. Teachers will develop a more effective approach to their teaching allowing students to construct and demonstrate their understanding of academic contact through various art forms including visual arts, music, drama, storytelling, poetry, and creative movement. The connection of the arts to other

subject areas allows students to meet district, state, national, and common core standards.

On campus, the program is offered in a combination of weekly and intensive weekend formats. Off campus, the program is offered in a blended format with the sequence of courses delivered in an intensive weekend format supplemented by field-based experiences and online reflection, collaboration, and research. Students immerse themselves in a supportive learning community as they move together through a sequential program of study, providing collegial support, a strong sense of creativity, skills in arts integration, and a wealth of shared pedagogical expertise. The blended delivery model and the practical, relevant nature of the coursework allows working professionals to continue to teach or work in a related setting while using their classrooms as learning laboratories to test, implement, and evaluate the theory and practice of arts-integrated curriculum.

For Washington Students: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Massachusetts. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to Professional Educator Standards Board-Washington for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

Program Prerequisites:

For Professional License in Early Childhood: Massachusetts Initial License in Early Childhood (PreK-2)

For Professional License in Elementary: Massachusetts Initial License in Elementary (1-6)

For Non-licensure: A signed non-licensure agreement

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Core Education Courses (15 credits):

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARED 6109	Curriculum, Instruction, and Assessment: Visions and Versions	3
EARED 5009	Drama and Critical Literacy	3
EARED 5010	Creative Movement: Kinesthetic Learning Across the Curriculum	3
EARED 7100	Educator Inquiry: Seminar and Thesis Project	3

Integrated Arts Courses (18 credits):

EARTS 6008	Arts and Technology	3
EARTS 6101	Art and Culture in Community	3
EARTS 5351	Cultural History Through Storytelling	3
EARTS 6105	Multiple Perspectives Through Music	3
EARTS 6104	Art and Visual Inquiry	3
EARTS 6203	The Language of Poetry	3

M.Ed. in Curriculum and Instruction: Elementary Education Generalist (1-6) 33 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional Teacher License in Elementary (1-6) in the Commonwealth of Massachusetts.

This approved Master's program is designed to address the needs of experienced educators who wish to enhance their knowledge and skills. Core courses focus on current issues in educational practice and policy; curriculum theory and development; practical and applied action research; and equity in education. Elective and specialization courses broaden the academic scope.

Program Prerequisite: Massachusetts Initial Teacher License in Elementary (1-6) or a signed non-licensure agreement

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Curriculum and Instruction Courses (15 credits):

EEDUC 6125	Dimensions of Teaching and Learning	3
EEDUC 7111	Curriculum, Assessment, and Instruction: Assumptions, Relationships, and Design	3
EEDUC 6128	Dimensions of Equity	3
EEDUC 6126	Classroom and School Inquiry	3
EEDUC 6127	Action Research and Seminar	3

Content Area Courses (9 credits):

Three 3-credit graduate level content courses, approved by the advisor, may be chosen from the following disciplines: creative arts, general science, literacy, mathematics, special education, or technology. The three courses may be in a single discipline or from a combination of the above disciplines.

Specialization Courses (9 credits):

English Language Learners

EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3

Mathematics

CMATH 6107	Constructing Mathematical Understanding: Number and Operations	3

Literacy

Select one 3-credit course, in consultation with advisor:

EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6101	Content Literacy	3

M.ED. NON-LICENSURE PROGRAM IN CURRICULUM AND INSTRUCTION

M.Ed. in Curriculum and Instruction 33 credits

Experienced educators seeking an advanced degree to enhance their professional skills may enroll in the on-campus non-licensure Master's degree program in Curriculum and Instruction. Students take seven foundation courses, one advanced topics course, and three courses to create an area of concentration, which is individually designed to support the student's academic interests.

Each student is assigned an advisor who assists with the selection of courses for the area of concentration and with the development of independent study projects that may be included as part of the degree program.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Foundation Courses (21 credits):

EEDUC 6125	Dimensions of Teaching and Learning	3
ECOMP 5007	21st Century Teaching: Supporting All Learners with Technology	3
EEDUC 7111	Curriculum, Assessment, and Instruction: Assumptions, Relationships, and Design	3
EEDUC 7112	Making Systems Work! Integrating Data with Instruction	3
EEDUC 6126	Classroom and School Inquiry	3
EEDUC 6111	Constructing the Equitable Classroom: From Theory to Practice	3
	or	
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6127	Action Research and Seminar	3

EEDUC 6111: designed for elementary level teachers

EEDUC 6162: designed for middle school/high school level teachers

EEDUC 6127: taken as final course in the program

Advanced Topics Courses (3 credits):

Choose ONE of the following courses:

EAGSR 7004	Adult Learning and Development	3
EAGSR 7116	Learning and the Brain: Fitting the Nurture of Teaching to the Nature of Learning	3

Concentration Courses (9 credits):

Courses are selected in consultation with the student's advisor to support a cohesive program of study. In consultation with advisor, choose THREE from one of the following disciplines:

- Creative Arts in Learning
- Early Childhood
- Educational Technology
- Elementary Education
- Literacy
- Mathematics/Science
- Special Education
- Students may design their own concentration, in consultation with their academic advisor.

CERTIFICATE OF ADVANCED GRADUATE STUDY (C.A.G.S.) PROGRAM IN CURRICULUM AND INSTRUCTION

C.A.G.S. in Curriculum and Instruction 36 credits

This certificate program in curriculum and instruction is designed for experienced educators with Master's degrees who wish to extend their knowledge of instructional methodology, academic content areas, and curriculum development. The program is geared to serve the needs of master teachers who wish to continue in the same role or to enter new roles as coaches, consultants, supervisors, or administrators.

Coursework in research and adult learning anchor a concentration in content or other disciplinary areas in which students wish to gain more in-depth knowledge. Opportunities for directed study, internships, or other field experience may be provided. The program culminates in a final capstone project.

Program Prerequisite: Master's degree

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Foundation Courses (6 credits):

EAGSR 7116	Learning and the Brain: Fitting the Nurture of Teaching to the Nature of Learning	3
EAGSR 7004	Adult Learning and Development	3

Current Topics Courses (9 credits):

Select **three** of the following 3-credit courses:

EAGSR 8110	Change is a Process	3
ECOMP 6012	Cyberbullying in Schools: Awareness, Prevention & Intervention	3
ECOMP 7010	Emerging Tech: Bringing the Future to Your Classroom	3
ECOMP 5007	21st Century Teaching: Supporting All Learners with Technology	3
EEDUC 6158	Enduring Ideas and Current Issues in the Education of Young Children	3

Curriculum Courses (6 credits)

EEDUC 7111	Curriculum, Assessment, and Instruction: Assumptions, Relationships, and Design	3
EEDUC 7112	Making Systems Work! Integrating Data with Instruction	3

Content Courses (12 credits):

Four 3-credit graduate level content courses, chosen in consultation with an advisor, may be chosen from the following disciplines: the arts, literacy, mathematics, science, special education, TESOL, or technology. The courses may be in a single discipline or a combination of the above. Choices are subject to approval by the division director.

Capstone Courses (3 credits):

Select **one** of the following 3-credit courses:

EARED 7102	Arts-Based Research	3
EEDUC 6999	Independent Study	3
EEDUC 7500	Curriculum and Assessment Thesis Project	3

EARLY CHILDHOOD EDUCATION

The Early Childhood Education programs are designed to engage students with educational theory and hands-on application. At the heart of the programs is respect for the competence and curiosity of young children. Students will develop skills that prepare them to teach and learn with children in classroom contexts. Programs include a focus on curriculum that challenges students as unique individuals and stresses inclusive practices.

M.Ed. programs leading to Initial Teacher License in Massachusetts:

M.Ed. in Early Childhood: Teacher of Students with and without Disabilities (PreK-2) (p. 42)

M.Ed. in Early Childhood: Teacher of Students with and without Disabilities (PreK-2) and Creative Arts in Learning (p. 42)

For current information on state testing requirements for initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification Office web page at www.lesley.edu/certification.html.

Full-time students may choose to complete the Early Childhood Education program in one of Lesley's 14-month Collaborative Internship Programs. Students in these programs take courses on campus at Lesley during their first summer, and spend the following academic year at one of the participating schools while completing coursework for their master's degree, some of which is offered at the participating schools and some of which is completed at the Lesley campus. Contact the programs' academic advisor, at 617.349.8386.

M.Ed. programs leading to Professional Teacher License in Massachusetts:

M.Ed. in Early Childhood: Teacher of Students with and without Disabilities (PreK-2) (p. 43)

M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts (PreK-2) (p. 39)

M.Ed. in Literacy for K-8 Classroom Teachers (p. 57)

M.ED. PROGRAMS LEADING TO INITIAL TEACHER LICENSE IN EARLY CHILDHOOD (PREK-2)

M.Ed. in Early Childhood: Teacher of Students with and without Disabilities (PreK-2) 36-40 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Early Childhood: Students with and without Disabilities (PreK-2) in the Commonwealth of Massachusetts.

Designed for those who wish to become teachers of children in grades PreK-2, this program consists of courses that lead to an Initial teacher license in early childhood education, with an emphasis on the inclusion of all children. In addition to challenging and engaging coursework, students will gain a rich and relevant preparation for teaching by participating in a full-time practicum in early childhood classrooms. Full-time students can complete the program in a minimum of four semesters (may begin in summer and complete at the end the following summer). Students may also pursue the program on a part-time basis. The program is offered on campus and at selected off-campus sites.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (30-34 credits):

All of the following required courses, except EEDUC 5115 and EEDUC 6058, must be completed prior to EEDUC 7727, and many courses include field-based assignments.

EEDUC 5131	Developmental Learning	3
EEDUC 6109	Observation, Documentation, and Assessment	3
EEDUC 5139	Learning Mathematics in Early Childhood	3
EEDUC 5137	Language and Literacy Development in the Early Years	3
EEDUC 5138	Literacy, Literature, and the Arts in the Early Childhood Classroom	3
EEDUC 5120	Young Children with Special Needs	3
EEDUC 5130	Integrated Curriculum in Early Childhood: Science and Health	3
EEDUC 5128	Integrated Curriculum for Early Childhood: Social Studies and Classroom Life	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EEDUC 5115	Families, Society, and Schools	3
EEDUC 6058	Anti-Bias Early Childhood Education	3

EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6115 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee. Approximately one-third of the semester will be in a PreK or kindergarten classroom, and two-thirds will be in a first or second grade classroom.

EEDUC 7727	Practicum and Seminar in Early Childhood Education (PreK-2)	6

M.Ed. in Early Childhood: Teacher of Students with and without Disabilities (PreK-2) and Creative Arts in Learning 39-43 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Early Childhood: Students with and without Disabilities (PreK-2) in the Commonwealth of Massachusetts.

In response to Massachusetts state license guidelines, the Graduate School of Education's Division of Creative Arts in Learning offers Initial teacher licensure programs in which the arts and arts integration play an integral part. The curriculum honors cultural, racial, linguistic, economic, and social diversity; empowers students through fostering creativity and individual expression; and explores various avenues of learning through the arts in order to accommodate different learning styles and modalities. This program can be completed in four semesters of full-time study or on a part-time basis.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this

requirement. (This is not a credit-bearing course, and there are no fees required.)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (33-37 credits):

All of the following required courses, except EARED 6003 and the arts elective, must be completed prior to EEDUC 7727, and many courses include field-based assignments.

EARED 6110	Arts and Education: History and Philosophy	3
EARED 5018	Arts and Human Development	3
EEDUC 5139	Learning Mathematics in Early Childhood	3
EEDUC 5137	Language and Literacy Development in the Early Years	3
EEDUC 5138	Literacy, Literature, and the Arts in the Early Childhood Classroom	3
EEDUC 5120	Young Children with Special Needs	3
EEDUC 5130	Integrated Curriculum in Early Childhood: Science and Health	3
EARED 6116	Early Childhood Arts, History and Social Science	3
EEDUC 6109	Observation, Documentation, and Assessment	3
EARED 6003	An Arts Approach to Multicultural Education	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EARED XXXX	Arts Elective	3

EARED 6110: must be taken in the first semester of the program

Arts Elective: chosen with approval of Creative Arts faculty advisor

EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6115 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee. Approximately one-third of the practicum must be in a PreK or kindergarten classroom and two-thirds must be in a first or second grade classroom.

EEDUC 7727	Practicum and Seminar in Early Childhood Education (PreK-2)	6

M.ED. PROGRAMS LEADING TO PROFESSIONAL TEACHER LICENSE IN EARLY CHILDHOOD (PREK-2)

M.Ed. in Early Childhood: Teacher of Students with and without Disabilities (PreK-2) 33 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional Teacher License in Early Childhood: Students with and without Disabilities (PreK-2) in the Commonwealth of Massachusetts.

This approved Master's program is designed for students who hold an Initial teacher license and are seeking a Master's degree and a Professional teacher license in the Commonwealth of Massachusetts. The program features advanced levels of curriculum development as well as current issues and challenges beyond the scope of an Initial license. Areas such as policy, behavior, and multiculturalism are some of the topics students encounter in collaboration with their colleagues. Practical classroom experiences enhance material presented in course sessions, and an appreciation for the teacher as researcher and advocate is fostered.

Program Prerequisite: Massachusetts Initial Teacher License in Early Childhood: Students with and without Disabilities (PreK-2)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Note: In this program, EEDUC 6020, EARED 6002, and EEDUC 5815 must be taken for 3 credits.

Core Courses (15 credits):

EEDUC 6158	Enduring Ideas and Current Issues in the Education of Young Children	3
EEDUC 6139	A Pedagogy of Play	3
EEDUC 6143	Early Childhood Curriculum: Topics in Math, Science, and Health	3
EEDUC 6126	Classroom and School Inquiry	3
EEDUC 6127	Action Research and Seminar	3

Specialization Courses (18 credits):

Select a total of six courses in consultation with advisor.

English Language Learners

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3

Literacy

In this program, EEDUC 6020 must be taken for **3** credits.

EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6020	Summer Primary Literacy Institute	2-3
EEDUC 5104	Literature for Children and Young Adults	3
EEDUC 6032	Exploring Nonfiction for the Elementary and Middle School Classroom	3

Arts

In this program, EARED 6002 must be taken for **3** credits.

EARED 5010	Creative Movement: Kinesthetic Learning Across the Curriculum	3
EARED 6100	Arts Integration, Literacy, and Common Core	3
EARTS 5351	Cultural History Through Storytelling	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARTS 6105	Multiple Perspectives Through Music	3
EARTS 6103	Literacy and the Arts: Vision and Voice	3

The Inclusive Classroom

EEDUC 5051	Children with Behavior Problems: Responding to the Challenge	3
EEDUC 5057	Introduction to D.I.R. (Floortime): A Developmental Model for the Special Child	3
ESPED 6130	Speech, Language, and Communication: Development, Disorders, and AAC	3
ESPED 6132	Collaboration with Professionals, Families, and Community	3
ESPED 6119	Technology in Communication and Curriculum	3
ESPED 5114	Designing Instruction for the Inclusive Classroom	3

Innovative Practices in Early Childhood Education

In this program, EEDUC 5815 must be taken for **3** credits.

EEDUC 5815	The Reggio Emilia Approach to Early Childhood Education	2-3
EEDUC 5301	Reggio Emilia-Inspired Study Tour: Collaboration, Inspiration, and Interpretation	3
EEDUC 5300	Environment and Materials in Reggio-Inspired Teaching and Learning	3

ELEMENTARY EDUCATION

Lesley's Elementary Education programs prepare teacher candidates to be competent generalists who are able to meet the needs of the diverse student population in an elementary school classroom. They emphasize attention to the child as an individual; inclusive education; linguistic/cultural diversity; inquiry; technology; and the place of assessment in the education process. We offer the following programs:

M.Ed. programs leading to Initial Teacher License in Massachusetts:

M.Ed. in Elementary Education (1-6) (p. 44)

M.Ed. in Elementary Education (1-6) and Teacher of Students with Moderate Disabilities (PreK-8) (p. 45)

M.Ed. in Elementary Education (1-6) and Creative Arts in Learning (p. 46)

M.Ed. in Elementary Education (1-6) and Specialist Teacher in Reading (All Levels) (p. 46)

M.Ed. in Elementary Education (1-6) and English as a Second Language (PreK-6) (p. 47)

M.Ed. in Elementary Education (1-6) with Add License Preparation for English as a Second Language (PreK-6): Elementary Education Urban Initiative (p. 48)

M.Ed. programs leading to Professional Teacher License in Massachusetts:

M.Ed. in Curriculum and Instruction: Elementary Education Generalist (1-6) (p. 40)

M.Ed. in Literacy for K-8 Classroom Teachers (p. 57)

M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts (p. 39)

M.Ed. in Science in Education (1-8) (p. 66)

M.S. in Ecological Teaching and Learning (p. 66)

M.Ed. in Mathematics Education (1-8) (p. 70)

Licensure-only program leading to Initial Teacher License in Massachusetts:

Licensure Only: Elementary Education (1-6) (p. 49)

For current information on state testing requirements for Initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure Office.

M.ED. PROGRAMS LEADING TO INITIAL TEACHER LICENSE IN ELEMENTARY (1-6)

M.Ed. in Elementary Education (1-6) 40-44 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Elementary (1-6) in the Commonwealth of Massachusetts.

This elementary education program provides participants with the knowledge, skills, experiences, and supports needed to become effective, licensed teachers in 21st century schools. The program, featuring courses delivered in four phases, incorporates Lesley's commitment to culturally responsive teaching, equity, inclusive classrooms, differentiated instruction, interdisciplinary teaching, a focus on Common Core Standards, and the integration of theory with practice. Candidates build deep relationships with schools as they practice teaching in a variety of settings through coursework, early field experience, and practicum. Candidates are eligible to apply for paid, year-long school-based internships. Appropriate for students with undergraduate degrees who wish to become teachers of children in grades 1-6.

While early field-based experiences are encouraged and courses have field-based assignments, the 75-hour early field experience required for EEDUC 7733 Practicum and Seminar in Elementary Education (1-6) is integrated within the course EEDUC 6633 Connecting Theory to Practice: School-Based Pre-Practicum.

The pathway to licensure is fully supported through ongoing advising, and a wide range of content and state testing supports. If candidates choose to continue their studies, some courses within the program can count toward add and/or Professional licenses.

Program Prerequisite: An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 Development and Learning: Psycho-social Perspectives in Education in their first semester of study.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Program phases parallel the recommended course sequence. Any changes must be approved in consultation with academic advisor. Students meet for an advising support session following each phase, and more often if needed.

With the exception of the elective course in Phase III, all courses in each phase must be taken prior to EEDUC 7733, unless approved by

academic advisor, and many courses include field-based assignments.

Phase I (12 credits):

EEDUC 5400	Literacy and Literature: Methods and Materials (1-6)	3
EEDUC 5102	Teaching Elementary School Mathematics	3
CMATH 6108	Constructing Mathematical Understanding for Number Theory	3
ESPED 5114	Designing Instruction for the Inclusive Classroom	3

Phase II (12 credits):

EEDUC 6173	Literacy in the Disciplines (1-6)	3
EEDUC 5135	STEM in the Elementary School: Thinking with Evidence	3
EEDUC 5136	Integrating Social Studies into the Elementary Classroom	3
EEDUC 6111	Constructing the Equitable Classroom: From Theory to Practice	3

Phase III (6-10 credits):

EECLD 6115	Sheltered English Instruction (PreK-6)	4
EEDUC 6310	Designing a New Context for Learning	3
XXXX xxxx	Elective (see below)	3

EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6115 is waived.

Elective: An elective course should be chosen in a discipline/content area of interest/strength that will count toward add or professional license. Select course in consultation with program advisor or faculty mentor.

Phase IV (10 credits):

EEDUC 6633	Connecting Theory to Practice: School-Based Pre-Practicum	4
EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6

EEDUC 7733 Requirements: Before enrolling, students must have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

M.Ed. in Elementary Education (1-6) and Teacher of Students with Moderate Disabilities (PreK-8) 52-62 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher Licenses in Elementary (1-6) and Teacher of Students with Moderate Disabilities (PreK-8) in the Commonwealth of Massachusetts.

This joint program is designed for students who are seeking two Initial teacher licenses within a single Master's degree program--one in elementary education and another in teaching students with moderate disabilities. The program provides participants with the knowledge, skills, experiences, and supports needed to become effective, licensed teachers in 21st century schools, and prepares them to teach in general education, special education, and/or inclusive settings. Culturally responsive teaching, equity, inclusion, differentiated and adapted instruction, interdisciplinary teaching, the common-core standards, legal and ethical considerations, assessment and the IEP process, are the focus in certain courses, but they are also integrated throughout the program. Candidates build deep relationships with schools as they practice teaching in a variety of settings through coursework, early field and practicum experiences. There are two 14-week practica, one in elementary education (1-6) and one in moderate disabilities (PreK-8).

Program Prerequisite: An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 Development and Learning: Psycho-social Perspectives in Education in their first semester of study.

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Courses may be waived based on previous coursework, which may reduce the total number of program credits.

All required courses must be completed prior to practica, unless approved by academic advisor, and many courses include field-based assignments.

Required Courses (40-50 credits):

Courses are listed in the intended sequence. Any changes must be approved in consultation with academic advisor.

ESPED 5100	Contemporary Perspectives in Special Education	3
ESPED 6130	Speech, Language, and Communication: Development, Disorders, and AAC	3
ESPED 5114	Designing Instruction for the Inclusive Classroom	3
EEDUC 5102	Teaching Elementary School Mathematics	3
CMATH 6108	Constructing Mathematical Understanding for Number Theory	3
ESPED 6124	Assessment in Special Education	3
ESPED 6121	Classroom Management and Behavior Support	3
ESPED 6014	Reading and Writing for Diverse Learners	3
EEDUC 5135	STEM in the Elementary School: Thinking with Evidence	3
EEDUC 5136	Integrating Social Studies into the Elementary Classroom	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EEDUC 6173	Literacy in the Disciplines (1-6)	3
ESPED 6128	Instructional Accommodations in Math and Science (PreK-8)	3
ESPED 6134	Designing Effective Individualized Education Programs	3
EEDUC 6633	Connecting Theory to Practice: School-Based Pre-Practicum	4
ESPED 6132	Collaboration with Professionals, Families, and Community	3

Practica (12 credits):

EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6

ESPED 7717	Practicum and Seminar in Moderate Disabilities (PreK-8)	6

EEDUC 7733 Requirements: While early field-based experiences are encouraged and courses have field-based assignments, the required 75-hour early field experience is integrated within the course EEDUC 6633 Connecting Theory to Practice: School-Based Pre-Practicum.

ESPED 7717 Requirements: As early in the program as possible, and prior to ESPED 7717, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Before enrolling in practica, students must complete the required pre-practicum courses and pass the appropriate Massachusetts Tests for Educator Licensure (MTEL). These full-time, full-semester practica are accompanied by weekly seminars and each requires a field experience fee.

M.Ed. in Elementary Education (1-6) and Creative Arts in Learning 42-46 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Elementary (1-6) in the Commonwealth of Massachusetts.

This program provides participants with the knowledge, skills, experiences, and supports needed to become effective licensed teachers in 21st century schools. Students discover the power and potential of integrating the arts into classroom practice and curriculum in order to enhance teaching and learning. The curriculum honors cultural, racial, linguistic, economic, and social diversity; empowers students through fostering creativity and individual expression; and explores various avenues of learning through the arts to accommodate different learning styles and modalities. The strength of this program rests in the underlying philosophy that the arts are central to human learning. Candidates also build deep relationships with schools as they practice teaching in a variety of settings through coursework, early field experience, and practicum.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Program phases parallel the recommended course sequence. Any changes must be approved in consultation with academic advisor. Students meet for an advising support session following each phase, and more often if needed.

With the exception of the arts elective in Phase IV, all courses in each phase must be taken prior to EEDUC 7733, unless approved by academic advisor, and many courses include field-based assignments.

Phase I (12 credits):

EARED 6110	Arts and Education: History and Philosophy	3
EARED 5018	Arts and Human Development	3
EEDUC 5102	Teaching Elementary School Mathematics	3
CMATH 6108	Constructing Mathematical Understanding for Number Theory	3

Phase II (12 credits):

EEDUC 5400	Literacy and Literature: Methods and Materials (1-6)	3
EARED 6115	Interdisciplinary Curriculum: Arts, History, and Social Science	3
EEDUC 5135	STEM in the Elementary School: Thinking with Evidence	3
ESPED 5114	Designing Instruction for the Inclusive Classroom	3

Phase III (9-13 credits):

EARED 6003	An Arts Approach to Multicultural Education	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EEDUC 6310	Designing a New Context for Learning	3
EEDUC 6173	Literacy in the Disciplines (1-6)	3

EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6115 is waived.

Phase IV (9 credits):

EARED XXXX	Arts Elective	3
EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6

EARED XXXX Arts Elective: chosen with approval of Creative Arts faculty advisor

EEDUC 7733 Requirements: Before enrolling, students must have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

M.Ed. in Elementary Education (1-6) and Specialist Teacher of Reading (All Levels) 52-56 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher Licenses in Elementary (1-6) and Specialist Teacher of Reading (All Levels) in the Commonwealth of Massachusetts.

This joint program offers students an opportunity to earn their classroom teaching license and their reading specialist license through one streamlined program. Students complete the elementary portion of their program, which provides them with the knowledge, skills, experiences, and supports needed to become effective, licensed teachers in 21st century schools. Once they have earned their Initial license in elementary education, they begin teaching with that license while continuing to work toward an Initial license as a specialist teacher of reading. Candidates build deep relationships with schools as they practice teaching in a variety of settings through coursework, early field experience, and practicum. Students gain a wealth of specialized knowledge applicable to a range of settings, populations, and consultant roles, and apply this in a second practicum experience.

While early field-based experiences are encouraged and courses have field-based assignments, the 75-hour early field experience required for EEDUC 7733 Practicum and Seminar in Elementary Education (1-6) is integrated within the course EEDUC 6633 Connecting Theory to Practice: School-Based Pre-Practicum.

NOTE: An Initial or Professional teacher license and at least one year of teaching experience under that license are required by the Massachusetts Department of Elementary and Secondary Education to be eligible for a license as a specialist teacher of reading.

Program Prerequisite: An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 Development and Learning: Psycho-social Perspectives in Education in their first semester of study.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Program phases parallel the recommended course sequence. Any changes must be approved in consultation with academic advisor. Students meet for an advising support session following each phase, and more often if needed.

Practica prerequisites: Unless approved by academic advisor, all courses in each phase must be taken prior to EEDUC 7733, and all literacy courses must be taken prior to EEDUC 7105. Many courses include field-based assignments.

Phase I (12 credits):

EEDUC 5400	Literacy and Literature: Methods and Materials (1-6)	3
EEDUC 5102	Teaching Elementary School Mathematics	3
CMATH 6108	Constructing Mathematical Understanding for Number Theory	3
ESPED 5114	Designing Instruction for the Inclusive Classroom	3

Phase II (6 credits):

EEDUC 5135	STEM in the Elementary School: Thinking with Evidence	3
EEDUC 5136	Integrating Social Studies into the Elementary Classroom	3

Phase III (0-4 credits):

EECLD 6115	Sheltered English Instruction (PreK-6)	4

EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6115 is waived.

Phase IV (10 credits):

EEDUC 6633	Connecting Theory to Practice: School-Based Pre-Practicum	4
EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6

EEDUC 7733 Requirements: Before enrolling, students must have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

Literacy Courses (24 credits):

With advisor approval, reading courses may be interspersed within program phases. EEDUC 7103 may be taken concurrently with EEDUC 7105.

EEDUC 5104	Literature for Children and Young Adults	3
EEDUC 6101	Content Literacy	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6136	Struggling Readers and Writers	3
EEDUC 6135	Assessment: A Literacy Perspective	3
EEDUC 7103	Roles of the Language Arts Professional: Consultation and Collaboration	3
EEDUC 7105	Practicum: Interactive Assessment and Instruction for Literacy	6

EEDUC 7105 Requirements: Before enrolling, students must have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). This 150-hour practicum is accompanied by a weekly seminar and requires a field experience fee.

M.Ed. in Elementary Education (1-6) and English as a Second Language (PreK-6) 49-53 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher Licenses in Elementary (1-6) and English as a Second Language (PreK-6) in the Commonwealth of Massachusetts.

Graduates of this dual licensure program will receive Initial teacher licenses in both elementary education and English as a Second Language (ESL). The elementary portion of the program, structured in four phases, provides participants with the knowledge, skills, experiences, and supports needed to become effective, licensed teachers in 21st century schools. Key competencies relating to culturally responsive teaching, equity, inclusive classrooms, differentiated instruction, interdisciplinary teaching, and a focus on common-core standards, are integrated throughout the program. Candidates build deep relationships with schools as they practice teaching in a variety of settings through coursework, early field experience, and a full practicum.

The ESL portion of the program features courses that focus on second language acquisition, linguistics, methods and assessment, and includes a second full practicum. These courses and field experiences add to skills developed in the elementary portion to assure that candidates are well prepared to address the needs of English language learners no matter what program/classroom instructional model is in place. The ESL program and courses are aligned with Teachers of English to Speakers of Other Languages (TESOL) standards.

Program Prerequisite: An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 Development & Learning: Psycho-social Perspectives in Education in their first semester of study.

Language Requirement: Documentation of having earned a minimum of 6 college credits in a language other than English or equivalent is required for ESL Initial license and must be submitted prior to taking EECLD 7006. For non-native English speakers, English is considered to be the foreign language.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Program phases parallel the recommended course sequence. Any changes must be approved in consultation with academic advisor. Students meet for an advising support session following each phase, and more often if needed.

Practica prerequisites: Unless approved by academic advisor, all courses in each phase must be taken prior to EEDUC 7733, and all ESL courses must be taken prior to EECLD 7006. Many courses include field-based assignments.

Phase I (12 credits):

EEDUC 5400	Literacy and Literature: Methods and Materials (1-6)	3
EEDUC 5102	Teaching Elementary School Mathematics	3
CMATH 6108	Constructing Mathematical Understanding for Number Theory	3
ESPED 5114	Designing Instruction for the Inclusive Classroom	3

Phase II (9 credits):

EEDUC 5135	STEM in the Elementary School: Thinking with Evidence	3
EEDUC 5136	Integrating Social Studies into the Elementary Classroom	3
EECLD 6001	Culturally Responsive Teaching	3

Phase III (0-4 credits):

EECLD 6115	Sheltered English Instruction (PreK-6)	4

EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6115 is waived.

Phase IV (10 credits):

EEDUC 6633	Connecting Theory to Practice: School-Based Pre-Practicum	4
EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6

EEDUC 7733: While early field-based experiences are encouraged and courses have field based assignments, the required 75-hour early field experience is integrated within the course EEDUC 6633 Connecting Theory to Practice: School-Based Pre-Practicum.

Before enrolling in EEDUC 7733, students must have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

ESL Courses (18 credits):

With advisor approval, ESL courses may be interspersed within program phases.

EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3
EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3
EECLD 7006	Practicum and Seminar in ESL (PreK-6)	6

EECLD 7006 Requirements: As early in the program as possible, and prior to EECLD 7006, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Before enrolling in EECLD 7006, students must have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

M.Ed. in Elementary Education (1-6) with Add License Preparation for English as a Second Language (PreK-6) 43-47 credits

Elementary Education Urban Initiative (EEUI): District-Based Clinical Collaborative Program

The elementary portion of this program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Elementary (1-6) in the Commonwealth of Massachusetts.*

While this program endorses candidates for only the elementary license, it prepares them well to add the English as a Second Language (ESL) license through a year-long internship in a diverse school/classroom, which includes field experiences in elementary with ESL, sheltered English immersion, or dual bilingual classrooms. Key competencies relating to culturally responsive teaching, equity, inclusion, differentiated instruction, interdisciplinary teaching, and a focus on Common Core Standards, are integrated throughout the program, as are related ESL competencies. The ESL-related courses, which focus on second language acquisition, linguistics, methods and assessment, add to the skills developed through the elementary courses to assure that candidates are well prepared to address the needs of English language learners no matter what program/classroom instructional model is in place.

The year-long internship aspect of the EEUI program more than addresses the 75-hour early field experience required for EEDUC 7733 Practicum and Seminar in Elementary Education (1-6). Early field experience is also integrated within the course EEDUC 6633 Connecting Theory to Practice: School-Based Pre-Practicum.

* Lesley University does not endorse the ESL license. To obtain a Massachusetts ESL license, students will need to apply for the license with the Department of Elementary and Secondary Education (DESE) and have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). DESE also requires students to complete 150 hours in an ESL classroom to qualify for add ESL license. EEUI students will meet this requirement through a year-long placement in a district-based clinical setting. See the DESE website for more licensure information.

Program Prerequisite: An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 Development & Learning: Psycho-social Perspectives in Education in their first semester of study.

Language Requirement: Documentation of having earned a minimum of 3 college credits in a language other than English or equivalent is required for ESL Initial license and must be submitted prior to taking EECLD 7006. For non-native English speakers, English is considered to be the foreign language.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Program phases parallel the recommended course sequence. Any changes must be approved in consultation with academic advisor. Students meet for an advising support session following each phase, and more often if needed.

With the exception of EECLD 6002, EECLD 6004, EECLD 6007, and EECLD 6012, all courses in each phase must be taken prior to EEDUC 7733, unless approved by academic advisor, and many courses include field-based assignments.

Phases I and II (15 credits):

EEDUC 5102	Teaching Elementary School Mathematics	3
EEDUC 5400	Literacy and Literature: Methods and Materials (1-6)	3
EEDUC 5135	STEM in the Elementary School: Thinking with Evidence	3
EEDUC 5136	Integrating Social Studies into the Elementary Classroom	3
CMATH 6108	Constructing Mathematical Understanding for Number Theory	3

Phase III (13-17 credits):

EEDUC 6633	Connecting Theory to Practice: School-Based Pre-Practicum	4
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
ESPED 5114	Designing Instruction for the Inclusive Classroom	3

EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6115 is waived.

Phase IV (15 credits):

EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3
EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3
EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6

EEDUC 7733 Requirements: Before enrolling, students must have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee

LICENSURE-ONLY PROGRAM LEADING TO INITIAL TEACHER LICENSE IN ELEMENTARY (1-6)

Licensure Only: Elementary Education (1-6) 31-35 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Elementary Education (1-6) in the Commonwealth of Massachusetts.

This licensure-only, non-degree program is designed for career changers and others who may want to teach but do not require (or may already have) a full Master's degree. It will prepare teachers to work with the children in 21st century schools, as well as to meet Massachusetts state regulations for licensure. Appropriate for students with undergraduate degrees who wish to become teachers of children in grades 1-6, the program incorporates Lesley's commitment to inclusive classrooms, differentiated instruction, and the integration of theory with practice. Classroom inquiry is a focus, as teachers move through their coursework, early field experience, and a full-semester practicum experience. The program is offered at selected off-campus sites throughout Massachusetts.

While early field-based experiences are encouraged and courses have field-based assignments, the 75-hour early field experience required for EEDUC 7733 Practicum and Seminar in Elementary Education (1-6) is integrated within the course EEDUC 6633 Connecting Theory to Practice: School-Based Pre-Practicum.

Program Prerequisite: An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 Development and Learning: Psycho-social Perspectives in Education in their first semester of study.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Program phases parallel the recommended course sequence. Any changes must be approved in consultation with academic advisor. Students meet for an advising support session following each phase, and more often if needed.

All courses in each phase must be taken prior to EEDUC 7733, unless approved by academic advisor, and many courses include field-based assignments.

Phase I (12 credits):

EEDUC 5400	Literacy and Literature: Methods and Materials (1-6)	3
EEDUC 5102	Teaching Elementary School Mathematics	3
CMATH 6108	Constructing Mathematical Understanding for Number Theory	3
ESPED 5114	Designing Instruction for the Inclusive Classroom	3

Phase II (9 credits):

EEDUC 6173	Literacy in the Disciplines (1-6)	3
EEDUC 5135	STEM in the Elementary School: Thinking with Evidence	3
EEDUC 5136	Integrating Social Studies into the Elementary Classroom	3

Phase III (0-4 credits):

EECLD 6115	Sheltered English Instruction (PreK-6)	4

EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6115 is waived.

Phase IV (10 credits):

EEDUC 6633	Connecting Theory to Practice: School-Based Pre-Practicum	4
EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6

EEDUC 7733 Requirements: Before enrolling, students must have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

HIGH SCHOOL EDUCATION

The high school programs draw on Lesley's resources in education and the liberal arts to prepare outstanding teachers who will be highly effective educators for today's high school students. In our programs, our students learn practical classroom skills for working with diverse student populations; receive a thorough grounding in best practices for instruction and assessment in their subject area; encounter the most current research and theory on adolescence and high schools; think critically about contemporary high schools; broaden their subject area knowledge base; engage actively with current educational technologies; conduct action research; and practice new-found skills in high school classrooms. Programs include a 14-week practicum experience accompanied by a weekly seminar.

M.Ed. Programs leading to Initial Teacher License in Massachusetts:

M.Ed. in High School Biology (8-12) (p. 50)

M.Ed. in High School Chemistry (8-12) (p. 50)

M.Ed. in High School Earth Science (8-12) (p. 51)

M.Ed. in High School English (8-12) (p. 51)

M.Ed. in High School History (8-12) (p. 52)

M.Ed. in High School Mathematics (8-12) (p. 52)

M.Ed. in High School Physics (8-12) (p. 53)

M.Ed. in High School Political Science/Political Philosophy (8-12) (p. 53)

For current information on state testing requirements for initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure Office on the web.

M.ED. PROGRAMS LEADING TO INITIAL TEACHER LICENSE IN HIGH SCHOOL (8-12)

M.Ed. in High School Biology (8-12) 33-37 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in High School Biology (8-12) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in biology **or** have passed the Massachusetts Tests for Educator Licensure (MTEL) in Biology

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (27-31 credits):

All of the following required courses must be completed prior to EEDUC 7780, and many courses include field-based assignments; EEDUC 6206 may be taken concurrently with EEDUC 7780.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 6206	Project-Based Inquiry Science Teaching in the High School	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7780	Practicum and Seminar in Biology (8-12)	6

M.Ed. in High School Chemistry (8-12) 33-37 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in High School Chemistry (8-12) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in chemistry **or** have passed the Massachusetts Tests for Educator Licensure (MTEL) in Chemistry

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (27-31 credits):

All of the following required courses must be completed prior to EEDUC 7781, and many courses include field-based assignments. EEDUC 6206 may be taken concurrently with EEDUC 7781.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 6206	Project-Based Inquiry Science Teaching in the High School	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7781	Practicum and Seminar in Chemistry (8-12)	6

M.Ed. in High School Earth Science (8-12) 33-37 credits

This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in High School Earth Science (8-12) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in earth science **or** have passed the Massachusetts Tests for Educator Licensure (MTEL) in Earth Science

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (27-31 credits):

All of the following required courses must be completed prior to EEDUC 7782, and many courses include field-based assignments. EEDUC 6206 may be taken concurrently with EEDUC 7782.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 6206	Project-Based Inquiry Science Teaching in the High School	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7782	Practicum and Seminar in Earth Science (8-12)	6

M.Ed. in High School English (8-12) 33-37 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in High School English (8-12) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in English **or** have passed the Massachusetts Tests for Educator Licensure (MTEL) in English

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (27-31 credits):

All of the following required courses must be completed prior to EEDUC 7770, and many courses include field-based assignments. EEDUC 5060 may be taken concurrently with EEDUC 7770.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 5060	Teaching English in Grades 8-12	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7770	Practicum and Seminar in English (8-12)	6

M.Ed. in High School History (8-12) 33-37 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in High School History (8-12) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in history **or** have passed the Massachusetts Tests for Educator Licensure (MTEL) in History

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (27-31 credits):

All of the following required courses must be completed prior to EEDUC 7771, and many courses include field-based assignments. EEDUC 5061 may be taken concurrently with EEDUC 7771.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 5061	Teaching History and Political Science/Political Philosophy in Grades 8-12	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7771	Practicum and Seminar in History (8-12)	6

M.Ed. in High School Mathematics (8-12) 33-37 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in High School Mathematics (8-12) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in mathematics **or** have passed the Massachusetts Tests for Educator Licensure (MTEL) in Mathematics (8-12)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (27-31 credits):

All of the following required courses must be completed prior to EEDUC 7772, and many courses include field-based assignments; EEDUC 6202 may be taken concurrently with EEDUC 7772.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 6202	Teaching Mathematics in a Student-Centered Secondary Classroom	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7772	Practicum and Seminar in Mathematics (8-12)	6

M.Ed. in High School Physics (8-12) 33-37 credits

This program of study approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in High School Physics (8-12) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in physics **or** have passed the Massachusetts Tests for Educator Licensure (MTEL) in Physics

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (27-31 credits):

All of the following required courses must be completed prior to EEDUC 7783, and many courses include field-based assignments. EEDUC 6206 may be taken concurrently with EEDUC 7783.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 6206	Project-Based Inquiry Science Teaching in the High School	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7783	Practicum and Seminar in Physics (8-12)	6

M.Ed. in High School Political Science/Political Philosophy (8-12) 33-37 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in High School Political Science/Political Philosophy (8-12) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in political science/political philosophy **or** have passed the Massachusetts Tests for Educator Licensure (MTEL) in Political Science/Political Philosophy

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (27-31 credits):

All of the following required courses must be completed prior to EEDUC 7773, and many courses include field-based assignments. EEDUC 5061 may be taken concurrently with EEDUC 7773.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 5061	Teaching History and Political Science/Political Philosophy in Grades 8-12	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7773	Practicum and Seminar in Political Science/Political Philosophy (8-12)	6

INDIVIDUALLY DESIGNED

M.Ed. Individually Designed Program for Educators 33 credits

The M.Ed. Individually Designed Program for Educators is a 33-credit course of study that gives participants the opportunity to design an advanced level degree tailored to their personal and professional goals.

With 27 credits of electives, the student can design an area of concentration, an interdisciplinary plan, or complete an endorsement or second license program. Courses may be taken completely online, or at Lesley's Cambridge campus. EEDUC 6126 and EEDUC 6127, which is taken as the final course in the program, are two research courses designed to help students consolidate their coursework and develop an action research study.

Each student will work with an assistant director for academic advising or faculty advisor to develop a degree study plan by the end of the first semester of study. The plan will be used as a flexible contract and road map toward degree completion. In addition, it will document progress toward completion of an endorsement, add-on license, or another interdisciplinary course of study that meets a more individualized professional goal. Students may also design independent study courses, in consultation with their faculty advisor, to complement their study plan.

For Washington Students: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Core Courses (6 credits):

EEDUC 6126	Classroom and School Inquiry	3
EEDUC 6127	Action Research and Seminar	3

EEDUC 6127: taken as final course in the program

Elective Courses (27 credits):

Options for earning elective credits include the following:

- Choose any combination of graduate level courses from across the university, many of which are online.
- Complete one of the certificate programs below in its entirety. With this option, the student's transcript will reflect a specialization in the chosen area, and the credits earned can be applied to the elective requirement. Additional courses must be completed as needed to total 27 credits.

Mathematics Education (p. 71) (18 credits)*

Science in Education (p. 67) (15 credits)*

Teaching English to Speakers of Other Languages (TESOL) (p. 60) (18 credits)*

Special Education (p. 78) (24 credits)*

Online Teaching (p. 69) (15 credits)

Navigating Our Digital World (p. 69) (15 credits)

Emerging Technologies (p. 70) (15 credits)

Autism Spectrum Disorder: Allies and Advocates (p. 78) (12 credits)

Literacy for the Classroom Teacher (K-8) (p. 58) (15 credits)

**Program completion leads to endorsement in multiple states. It is the student's responsibility to know and monitor state requirements and regulations for the endorsement or second license.*

READING, LITERACY LEARNING, AND LANGUAGE

The Lesley reading, literacy learning, and language programs for educators focus on responding to the diverse literacy needs of K-12 students. An emphasis is placed on the following: connecting reading and writing across the curriculum, connecting assessment and instruction to inform ongoing teaching and to guide students' learning, and meeting the needs of English language learners.

The power of narrative and informational literature to teach reading and to model writing across the disciplines is evident in each program option.

SPECIALIST TEACHER OF READING

The Specialist Teacher of Reading programs are highly regarded for their outstanding professional training and for the expertise and diverse backgrounds of the Lesley faculty who specialize in literacy. The teaching of reading, narrative and expository writing, and speaking and listening skills are included in the program of study, along with a thorough grounding in theory and an emphasis on the skills and practices of consultation and collaboration. Students have opportunities to engage in field experiences as tutors and interns in school and clinical settings at a variety of levels, as well as an opportunity to build a repertoire of assessment practices appropriate for diverse populations at varying ages and grade levels.

M.Ed. Programs leading to Initial Teacher License in Massachusetts:

M.Ed. in Specialist Teacher of Reading (All Levels) leading to Initial License (p. 55)

M.Ed. in Elementary (1-6) and Specialist Teacher of Reading (All Levels) leading to two Initial Licenses (Elementary and Reading Specialist) (p. 46)

M.Ed. in Middle School English (5-8) and Specialist Teacher of Reading (All Levels) leading to two Initial Licenses (English 5-8 and Reading Specialist) (p. 64)

C.A.G.S. Program leading to Initial Teacher License in Massachusetts:

C.A.G.S. in Specialist Teacher of Reading (All Levels) leading to Initial License (p. 56)

For current information on state testing requirements for Initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure Office web page.

Non-Degree/LicensureOnly:

Specialist Teacher of Reading (All Levels) leading to Initial License (p. 56)

M.Ed. Programs Leading to Initial License in Specialist Teacher of Reading

M.Ed. in Specialist Teacher of Reading (All Levels) 36 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Specialist Teacher of Reading (All Levels) in the Commonwealth of Massachusetts.

This Master's degree program offers thorough training in a variety of literacy strategies and approaches to meet the needs of diverse learners and is highly regarded for its outstanding professional training and for the expertise and diverse backgrounds of the faculty who specialize in literacy. Emphasis is on the teaching of reading, narrative and expository writing, assessment informing instruction, and staff development. The coursework for the specialist teacher of reading program can be used to move an Initial license in early childhood, elementary, or special education to the professional level.

Program Prerequisites

- Initial or Professional license for classroom teacher or special education teacher
- EEDUC 5400 (p. 215) Literacy and Literature: Methods and Materials (1-6) (or equivalent)
- EEDUC 5122 Development and Learning: Psycho-social Perspectives in Education (or a course in child development and a course in adolescent development)
- EECLD 6115 Sheltered English Instruction (PreK-6) or EECLD 6116 Sheltered English Instruction (5-12)

Note: An Initial or Professional license and at least one year of teaching experience under that license are required by the Massachusetts Department of Elementary and Secondary Education to be eligible for a license as a specialist teacher of reading.

PROGRAM OF STUDY

***Courses may have prerequisites for registration; please check course descriptions before registering*.**

Core Courses (24 credits):

All of the following required core courses EXCEPT EEDUC 7102 must be completed prior to EEDUC 7105, and many courses include field-based assignments. EEDUC 7103 may be taken concurrently with EEDUC 7105.

EEDUC 5104	Literature for Children and Young Adults	3
EEDUC 6101	Content Literacy	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6136	Struggling Readers and Writers	3
EEDUC 6135	Assessment: A Literacy Perspective	3
EEDUC 7103	Roles of the Language Arts Professional: Consultation and Collaboration	3
EEDUC 7102	Research in Reading	3

Electives (select in consultation with advisor) (6 credits):

Recommended areas: ESL, special education, cultural diversity, educational technology, children's literature, or offerings by the Center for Reading Recovery

Practicum (6 credits):

Prerequisites: Successful completion required pre-practicum courses and satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This 150-hour practicum is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7105	Practicum: Interactive Assessment and Instruction for Literacy	6

Certificate of Advanced Graduate Study (C.A.G.S.) Program Leading to Initial License in Specialist Teacher of Reading

This advanced degree program is designed for experienced professionals who already hold a Master's degree in education and is

of particular value to individuals seeking positions with responsibility for curriculum, staff development, and supervision.

C.A.G.S. in Specialist Teacher of Reading (All Levels) 45 credits

This program is approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Specialist Teacher of Reading (All Levels) in the Commonwealth of Massachusetts.

This program offers thorough training in literacy strategies and approaches to meet the needs of diverse student learners. Candidates work with faculty on the cutting edge of literacy research, pedagogy, and policy, and focus on staff development as well as direct services to students across the grades.

Ideal for established K-12 practitioners looking to further develop their literacy skills and move to a higher-level degree while acquiring their specialist teacher of reading license for all levels, this advanced degree is of particular value to individuals who seek positions with responsibility for curriculum, staff development, and supervision.

Note: An Initial or Professional license and at least one year of teaching experience under that license are required by the Massachusetts Department of Elementary and Secondary Education to be eligible for a License as a specialist teacher of reading.

Program Prerequisites:

- Master's degree in education
- Initial or Professional license for classroom or special education teacher
- EEDUC 5400 (p. 215) Literacy and Literature: Methods and Materials (1-6) (or equivalent)
- EEDUC 5122 Development and Learning: Psycho-social Perspectives in Education (or a course in child development and a course in adolescent development)
- EECLD 6115 Sheltered English Instruction (PreK-6) or EECLD 6116 Sheltered English Instruction (5-12)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Core Courses (21 credits):

All of the following required core courses must be completed prior to the practicum, and many courses include field-based assignments

EEDUC 5104	Literature for Children and Young Adults	3
EEDUC 6101	Content Literacy	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6136	Struggling Readers and Writers	3
EEDUC 6135	Assessment: A Literacy Perspective	3
EEDUC 7103	Roles of the Language Arts Professional: Consultation and Collaboration	3

EEDUC 7103: may be taken concurrently with EEDUC 7105

Practicum (6 credits):

Prerequisites: Successful completion of required pre-practicum courses and satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This 150-hour practicum is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7105	Practicum: Interactive Assessment and Instruction for Literacy	6

Required Research Courses (9 credits):

EEDUC 7102	Research in Reading	3

Select two of the following 3-credit research courses, in consultation with advisor:

EAGSR 7210	Program Evaluation	3
EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 7102	Quantitative Research Methods II: Research Design	3
EAGSR 7103	Qualitative Research Methods I	3

CAGS Courses (6 credits):

EEDUC 8001	Advanced Professional Seminar	3
	or	
EARED 8000	Advanced Professional Seminar	3
EEDUC 7003	Directed Study: Reading and Language Arts	3

Capstone and CAGS Qualifying Examinations (3 credits):

EEDUC 7999	Independent Study: Qualifying Portfolio and Oral Examination	3

Licensure-Only Program Leading to Initial License in Specialist Teacher of Reading

Licensure Only: Specialist Teacher of Reading (All Levels) 18-40 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Specialist Teacher of Reading (All Levels) in the Commonwealth of Massachusetts.

This licensure-only program is for licensed classroom teachers with a Master's degree who seek further certification as a specialist teacher of reading. The program offers thorough training in literacy strategies to meet the needs of diverse learners. Students work with professors on literacy research, pedagogy, and policy, and focus on staff development as well as direct services to students. Students apply their coursework to a practicum experience and return to their schools with a wealth of specialized knowledge applicable to a range of settings, student populations, and consultant roles.

Note: An Initial or Professional license and at least one year of teaching experience under that license are required by the Massachusetts Department of Elementary and Secondary Education to be eligible for a license as a specialist teacher of reading.

Program Prerequisite: Master's degree and Initial or Professional license for classroom teacher or special education teacher

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Prerequisite Courses (18-22 credits):

Prerequisite coursework may be waived based on previous coursework or past experience. Courses waived will reduce the amount of credits.

All of the following prerequisite courses must be completed prior to the practicum, and many courses include field-based assignments.

EEDUC 5400	Literacy and Literature: Methods and Materials (1-6)	3
EEDUC 5122	Development and Learning: Psycho-social Perspectives in Education	3
EEDUC 5104	Literature for Children and Young Adults	3
EEDUC 6101	Content Literacy	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
	or	
EECLD 6116	Sheltered English Instruction (5-12)	4

Required Courses (12 credits):

All of the following required courses EXCEPT EEDUC 7102 must be completed prior to EEDUC 7105, and many courses include field based assignments; EEDUC 7103 may be taken concurrently with EEDUC 7105.

EEDUC 6136	Struggling Readers and Writers	3
EEDUC 6135	Assessment: A Literacy Perspective	3
EEDUC 7103	Roles of the Language Arts Professional: Consultation and Collaboration	3
EEDUC 7102	Research in Reading	3

Practicum (6 credits):

Prerequisites: Successful completion of required pre-practicum courses and satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This 150-hour practicum is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7105	Practicum: Interactive Assessment and Instruction for Literacy	6

LITERACY FOR CLASSROOM TEACHERS

M.Ed. program leading to Professional License in Massachusetts:

M.Ed. in Literacy for K-8 Classroom Teachers (p. 57)

Non-Licensure M.Ed. Program:

M.Ed. in Language and Literacy (p. 57)

Graduate Certificates:

Graduate Certificate in Literacy for the Classroom Teacher (K-8) (p. 58)

Graduate Certificate in Developing Systematic Language and Literacy Expertise (K-8) (p. 58)

M.Ed. in Literacy for K-8 Classroom Teachers 33 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional License in Early Childhood: Teacher of Students with and without Disabilities (PreK-2), Elementary (1-6), or Middle School English (5-8) in the Commonwealth of Massachusetts.

This 33-credit program addresses the needs of experienced educators who already hold an Initial teacher license in early childhood, elementary, or middle school English and wish to enhance and expand their knowledge and skills in the area of literacy. The program provides educators with a foundation in literacy learning and language and its application across diverse populations and content areas. The program's focus is on the integration of reading and writing; the use of assessment to inform instruction; the integration of technology to enhance a multiple literacies approach; and the knowledge and use of authentic literature, narrative and informational, to analyze text complexities and to match readers and text. This program also has a non-licensure option for those not seeking a Professional teacher license.

Program Prerequisites

- For Professional License in Early Childhood (PreK-2): Massachusetts Initial License in Early Childhood (PreK-2)
- For Professional License in Elementary (1-6): Massachusetts Initial License in Elementary (1-6)
- For Professional License in Middle School English (5-8): Massachusetts Initial License in Middle School English (5-8)
- For non-licensure: a signed non-licensure agreement

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (33 credits):

EEDUC 6164	Perspectives on Literacy, Learning, and Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6175	Phonics, Spelling, and Vocabulary: Extensions and Applications	3
EEDUC 5104	Literature for Children and Young Adults	3
EEDUC 6032	Exploring Nonfiction for the Elementary and Middle School Classroom	3
EEDUC 6101	Content Literacy	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6156	Assessment for the Classroom Teacher of Literacy	3
EEDUC 6136	Struggling Readers and Writers	3
EECLD 6008	Teaching Reading and Writing for Speakers of Other Languages and Dialects	3
EEDUC 7130	Professional Development-New Role for the Classroom Teacher of Literacy	3

M.Ed. in Language and Literacy 33 credits

This 33-credit online program addresses the needs of experienced educators who wish to enhance and expand their knowledge and skills in the area of literacy. The program provides educators with a foundation in literacy learning and language and its application across diverse populations and content areas. The program has a particular focus on meeting the needs of English Language Learners through the integration of reading and writing, the use of assessment to inform instruction, the integration of technology to enhance a multiple literacies approach, and the knowledge and use of authentic literature, narrative and informational, to effectively match readers and text.

Program Prerequisite: Teaching license or documented education-related experience

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (30 credits):

EEDUC 6164	Perspectives on Literacy, Learning, and Teaching	3
EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6059	Literature and Learning in the K-8 Classroom	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6101	Content Literacy	3
EEDUC 6156	Assessment for the Classroom Teacher of Literacy	3
EECLD 6010	Teaching English to Speakers of Other Languages: Content Areas	3
EEDUC 6136	Struggling Readers and Writers	3
EECLD 6008	Teaching Reading and Writing for Speakers of Other Languages and Dialects	3

Capstone Course (3 credits):

All other courses in the program should be taken before the capstone course.

EEDUC 7130	Professional Development-New Role for the Classroom Teacher of Literacy	3

Graduate Certificate in Literacy for the Classroom Teacher (K-8) 15 credits

This 15-credit online graduate certificate in literacy program is designed for experienced educators who wish to enhance and expand their knowledge and skills in the area of literacy. The program provides educators with a foundation in literacy learning and its application across diverse populations and content areas. The focus of the program is on the integration of reading and writing; using technology to enhance a multiple literacies approach; and the knowledge and use of authentic literature, narrative and informational, to analyze text complexities and to match readers and text.

This graduate certificate program may also be used as a specialization to fulfill some of the requirements for the M.Ed. in Language and Literacy online program, the M.Ed. Individually Designed Program for Educators, and the M.Ed. in Educational Technology. Appropriate for those pursuing Lesley's TESOL graduate certificate and wish to combine in an M.Ed.

Program Prerequisite: Bachelor's degree from a regionally accredited college or university

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (12 credits):

EEDUC 6059	Literature and Learning in the K-8 Classroom	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6101	Content Literacy	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3

Elective Courses (3 credits):

Select **one** of the following 3-credit courses:

EECLD 6010	Teaching English to Speakers of Other Languages: Content Areas	3
EECLD 6001	Culturally Responsive Teaching	3

Graduate Certificate in Developing Systematic Language and Literacy Expertise (K-8) 18-credits

Center for Reading Recovery and Literacy Collaborative

Developed by the Lesley University Center for Reading Recovery and Literacy Collaborative (p. 86), this certificate is distinguished by its systematic focus on building an integrated approach to literacy across all of the important elements of instructional practice, blending social constructivist teaching and learning environments; Clay's complex theory of literacy learning; and the explicit descriptions of language and literacy development described in *The Continuum of Literacy Learning K-8: A Guide to Teaching* developed by Fountas and Pinnell.

Participants will learn specific core teaching practices within a literacy framework for improving teaching in reading, writing, language and word study/phonics for all students, including English language learners. These teaching practices include whole group, small group, and individual teaching within different elements of the literacy workshops, as well as a strong focus on using systematic assessment to inform instruction at all levels.

Note: Participants should be teaching in a classroom or have access to students in order to successfully complete the coursework.

Program Prerequisite: Bachelor's degree from a regionally accredited college or university

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (6 credits):

EEDUC 6165	Linking Assessment to Teaching: Reading, Writing, and Word Study (K-8)	3
EEDUC 6169	Thinking, Talking, and Writing about Texts (K-8)	3

Elective Courses (12 credits):

Select **four** of the following 3-credit courses in consultation with advisor:

EEDUC 6047	Guided Reading in a Comprehensive Early Literacy Program (K-2)	3
EEDUC 6180	Intentional Teaching in a Readers' Workshop (K-2)	3
EEDUC 6176	Intentional Teaching in a Writers' Workshop (K-2)	3
EEDUC 6039	Phonics, Vocabulary, and Spelling in the Reading/Writing Classroom (K-3)	3
EEDUC 6045	Guided Reading: Differentiating Literacy Instruction (3-8)	3
EEDUC 6168	Intentional Teaching in a Readers' Workshop (3-8)	3
EEDUC 6185	Intentional Teaching in a Writers' Workshop (3-8)	3
EEDUC 6049	Word Study: Teaching Phonics, Spelling, and Vocabulary (3-8)	3

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

The mission of TESOL programs at Lesley University is to prepare competent, caring, inclusive, reflective, and proactive TESOL professional educators who make a difference in their students' lives. The programs are based on the philosophy that being proficient in two or more languages is an asset and an important priority for American education in a global world community. Program participants acquire meaningful, innovative, and culturally responsive research-based learning for culturally and linguistically diverse (CLD) students.

M.Ed. Programs leading to Initial Teacher License in Massachusetts:

M.Ed. in Elementary Education (1-6) and English as a Second Language (PreK-6) (p. 47)

M.Ed. in Elementary Education (1-6) with Add License Preparation for English as a Second Language (PreK-6): Elementary Education Urban Initiative (EEUI) (p. 48)

Licensure Only: English as a Second Language (PreK-6) (p. 59)

Licensure Only: English as a Second Language (5-12) (p. 59)

Graduate Certificate:

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (p. 60)

Licensure Only: English as a Second Language (PreK-6) 15-24 credits

This program is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in English as Second Language (PreK-6) in the Commonwealth of Massachusetts.

This 15 to 24-credit program features 18 credits of courses related to English as a second language (ESL), followed by a 6-credit practicum and seminar in ESL. The courses are aligned with Teachers of English to Speakers of Other Languages (TESOL) standards and the National Council for Accreditation of Teacher Education (NCATE) domains. After successfully completing the practicum, students will be eligible for Initial license in ESL.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Courses may be waived based on previous coursework or past experience. Courses waived will reduce the total number of program credits.

Program Requirements:

- Initial or Professional license(s) in Early Childhood (PreK-2), Elementary (1-6), and/or Moderate Disabilities (PreK-8)
- Documentation of having earned a minimum of 6 college credits in a language other than English or equivalent must be submitted prior to program completion. For non-native English speakers, English is considered to be the foreign language.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (9-18 credits):

All of the following required courses must be completed prior to EECLD 7006, and many courses include field-based assignments.

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3
EECLD 6010	Teaching English to Speakers of Other Languages: Content Areas	3
EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3

ESL Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This practicum is accompanied by a seminar and requires a field experience fee.

EECLD 7006	Practicum and Seminar in ESL (PreK-6)	6

Licensure Only: English as a Second Language (5-12) 15-24 credits

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in English as Second Language (5-12) in the Commonwealth of Massachusetts.

This 15 to 24-credit program features 18 credits of courses related to English as a second language (ESL), followed by a 6-credit practicum and seminar in ESL. The courses are aligned with Teachers of English to Speakers of Other Languages (TESOL) standards and the National Council for Accreditation of Teacher Education (NCATE) domains. After successfully completing the practicum, students will be eligible for Initial license in ESL.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Courses may be waived based on previous coursework or past experience. Courses waived will reduce the total number of program credits.

Program Requirements:

- Initial or Professional license(s) in Middle School (5-8) or High School (9-12)
- Documentation of having earned a minimum of 6 college credits in a language other than English or equivalent must be submitted prior to program completion. For non-native English speakers, English is considered to be the foreign language.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (9-18 credits):

All of the following courses must be completed prior to EECLD 7005, and many courses include field-based assignments.

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6107	Teaching English to Speakers of Other Languages: Literacy and Literature (5-12)	3
EECLD 6111	Teaching English to Speakers of Other Languages: Content Areas (5-12)	3
EECLD 6120	Assessment for Equity and Inclusion of Bilingual Learners (5-12)	3

ESL Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This practicum is accompanied by a seminar and requires a field experience fee.

EECLD 7005	Practicum and Seminar in ESL (5-12)	6

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) 18 credits

Lesley University's TESOL graduate certificate online program, which meets endorsement requirements in multiple US states, is designed to enhance the knowledge, skills, and dispositions of licensed teachers who wish to teach English Language Learners (ELLs). It offers a theoretical foundation as well as practical strategies for the classroom and empowers teachers with the most current technologies, research-based strategies, and culturally responsive teaching. It is aligned with TESOL/National Council for Accreditation of Teacher Education (NCATE) National Standards in the five domains: Language; Culture; Planning, Implementing, and Managing Instruction; Assessment; and Professionalism. This certificate program may also be used as a specialization to fulfill some of the requirements for the M.Ed. Individually Designed Program for Educators and the M.Ed. in Educational Technology.

Please note: In certain states, a student may receive an endorsement/second license by completing Lesley's 18-credit TESOL program. It is important to check with your teacher licensing office, as additional steps may be necessary in order to meet state requirements.

PROGRAM OF STUDY

Requirement for completion of the TESOL Endorsement program: students must submit evidence of minimal proficiency in a foreign language, equivalent to one semester's work of approximately 45 class hours. For non-native English speakers, English is considered to be the foreign language.

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (18 credits):

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3
EECLD 6010	Teaching English to Speakers of Other Languages: Content Areas	3
EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3

MIDDLE SCHOOL EDUCATION

The importance of creating the appropriate school environments, curriculum designs, and classroom teaching strategies that best support the intellectual, emotional, and social growth of early adolescents are emphasized throughout Lesley's middle school programs. This includes heterogeneous grouping, integrated studies that correlate with national standards, classroom management techniques that create a community of self-monitoring learners, interdisciplinary teacher teams, community-based projects, small learning communities, differentiated assessment practices, and parental involvement. Programs are offered on campus and at selected off-campus sites.

M.Ed. Programs leading to Initial Teacher License in Massachusetts:

M.Ed. in Middle School English (5-8) (p. 61)

M.Ed. in Middle School General Science (5-8) (p. 61)

M.Ed. in Middle School History (5-8) (p. 62)

M.Ed. in Middle School Humanities (5-8) (p. 62)

M.Ed. in Middle School Mathematics (5-8) (p. 63)

M.Ed. in Middle School Mathematics/Science (5-8) (p. 63)

M.Ed. in Middle School Political Science/Political Philosophy (5-8) (p. 64)

M.Ed. in Middle School English (5-8) and Specialist Teacher of Reading (All Levels) (p. 64)

For current information on state testing requirements for Initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure Office web page.

Full-time students may choose to complete the Middle School Education Program in one of Lesley's 14-month Collaborative Internship Programs. Students in these programs take courses on campus at Lesley during their first summer and spend the following academic year at one of the participating schools while completing coursework for the Master's degree, some of which is offered at the participating schools and some of which is completed at the Lesley campus. For more information, contact the program's assistant director of academic advising at 617.349.8398.

M.Ed. Programs leading to Professional Teacher License in Massachusetts:

M.Ed. in Science in Education (1-8) (p. 66)

M.Ed. in Mathematics Education (1-8) (p. 70)

M.Ed. in Literacy for K-8 Classroom Teachers (p. 57)

M.ED. PROGRAMS LEADING TO INITIAL TEACHER LICENSE IN MIDDLE SCHOOL (5-8)

In the Middle School Education programs leading to Initial teacher license, students learn practical classroom skills for working with diverse student populations; receive a thorough grounding in best practices for instruction and assessment; encounter the most current research and theory on adolescence and middle schools; think critically about the contemporary middle school; broaden their subject area knowledge base; engage actively with current educational technologies; conduct action research; and practice new-found skills and knowledge in middle school classrooms.

The Graduate School of Education also offers a joint Initial licensure program in Middle School English and Specialist Teacher of Reading.

M.Ed. in Middle School English (5-8) 33-37 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Middle School English (5-8) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in English **or** have passed the Massachusetts Tests for Educator Licensure (MTEL) in English

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Core Courses (27-31 credits):

All of the following required courses must be completed prior to EEDUC 7730, and many courses include field-based assignments; EEDUC 6103 may be taken concurrently with EEDUC 7730.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 6103	Curriculum, Instruction and Assessment in English	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7730	Practicum and Seminar in English (5-8)	6

M.Ed. in Middle School General Science (5-8) 33-37 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Middle School General Science (5-8) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in science **or** have successfully passed the Massachusetts Tests for Educator Licensure (MTEL) in General Science

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Core Courses (27-31 credits):

All of the following required courses must be completed prior to EEDUC 7732, and many courses include field-based assignments. EEDUC 5013 may be taken concurrently with EEDUC 7732.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 5013	Curriculum, Instruction, and Assessment in General Science	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7732	Practicum and Seminar in General Science (5-8)	6

M.Ed. in Middle School History (5-8) 33-37 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Middle School History (5-8) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in history **or** have successfully passed the Massachusetts Tests for Educator Licensure (MTEL) in History

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Core Courses (27-31 credits):

All of the following required courses must be completed prior to EEDUC 7741, and many courses include field-based assignments. EEDUC 5147 may be taken concurrently with EEDUC 7741.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 5147	Curriculum, Instruction and Assessment in History and Political Science	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7741	Practicum and Seminar in History (5-8)	6

M.Ed. in Middle School Humanities (5-8) 36-40 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Middle School Humanities (5-8) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in English and a minor in history, or a major in history and a minor in English, or have passed the corresponding Massachusetts Tests for Educator Licensure (MTEL) subject area exam in place of the minor, **or** have passed a combination of appropriate MTEL subject area exams: English (5-8) and history (5-8), or the MTEL in Middle School Humanities

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Core Courses (30-34 credits):

All of the following required courses must be completed prior to EEDUC 7728, and many courses include field-based assignments. EEDUC 5147 and EEDUC 6103 may be taken concurrently with EEDUC 7728.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 5147	Curriculum, Instruction and Assessment in History and Political Science	3
EEDUC 6103	Curriculum, Instruction and Assessment in English	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7728	Practicum and Seminar in Humanities (5-8)	6

M.Ed. in Middle School Mathematics (5-8) 33-37 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Middle School Mathematics (5-8) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in mathematics **or** have passed the Massachusetts Tests for Educator Licensure (MTEL) in Mathematics (5-8)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Core Courses (27-31 credits):

All of the following required courses must be completed prior to EEDUC 7729, and many courses include field-based assignments. EEDUC 5110 may be taken concurrently with EEDUC 7729.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 5110	Curriculum, Instruction, and Assessment in Mathematics	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7729	Practicum and Seminar in Mathematics (5-8)	6

M.Ed. in Middle School Mathematics/Science (5-8) 36-40 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Middle School Mathematics/Science (5-8) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in either mathematics or science and a minor in the other subject, or pass the corresponding Massachusetts Tests for Educator Licensure (MTEL) subject area exam in place of the minor, **or** have passed the MTEL subject exam in both mathematics (5-8) and general science (5-8), or the combination MTEL Middle School Math/Science exam

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Core Courses (30-34 credits):

All of the following required courses must be completed prior to EEDUC 7738, and many courses include field-based assignments. EEDUC 5110 and EEDUC 5013 may be taken concurrently with EEDUC 7738.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 5110	Curriculum, Instruction, and Assessment in Mathematics	3
EEDUC 5013	Curriculum, Instruction, and Assessment in General Science	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7738	Practicum and Seminar in Mathematics/Science (5-8)	6

M.Ed. in Middle School Political Science/Political Philosophy (5-8) 33-37 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Middle School Political Science/Political Philosophy (5-8) in the Commonwealth of Massachusetts.

As early in the program as possible, and before the practicum, students must complete a 75-hour Early Field Experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Completion of a college or university's requirements for a major in political science/political philosophy **or** have successfully passed the Massachusetts Tests for Educator Licensure (MTEL) in Political Science/Political Philosophy

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Core Courses (27-31 credits):

All of the following required courses must be completed prior to EEDUC 7731, and many courses include field-based assignments. EEDUC 5147 may be taken concurrently with EEDUC 7731.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC 6166	Classroom Assessment for Middle School and High School Teachers	3
EEDUC 6162	Equity and Achievement: A Socio-Political Approach	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EEDUC 5147	Curriculum, Instruction and Assessment in History and Political Science	3
EEDUC 6207	Making Learning Meaningful: Inquiry, Project-Based and Service Learning	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7731	Practicum and Seminar in Political Science/Political Philosophy (5-8)	6

M.Ed. in Middle School English (5-8) and Specialist Teacher of Reading (All Levels) 48-52 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in English (5-8) and Specialist Teacher of Reading (All Levels) in the Commonwealth of Massachusetts.

This joint program offers students the opportunity to earn their classroom teaching license as a middle school English teacher and their reading specialist license in one streamlined program. Students complete the middle school portion of their program and earn their Initial Teacher License in English (5-8), and begin teaching with that license while continuing to work towards their Initial License in Specialist Teacher of Reading (All Levels). Students apply literacy coursework to a practicum experience and gain a wealth of

specialized knowledge applicable to a range of settings, student populations, and consultant roles.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Note: An Initial or Professional license and at least one year of teaching experience under that license are required by the Massachusetts Department of Elementary and Secondary Education to be eligible for an Initial License in Specialist Teacher of Reading.

Program Prerequisite: Completion of a college or university's requirements for a major in English **or** have passed the Massachusetts Tests for Educator Licensure (MTEL) in English (5-8)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Middle School English Courses (21-25 credits):

All of the following required **middle school English** courses must be completed prior to EEDUC 7730, and many courses include field-based assignments. EEDUC 6103 may be taken concurrently with EEDUC 7730.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
EEDUC 6170	Middle and High School Content Literacy	3
EEDUC XXXX	Choose EEDUC 5104, EEDUC 5400, or EEDUC 6001	3
EEDUC 6103	Curriculum, Instruction and Assessment in English	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement. Total program credit variability only applies when EECLD 6116 is waived.

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required **middle school** pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7730	Practicum and Seminar in English (5-8)	6

Required Reading Specialist Courses (15 credits):

All of the following required reading courses must be completed prior to EEDUC 7105, and many courses include field-based assignments. EEDUC 7103 may be taken concurrently with EEDUC 7105.

EEDUC 6136	Struggling Readers and Writers	3
EEDUC 6135	Assessment: A Literacy Perspective	3
EEDUC 7103	Roles of the Language Arts Professional: Consultation and Collaboration	3

Choose two of the following courses according to Middle School English course chosen above:

EEDUC 5104	Literature for Children and Young Adults	3
EEDUC 5400	Literacy and Literature: Methods and Materials (1-6)	3
EEDUC 6001	The Teaching of Writing (K-12)	3

Practicum (6 credits):

Prerequisites: Successful completion of required **reading** pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This 150-hour practicum is accompanied by a weekly seminar and requires a field experience.

EEDUC 7105	Practicum: Interactive Assessment and Instruction for Literacy	6

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

The Graduate School of Education's Science, Technology, Engineering, and Mathematics (STEM) Division was created to underscore the importance of the effective teaching of these important subjects to the K-12 students of the twenty-first century. Formats include fully online, hybrid, and face-to-face, and students may choose from among a variety of Master's degree programs, some leading to an Initial or Professional license, and Graduate Certificate programs. Several licensure-only programs are also offered. Students in these innovative programs will benefit from highly qualified faculty, challenging and inspiring coursework, the integration of theory and practice, and cross- and interdisciplinary connections between the STEM disciplines and with other subject areas. Participants will emerge from their programs as skilled, reflective practitioners, ready to engage their students in STEM knowledge, skills, and thinking.

Programs include the following:

Science in Education Programs (p. 65)

Educational Technology Programs (p. 67)

Mathematics Education Programs (p. 70)

SCIENCE IN EDUCATION PROGRAMS

Lesley's graduate programs in science offer both pedagogical and content knowledge.

M.Ed. leading to Initial Teacher License in Massachusetts:

M.Ed. in Middle School General Science (5-8) (p. 61)

M.Ed. in Middle School Mathematics/Science (5-8) (p. 63)

For current information on state testing requirements for initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure Office web page.

M.Ed. leading to Professional Teacher License in Massachusetts:

M.Ed. in Science in Education Leading to Professional Teacher License in Elementary (1-6) or Middle School General Science (5-8) (p. 66)

M.S. in Ecological Teaching and Learning Leading to Professional Teacher License in Elementary (1-6) (p. 66)

Graduate Certificate:

Graduate Certificate in Science in Education (p. 67)

M.Ed. in Science in Education (1-8) 33 credits

Bridging Research and Practice

This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Professional Teacher License in Elementary (1-6) or Middle School General Science (5-8) in the Commonwealth of Massachusetts.

The online Science in Education program, which is aligned with national and state science education standards, is designed for classroom teachers and curriculum specialists responsible for elementary and/or middle school science education. This program focuses on the integration of STEM content areas, infuses local environmental issues as an authentic learning context, and mentors teachers in how educational research is translated into classroom practice. The program encourages Master's degree candidates to take a hands-on approach to teaching science and engineering through inquiry-based pedagogy, within the context of our local communities, integrated into daily practices. Students in the program are required to take five science content courses, four pedagogy courses, and two elective courses.

For Washington Students: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Massachusetts. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to Professional Educator Standards Board-Washington for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

Program Prerequisites:

- For Professional Teacher License in Elementary (1-6): Massachusetts Initial Teacher License in Elementary (1-6)
- For Professional Teacher License in Middle School General Science (5-8): Massachusetts Initial Teacher License in Middle School General Science (5-8)
- For non-licensure: a signed non-licensure agreement

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (27 credits):

CNSCI 5100	Introduction to Physical Science	3
EDSCI 5200	Engineering STEM Solutions	3
EDSCI 6120	Physics of Mechanics	3
EDSCI 6110	Life Science	3
EDSCI 6115	Earth and Space Science	3
EEDUC 7117	Investigating Equitable Science Classrooms	3
EEDUC 6134	Science Curriculum Designed for Understanding	3
EEDUC 7115	Assessment for Learning in the Science Classroom	3
EEDUC 7122	Science and Science Education Research Seminar	3

EEDUC 7122: capstone course, taken as last course in the program

Electives (6 credits):

Select **two** of the following 3-credit courses:

EDSCI 6100	Green Chemistry	3
EDSCI 6105	Natural Disasters	3
CNSCI 5101	Investigations in Space Science	3
CNSCI 6104	Investigations in Particles, Fields and Waves	3
EDSCI 6018	Learning, Design, and Robotics: Gateway to Critical Thinking	3
EDSCI 6125	Sustainable Engineering	3
EDSCI 6130	The Great Diseases: Teaching Infectious Diseases	3

M.S. in Ecological Teaching and Learning 32 credits

This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Professional Teacher License in Elementary (1-6) in the Commonwealth of Massachusetts.

The Ecological Teaching and Learning Program, designed for K-12 and other educators from a variety of public and private settings, is an accelerated five-semester program. Two three-week summer residencies are devoted to field work, one in a rural setting and one in an urban setting. Between residencies, students participate in online coursework, investigating their local bioregion, examining current pedagogy and theory, and completing an action research project in their workplace.

Please note: *This program, approved for a Professional Teacher License in Elementary (1-6), may be taken for non-licensure at any level.*

For Washington Students: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Massachusetts. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to Professional Educator Standards Board-Washington for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

Program Prerequisite: Applicants for Professional Teacher License in Elementary (1-6): Massachusetts Initial Teacher License in Elementary (1–6) or a signed non-licensure agreement

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (32 credits):

EINTD 6034	Ecological Perspectives of a Bioregion	6
EINTD 6035	The Practice of Nature Journaling & Field Sketching	1
EINTD 6013	Becoming a Critically Reflective Practitioner	2

EINTD 6014	Foundations of Ecological Literacy	4
EINTD 6036	The Pedagogy of Ecological Teaching and Learning	3
EINTD 7006	Action Research Methods for Ecological Teaching and Learning	4
EINTD 6040	Cities as Social-Ecological Systems	6
EINTD 7007	Action Research for Ecological Teaching and Learning	6

Graduate Certificate in Science in Education 15 credits

Lesley University's online Graduate Certificate in Science in Education integrates STEM content areas, infuses local environmental issues as an authentic learning context, and mentors teachers in how educational research is translated into classroom practice. This program, which meets endorsement requirements in multiple US states, is designed for classroom teachers, curriculum specialists, and instructional resource persons responsible for science education in grades 1-8. The program consists of five courses, of which two are required and three may be chosen according to the participant's needs and interests or to meet state endorsement/second license requirements. Coursework fosters a hands-on, interactive approach to teaching science.

This certificate program may also be used as a specialization to fulfill some of the requirements of the M.Ed. Individually Designed Program for Educators and the M.Ed. in Educational Technology.

Please note: In certain states, a student may receive an endorsement/second license by completing this 15-credit program. It is important to check with your teacher licensing office, as additional steps may be necessary in order to meet state requirements.

Program Prerequisite: Initial teacher license or signed non-licensure agreement

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Core Courses (6 credits):

CNSCI 5100	Introduction to Physical Science	3
EDSCI 5200	Engineering STEM Solutions	3

Electives (9 credits):

Select **three** of the following 3-credit online courses:

EDSCI 6120	Physics of Mechanics	3
EDSCI 6110	Life Science	3
EDSCI 6115	Earth and Space Science	3
EDSCI 6100	Green Chemistry	3
EDSCI 6105	Natural Disasters	3
CNSCI 5101	Investigations in Space Science	3
CNSCI 6104	Investigations in Particles, Fields and Waves	3
EDSCI 6018	Learning, Design, and Robotics: Gateway to Critical Thinking	3
EDSCI 6125	Sustainable Engineering	3
EDSCI 6130	The Great Diseases: Teaching Infectious Diseases	3

EDUCATIONAL/INSTRUCTIONAL TECHNOLOGY

The Educational Technology program attracts a wide range of educators world-wide seeking to acquire competency in the constantly changing field of technology in education. Program graduates have achieved a national reputation for their pioneering roles in integrating technology into schools and classrooms. Program faculty have developed curricula and research projects funded by the National Science Foundation and other major research and development centers. The program has become a blueprint for educational technology graduate programs nationwide.

M.Ed. Program leading to Initial Teacher License in Massachusetts:

M.Ed. in Educational Technology Leading to Initial Teacher License in Instructional Technology (p. 67)

Licensure Only Program:

Educational Technology Leading to Initial Teacher License in Instructional Technology (p. 68)

For current information on state testing requirements for initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure Office web page.

Non-Licensure M.Ed. Program:

M.Ed. in Educational Technology (p. 69)

Graduate Certificates:

Online Teaching (p. 69)

Navigating Our Digital World (p. 69)

Emerging Technologies (p. 70)

In addition, the cross-university Ph.D. program in Educational Studies, which includes an individually designed program, allows students to create a plan of study focusing on technology in education under the supervision of a senior faculty advisor (see the Ph.D. program listing at the beginning of the Graduate School of Education programs).

M.Ed. and Licensure Only Programs Leading to Initial Teacher License in Instructional Technology

M.Ed. in Educational Technology 36 credits

This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teaching Licensure in Instructional Technology (All Levels) in the Commonwealth of Massachusetts.

The M.Ed. in Educational Technology leading to an Initial License in Instructional Technology begins with four required core courses followed by a capstone course and includes a full practicum in the field and weekly seminar. The core courses provide foundational and critical training in assessment and integrating technologies into curricula and meet Title II goals in developing highly trained educators in technology. With a broad range of electives in technology as well as mathematics, science, teaching English to speakers of other languages, and literacy, participants have the opportunity to develop an individualized program of study that best fits their professional needs. In the capstone course, students synthesize knowledge gained throughout the program.

Program Requirement: If completing program after 7/1/14, Lesley University requires successful completion of EECLD 6115 Sheltered English Instruction (PreK-6) (4 credits), EECLD 6116 (5-12) (4 credits), or a documented Sheltered English Immersion endorsement.

For Washington Students: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Massachusetts. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to Professional Educator Standards Board-Washington for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (15 credits):

All of the following required courses must be completed prior to ECOMP 7101, and many courses include field-based assignments.

ECOMP 5007	21st Century Teaching: Supporting All Learners with Technology	3
ECOMP 6016	Teaching and Learning with Digital Media	3
ECOMP 6102	Assessment and Technology	3
EEDUC 5122	Development and Learning: Psycho-social Perspectives in Education	3
ECOMP 6106	Design Thinking: Learning Ecologies and Technologies	3

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements.

This full-time, full semester practicum must include 150 hours at each of any two of the following levels: PreK-6, 5-8, or 8-12 and is accompanied by a weekly seminar and requires a field experience fee.

ECOMP 7101	Practicum and Seminar in Instructional Technology	6

Elective Courses (15 credits):

Options for earning elective credits include the following:

- Choose a combination of **5** courses for a total of **15** credits from the following subject areas: technology, mathematics, science, English as a second language, and/or literacy.
- Complete one of the graduate certificate programs below in its entirety. By selecting this option, the student's transcript will reflect a specialization in the chosen area and the credits earned can be applied to the elective requirement.
  - Online Teaching (15 credits) (p. 69)
  - Navigating Our Digital World (15 credits) (p. 69)
  - Emerging Technologies (15 credits) (p. 70)
  - Mathematics in Education (18 credits) (p. 71)*
  - Science in Education (15 credits) (p. 67)*
  - Teaching English to Speakers of Other Languages (TESOL) (18 credits) (p. 60)*
  - Literacy for the Classroom Teacher (K-8) (15 credits) (p. 58)

    *Program completion leads to endorsement in multiple states. It is the student's responsibility to know and monitor state requirements and regulations for the endorsement or second license.

Licensure-Only: Educational Technology 12-25 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Instructional Technology (All Levels) in the Commonwealth of Massachusetts.

This licensure-only program is designed for individuals who already have teaching credentials and is ideal for classroom teachers who have an interest in using the power of instructional technology to support teaching and learning in a rapidly changing technological environment. It features four required core courses followed by a capstone course and includes a full practicum in the field and weekly seminar. The core courses provide foundational and critical training in assessment and integrating technologies into curricula and meet Title II goals in developing highly trained educators in technology. In the capstone course, students synthesize knowledge gained throughout the program.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Courses may be waived based on previous coursework and/or prior comparable experience and may reduce total number of credits. Minimum credits required: 12

Required Core Courses (12-19 credits):

All of the following required core courses must be completed prior to ECOMP 7101, and many courses include field-based assignments.

ECOMP 5007	21st Century Teaching: Supporting All Learners with Technology	3
ECOMP 6016	Teaching and Learning with Digital Media	3
ECOMP 6102	Assessment and Technology	3
EEDUC 5122	Development and Learning: Psycho-social Perspectives in Education	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
or		
EECLD 6116	Sheltered English Instruction (5-12)	4
ECOMP 6106	Design Thinking: Learning Ecologies and Technologies	3

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements.

This full-time, full semester practicum must include 150 hours at each of any two of the following levels: PreK-6, 5-8, or 8-12 and is accompanied by a weekly seminar and requires a field experience fee.

ECOMP 7101	Practicum and Seminar in Instructional Technology	6

M.Ed. Non-Licensure Program in Educational Technology

M.Ed. in Educational Technology 33 credits

This is a Massachusetts Department of Elementary and Secondary Education (DESE) approved program of study for instructional technology. It is generally appropriate for educators who are currently licensed as teachers in states outside of Massachusetts. If you are not currently licensed as a teacher, please contact your local Department of Education to determine if this program is recommended for you.

The M.Ed. in Educational Technology is an online, non-licensure program that begins with three required core courses and ends with a capstone course. The core courses provide foundational and critical training in assessment and integrating technologies into curricula and meet Title II goals in developing highly trained educators in technology. With a broad range of electives in technology as well as mathematics, science, teaching English to speakers of other languages, and literacy, participants have the opportunity to develop an individualized program of study that best fits their professional needs. In the capstone course, students synthesize knowledge gained throughout the program.

For licensure program options in Massachusetts, please refer to those programs in this section of the catalog.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Core Courses (12 credits):

ECOMP 5007	21st Century Teaching: Supporting All Learners with Technology	3
ECOMP 6016	Teaching and Learning with Digital Media	3
ECOMP 6102	Assessment and Technology	3
ECOMP 6106	Design Thinking: Learning Ecologies and Technologies	3

ECOMP 6106: capstone course taken as final course in the program

Elective Courses (21 credits):

Options for earning elective credits include the following:

- Choose a combination of **7** courses for a total of **21** credits from the following subject areas: technology, mathematics, science, English as a second language, and/or literacy.
- Complete one of the graduate certificate programs below in its entirety. By selecting this option, the student's transcript will reflect a specialization in the chosen area and the credits earned can be applied to the elective requirement. Additional courses will be required to total 21 credits.
  - Online Teaching (15 credits) (p. 69)
  - Navigating Our Digital World (15 credits) (p. 69)
  - Emerging Technologies (15 credits) (p. 70)
  - Mathematics in Education (18 credits) (p. 71)*
  - Science in Education (15 credits) (p. 67)*
  - Teaching English to Speakers of Other Languages (TESOL) (18 credits) (p. 60)*
  - Literacy for the Classroom Teacher (K-8) (15 credits) (p. 58)

    *Program completion leads to endorsement in multiple states. It is the student's responsibility to know and monitor state requirements and regulations for the endorsement or second license.

Graduate Certificates in Educational Technology

Graduate Certificate in Online Teaching 15 credits

This certificate program is designed for educators desiring to develop and/or teach online courses for K-12 students. When taking the five online courses in sequence, the student builds an expertise in course design, evaluation of student learning, facilitating and communicating in an online environment, and developing an online course. Individual courses are also available for educators, professionals, alumni, and others who want to learn or reinforce online teaching.

This certificate program may be used as a specialization to fulfill some of the requirements for the M.Ed. Individually Designed Program for Educators and the M.Ed. in Educational Technology.

Program Prerequisite: Bachelor's degree from a regionally accredited college or university

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (15 credits):

ECOMP 6201	Online Teaching: Introduction to Design and Practice	3
ECOMP 6202	Online Teaching: Assessment and Evaluation	3
ECOMP 6203	Online Teaching: Building Communities and Facilitating Student Discussions	3
ECOMP 7017	Online Teaching: Issues and Implementation	3
ECOMP 6204	Online Teaching: Course Design, Development, and Strategies	3

Graduate Certificate in Navigating Our Digital World 15 credits

Technology, Society, and Schools

In this program, participants will examine how technology is changing every aspect of our lives—how we learn, create, work, study, and play. Courses address social, ethical, and pedagogical issues that impact teachers, students, and schools, both inside and

beyond the classroom. Areas explored include the educational issues of game creation, social networking, global learning, cyberbullying, and individual privacy. Hands-on experiences will promote the integration of technologies into the curriculum and classroom.

This certificate program may also be used as a specialization to fulfill some of the requirements for the M.Ed. Individually Designed Program for Educators and the M.Ed. in Educational Technology.

Program Prerequisite: Bachelor's degree from a regionally accredited college or university

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (15 credits):

ECOMP 6012	Cyberbullying in Schools: Awareness, Prevention & Intervention	3
ECOMP 6019	Social Media and Education	3
ECOMP 6022	Global Learning: Teach the World in Your Classroom	3
ECOMP 6101	Technology: Facilitating Change for Education	3
ECOMP 6016	Teaching and Learning with Digital Media	3

Graduate Certificate in Emerging Technologies 15 credits

Educators collaboratively explore and discuss new technologies from a teaching, learning, social, and historical context. Teachers develop a hands-on, as well as a conceptual, understanding of the newest learning environments and digital, mobile, and beta tools. Together we explore how to evaluate and accommodate these technologies and applications in the classroom and apply them to our teaching and learning practice. Fresh courses are incorporated routinely as contemporary advances and innovations are discovered.

This certificate program may be used as a specialization to fulfill some of the requirements for the M.Ed. Individually Designed Program for Educators and the M.Ed. in Educational Technology.

Program Prerequisite: Bachelor's degree from a regionally accredited college or university

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (15 credits):

ECOMP 7010	Emerging Tech: Bringing the Future to Your Classroom	3
ECOMP 6014	Apps in Your Classroom: The Mobile Technology Revolution	3
ECOMP 6020	Digital Technology: How It Works	3
EDSCI 6018	Learning, Design, and Robotics: Gateway to Critical Thinking	3
ECOMP 6019	Social Media and Education	3

MATHEMATICS EDUCATION PROGRAMS

The mathematics programs offered by the Lesley University Graduate School of Education are designed to provide new and veteran teachers with ways to update and deepen their background in mathematics. On- and off-campus programs contain core and mathematics specialization courses that address mathematics content, current issues in educational practice and policy, curriculum theory and development, practical and applied action research, equity in education, and the synthesis of coursework and research.

M.Ed. Programs leading to Initial Teacher License in Massachusetts:

M.Ed. in Middle School Mathematics (5-8) (p. 63)

M.Ed. in Middle School Mathematics/Science (5-8) (p. 63)

M.Ed. in High School Mathematics (8-12) (p. 52)

For current information on state testing requirements for initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure Office on the web.

M.Ed. Programs leading to Professional Teacher License in Massachusetts:

M.Ed. in Mathematics Education (1-6) or (5-8) (p. 70)

Non-Licensure M.Ed. Program:

M.Ed. in Elementary/Middle School Mathematics Education (p. 71)

Graduate Certificate:

Graduate Certificate in Mathematics Education (p. 71)

M.Ed. in Mathematics Education (1-8) 33 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional Teacher License in Elementary (1-6), Mathematics (1-6) or Mathematics (5-8) in the Commonwealth of Massachusetts.

This online mathematics education program emphasizes deep mathematics content knowledge and ways to connect and apply that knowledge to classroom practice. It may be taken either for a Massachusetts Professional license (elementary or middle school) or as a non-licensure program.

Designed to help teachers, curriculum specialists, and instructional resource specialists learn effective methods for teaching mathematics to all learners in grades 1-8, participants will study operations of arithmetic, number theory, algebra, geometry, probability, statistics, and calculus, as well as summative and formative assessment.

For Washington Students: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in Massachusetts. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to Professional Educator Standards Board-Washington for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

Program Prerequisites

- For Professional Teacher License in Elementary (1-6): Massachusetts Initial Teacher License in Elementary (1-6)
- For Professional Teacher License in Mathematics (1-6): Massachusetts Initial Teacher License in Mathematics (1-6)

- For Professional Teacher License in Mathematics (5-8): Massachusetts Initial Teacher License in Mathematics (5-8)
- For non-licensure: a signed non-licensure agreement

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (33 credits):

CMATH 6107	Constructing Mathematical Understanding: Number and Operations	3
CMATH 6108	Constructing Mathematical Understanding for Number Theory	3
CMATH 6109	Functions and Algebra I: Building Mathematical Understanding	3
CMATH 6110	Functions and Algebra II: Broadening the Base	3
CMATH 6111	Geometry and Measurement I: From Polygons to Pythagoras	3
CMATH 6112	Geometry and Measurement II: Circles, Symmetry, and Solids	3
CMATH 6113	Probability: The Mathematics of Uncertainty	3
CMATH 6114	Statistics and Data Analysis	3
CMATH 6115	Concepts of Calculus: Change and Infinity	3
EEDUC 6154	Meeting Diverse Needs in the Mathematics Classroom	3
EEDUC 7121	Assessment Issues in Mathematics: Summative and Formative	3

M.Ed. in Elementary/Middle School Mathematics Education 33 credits

With an emphasis on deep mathematics content knowledge and ways to connect and apply that knowledge to classroom practice, this program is designed to help teachers, curriculum specialists, and instructional resource specialists learn effective methods for teaching mathematics in grades 1-8. Participants will study operations of arithmetic, number theory, algebra, geometry, probability, statistics, and calculus; teaching for all learners; and summative and formative assessment. This program is closely aligned with the Massachusetts Curriculum Frameworks for Mathematics and the Common Core State Standards, and is designed to be a hands-on experience that will augment classroom presentations.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (6 credits):

EEDUC 6154	Meeting Diverse Needs in the Mathematics Classroom	3
EEDUC 7121	Assessment Issues in Mathematics: Summative and Formative	3

Elective Courses (27 credits):

CSTEM 5106	Operations and Algebraic Thinking	3
CMATH 6107	Constructing Mathematical Understanding: Number and Operations	3
CMATH 6108	Constructing Mathematical Understanding for Number Theory	3
CSTEM 5103	Using Fraction as Number	3
CMATH 6110	Functions and Algebra II: Broadening the Base	3
CSTEM 5104	Ratio, Rate, and Proportion	3
CMATH 6112	Geometry and Measurement II: Circles, Symmetry, and Solids	3
CMATH 6114	Statistics and Data Analysis	3
CMATH 6115	Concepts of Calculus: Change and Infinity	3

One CMATH or CSTEM course may be selected from any of the 2-course groupings below. Credit will be given for only 1 course taken in each group.

CMATH 6109	Functions and Algebra I: Building Mathematical Understanding	3
	or	
CSTEM 5105	Expressions and Equations	3
CMATH 6111	Geometry and Measurement I: From Polygons to Pythagoras	3
	or	
CSTEM 5107	Measurement and Data	3
CMATH 6113	Probability: The Mathematics of Uncertainty	3
	or	
CSTEM 5108	Statistics and Probability	3

Graduate Certificate in Mathematics Education 18 credits

Lesley University's online Graduate Certificate in Mathematics Education, which meets endorsement requirements in multiple US states, emphasizes deep mathematics content knowledge and helps teachers connect this knowledge to classroom practice and their own students' understanding of mathematics. The program consists of six courses, of which five are content courses and one is a pedagogy course.

This certificate program may also be used as a specialization to fulfill some of the requirements for the M.Ed. Individually Designed Program for Educators and the M.Ed. in Educational Technology.

Please note: In certain states, a student may receive an endorsement/second license by completing Lesley's 18-credit program in mathematics education. It is important to check with your teacher licensing office, as additional steps may be necessary in order to meet state requirements. For more information on this process, please visit the state pages at the National Center for Teachers, Counselors, and School Leaders.

Program Prerequisite: Initial teacher license or signed non-licensure agreement

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Core Courses (15 credits):

Select **five** of the following 3-credit online courses:

CMATH 6107	Constructing Mathematical Understanding: Number and Operations	3

CMATH 6108	Constructing Mathematical Understanding for Number Theory	3
CMATH 6109	Functions and Algebra I: Building Mathematical Understanding	3
CMATH 6110	Functions and Algebra II: Broadening the Base	3
CMATH 6111	Geometry and Measurement I: From Polygons to Pythagoras	3
CMATH 6112	Geometry and Measurement II: Circles, Symmetry, and Solids	3
CMATH 6113	Probability: The Mathematics of Uncertainty	3
CMATH 6114	Statistics and Data Analysis	3
CMATH 6115	Concepts of Calculus: Change and Infinity	3

Education Courses (3 credits):

Select **one** of the following 3-credit online courses:

EEDUC 6154	Meeting Diverse Needs in the Mathematics Classroom	3
EEDUC 7121	Assessment Issues in Mathematics: Summative and Formative	3
ECOMP 6003	Using Technology to Integrate Mathematics Across the Curriculum	3

SPECIAL EDUCATION

The special education programs at Lesley provide teachers with the knowledge and skills to teach, support, and advocate for individuals with disabilities in their schools and communities. Lesley's programs emphasize a humanistic and inclusive approach to special education, an approach in which problem solving, active learning, and a sense of social justice are promoted for all.

M.Ed. Programs leading to Initial Teacher License in Massachusetts

M.Ed. in Teacher of Students with Moderate Disabilities (PreK-8) (p. 72)

M.Ed. in Teacher of Students with Moderate Disabilities (5-12) (p. 73)

M.Ed. in Teacher of Students with Severe Disabilities (All Levels) (p. 73)

M.Ed. in Teacher of Students with Moderate Disabilities (PreK-8) and Severe Disabilities (All Levels) (p. 74)

M.Ed. in Teacher of Students with Moderate Disabilities (5-12) and Severe Disabilities (All Levels) (p. 75)

M.Ed. in Elementary (1-6) and Moderate Disabilities (PreK-8) (p. 45)

For current information on state testing requirements for Initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, visit Lesley's Certification and Educator Licensure Office web page.

Full-time students may choose to complete a special education program in one of Lesley's 14-month Collaborative Internship Programs. Students in these programs take courses on campus at Lesley during their first summer, and spend the following academic year at one of the participating schools while completing coursework for their Master's degree, some of which is offered at the participating schools and some of which is completed at the Lesley campus.

Non-Degree/Licensure-Only Programs leading to Initial Teacher License in Massachusetts

Teacher of Students with Moderate Disabilities (PreK-8) (p. 76)

Teacher of Students with Moderate Disabilities (5-12) (p. 76)

Teacher of Students with Severe Disabilities (All Levels) (p. 77)

Non-Licensure M.Ed. Programs

M.Ed. in Moderate or Severe Disabilities: Individually Designed (p. 78)

Graduate Certificates and Endorsement Programs

Graduate Certificate in Special Education (p. 78)

Graduate Certificate in Autism Spectrum Disorder: Allies and Advocates (p. 78)

Graduate Certificate in Teaching Students with Autism (p. 79)

Graduate Certificate in Trauma and Learning (p. 79)

Transition Specialist Endorsement (p. 79)

M.ED. PROGRAMS LEADING TO INITIAL TEACHER LICENSE IN SPECIAL EDUCATION

The Special Education Initial licensure programs are geared toward an inclusive disposition and prepare teachers to work with a diversity of learners in a variety of settings. The major goal of the programs is to educate knowledgeable, skilled, passionate, and reflective practitioners. The programs seek to inspire life-long learning, to develop and enhance the expertise of teachers in supporting diverse populations within a collaborative framework, and to model theory to practice in our teaching. Philosophical underpinnings as well as essential strategies for inclusive learning, metacognition, new technologies, transition planning, nondiscriminatory quality assessment, social justice advocacy, and multicultural and bilingual perspectives are addressed, both in distinct courses and in the conceptual framework's themes threaded throughout the programs. The goals of our programs are met through coursework, field-based experiences, and a collaborative team supervision approach to practicums.

M.Ed. in Teacher of Students with Moderate Disabilities (PreK-8) 36-43 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Moderate Disabilities (PreK-8) in the Commonwealth of Massachusetts.

The Moderate Disabilities program seeks to educate reflective practitioners who can develop appropriate strategies for educating students with disabilities in the least restrictive environments. Courses focus on current issues in special education, special education law, non-discriminatory assessment, access to the academic curriculum for all students, issues of cultural and linguistic diversity, new technologies, and collaboration with families and service providers. The program includes coursework and field-based assignments, and a 14-week practicum experience or year-long internship that provides practice and refinement of skills in a variety of settings serving students with special needs.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 (p. 213) Development and Learning: Psycho-social Perspectives in Education in their first semester of study.

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Courses may be waived based on previous coursework, which may reduce the total number of program credits.

Core Courses (37 credits):

All of the following core courses must be completed prior to the practicum, and many courses include field-based assignments. ESPED 5100 (p. 224) must be taken in the first semester of study and may be taken concurrently with other courses.

ESPED 5100	Contemporary Perspectives in Special Education	3
ESPED 6130	Speech, Language, and Communication: Development, Disorders, and AAC	3
ESPED 6014	Reading and Writing for Diverse Learners	3
ESPED 5114	Designing Instruction for the Inclusive Classroom	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EEDUC 5102	Teaching Elementary School Mathematics	3
ESPED 6122	Instructional Accommodations in English Language Arts and Social Studies (PreK-8)	3
ESPED 6128	Instructional Accommodations in Math and Science (PreK-8)	3
ESPED 6121	Classroom Management and Behavior Support	3
ESPED 6124	Assessment in Special Education	3
ESPED 6134	Designing Effective Individualized Education Programs	3
ESPED 6132	Collaboration with Professionals, Families, and Community	3

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

ESPED 7717	Practicum and Seminar in Moderate Disabilities (PreK-8)	6

M.Ed. in Teacher of Students with Moderate Disabilities (5-12) 36-40 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Teacher of Students with Moderate Disabilities (5-12) in the Commonwealth of Massachusetts.

The Moderate Disabilities program seeks to educate reflective practitioners who can develop appropriate strategies for educating students with disabilities in the least restrictive environments. Courses focus on current issues in special education, special education law, non-discriminatory assessment, access to the academic curriculum for all students, issues of cultural and linguistic diversity, new technologies, and collaboration with families and service providers. The 14-week practicum experience provides practice and refinement of skills in a variety of settings serving students with special needs.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Courses may be waived based on previous coursework, which may reduce the total number of program credits.

Core Courses (34 credits):

All of the following core courses must be completed prior to the practicum, and many courses include field-based assignments. ESPED 5100 (p. 224) must be taken in the first semester of study and may be taken concurrently with other courses.

ESPED 5100	Contemporary Perspectives in Special Education	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
ESPED 6119	Technology in Communication and Curriculum	3
EECLD 6116	Sheltered English Instruction (5-12)	4
ESPED 6121	Classroom Management and Behavior Support	3
ESPED 6014	Reading and Writing for Diverse Learners	3
ESPED 6129	Instructional Accommodations in English Language Arts and Social Studies (5-12)	3
ESPED 6105	Instructional Accommodations in Math and Science (5-12)	3
ESPED 6134	Designing Effective Individualized Education Programs	3
ESPED 6124	Assessment in Special Education	3
ESPED 6132	Collaboration with Professionals, Families, and Community	3

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

ESPED 7718	Practicum and Seminar in Moderate Disabilities (5-12)	6

M.Ed. in Teacher of Students with Severe Disabilities (All Levels) 36-40 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Teacher of Students with Severe Disabilities (All Levels) in the Commonwealth of Massachusetts.

The Teacher of Students with Severe Disabilities program is designed to prepare inspired professionals to support individuals with more complex learning and support needs. The program focuses on meaningful assessment; matching of needs to relevant and effective strategies; facilitation of access to the general education curriculum; systematic data-based instruction; facilitation of self-determination and self-advocacy skills; and facilitation of social understanding. The process and implementation of positive behavior support via functional behavior assessment and positive behavior support plans, as well as the foundational collaboration skills necessary to bring Quality of Life options to individuals with severe disabilities, are also emphasized.

Additionally, internship sites are available. At least one year of related experience is highly recommended. The 14-week practicum experience provides practice and refinement of skills in settings serving students with special needs. This program can be completed in one-and-a-half years of full time study (4-5 semesters) or two to two and a half years of part-time study (6-7 semesters).

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 (p. 213) Development and Learning: Psycho-social Perspectives in Education in their first semester of study.

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Courses may be waived based on previous coursework, which may reduce the total number of program credits.

Core Courses (34 credits):

All of the following core courses must be completed prior to the practicum, and many courses include field-based assignments. ESPED 5100 (p. 224) must be taken in the first semester of study and may be taken concurrently with other courses.

ESPED 5100	Contemporary Perspectives in Special Education	3
ESPED 6130	Speech, Language, and Communication: Development, Disorders, and AAC	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
ESPED 5113	Functional Curriculum and Educational Planning: Severe Special Needs	3
ESPED 5116	Curriculum Frameworks and Inclusive Strategies	3
ESPED 6134	Designing Effective Individualized Education Programs	3
ESPED 6135	Prevention and Intervention: Severe and Challenging Behavior	3
ESPED 6127	Literacy and Numeracy for Children with Significant Special Needs	3
ESPED 6119	Technology in Communication and Curriculum	3
ESPED 6107	Assessment and Educational Planning: Severe Special Needs	3
ESPED 6132	Collaboration with Professionals, Families, and Community	3

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

ESPED 7719	Practicum and Seminar in Severe Disabilities	6

M.Ed. in Teacher of Students with Moderate Disabilities (PreK-8) and Severe Disabilities (All Levels) 48-61 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Students with Moderate Disabilities (PreK-8) and Initial License in Teacher of Students with Severe Disabilities (All Levels) in the Commonwealth of Massachusetts.

This program is designed for students who are seeking two licenses within their Master's program. Upon completion, students will be eligible for an Initial teacher license in moderate disabilities (PreK-8) and an Initial teacher license in severe disabilities (all levels). The joint program prepares educators to teach culturally and linguistically diverse students with a range of disabilities in public, private, clinical, and collaborative settings. Two 14-week practica are required to complete the program.

As early in the program as possible, and before each practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 (p. 213) Development and Learning: Psycho-social Perspectives in Education in their first semester of study.

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Courses may be waived based on previous coursework, which may reduce the total number of program credits.

All shared and associated courses must be completed prior to each practicum, and many courses include field-based assignments.

Shared Coursework (16 credits):

EEDUC 5100 must be taken in the first semester of study and may be taken concurrently with other courses.

ESPED 5100	Contemporary Perspectives in Special Education	3
ESPED 6130	Speech, Language, and Communication: Development, Disorders, and AAC	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
ESPED 6134	Designing Effective Individualized Education Programs	3
ESPED 6132	Collaboration with Professionals, Families, and Community	3

Moderate Disabilities Coursework (15 credits):

ESPED 6128	Instructional Accommodations in Math and Science (PreK-8)	3
ESPED 6124	Assessment in Special Education	3
ESPED 6121	Classroom Management and Behavior Support	3
ESPED 6122	Instructional Accommodations in English Language Arts and Social Studies (PreK-8)	3
ESPED 6014	Reading and Writing for Diverse Learners	3

Moderate Disabilities Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

ESPED 7717	Practicum and Seminar in Moderate Disabilities (PreK-8)	6

Severe Disabilities Coursework (18 credits):

ESPED 5113	Functional Curriculum and Educational Planning: Severe Special Needs	3
ESPED 5116	Curriculum Frameworks and Inclusive Strategies	3
ESPED 6107	Assessment and Educational Planning: Severe Special Needs	3
ESPED 6127	Literacy and Numeracy for Children with Significant Special Needs	3
ESPED 6135	Prevention and Intervention: Severe and Challenging Behavior	3
ESPED 6119	Technology in Communication and Curriculum	3

Severe Disabilities Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

ESPED 7719	Practicum and Seminar in Severe Disabilities	6

M.Ed. in Teacher of Students with Moderate Disabilities (5-12) and Severe Disabilities (All Levels) 45-64 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Students with Moderate Disabilities (5-12) and Initial License in Teacher of Students with Severe Disabilities (All Levels) in the Commonwealth of Massachusetts.

This program is designed for students who are seeking two licenses within their Master's program. Upon completion, students will earn an Initial teacher license in moderate disabilities (5-12) and an Initial teacher license in severe disabilities (all levels). The joint program prepares educators to work with culturally and linguistically diverse students with a range of disabilities in public, private, clinical, and collaborative settings. Two 14-week practica are required to complete the program.

As early in the program as possible, and before each practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Courses may be waived based on previous coursework, which may reduce the total number of program credits.

All shared and associated courses must be completed prior to each practicum, and many courses include field-based assignments.

Shared Coursework (16 credits):

ESPED 5100 must be taken in the first semester of study and may be taken concurrently with other courses.

ESPED 5100	Contemporary Perspectives in Special Education	3
ESPED 6130	Speech, Language, and Communication: Development, Disorders, and AAC	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
ESPED 6134	Designing Effective Individualized Education Programs	3
ESPED 6132	Collaboration with Professionals, Families, and Community	3

Moderate Disabilities Coursework (18 credits):

EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools	3
ESPED 6105	Instructional Accommodations in Math and Science (5-12)	3

ESPED 6124	Assessment in Special Education	3
ESPED 6129	Instructional Accommodations in English Language Arts and Social Studies (5-12)	3
ESPED 6014	Reading and Writing for Diverse Learners	3
ESPED 6121	Classroom Management and Behavior Support	3

Moderate Disabilities Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

ESPED 7718	Practicum and Seminar in Moderate Disabilities (5-12)	6

Severe Disabilities Coursework (18 credits):

ESPED 5113	Functional Curriculum and Educational Planning: Severe Special Needs	3
ESPED 5116	Curriculum Frameworks and Inclusive Strategies	3
ESPED 6107	Assessment and Educational Planning: Severe Special Needs	3
ESPED 6127	Literacy and Numeracy for Children with Significant Special Needs	3
ESPED 6135	Prevention and Intervention: Severe and Challenging Behavior	3
ESPED 6119	Technology in Communication and Curriculum	3

Severe Disabilities Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

ESPED 7719	Practicum and Seminar in Severe Disabilities	6

NON-DEGREE/LICENSURE-ONLY PROGRAMS LEADING TO INITIAL LICENSURE IN SPECIAL EDUCATION

For educators who already possess an appropriate Initial teacher license and wish to seek an Initial License in Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) or an Initial License in Teacher of Students with Severe Disabilities (All Levels), Lesley University offers three non-degree, licensure-only programs. These programs are variable credit; courses may be waived based on previous coursework. A 14-week practicum is required to complete the program.

Licensure Only: Teacher of Students with Moderate Disabilities (PreK-8) 22-37 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Students with Moderate Disabilities (PreK-8) in the Commonwealth of Massachusetts.

This licensure-only program is designed to prepare skilled and reflective practitioners to work with children with a range of mild to moderate disabilities at the PreK-8 grade levels, and prepares teachers to work with culturally and linguistically diverse students with disabilities in the least restrictive environments in public and private schools, clinical settings, and collaborative programs.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Initial Teacher License in Early Childhood (PreK-2), Elementary (1-6), or Middle School (5-8)

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Courses may be waived based on previous coursework, which may reduce the total number of program credits.

Required Courses (22-37 credits):

All of the following required courses must be completed prior to the practicum, and many courses include field-based assignments. ESPED 5100 must be taken in the first semester of study and may be taken concurrently with other courses.

ESPED 5100	Contemporary Perspectives in Special Education	3
ESPED 6130	Speech, Language, and Communication: Development, Disorders, and AAC	3
ESPED 6014	Reading and Writing for Diverse Learners	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
ESPED 6121	Classroom Management and Behavior Support	3
ESPED 6128	Instructional Accommodations in Math and Science (PreK-8)	3
ESPED 6124	Assessment in Special Education	3
ESPED 6122	Instructional Accommodations in English Language Arts and Social Studies (PreK-8)	3
ESPED 6134	Designing Effective Individualized Education Programs	3
ESPED 6132	Collaboration with Professionals, Families, and Community	3

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; and satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a seminar and requires a field experience fee.

ESPED 7717	Practicum and Seminar in Moderate Disabilities (PreK-8)	6

Licensure Only: Teacher of Students with Moderate Disabilities (5-12) 22-37 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Students with Moderate Disabilities (5-12) in the Commonwealth of Massachusetts.

This licensure-only program is designed to prepare skilled and reflective practitioners to work with children with a range of mild to moderate disabilities at the 5-12 grade levels, and prepares teachers to work with culturally and linguistically diverse students with disabilities in the least restrictive environments in public and private schools, clinical settings, and collaborative programs.

As early in the program as possible, and before the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Initial Teacher License in Middle School (5-8) or High School (8-12)

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Courses may be waived based on previous coursework, which may reduce the total number of program credits.

Required Courses (22-37 credits):

All of the following required courses must be completed prior to the practicum, and many courses include field-based assignments. ESPED 5100 must be taken in the first semester of study and may be taken concurrently with other courses.

ESPED 5100	Contemporary Perspectives in Special Education	3
ESPED 6014	Reading and Writing for Diverse Learners	3
ESPED 6119	Technology in Communication and Curriculum	3
EECLD 6116	Sheltered English Instruction (5-12)	4
ESPED 6121	Classroom Management and Behavior Support	3
ESPED 6105	Instructional Accommodations in Math and Science (5-12)	3
ESPED 6124	Assessment in Special Education	3
ESPED 6134	Designing Effective Individualized Education Programs	3
ESPED 6129	Instructional Accommodations in English Language Arts and Social Studies (5-12)	3
ESPED 6132	Collaboration with Professionals, Families, and Community	3

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; and satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a seminar and requires a field experience fee.

ESPED 7718	Practicum and Seminar in Moderate Disabilities (5-12)	6

Licensure Only: Teacher of Students with Severe Disabilities (All Levels) 21-31 credits

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Students with Severe Disabilities (All Levels) in the Commonwealth of Massachusetts.

This program is for educators seeking an Initial License in Teacher of Students with Severe Disabilities who already hold an Initial teacher license in early childhood, elementary, middle school, high school, or moderate disabilities. The curriculum prepares prospective and current teachers to provide direct service to students with severe disabilities in a variety of settings, including general education or substantially separate settings, in both public and private schools. Lesley's Severe Disabilities program encourages teachers to focus on creating student-centered curriculum by identifying unique, specialized, and creative access, through curricular adaptation or modification, assistive technology, assessment, and behavior management. Students will also gain expertise in functional curriculum, MCAS-Alt, vocational strategies, and school and community inclusion.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: Initial Teacher License in Early Childhood (PreK-2); Elementary (1-6); Moderate Disabilities (PreK-8) or (5-12); Middle School (5-8); or High School (8-12)

Orientation Requirement: Accepted students must complete a new student orientation prior to the start of their first semester.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Courses may be waived based on previous coursework, which may reduce the total number of program credits.

Required Courses (21-31 credits):

All of the following required courses must be completed prior to the practicum, and many courses include field-based assignments. ESPED 5100 must be taken in the first semester of study and may be taken concurrently with other courses.

ESPED 5100	Contemporary Perspectives in Special Education	3
ESPED 5113	Functional Curriculum and Educational Planning: Severe Special Needs	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
ESPED 5116	Curriculum Frameworks and Inclusive Strategies	3
ESPED 6135	Prevention and Intervention: Severe and Challenging Behavior	3
ESPED 6127	Literacy and Numeracy for Children with Significant Special Needs	3
ESPED 6119	Technology in Communication and Curriculum	3
ESPED 6107	Assessment and Educational Planning: Severe Special Needs	3

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; and satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

ESPED 7719	Practicum and Seminar in Severe Disabilities	6

M.ED. NON-LICENSURE PROGRAM IN SPECIAL EDUCATION

M.Ed. in Moderate or Severe Disabilities: Individually Designed 33 credits

This 33-credit Master's in Moderate or Severe Disabilities program is an individually-designed program for students who have a moderate or severe disabilities license, or those who are not seeking a license but who would like to design an advanced-level program in special education. It offers individuals an opportunity to pursue those studies most conducive to their own personal and intellectual growth.

Each student selects an area of concentration, and, with the help of a faculty advisor, constructs a tailored program in an area of interest, choosing courses from special education as well as from other program areas at the university. Suggested areas of concentration include: bilingual/ESL, technology and assistive technology, autism spectrum disorder, learning disabilities, early childhood, curriculum development, assessment, and literacy.

Students are required to take a minimum of 15 credits in their area of concentration and ESPED 6116 Seminar in Special Education. Students in ESPED 6116 will define and reflect upon their goals and future directions in special education and complete a research or field-based project related to their area of concentration. The remaining credits in the program are elective credits.

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (3 credits):

ESPED 6116	Seminar in Special Education	3

Area of Concentration (15 credits):

Electives (15 credits):

GRADUATE CERTIFICATE AND ENDORSEMENT PROGRAMS IN SPECIAL EDUCATION

Graduate Certificate in Special Education 24 credits

The 24-credit Lesley University Graduate Certificate in Special Education is designed for certified teachers seeking to develop their knowledge and skills in the field of special education. Delivered fully online, the program addresses all Council for Exceptional Children (CEC) standards for teachers of students with mild to moderate exceptional learning needs. Anchored in theory and research, the program provides teachers with an understanding of evidence-based classroom practices, use of new technologies, legal and ethical

issues, individualized and differentiated instruction, effective I.E.P. development and culturally and developmentally responsive approaches to diverse learners. This certificate program may also be used as a specialization to fulfill some of the requirements of the M.Ed. Individually Designed Program for Educators.

Program Prerequisite: Bachelor's degree from a regionally accredited college or university

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (24 credits):

ESPED 6136	Foundations of Special Education	3
ESPED 6133	Positive Behavior Support for Diverse Classrooms	3
ESPED 6137	Language and Communication: Development and Disorders	3
ESPED 6138	Instructional Planning for Students with Disabilities	3
ESPED 6139	Adaptations in Math and Science	3
ESPED 6140	Assessment for Students with Disabilities	3
ESPED 6141	Development and Implementation of Individualized Education Programs	3
ESPED 6142	Collaboration and Consultation in Special Education	3

Graduate Certificate in Autism Spectrum Disorder: Allies and Advocates 12 credits

This online 12-credit certificate program is designed for those interested in a deeper understanding of Autism Spectrum Disorder (ASD) through the lens of self-advocates. With courses centering around disability policies and practices, it focuses on the roles and choices of family members, friends, allies, and advocates who support those with ASD as they encounter barriers to a meaningful quality of life throughout the lifespan.

All courses are structured to move from an exploration of advocacy, behavior, quality of life, and the criminal justice system to a call for action by allies and advocates in each of these areas.

This certificate program may be used as a specialization to fulfill some of the coursework requirements of the M.Ed. Individually Designed Program for Educators.

Program Prerequisite: Bachelor's degree from a regionally accredited college or university

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (12 credits):

ESPED 6020	ASD: Roles of Allies and Advocates	3
ESPED 6021	ASD: Challenges of the Criminal Justice System	3
ESPED 6022	ASD: Focus on Individual Strengths — a Different View of Behavior	3
ESPED 6023	ASD: Quality of Life – Transition and Adulthood	3

Graduate Certificate in Teaching Students with Autism 15 credits

This graduate certificate program focuses on improving teacher knowledge to best support students with autism to reach their full potential, with content ranging from etiology/physiology to educational and community supports. Graduate students will study research and learn strategies designed to successfully support students with autism in educational settings from pre-kindergarten through transition to adulthood. A field experience and assessment seminar are required.

This program of study is designed to align with the Massachusetts Department of Elementary and Secondary Education's autism endorsement. Students not interested in, or not eligible for, the state credential may also apply to in the program.

Program Prerequisites:

For Graduate Certificate

- Bachelor's degree from a regionally accredited college or university
- Permission of program coordinator
- Additional coursework may be required

For Massachusetts Autism Endorsement*: Massachusetts Initial or Professional teacher license as

- Teacher of Students with Moderate Disabilities
- Teacher of Students with Severe Disabilities
- Teacher of the Deaf and Hard-of-Hearing, or
- Teacher of the Visually Impaired

**Pending approval from Massachusetts Department of Elementary and Secondary Education*

Orientation Requirement: Accepted students must complete a new student orientation during their first semester.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (15 credits):

ESPED 6018	Physiology and Foundations: Autism Spectrum Disorder	3
ESPED 6017	Socialization and Communication Supports: Autism Spectrum Disorder	3
ESPED 6016	Understanding Complex Behavior: Autism Spectrum Disorder	3
ESPED 6010	Assessment and Curriculum Planning: Seminar and Field Experience	3
ESPED 6015	Collaboration, Advocacy, and Ethics: Autism Spectrum Disorder	3

Graduate Certificate in Trauma and Learning 12 credits

Center for Special Education

This 12-credit Graduate Certificate in Trauma and Learning, offered through Lesley's Center for Special Education (p. 86), is designed for educators seeking to become knowledgeable about trauma and its impact on children's learning. The program focuses on examining the

impact of traumatic experience on student learning, both academic and social/emotional; identifying and implementing classroom and school-wide approaches that remove trauma as a barrier to learning; and conducting action research projects designed to improve the trauma sensitivity of schools.

Program Restriction: Only offered through a school or district cohort model

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (12 credits):

EEDUC 5256	The Impact of Trauma on Learning: An Overview	3
EEDUC 5257	The Impact of Trauma on Learning: Classroom and Student Supports	3
EEDUC 5258	The Impact of Trauma on Learning: Creating Trauma Sensitive Schools	3
EEDUC 5259	The Impact of Trauma on Learning: Action Research and Seminar	3

Transition Specialist Endorsement 15 credits

This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Transition Specialist Endorsement in the Commonwealth of Massachusetts*

Offered in a cohort model and completed in two semesters, the Transition Specialist Endorsement program prepares professionals to take a leadership role in federally-mandated transition planning and service provision for students with disabilities.

Licensed special educators, guidance counselors, school social workers, and rehabilitation counselors are eligible to enroll in this 15-credit program that features both online and face-to-face courses. Participants will engage in study that focuses on the educational, functional, and social/emotional needs of diverse students with disabilities, aged 14-22, as they prepare for work, community participation, and post-secondary learning. Through 150 hours of field-based transition-related experiences that actively engage them in the transition process and that reinforce material covered within the four content courses, candidates develop the knowledge and skills to assess, plan, and deliver transition services; work effectively with culturally and linguistically diverse families; and build partnerships with local agencies and employers. Emphasis is placed on community-based learning and the critical importance of self-determination and self-advocacy in the transition process.

*The following are required by the Massachusetts Department of Elementary and Secondary Education for Transition Specialist Endorsement in the Commonwealth of Massachusetts:

- An Initial or Professional license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, School Guidance Counselor, or School Social Worker/School Adjustment Counselor **and** a minimum of 2 years of experience under one of these licenses, **or**
- A license or certification as a Rehabilitation Counselor **and** a minimum of 2 years of experience under one of these credentials

Note: *In certain states, reciprocity may be offered. It is important to check with your state certification/licensure office, as additional steps may be necessary in order to meet state requirements.*

Program Requirement: An Initial or Professional license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, School Guidance Counselor, or School Social Worker/School Adjustment Counselor **or** a license or certification as a Rehabilitation Counselor

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester.

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (15 credits):

ESPED 6150	Laying the Groundwork: Fundamentals of Transition	3
ESPED 6151	Building Partnerships for Transition	3
ESPED 7727	Transition Field Experience I	1
ESPED 6152	Individualizing Transition Assessment and Planning	3
ESPED 6153	Navigating Transition Systems and Supports	3
ESPED 7728	Transition Field Experience II	1
ESPED 7729	Transition Field Experience III	1

LESLEY/SCHOOL PARTNERSHIP PROGRAMS

Collaborative Internship Programs

Lesley University Graduate School of Education's affiliations with seven independent schools and four public school districts offer students the opportunity to complete a full-year field placement while taking graduate education courses that lead to a Master's degree and, with the exception of Berwick Academy as noted below, an Initial teacher license in early childhood, elementary, middle school, moderate disabilities, and severe disabilities. These programs connect theory with practice in an integrated manner and include courses and seminars held at the school sites as well as at the Lesley University campus in Cambridge.

The programs are completed in approximately fourteen months, beginning in the summer and finishing at the end of the following summer. Student-teacher interns in the Collaborative Internship Programs actively participate in all aspects of school and classroom life: working with students, developing curriculum, participating in teacher-parent conferences, and joining in many other school activities.

Participating schools include:

Belmont Day School, Belmont, MA

Berwick Academy, South Berwick, ME
(non-licensure programs only)

Brookline Public Schools, Brookline, MA

Brookwood School, Manchester, NH

Buckingham Browne & Nichols School, Cambridge, MA

Carroll School, Lincoln, MA

Hillside Elementary School, Needham, MA

Newton Public Schools, Newton, MA

The Pike School, Andover, MA

Shady Hill School, Cambridge, MA

Westwood Public Schools, Westwood, MA

Professional Development School Partnerships

Lesley's professional development school partnerships with elementary schools in Cambridge were established for the purpose of enhancing the pre-service preparation of Lesley students, the professional development of veteran teachers and university faculty, and the education of children. A Lesley faculty member is assigned to each school; clusters of student teachers are placed in the schools and practitioners are actively involved in the education and mentoring of the student teachers, both at the school and as speakers and adjunct faculty at the university. Lesley and school faculty engage in professional exchanges such as study groups, workshops, curriculum development, and classroom inquiry projects. The schools are exciting, diverse communities of learners, dedicated to the continuous growth of all participants. They provide a unique opportunity for Lesley students to experience the integration of theory and practice and join together with professionals and parents to collaboratively generate new ideas about effective teaching practices.

Year-Long Internships

Lesley has developed year-long internships with several schools in Cambridge, Newton, and Boston. Students in these internships commit to spending the full academic year (September - June) in the schools and are paid a stipend for their work. These placements provide immersion in a collaborative teaching relationship with excellent classroom teachers, as well as the opportunity to participate in all aspects of school and classroom life such as faculty meetings, parent meetings, and ongoing professional development. Practicum and seminar requirements are generally met during the spring semester.

ACCELERATED DUAL DEGREE PROGRAMS (WITH COLLEGE OF ART AND DESIGN)

Open to all Bachelor of Fine Arts students in any major at the Lesley University College of Art and Design, each of these innovative dual degree programs can be completed in five and a half years. With an M.Ed. in Teacher of Visual Art (PreK-8 or 5-12), students are prepared to become highly capable artists working successfully as licensed visual art teachers in public schools and in other arts education settings such as private schools and community based arts programs.

Students apply for acceptance into a dual degree program by early spring of their sophomore year and can complete twelve credits of graduate level coursework during their junior and seniors years as an undergraduate student. Following completion of the Bachelor's degree, the Master's degree component of the program is flexible and students can move to part time status if desired.

Accelerated Dual Degree Programs leading to Initial Teacher License in Massachusetts:

M.Ed. in Teacher of Visual Art (PreK-8) (p. 81)

M.Ed. in Teacher of Visual Art (5-12) (p. 81)

For current information on state testing requirements for Initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure Office web page.

Accelerated Dual Degree M.Ed. in Teacher of Visual Art (PreK-8) 45 credits

This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Visual Art (PreK-8) in the Commonwealth of Massachusetts.

This program is designed for students who hold an undergraduate degree in fine arts (or equivalent).

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (39 credits):

In this program, EARED 6002 must be taken for **2** credits.

All of the following courses, except EARED 7703 and IFINE (graduate-level studio art courses), must be completed prior to EARED 7701, and many courses include field-based assignments.

EARED 6111	Principles and Practices of Art Education (PreK-8)	3
EARED 6110	Arts and Education: History and Philosophy	3
IFINE	Graduate-level studio art courses for a total of 6 credits (selected in consultation with faculty advisor)	6
EARED 6113	Teaching the Fundamental Elements of Visual Art	3
EARED 5018	Arts and Human Development	3
EARTS 6393	Interactive New Media	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARED 6003	An Arts Approach to Multicultural Education	3
IAHIS	Graduate-level art history course (selected in consultation with faculty advisor)	3
EARED 6114	Rites and Rituals: Assessment in Art Education	3
EECLD 6115	Sheltered English Instruction (PreK-6)	4
EARED 7703	Seminar in Teacher Inquiry for Art Educators	3

IFINE graduate-level studio art courses require a prerequisite of the equivalent of 18 credit hours or more of undergraduate studio art work.

EARED 6111 includes a weekly pre-practicum visit to a field site.

EARED 6111, EARED 6110, EARTS 6393, and EARED 6003 are taken in the junior or senior year of undergraduate study.

Practicum (6 credits):

Practicum prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EARED 7701	Practicum and Seminar in Art Education (PreK-8)	6

Accelerated Dual Degree M.Ed. in Teacher of Visual Art (5-12) 45 credits

This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Visual Art (5-12) in the Commonwealth of Massachusetts.

This program is designed for students who hold an undergraduate degree in fine arts (or equivalent).

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (39 credits):

In this program, EARED 6002 must be taken for **2** credits.

All of the following courses, except EARED 7706, and IFINE (graduate-level studio art courses), must be completed prior to EARED 7704, and many courses include field-based assignments.

EARED 6112	Principles and Practices of Art Education (5-12)	3
EARED 6110	Arts and Education: History and Philosophy	3
IFINE	Graduate-level studio art courses for a total of 6 credits (selected in consultation with faculty advisor)	6
EARED 6113	Teaching the Fundamental Elements of Visual Art	3
EARED 5018	Arts and Human Development	3
EARTS 6393	Interactive New Media	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARED 6003	An Arts Approach to Multicultural Education	3
IAHIS	Graduate-level art history course (selected in consultation with faculty advisor)	3
EARED 6114	Rites and Rituals: Assessment in Art Education	3
EECLD 6116	Sheltered English Instruction (5-12)	4
EARED 7706	Seminar in Teacher Inquiry for Art Educators	3

IFINE graduate-level studio art courses require a prerequisite of the equivalent of 18 credit hours or more of undergraduate studio art work.

EARED 6112 includes a weekly pre-practicum visit to a field site.

EARED 6112, EARED 6110, EARTS 6393, and EARED 6003 are taken in the junior or senior year of undergraduate study

Practicum (6 credits):

Practicum prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EARED 7704	Practicum and Seminar in Art Education (5-12)	6

ACCELERATED DUAL DEGREE PROGRAMS (WITH COLLEGE OF LIBERAL ARTS AND SCIENCES)

Lesley offers dual degree programs for College of Liberal Arts and Sciences education majors who wish to meet the requirements for a Bachelor's and Master's degree in one accelerated program. Students may apply to the dual degree programs at the start of their sophomore year, with a GPA of 3.3 or higher during their first four semesters of an undergraduate program.

Note: A maximum of **six** graduate-level credits earned as an undergraduate can be applied toward the Master's degree. However, **students must successfully complete their undergraduate program with conferral of the Bachelor's degree before beginning the Master's degree component**. Please see programs of study regarding additional Initial licensure requirements that may apply.

Accelerated Dual Degree Programs leading to Initial Teacher License in Massachusetts:

M.Ed. in Elementary Education (1-6) (p. 82)

M.Ed. in Teacher of Students with Moderate Disabilities (PreK-8) (p. 83)

M.Ed. in Teacher of Students with Moderate Disabilities (5-12) (p. 83)

M.Ed. in English as a Second Language (PreK-6) (p. 84)

Accelerated Dual Degree Programs leading to Professional Teacher License in Massachusetts:

M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts (p. 85)

M.Ed. in Early Childhood: Teacher of Students with and without Disabilities (PreK-2) (p. 85)

For current information on state testing requirements for Initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure Office web page.

Accelerated Dual Degree M.Ed. in Elementary Education (1-6) 30 credits

For College of Liberal Arts and Sciences Special Education Majors

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Elementary (1-6) in the Commonwealth of Massachusetts.

This program is designed to prepare teachers for the schools of the 21st century, as well as to respond to state regulations. Appropriate for College of Liberal Arts and Sciences students majoring in special education, the program incorporates Lesley's commitment to inclusive classrooms, differentiated instruction, and the integration of theory with practice. Classroom inquiry is a focus, as students move through their coursework, early field experience, and a full-semester practicum experience in a classroom setting.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Requirement: An Initial License in Teacher of Students with Moderate Disabilities (PreK-8)

Note: *The SEI Endorsement will be obtained at the undergraduate level.*

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (15 credits):

EEDUC 5135 must be completed prior to the practicum, and many courses include field-based assignments.

EEDUC 5146	Issues in American Schooling: Contemporary Challenges and Historical Contexts	3
EEDUC 5135	STEM in the Elementary School: Thinking with Evidence	3
EEDUC 5104	Literature for Children and Young Adults	3
EEDUC 6111	Constructing the Equitable Classroom: From Theory to Practice	3
EARED 6115	Interdisciplinary Curriculum: Arts, History, and Social Science	3

Taken in Junior Year: EEDUC 5146

Taken in Senior Year: EEDUC 5104

Elective Courses (9 credits):

Choose one of the following 3-credit courses:

CMATH 6107	Constructing Mathematical Understanding: Number and Operations	3
CMATH 6109	Functions and Algebra I: Building Mathematical Understanding	3

Choose one of the following 3-credit courses:

EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6032	Exploring Nonfiction for the Elementary and Middle School Classroom	3

Choose one of the following 3-credit courses:

CSTEM 6101	The Mathematics of Force and Motion	3
CNSCI 6103	Perspectives in Biology	3

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6

Accelerated Dual Degree M.Ed. in Teacher of Students with Moderate Disabilities (PreK-8) 36 credits

For College of Liberal Arts and Sciences Early Childhood and Elementary Education Majors

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Students with Moderate Disabilities (PreK-8) in the Commonwealth of Massachusetts.

The Moderate Disabilities program seeks to educate reflective practitioners who can develop age-appropriate strategies for educating students with disabilities in the least restrictive environment. Courses focus on current issues in special education, special education law, non-discriminatory assessment, access to the academic curriculum for all students, issues of cultural and linguistic diversity, new technologies, and collaboration with families and service providers. The program includes coursework and field-based assignments, and a 14-week practicum experience that provides practice and refinement of skills in a variety of settings serving students with special needs.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Requirement: An Initial Teacher License in Early Childhood (Prek-2) or Elementary (1-6)

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester.

Note: *The SEI Endorsement will be obtained at the undergraduate level.*

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (30 credits):

All of the required courses must be completed prior to the practicum, and many courses include field-based assignments.

ESPED 5100	Contemporary Perspectives in Special Education	3
ESPED 5114	Designing Instruction for the Inclusive Classroom	3

ESPED 6130	Speech, Language, and Communication: Development, Disorders, and AAC	3
ESPED 6014	Reading and Writing for Diverse Learners	3
ESPED 6122	Instructional Accommodations in English Language Arts and Social Studies (PreK-8)	3
ESPED 6128	Instructional Accommodations in Math and Science (PreK-8)	3
ESPED 6121	Classroom Management and Behavior Support	3
ESPED 6124	Assessment in Special Education	3
ESPED 6134	Designing Effective Individualized Education Programs	3
ESPED 6132	Collaboration with Professionals, Families, and Community	3

Taken in Junior Year: ESPED 5100

Taken in Senior Year: ESPED 5114

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

ESPED 7717	Practicum and Seminar in Moderate Disabilities (PreK-8)	6

Accelerated Dual Degree M.Ed. in Teacher of Students with Moderate Disabilities (5-12) 33 credits

For College of Liberal Arts and Sciences Middle School and Secondary Education Majors

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Students with Moderate Disabilities (5-12) in the Commonwealth of Massachusetts.

The Moderate Disabilities program seeks to educate reflective practitioners who can develop age-appropriate strategies for educating students with disabilities in the least restrictive environment. Courses focus on current issues in special education; special education law; non-discriminatory assessment; access to the academic curriculum for all students; issues of cultural and linguistic diversity; new technologies; the Individualized Education Program (IEP); and collaboration with families, community, and service providers. The 14-week practicum provides practice and refinement of skills in a variety of settings serving students with special needs.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Prerequisite: CPSYC 2401 Child Psychology and CEDUC 4189 Sheltered English Instruction

Orientation Requirement: Accepted students must complete a new student orientation at the start of their first semester.

Note: *The SEI Endorsement will be obtained at the undergraduate level.*

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (27 credits):

All of the required courses must be completed prior to the practicum, and many courses include field-based assignments.

ESPED 5100	Contemporary Perspectives in Special Education	3
ESPED 6121	Classroom Management and Behavior Support	3
ESPED 6119	Technology in Communication and Curriculum	3
ESPED 6014	Reading and Writing for Diverse Learners	3
ESPED 6129	Instructional Accommodations in English Language Arts and Social Studies (5-12)	3
ESPED 6105	Instructional Accommodations in Math and Science (5-12)	3
ESPED 6134	Designing Effective Individualized Education Programs	3
ESPED 6124	Assessment in Special Education	3
ESPED 6132	Collaboration with Professionals, Families, and Community	3
ESPED 7718	Practicum and Seminar in Moderate Disabilities (5-12)	6

Taken in Junior Year: ESPED 5100

Taken in Senior Year: ESPED 6121

Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

ESPED 7718	Practicum and Seminar in Moderate Disabilities (5-12)	6

Accelerated Dual Degree M.Ed. in English as a Second Language (PreK-6) 36 credits

For College of Liberal Arts and Sciences Elementary and Special Education Majors

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in English as Second Language (PreK-6) in the Commonwealth of Massachusetts.

This accelerated dual degree program is designed to prepare teachers for the schools of the twenty-first century, as well as to respond to state regulations. Appropriate for College of Liberal Arts and Sciences students majoring in elementary or special education, the program incorporates Lesley's commitment to inclusive classrooms, differentiated instruction, and the integration of theory with practice. Classroom inquiry is a focus, as students move through their coursework, early field experience, and a full-semester practicum experience in a classroom setting.

As early in the program as possible, and prior to the practicum, students must complete a 75-hour early field experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)

Program Requirements:

- An Initial Teacher License in Elementary (1-6) or an Initial License in Teacher of Students with Moderate Disabilities (PreK-8)
- Level I and II in a foreign language at the undergraduate level (can be waived with demonstrated proficiency)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Required Courses (24 credits):

All of the following required courses except EARED 6115 must be completed prior to the practicum, and many courses include field-based assignments.

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3
EECLD 6010	Teaching English to Speakers of Other Languages: Content Areas	3
EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3
EEDUC 6022	Cooperative Learning	3
EARED 6115	Interdisciplinary Curriculum: Arts, History, and Social Science	3

Taken in Junior Year: EECLD 6001

Taken in Senior Year: EECLD 6002

Elective Courses (6 credits):

Choose one of the following 3-credit courses:

EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6032	Exploring Nonfiction for the Elementary and Middle School Classroom	3

Choose one of the following 3-credit courses:

CMATH 6107	Constructing Mathematical Understanding: Number and Operations	3
CMATH 6109	Functions and Algebra I: Building Mathematical Understanding	3

ESL Practicum (6 credits):

Prerequisites: Successful completion of a 75-hour early field experience and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements. This full-time, full semester practicum is accompanied by a weekly seminar and requires a field experience fee.

EECLD 7006	Practicum and Seminar in ESL (PreK-6)	6

Accelerated Dual Degree M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts 33 credits

For College of Liberal Arts and Sciences Early Childhood and Elementary Education Majors

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional License in Early Childhood: Teacher of Students With and Without Disabilities (PreK-2) or Elementary (1-6) in the Commonwealth of Massachusetts.

This program enhances the ability of teachers to reach all learners in their classrooms and to re-invigorate and enliven their teaching. Many alumni report that a chief benefit of the program is the ability to develop effective classroom teaching strategies to meet the challenges of today's educational climate. Undergraduate students may apply for admission to the program at the end of their sophomore year. In order to be accepted into the program, students must have a GPA of 3.3 or higher during the first four semesters of college. Formal application involves creating a portfolio application that is reviewed by a team of graduate and undergraduate faculty.

Program Requirement:

- For Professional License in Early Childhood: Massachusetts Initial License in Early Childhood: Teacher of Students With and Without Disabilities (PreK-2)
- For Professional License in Elementary: Massachusetts Initial Teacher License in Elementary (1-6)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Core Education Courses (15 credits):

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARED 6109	Curriculum, Instruction, and Assessment: Visions and Versions	3
EARED 5009	Drama and Critical Literacy	3
EARED 5010	Creative Movement: Kinesthetic Learning Across the Curriculum	3
EARED 7100	Educator Inquiry: Seminar and Thesis Project	3

Taken in Senior Year: EARED 6100

Integrated Arts Courses (18 credits):

EARTS 6008	Arts and Technology	3
EARTS 6101	Art and Culture in Community	3
EARTS 5351	Cultural History Through Storytelling	3
EARTS 6105	Multiple Perspectives Through Music	3
EARTS 6104	Art and Visual Inquiry	3
EARTS 6203	The Language of Poetry	3

Taken in Junior Year: EARTS 6105

Accelerated Dual Degree M.Ed. in Early Childhood: Teacher of Students with and without Disabilities (PreK-2) 33 credits

For College of Liberal Arts Early Childhood: Teacher of Students with and without Disabilities (PreK-2) Majors

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional Teacher License in Early Childhood: Teacher of Students with and without Disabilities (PreK-2) in the Commonwealth of Massachusetts.

This approved master's program leading to Professional teacher license is designed to expose students to advanced levels of curriculum development and current issues and challenges beyond the scope of an Initial teacher license. Students encounter topics such as policy, behavior, and multiculturalism. Practical classroom experiences enhance material presented in course sessions, and an appreciation for the teacher as researcher and advocate is fostered.

Program Prerequisite: Massachusetts Initial Teacher License in Early Childhood: Teacher of Students with and without Disabilities (PreK-2)

PROGRAM OF STUDY

Courses may have prerequisites for registration; please check course descriptions before registering.

Note: In this program, EEDUC 6020, EARED 6002, and EEDUC 5815 must be taken for 3 credits.

Core Courses (15 credits):

Course taken in **junior year**: EEDUC 6139

EEDUC 6158	Enduring Ideas and Current Issues in the Education of Young Children	3
EEDUC 6139	A Pedagogy of Play	3
EEDUC 6058	Anti-Bias Early Childhood Education	3
EEDUC 6126	Classroom and School Inquiry	3
EEDUC 6127	Action Research and Seminar	3

Specialization Courses (18 credits):

Select a total of six courses in consultation with advisor. One arts course must be taken in **senior year**.

English Language Learners

EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3

Literacy

In this program, EEDUC 6020 must be taken for **3** credits.

EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6020	Summer Primary Literacy Institute	2-3
EEDUC 6032	Exploring Nonfiction for the Elementary and Middle School Classroom	3

Arts

In this program, EARED 6002 must be taken for **3** credits.

Choose one: **senior year**

EARED 5010	Creative Movement: Kinesthetic Learning Across the Curriculum	3
EARED 6100	Arts Integration, Literacy, and Common Core	3
EARTS 5351	Cultural History Through Storytelling	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARTS 6105	Multiple Perspectives Through Music	3
EARTS 6103	Literacy and the Arts: Vision and Voice	3

The Inclusive Classroom

EEDUC 5057	Introduction to D.I.R. (Floortime): A Developmental Model for the Special Child	3
ESPED 6130	Speech, Language, and Communication: Development, Disorders, and AAC	3
ESPED 6132	Collaboration with Professionals, Families, and Community	3
ESPED 6119	Technology in Communication and Curriculum	3
ESPED 5114	Designing Instruction for the Inclusive Classroom	3

Innovative Practices in Early Childhood Education

In this program, EEDUC 5815 must be taken for **3** credits.

EEDUC 5815	The Reggio Emilia Approach to Early Childhood Education	2-3
EEDUC 5301	Reggio Emilia-Inspired Study Tour: Collaboration, Inspiration, and Interpretation	3
EEDUC 5300	Environment and Materials in Reggio-Inspired Teaching and Learning	3

GRADUATE SCHOOL OF EDUCATION PROFESSIONAL DEVELOPMENT

The Graduate School of Education is home to three centers that offer professional development opportunities for teachers and administrators, as well as a wealth of resources to individuals and districts involved in activities for educational improvement and institutional reform. The common goal of the centers is to engage individuals and districts in activities related to the improvement of learning outcomes for children and youth. Their focus is on developing and disseminating innovative, research-based models for teaching and learning, particularly in literacy, mathematics, and special education; on providing professional development and training programs for individuals and districts aimed at school-wide improvement; and on the expansion of best practice through program evaluation, research, and scholarship.

For a complete listing of this year's offerings and opportunities to earn professional development points, go to www.lesley.edu/centers or call 617.349.8924. Each of the centers is described below.

THE CENTER FOR MATHEMATICS ACHIEVEMENT

The Center for Mathematics Achievement was founded to assist teachers in honing their mathematics content knowledge. Research has shown that teachers who have enriched their own mathematical content knowledge are better suited to provide richer, more effective mathematics opportunities to their students. The center has provided sustained professional development in partnership with districts across Massachusetts through grants from the

Massachusetts Department of Elementary and Secondary Education and the United States Department of Education. In addition, the center also provides Massachusetts teacher educator licensure test preparation workshops, content institutes, and professional development for elementary and middle school teachers. For information about the center's offerings, go to Center for Mathematics Achievement.

THE CENTER FOR READING RECOVERY AND LITERACY COLLABORATIVE

The Center for Reading Recovery and Literacy Collaborative (CRRLC) at Lesley University is dedicated to providing high quality professional development to administrators, literacy coaches, classroom teachers, and other literacy teachers and specialists. Reading Recovery® is a reading intervention designed to help first graders who find literacy learning difficult achieve average grade-level proficiency in 12 to 20 weeks. Literacy Collaborative, a whole-school literacy model, is a comprehensive, standards-based approach to teaching that brings together teachers, teacher leaders, literacy coaches, school leadership teams, and school and district administrators to support the district's literacy vision. Districts make a long-term commitment to implement and sustain the model by supporting two years of initial coursework, followed by annual ongoing professional development.

The CRLCC's new Graduate Certificate in Developing Systematic Language and Literacy Expertise (K-8) (p. 58) is an18-credit online certificate program, distinguished by its systematic focus on building an integrated approach to literacy across all of the important elements of instructional practice. A prominent feature of the program is its application of Clay's complex theory of literacy learning and its use of *The Continuum of Literacy Learning K-8: A Guide to Teaching* developed by Fountas and Pinnell.

The CRLCC supports improvement in literacy outcomes for students PreK-8 with a variety of other professional development opportunities such as literacy institutes and conferences, on-site offerings for schools and districts, and graduate courses in specific aspects of literacy teaching. For information on current offerings, go to Center for Reading Recovery and Literacy Collaborative.

THE CENTER FOR SPECIAL EDUCATION

The Center for Special Education at Lesley University is dedicated to understanding and promoting the knowledge needed by educators to improve the teaching of students with exceptional learning needs. The center seeks to create collaborations among families, schools, and communities that will enhance learning and development for every child, adolescent, and adult. Through forums and conferences, the center disseminates information about current instructional technologies and approaches; it also conducts research and develops products to aid teachers and provides resources for students, teachers, families, school systems, and policymakers on critical questions related to the teaching and learning of individuals with special needs.

Current research and development focuses on the effects of trauma on learning. In collaboration with the Trauma and Learning Policy Initiative of Massachusetts Advocates for Children, Harvard Law School, and a grant from the Oak Foundation, the center has developed courses on the impact of trauma on learning. The Lesley Institute for Trauma Sensitivity (LIfTS) partners with many districts throughout Massachusetts and is expanding our reach nationally and internationally.

The center has also developed a twelve-credit Graduate Certificate in Trauma and Learning (p. 79) program, offered through a school or district cohort model, that focuses on examining the impact of traumatic experience on student learning and developing strategies to cultivate trauma sensitive environments.

COLLEGE OF ART AND DESIGN

Welcome MFA Candidates,

What makes us the Lesley University College of Art and Design unique? Our two Masters in Fine Arts programs, the full residency MFA in Photography and MFA in Visual Arts Low-Residency, merge craft, concept, context, personality, and professional priority. Our curriculum incorporates rigorous studio practice, with critical and cultural exposure, which infuses traditional knowledge and skill with the professional power to influence, in a mercurial world.

In creating our Masters in Fine Art Degrees, our task was to build a community of passionate artist-scholars with a powerful work ethic, who would exemplify the value of play and its relationship to learning. Students who explore and experiment in the process of creating can better engage in a critical dialogue with like-minded souls. The College of Art and Design proves a collaborative adventure and invents new models for MFA programs.

Integrating creative work and artistic vision into daily life, our Low-Residency program, the MFA in Visual Arts, provides structure to complete your graduate degree while living in your community, thus integrating your art making within your diverse schedules and needs as adults. Once each semester, an intensive ten-day residency at the Lesley campus ignites conversation and critique. After, you return home and continue your work off-site. Dedicated to helping artists excel in their body of work, mentors and artists unite to craft a course of study that nurtures each artist's individual point of view while providing the analytical tools necessary for vibrant cultural dialogue.

The interdisciplinary focus of the MFA in Visual Arts Low-Residency program evokes exploration as students explore integration of a variety of visual arts media over a sustained exploration of the cultural context. The MFA in Visual Arts provides students with the educational environment in which to develop the tools and expertise to refine their individual vision. Students advance their study of art history, culture and critical thinking through the rigorous academic exposure. Students increase awareness of how their work relates to contemporary audiences and increasingly global themes. The MFA broadens knowledge of visual arts as a profession by offering seminars in professional development, including gallery approaches, grant and proposal preparation, commissions, and media presentation skills.

Our esteemed MFA in Photography at the College of Art and Design was created to emphasize craft and concept driven photography with emphasis on rigorous studio practice, art and cultural context, critical and professional studies, and the fluid integration of contemporary media within traditional and alternative photographic practice. This was predicated upon the philosophy that photography is no longer a single entity but is unique among the visual arts in its ability to successfully merge established and contemporary technologies investigating the art of making impressions with light. It is, more than any other form of visual expression, an ideal nexus of art and culture. Our recent thesis catalogues have featured projects in alternative processes, artist's books, video, installation, performance, music, chemistry, digital imaging, photo integrated sculpture, and fine arts such as ceramics, painting, and drawing.

Students have access to state of the art digital technologies as well as alternative, historical, and integrated media related resources. Traditional media finds new life in the hands of 21st century visual communicators and artists. A major component of the MFA in Photography program is our Visiting Artist / Scholars integration with Graduate Studio Seminar, as the program fully integrates these outstanding guests as a key component of the learning experience. Recent, current, and future Visiting Artist / Scholars include Dan Estabrook, Vicki Goldberg, Keith Carter, Luis Gonzalez Palma, Lyle Rexer, Susan Bright, Roy Flukinger, Holly Roberts, Matt Saunders, David Hilliard, John Stilgoe, Deborah Luster, Andy Grundberg, Merry Foresta, Alison Nördstrom, Elinor Carucci, Sebastião Salgado, Jose Falconi, Mark Dion, and Lucy Soutter.

Both Masters in Fine Art programs at the Lesley University College of Art and Design were developed on the premise that artistic media reside in a state of flux. Thus, its identity is forming now, as we speak, by young contemporary artists cognitively defining its future. What makes us unique? You. As you move through this program, your deeply personal body of work will become synonymous with media integration and innovation.

Richard Zauft
Dean, College of Art and Design

Master of Fine Arts in Photography

An Emphasis on Craft and Concept

From its inception in 2011, our MFA in Photography program at the Lesley University College of Art and Design has been designed and nurtured as a collaborative work in progress, created to emphasize craft and concept driven photography. It is comprised of an artist / scholar community of faculty, Visiting Artists and candidates, all of whom share a passionate respect for the hand-made traditions of photographic practice while embracing, with equal passion, what is rapidly being recognized as "the new photography" … a marriage of contemporary analog and digital photographic technologies emphasizing rigorous studio practice, art and cultural context, critical and professional studies, and the fluid integration of inter-disciplinary and contemporary media. Our philosophy embraces the concept that photography is in a state of flux and no longer a single entity. It is unique in the visual arts in its ability to merge established and contemporary technologies in the art of making impressions with light and is an ideal nexus of art and culture. We invite you to join our thriving community of contemporary photographic artists who will be defining the future of photography.

Program Format

Full-time residency requirement: 4 terms

Maximum number of years for residency: 2 years

Typical number of credit hours per term for a full-time student: 15 credits

Total number of credit hours required for graduation: 60

Total in Graduate Seminar I – IV: 24

Total in Critical Studies and Art History: 9

(Includes Issues in Visual Culture in first semester)

Total in Studio Electives: 9

Total in Photography as Cultural Practice: 3

Total in Professional Studies: 9

(Includes internships, teaching assistantships, independent studies, adjunct faculty Teaching Fellowships)

Total in Graduate Thesis Seminar: 6

Of the 60 credits, 33 credits (or 55%) are graduate-level courses, 15% are Professional Studies opportunities for internships, mentoring, and teaching assistantships and adjunct faculty Teaching Fellowships. The remaining 30% are electives chosen from existing College of Art and Design studio, critical studies, and art history offerings. Content will be delivered in a variety of formats: in class, electronic, and online when appropriate.

A key attribute of the MFA Photography program is the Visiting Artist / Scholar component that is full integrated into graduate seminar and jury experiences. MFA candidates will work with outstanding Visiting Artists throughout the semester in each of their 4 semesters.

Degree Requirements

Successful completion of four semesters in residence in the program, earning a total of 60 graduate credits. This will include full participation and satisfactory evaluations from all components of the program. These will include writing, physical work, presentation at juries, and engagement in all seminars.

Ability to demonstrate a professional level of accomplishment in their self-selected arena of artistic work. This will be realized through aesthetic and technical achievement, conceptual ideas working with integrated photographic / light marking practice in compatible media that reflects the development of personal imagery. Graduate Thesis seminar is all writing and exposition of ideas

Ability to demonstrate an understanding of the various criteria used for making critical judgments about the visual arts, especially photography, including the relationship of visual culture to a societal context. Evaluation will be done through a jury process that will include 2 mid-year in-process juries and 2 end-of-year final juries. Evaluation will be Pass, Fail, or Still In Progress.

Active participation, involvement and dialogue in the seminar critiques of other candidate's work during the course of study. Generosity of expression is highly valued.

Participation in a final group thesis exhibition and catalogue of their work and writing. Both must be satisfactorily reviewed by the MFA program faculty, Visiting Artists and jurors.

Program Structure

Two-year program (4 semesters) — 60 credits

Semester 1

Graduate Studio Seminar I — 6
Issues in Art History & Visual Culture — 3
Photography as a Cultural Practice — 3
Studio Elective — 3

Semester 2

Graduate Studio Seminar II — 6
Art History or Critical Studies Elective — 3
Art in Context or Professional Studies Elective — 3
Studio Elective — 3

Semester 3

Graduate Studio Seminar II — 6
Art History or Critical Studies Elective — 3
Professional Studies Elective II — 3
Studio Elective — 3

Semester 4

Graduate Studio Seminar IV — 6
Thesis Studio (studio exclusively for thesis work) — 6
Professional Studies Elective II — 3

Graduate Studio Seminar I–IV

Consisting of a full day of activity on a weekly basis, the Graduate Studio Seminar is a team taught course with a core faculty and Visiting Artist/Scholar. Engaging with a variety of aspects surrounding their work, students will be consistently producing and refining their portfolios in Seminar, while simultaneously relating their work to historical and contemporary art concerns. Each week includes studio critique, discussion of conceptual issues, and response to course readings. Through four semesters of Graduate Studio Seminar and Graduate Thesis Seminar, students will produce a strong and resolved portfolio that will culminate with their graduate thesis exhibition and catalogue.

Visiting Artist Component
The Visiting Artist/Scholar component is a key element of the MFA in Photography program and is intended to promote curricular flexibility and a timely reflection, and response, to the constantly changing identity of photography in the 21st century.

Each semester, a Visiting Artist/Scholar will be teamed with a core faculty member and 12 MFA in Photography candidates for an intensive studio and critical studies experience. Visiting Artists will be leaders in the medium and will include contemporary artists, historians, curators, and theorists. Recent and upcoming Visiting Artists include Luis González Palma, Vicki Goldberg, Keith Carter, Sebastião Salgado, Holly Roberts, Dan Estabrook, David Hilliard, Lyle Rexer, Roy Flukinger, Matt Saunders, John Stilgoe, Susan Bright, Deborah Luster, Alison Nordström and Eleanor Carucci, Lucy Soutter, and Deb Todd Wheeler.

Studio Elective

>
Students choose three studio electives from a list of eligible courses offered at the College of Art and Design, largely inclusive of most current studio courses. Advanced studio work may be requested in the form of independent study

Art History or Critical Studies Elective
Students will take Photography as a Cultural Practice in Semester I. In following semesters they will take two additional courses from a pre-selected list of eligible Art History/Critical Studies offerings from within the University. Advanced art history and critical studies work may be requested in the form of independent study.

Photography as a Cultural Practice
Considering the capacity of Photography to reflect and define cultural mores, this seminar will explore the historical and contemporary nuances of the medium as a social and political object. The complex shifts within photography in a digital context will be discussed, as well as the technological, conceptual, and artistic relationships between photography and other mediums. Creative engagement with these concerns will be a major component of the seminar, and class projects will provide a means for students to apply their own photographic interests and refine their practice. A variety of contemporary methodologies to engage with culture will be presented, such as the use of composite, erasure, integration of text, and appropriation of media images. Classes will also be comprised of field trips to area exhibits, resources, and talks, as well as class visits by working artists.

Issues in Visual Culture

This course accounts for 3 of the art history and critical studies requirements and focuses on the interrelationship between art and society. Accordingly, students examine the role of visual culture and artistic practice within the context of everyday life. To accomplish this task, we address a wide range of contemporary issues relating to the many connections between art and society. To help tackle these issues, we read essays by artists, critics, and theoreticians who have been instrumental in defining our understanding of visual culture over the past three decades.

Professional Studies Elective
Candidates select three / 3-credit options during their course of study to advance their individual professional aspirations. These can include (but are not limited to): internships, undergraduate teaching assistantships, mentored independent studies, traditional coursework (in areas such as art therapies, business, or art education, and 3 to 4 competitive adjunct faculty teaching fellowships per year.

Thesis Studio Seminar

The MFA in Photography thesis is the capstone of the graduate school experience and asks the candidate to critically reflect on their creative practice, work and methodologies, and to construct a scaffolding where their concepts and process are contextualized, clearly defined and visualized… it is the artist's voice on multiple levels. MFA candidates will be expected to discuss their individual plans for a thesis during the mid-year juries at the conclusion of their third semester, and subsequently required to write a multi-page synopsis detailing their proposal and direction. This synopsis must be submitted to the Director of the MFA program and the Visiting Artist / Scholar who will be co-teaching the MFA Thesis Studio Seminar for approval before the MFA candidate begins the writing process and visual component. MFA Thesis Studio Seminar is a Pass / Fail or SIP (Still in Progress) course where the written component is emphasized. The visual components will carry equal weight in the final jury but will be the focus of Graduate Studio Seminar IV. Seminar participation, thesis exhibition and catalogue, and final MFA Thesis jury defense are integrated into the final evaluation.

DEGREE REQUIREMENTS

Required Core Graduate Photography Courses (33 credits)

IGRPH 5100	Photography as a Cultural Practice	3
IGRPH 6100	Graduate Studio Seminar and Critical Studies I	6
IGRPH 6200	Graduate Studio Seminar and Critical Studies II	6
IGRPH 7300	Graduate Studio and Critical Studies Seminar III	6
IGRPH 7400	Graduate Studio and Critical Studies Seminar IV	6
ITHPH 7500	Thesis Studio Seminar	6

Thesis Studio- a one-semester course taken in the final semester *: 6 credits MFA students would be required to attend a Critique and Core Studies Seminar for each semester of the program, and to complete the Thesis Studio in order to graduate.

Professional Studies Electives (9 credits)

IPHOT 5740	Art in Context	3
	or	
IGRPH	Professional Studies Electives	3
IGRPH/IPHOT/IAPRO	Professional Studies Electives	3
IGRPH/IPHOT/IAPRO	Professional Studies Electives	3

Professional Studies Electives (9 credits)

The following courses may fulfill the professional studies elective requirements.

IGRPH 7089 Studio Assistantship

IGRPH 7880 Internship

IGRPH 7992 Teaching Fellowship

IGRPH 7999 Independent Study

IPHOT 5122 Professional Directions

IPHOT 5740 Art in Context

IAPRO 5100 Business Skills for Artist

Professional Studies Elective- Choose three 3 credit options: 9 credits Options can include: internships, adjunct faculty teaching fellowships, teaching assistantships, mentored independent studies, practicum or traditional course work in an area such as business management or art education. IPHOT 5740 Art In Context and IPHOT 5122 Professional Directions will satisfy this requirement.

Art History and Critical Studies Requirements (9 credits)

IAHIS 5100	Issues in Art History and Visual Culture	3
IAHIS/IPHOT	Art History & Critical Studies Courses	3
	or	
IGRPH 5200	Advanced Topics in Photography	3
IAHIS/IPHOT	Art History & Critical Studies Courses	3

Following is a sample of Art History & Critical Studies Electives

MFA Photography students must take a minimum of two, 3 credit, Art History (IAHIS) or Critical Studies (IPHOT) Electives

IAHIS 5200	History of Photography	3
IAHIS 5220	The Power of German Film & Photography	3
IPHOT 5330	Contemporary Trends in Photography	3
IPHOT 5340	Beauty & Fact: 19th Century Photography	3
IPHOT 5460	Cinema and Visual Reaction	3
IAHIS 5460	History of Animation	3
IAHIS 5025	Cinema Eye, Cinema Art: A History of Film	3
IAHIS 5043	Curators, Critics & Collectors	3
IAHIS 5211	Testament: A History of Documentary	3
IAHIS 5311	Gender in Focus: History Women in Photography	3
IAHIS 5313	Photography and the Multicultural	3
IAHIS 5380	History of New Media	3
IPHOT 5390	Photography and Power	3
IPHOT 5440	The Constructed Image	3
IPHOT 5480	The Critical Eye	3
IPHOT 5581	Media + Society	3
IPHOT 5585	Video Projects & Installation	3
IAHIS 5600	Art Since 1945	3
IAHIS 5610	Design Discourse	3
IPHOT 5715	Landscape of Memory: Histories	3
IPHOT 5740	Art in Context	3
IAHIS 5900	Alternating Currents: Experimental Film	3
IPHOT 5180	Horror in Photography & Film	3
IAHIS 5220	Representing Representation	3

IAHIS 5500	Art and Popular Culture	3
IAHIS 5605	Postmodernism	3
IAHIS 5620	Hyperculture - Art & Technology	3
IAHIS 5910	Critical Theory	3
IAHIS 5290	Art & Photography in Contemporary China	3
IPHOT 5321	Documenting Village Life: Mexico	3

Studio Electives (9 credits)

	Studio Elective	3
	Studio Elective	3
	Studio Elective	3

MFA in Photography Additional Requirements in Studio Electives

Any course cross-listed as a MFA in Photography Studio Elective must have additional assignments/expectations to reflect the appropriate level or the amount of student learning expected of the MFA candidate. This can be in the form of extra writing, studio projects, critical thinking research, communications and / or participation. This will need to be reflected in the syllabus and defined for the MFA student. Every MFA student is required to accomplish the added requirements and demonstrate a higher level of achievement and / or proficiency in the studio electives as determined and required by the instructor.

Choose 3 Courses

IPHOT 5120	Color: Digital	3
IPHOT 5340	Beauty & Fact: 19th Century Photography	3
IPHOT 5660	Advanced Commercial Projects	3
IPHOT 5365	Journalism: Photojournalism	3
IPHOT 5201	Color Photography	3
IPHOT 5310	Portrait: Traditional & Contemporary	3
IPHOT 5370	Documentary Projects	3
IPHOT 5390	Photography and Power	3
IPHOT 5680	Conceptual Editorial Photography	3
IPHOT 5440	The Constructed Image	3
IPHOT 5470	Photo Noir	3
IPHOT 5122	Professional Directions	3
IPHOT 5130	Special Projects in Artist's Books	3
IPHOT 5180	Horror in Photography & Film	3
IPHOT 5200	Color: Special Projects	3
IPHOT 5215	Taking In: Best of LUCAD Photography	3
IPHOT 5220	Visual Books I	3
IPHOT 5221	Visual Books II	3
IPHOT 5300	Rites and Celebrations	3
IPHOT 5540	Still in Motion	3
IPHOT 5460	Cinema and Visual Reaction	3
IPHOT 5480	The Critical Eye	3
IPHOT 5510	Digital Media I	3
IPHOT 5560	Digital Printing I	3
IPHOT 5565	Fine Digital Photography	3
IPHOT 5580	The Web as an Art Form	3
IPHOT 5585	Video Projects & Installation	3
IPHOT 5600	Advanced Printing	3
IPHOT 5610	Advanced Printing II: Digital	3
IPHOT 5625	Seeing: Photography & Science	3
IPHOT 5660	Advanced Commercial Projects	3
IPHOT 5700	Landscape & Architecture	3
IPHOT 5715	Landscape of Memory: Histories	3
IPHOT 5740	Art in Context	3
IPHOT 5745	Photography & Identities	3

Internships

Harvard University Ceramics Program
Photographic Resource Center, Boston
Paul Taylor Printmaking
Project Nica, Nicaragua
Maine Media Workshops
Santa Fe Photography Workshops
Institute of Contemporary Art, Boston
Boston Magazine
Boston Public Schools
Cambridge Public Schools

"We see our program as a collaborative adventure inventing a new model for MFA programs in Photography. We are cognizant that the medium itself is currently undergoing great change and rather than become yet another traditional MFA, we want to lead the way into what is becoming the new photography, both in how it is taught and practiced."

–Christopher James
Director
MFA in Photo Program

"The program has been a unique mix of intensive group seminars and individualized meetings, as well as a variety of choice in electives. The visiting artist program is particularly valuable, providing informed outside perspectives and important connections within the greater artistic community."

–Lindsay Rogers,
MFA candidate

Blurbs

"Many prestigious graduate programs are built upon decades old reputations and philosophies that have a void between traditional practices and contemporary media. The new LUCAD MFA program is creating a new path in the medium of photography, theory, and practice; I simply wanted to be here at the beginning of a program that is innovative.

Michael Donner, MFA Photography graduate

"I would tell someone considering applying to the program to do it! At LUCAD there is a commitment to individual goals. This individualized approach paired with access to a wide range of instructors who are also practicing photographers and artists, with expertise in a variety of genres, make LUCAD the ideal place to earn an MFA in photography. I decided to enroll in the MFA program because I desired a support system of peers and educators to help me strengthen my voice as a photographer. I was looking for a way to have a clearer understanding of the "why" I make photographs and the best way to communicate that "why." At LUCAD I am finding the answers to why.

Jess Somers, MFA Photography graduate

I wanted to go somewhere that was open
to experimentation through time and media and did not limit me to a prescribed idea of what contemporary photography is and should be. I was also very interested with the fact that this is a brand new program. Being one of the first students in a MFA program gives a unique ability to really help shape the program and make a name for it.

Aris Sandoval, MFA Photography graduate

Core Faculty

CHRISTOPHER JAMES, University Professor, Director, MFA Photography

MAT, Rhode Island School of Design, 1971

www.christopherjames-studio.com

CHRISTINE COLLINS, Chair BFA Photography, MFA, Massachusetts College of Art and Design

www.christinemcollins.com

DAN ESTABROOK, Photography, B.A. Harvard University, MFA University of Illinois, Urbana-Champaign

www.danestabrook.com

ZIAD HAMZEH, Photography, Film, Screenwriting, MA, California State University, Los Angeles

www.hamzehmystiquefilms.com

BENJAMIN SLOAT, Photography, MFA, School of the Museum of Fine Arts, Boston

www.bensloat.com

ANGELA MITTIGA, Photography, Ed.M. Harvard University and MFA Massachusetts College of Art & Design

www.angelamittiga.com

SUNANDA SANYAL, Photography (History), Critical Theory, Associate

Professor, PhD, Emory University

http://globalthek.com/film.html

RECENT & UPCOMING VISITING ARTIST FACULTY

SUSAN BRIGHT, Author & Curator, National Portrait Gallery, Acting Director MA Photography at Sotheby's, London

KEITH CARTER, Photographer & author, University Professor, Lamar University, Beaumont, Texas

ELINOR CARUCCI, Photographer & author, School of Visual Arts, NYC

JOSE FALCONI, Curatorial Studies, PhD, Harvard University

ROY FLUKINGER, PhD, Senior Curator of Photography & Film, Ransom Humanities Research Center, U. Texas, Austin

MERRY FORESTA, Curatorial Studies & author, Founding Director of the Smithsonian Photography Initiative

VICTORIA GOLDBERG, Author of 20 photographic monographs & critic, New York Times for 13 years

LUIS GONZALEZ PALMA, Photographer, author & educator

ANDY GRUNDBERG, Photography critic New York Times, author, Corcoran College of Art & Design

DAVID HILLIARD, Photographer & author, Harvard University and Massachusetts College of Art & Design

DEBORAH LUSTER, Photographer, author, artist & educator

ALISON NORDSTROM, PhD, former Senior Curator & Director of Exhibitions, George Eastman House

LYLE REXER, Author, curator, critic and educator, Professor, School of Visual Arts, NYC University

HOLLY ROBERTS, Photographer & author, Corrales, NM

SEBASTIAO SALGADO, Photographer, author, journalist, educator

MATT SAUNDERS, Photographer, filmmaker, artist & educator, professor, Harvard University

LUCY SOUTTER, Author, artist, curator, Sotheby's Institute and Royal College of Art, London

JOHN STILGOE, Author and Educator, Harvard University

DIANA STOLL, Curatorial Studies, former Senior Editor of Aperture Magazine

DEB TODD WHEELER, Photographer and educator, Massachusetts College of Art & Design

JOE WOLIN, Author, critic & historian, Professor, Parson School of Design and SMFA

Master of Fine Arts in Visual Arts

Master of Fine Arts in Visual Arts

The Master of Fine Arts in Visual Arts program at the College of Art and Design is dedicated to creating a structure where growth and exploration are fostered not only while the student is enrolled but for the entire course of a lifetime of creative work. The program's low-residency format provides a structure in which artists seeking a graduate degree can develop their artistic vision while integrating their creative work into the fabric of their daily lives. Through seminars in critical theory, aesthetics, and visual culture, critiques of their work, and directed independent study, the program encourages students to define, refine, and strengthen their vision as artists.

With the guidance of their MFA faculty academic advisor, students design their own studio and academic plan for each semester. The interdisciplinary focus of the MFA program encourages students to explore the integration of a variety of visual arts media over a sustained exploration of the context in which visual culture is located. Students advance their study of art history, culture, and critical thinking through the rigorous academic components of the program. Students increase their awareness of how their work relates to worldwide traditions of visual culture and art making. Alongside the development of the student's studio practice, the MFA program broadens the student's knowledge of visual arts as a profession by offering seminars in professional development—including relationships with galleries, grant and proposal preparation, public and private commissions, and the ongoing development of art making and media presentation skills.

The College of Art and Design MFA in Visual Arts program is designed to be completed in two years and is comprised of five ten-day residencies separated by four approximately six-month-long semesters of independent creative work and study.

Degree Requirements

The Master of Fine Arts in Visual Arts degree requires the following:

- Successful completion of 4 semesters in the MFA program including attendance and participation in all 5 residencies and post-residency studio and academic work for a total of 60 credits as below:

  Studio components: 48 credits, 12 credits per semester

  IGRST 5100, IGRST 5200, IGRST 6100, and IGRST 6200 Graduate Independent Studio Project I-IV

Academic components: 12 credits, 3 credits per semester

IGRCT 5100, IGRCT 5200, IGRCT 6100, and IGRCT 6200 Graduate Critical Theory I-IV

IGRFS 6200 Graduate Final Seminar: Thesis (Non-credit)

- Mastery of chosen artistic media from both a technical and an aesthetic perspective. Evidence of this will vary from medium to medium, but must include a consistent and sustained body of work in the student's chosen discipline or disciplines.
- Mastery of the context in which the student's work is situated, very broadly defined as visual culture. While this will vary from discipline to discipline, the student must demonstrate a substantive engagement with the critical issues that define the studio practice.
- Participation in the graduate exhibition with the studio work at the final residency.
- Thesis presentation at the final residency. The thesis should demonstrate a clear understanding of various criteria for making judgments about studio work and the student's chosen media as well as evidencing the ability to engage in a sustained research project.
- Presentation of an artist talk with visual illustrations. The talk should be a discussion of the student's work as a visual artist in relation to the student's thesis.

Final approval for granting the Master of Fine Arts in Visual Arts is made by the MFA faculty and with the approval of the program director.

The Residencies

During the residencies, student show their work to the MFA community and hear the responses it generates in group and individual critiques. Students participate in required and elective seminars in critical theory, aesthetics, art history, and professional practices; visit the area's great pubic art collections; and attend lectures, demonstrations, and presentations by guest artists and the faculty.

During the residency, each student, in consultation with faculty advisors, develops an individualized plan for studio and academic work. The student accomplishes this in their home community during the six month semester prior to the next ten-day intensive residency. The ten-day residencies are high-intensity conversations about the production of visual art. Time during the residencies is very structured. The combination of critiques, seminars, lectures, panels, conversations, and advisor meetings during the residencies are designed to make the student a stronger visual artist. Lectures and seminars are presented by MFA faculty, visiting artists, critics, and curators. Each residency includes at least one field trip to a cultural institution in the greater Boston area. The residencies are an opportunity for each student to develop, expand, and question their artistic vision in a process that culminates in studio and academic work plans (developed in consultation with faculty advisors) for the period of the semester that takes place between residencies.

Exhibitions: Each graduating student must participate in a final exhibition in one of several exhibition spaces at the college. During the final residency, each student delivers an artist talk on his/her work and submits a written thesis paper. To graduate, the student must be approved by the faculty and the director of the program.

Critiques: All students participate in both group and individual critiques with MFA faculty and with visiting artists, critics, and curators. The goal of these critiques is two-fold: to give each student an opportunity to hear how his or her work communicates to others and to give students an opportunity to hear how artworks are discussed. Students have multiple opportunities throughout the residencies to hone these skills.

Visiting Artists: During the residencies, artists, art critics, and art historians from throughout the art world present lectures, lead panels, and become active participants in the dialogues about art and art making. Complementing the expertise of College of Art and Design faculty, the visiting artists discuss and present their work and ideas, and participate in critiques of student work.

Required Seminars: During each residency, every student participates in seminars on art critical, theoretical, and historical topics. The goal of these seminars is for each student to locate his or her work in a cultural/historical context.

Elective Seminars: Small groups of students meet with a faculty member to discuss selected topics in visual arts. These topics may include technical or formal issues, professional considerations, and questions of the relation of art to society. Announcement of topics of elective seminars is made before the beginning of each ten-day residency.

Planning Sessions: During the latter half of each residency, in consultation with their faculty advisor, students devise their studio and academic plans for the coming semester, which include readings, papers to be completed, and studio goals to be achieved prior to the next residency period. Students are expected to relate their academic work to their own work as artists.

Studio Work

IGRST 5100, IGRST 5200, IGRST 6100, and IGRST 6200 Graduate Independent Studio Project I-IV: 12 credits per semester

All students work in their community in their own studios with a local an artist mentor who has expertise in the student's discipline. Occasionally students elect to travel to work with an artist who does not reside in the student's local area. The artist mentor is a practicing artist or teacher for whom the student has an affinity. This mentor must be approved by LUCAD. The student, in conjunction with their MFA faculty advisor at LUCAD, devises a scope of work to be accomplished over the course of the semester. The artist mentor then meets with the student at least once a month, for a minimum of four times over the semester, to discuss the student's progress. Over the course of the semester, the artist mentor sends the program a mid-term evaluation, which is shared with the student and faculty advisor. At the close of the semester, the artist mentor submits a final evaluation to the program, which is also shared with the student and faculty advisor. These evaluations are used to help the student understand the strengths and weaknesses of their studio project for the semester. For each residency the student brings the work that was produced over the course of the previous semester for critique, discussion, and grading. The student is expected to devote at least 20 hours per week to studio work. All grades are pass/fail.

Academic Work

IGRCT 5100, IGRCT 5200, IGRCT 6100, and IGRCT 6200 Graduate Critical Theory I-IV: 3 credits per semester
IGRFS 6200 Graduate Final Seminar: Thesis (Non-credit)

During the residency the student, in conjunction with the student's MFA faculty advisor, devises a program of individual study. This study is conceived as a sustained inquiry into the student's own artistic interests through an examination of relevant issues in art history, critical theory, aesthetics, and the work of other artists. Over the course of the semester, the student reads articles and books, visits relevant exhibitions, and often attends conferences and workshops. During the semester, the student is in monthly contact with the faculty advisor to discuss the progress of his or her academic progress. Three short papers, each no more then 1,500 words, explore the themes and issues of the study in relation to the student's work. Additionally, the student is expected to write an artist statement at the end of the semester that can be used as a basis for discussion of the student's interests and work during the ensuing residency. The student is expected to devote at least 5 hours per week to academic work. All grades are pass/fail.

Critical Theory Seminars

During the first four residencies, the student participates in a mandatory Critical Theory Seminar. For each of these seminars, prior to the residency, the student receives a link to online readings or a list of readings to obtain, and an outline of the upcoming seminar meetings. The readings are to be competed before the beginning of the residency. These Critical Theory Seminars provide a basis for discussions both within the seminar meetings and during the critique sessions. Additionally, one of the student's 1,500 word papers should address the critical theory readings from the previous semester.

The Thesis

In the final semester, the student writes a 15-20 page (4,000-5,000 words) thesis. The thesis is a discussion of the student's work and interests situated within the critical, artistic, and cultural landscapes of contemporary art discourse. The purpose of the thesis is to provide the basis of a public dialogue about the student's work. By the end of the second semester, the student should identify a thesis topic and discuss with the MFA faculty advisor how to best address the issues in the thesis. Over the third semester, the student should investigate the ideas underlying the thesis and perform any necessary additional research. An outline of the theses is due at the end of the third semester. The fourth semester is spent writing the thesis. If the student has been systematic in his or her research, then it should be possible to craft the thesis topic, outline, and parts of the thesis by revisiting the short research papers that the student has written over the previous semesters. The thesis is defended by the student in the fifth and final residency and also is the basis of the Artist Talk, which is given in the fifth and final residency.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Master of Science in Management (33 credits)

The Lesley Master of Management program is designed to inspire and challenge the next generation of decision-makers. You will enhance your career opportunities through building a comprehensive skill set to improve your critical thinking and doing.

Sifting through what information is salient and how it helps explicate problem solving is the core of the learning experience. The Lesley MSM will build two essential skills:

- To think creatively and rigorously when approaching a web of problems or opportunities.
- To lead and execute thoughtfully in fast-moving markets and complex organizations.

The Lesley MSM reflects the velocity of how "good" organizations become "great" organizations and how "great" organizations execute in the 21st Century. The Lesley University MSM graduate will identify opportunities, leverage customer data and insights to maximize the organizations assets and execute swiftly. That is how the Lesley MSM is designed: a totally online curriculum that is a blend of theory and practice. Our competitive difference is the "Ripped from the headlines" multidimensional approach to management learning: these are living case studies, reflecting the realities of managing today. Each day a leader is either awash in information or operating blind of insights.

REQUIREMENTS

Required Core (18 Credits)

CMGMT 6700	Leading and Managing in the 21st Century	3
CMGMT 6710	What Outstanding Organizations Do Differently	3
CMGMT 6720	Allocating & Managing Resources	3
CMGMT 6730	Systems Management	3
CMGMT 6740	Entrepreneurship	3
CMGMT 6750	Go to Market: Transforming Opportunities into Success	3

Specializations

General Management (15 Credits)

CMGMT 6770	Business Models	3
CMGMT 6888	Measuring Success	3
CMGMT 6780	Customer Value	3
CMGMT 6790	Global Emerging Markets	3
CMGMT 6800	Simplicity/Innovation/Disruption	3

Non-Profit Management (15 Credits)

CMGMT 6100	Social Entrepreneurship	3
CMGMT 6105	Donors	3
CMGMT 6110	Program Development and Evaluation	3
CMGMT 6115	Strategic Communication & Social Media	3
CMGMT 6120	Accounting & Financial Management for Non-Profits	3

Human Resource Management (15 Credits)

CMGMT 6400	Employment and Labor Law	3
CMGMT 6405	Employment Relations Seminar	3
CMGMT 6410	Human Resources Seminar	3
CMGMT 6415	Workplace Diversity	3
CMGMT 6420	Labor Market Analysis	3

UNIVERSITY POLICIES

COMMUNITY STANDARDS OF CONDUCT

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

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

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

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

Most University policies are available at this link: http://www.lesley.edu/policies/

Student handbooks are available at this link http://www.lesley.edu/policies/academic/ and program-related handbooks are available from each program.

The Faculty Handbook is available at this link http://www.lesley.edu/provost/?terms=provost

The Employee Handbook is available on the Human Resources Department's intranet site at this link http://intranet.lesley.edu/

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

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

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

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

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

Report suspected violations of the Community Standards of Conduct to any of the following people:

Ms. Marylou Batt
Vice President of Administration
29 Everett Street
Cambridge MA 02138

617.349.8564
Email: marylou.batt@lesley.edu

Ms. Jane Joyce
Director of Human Resources
29 Everett Street
Cambridge MA 02138

617.349.8785
Email: ajoyce5@lesley.edu

Dr. Nathaniel G. Mays
Dean of Student Life and Academic Development and Interim Title IX Coordinator
29 Everett Street
Cambridge MA 02138

617.349.8539
Email: nmays@lesley.edu

You may also contact Public Safety at:

Doble Campus/Main Number: 617.349.8888
Brattle Campus: 617.871.6029
Porter Campus: 617.349.8390
You may also choose to contact local law enforcement by calling 911.

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

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

Joseph B. Moore
President
Approved by: The President
Policy revisions: June 4, 2012; July 7, 2014; June 30, 2016

DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE POLICY

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

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

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

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

This Policy addresses the University's aim to provide an environment that is free of discrimination and harassment on the basis of protected categories, including sexual harassment and sexual violence. Discrimination and harassment undermine the basic principles of the Lesley community, and are strictly prohibited. Some forms of discrimination and harassment are also unlawful and carry criminal penalties.

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

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

Definitions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Consent can never be given by someone who is

- under the statutory age of consent (in Massachusetts, that means under the age of 16); or
- drunk, drugged, unconscious, asleep, or incapacitated for any other reason.

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

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

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

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

- Unwanted physical touching
- The threat of sexual violence
- Sexual coercion (harassment, bullying, or coercion of a sexual nature)
- Sexual battery (physical violence such as bruising or forceful detainment)
- Rape or coerced sexual acts (non-consensual penetration of any kind)
- Sexual assault is an offense that meets the definitions of rape, fondling, incest, or statutory rape:
    - Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
    - Fondling: The touching of the private body parties of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
    - Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
    - Statutory rape: Sexual intercourse with a person who is under the statutory age of consent (which is age 16 in Massachusetts).

Domestic violence means violence committed by

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

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

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

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

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

Reporting an Incident

Who can submit a complaint and against whom may a complaint be submitted?
A discrimination or harassment complaint may be submitted by an employee or student. A complaint may be filed against anyone in the Lesley community: faculty, adjunct faculty, staff, students, alumni/ae, vendors, contractors, consultants, guests, and visitors. The University follows the Complaint Resolution Procedures in reviewing such complaints. In certain circumstances, the Director may proceed with an investigation even if no written complaint is filed.

Managers must report to the Director (or any of the other people listed below) if they witness or receive complaints of discrimination and harassment, including sexual violence.

The University encourages employees and students to notify the Director (or any of the other people listed below) about discrimination or harassment at field training sites or internship sites. The University encourages former employees, former students, and third parties, who have information about possible misconduct by members of the Lesley community or on the Lesley campus, to inform the Director (or any of the other people listed below) so that the University may consider the information in assessing whether to take preventive or corrective action.

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

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

Report incidents of discrimination, harassment, or sexual violence to any one of the following people:

Ms. Jane Joyce
Director of Human Resources
29 Everett Street
Cambridge MA 02138
617.349.8785
Email: ajoyce5@lesley.edu

Dr. Nathaniel G. Mays
Dean of Student Life and Academic Development and Interim Title IX Coordinator
29 Everett Street
Cambridge MA 02138
617.349.8539
Email: nmays@lesley.edu

Ms. Marylou Batt
Vice President of Administration
29 Everett Street
Cambridge MA 02138
617.349.8564
Email: marylou.batt@lesley.edu

Reports of discrimination, harassment, or sexual violence may also be made to:

- Lesley University Public Safety Department – 617.349.8888
- Cambridge Police Department – 911
- Boston Police Department – 911

All members of the Lesley University community who experience or witness an incident of sexual harassment, sexual violence, domestic violence, dating violence, or stalking are encouraged to report such incident.

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

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

Support Services and Resources

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

Manager Responsibility

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

Accordingly, a manager's failure to report discrimination or harassment may warrant disciplinary action, up to and including

dismissal from employment at the University. A manager's failure to report may also lead to personal liability under law.

Students and Employees

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

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

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

Any **employee** who **witnesses** an incident or any employee (except for employees designated below as confidential resources) who **receives** a complaint of discrimination or harassment, including but not limited to an incident of sexual harassment, sexual violence, domestic violence, dating violence, or stalking, should contact any of the University officers listed above or anyone in a managerial position e.g., Chair, Division Director, Deans, Supervisor, Manager, Department Head, Director, or Vice President. However, certain employees in the Counseling Center and Health Services are confidential resources, are exempt from this requirement, and will not share information reported to them without explicit permission.

Any employee who has been subject to discrimination or harassment, including but not limited to an incident of sexual harassment, sexual violence, domestic violence, dating violence, or stalking, should contact any of the University officers listed above or anyone in a managerial position e.g., Chair, Division Director, Dean, Supervisor, Manager, Department Head, Director, or Vice President.

Confidential Resources

Lesley provides students and employees with access to support services that are strictly confidential. Certain employees in the Counseling Center and Health Services have been designated as confidential resources and are exempt from the mandatory reporting requirements of this Policy. Unless required by law, confidential resources must not share private information reported to them without explicit permission. For more information, please see the Sexual Misconduct Confidential Reporting Resources page on Lesley's website here: http://www.lesley.edu/diversity/office-equal-opportunity-and-inclusion/?terms=oeoi

Investigation of Complaints, Interim Measures, and Corrective Action

Investigations

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

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

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

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

Interim Measures

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

Corrective Actions

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

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

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

Duty of Good Faith

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

Protection against Retaliation

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

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

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

Confidentiality and Use of Information

Reasonable efforts will be made to protect the privacy and confidences of all parties during the investigation, consistent with and subject to the University's need to investigate the complaint and/or implement any corrective action. Lesley will make reasonable efforts to investigate and respond to the complaint consistent with a Reporter's request for confidentiality or request not to pursue an investigation. However, the Director will evaluate requests for confidentiality and may, in his or her discretion, share or take action based upon information gathered during the investigation to assist the Reporter or the University community. If a Reporter insists that the Reporter's name or other identifiable information not be disclosed to the Respondent or others, Lesley's ability to respond may be limited.

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

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

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

Massachusetts Commission Against Discrimination (MCAD)
One Ashburton Place, Room 601, Boston MA 02108
617.727.3990

The United States Equal Employment Opportunity Commission (EEOC)
One Congress Street, Room 1001, Boston MA 02114
617.565.3200

Office of Civil Rights ("OCR") - Boston Office
US Department of Education, 9th Floor, 5 Post Office Square, Boston, MA, 02109-3921
617.289.0111

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

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

Approved by:

Joseph B. Moore
President

History:

Issued – 1987
Revised – June 1, 2009
Revised – November 18, 2010
Revised – May 17, 2012
Revised – August 23, 2013
Revised – February 27, 2014
Revised – July 7, 2014
Revised - October 1, 2014
Revised - June 30, 2016

Responsible Official: Director of Equal Opportunity and Inclusion / Title IX Coordinator

Appendix A

Emergency and Support Resources – Sexual Violence

24-Hour Support Services

Lesley Public Safety Office	lesley.edu/public-safety/	617.349.8888
Police	cambridgema.gov/cpd	911/617.349.3381
Cambridge Police Sexual Assault Hotline	cambridgema.gov/cpd/policeunits/supportservcesdivision/sexualassaultunit.aspx	617.349.3381
Cambridge Hospital	challiance.org	617.665.1429
Beth Israel Deaconess Hospital	bidmc.org	617.667.7000
Boston Area Rape Crisis Center (BARCC)	barcc.org	617.492.RAPE(7273)/ 800.841.8371
Fenway Health Violence Recovery Program for lesbian, gay, bisexual, and transgender survivors	fenwayhealth.org	617.927.6250
Planned Parenthood	plannedparenthood.org/	800.258.4448

Campus Support Services

Students

Student Counseling Center	lesley.edu/student-counseling/	617.349.8545
Student Health Services	lesley.edu/health-services/	617.349.8222
Dean for Student Life and Academic Development	lesley.edu/student-life/	617.349.8539
Student Disability Services	lesley.edu/disability-services/	617.349.8572
Student Residential Life Services	lesley.edu/residence-life/	617.349.8585

Employees

Director of Human Resources	lesley.edu/human-resources/	617.349.8785
Employee Assistance Program	cignabehavioral.com	800.538.3543

Campus Complaints and Investigations

Director of Equal Opportunity / Title IX Coordinator	lesley.edu/diversity/office-equal-opportunity-and-inclusion/	617.349.8507
Director of Human Resources	lesley.edu/human-resources/	617.349.8785
Dean for Student Life and Academic Development	lesley.edu/student-life/	617.349.8539
Vice President for Administration	marylou.batt@lesley.edu	617.349.8564

Government Agencies

Mass. Commission Against Discrimination	mass.gov/mcad/	617.727.3990

U.S. Equal Employment Opportunity Commission	eeoc.gov/	617.565.3200
U.S. Dept. of Education Office of Civil Rights (OCR)	ed.gov/about/offices/list/ocr/index.html	617.289.0111
National and Local Resources/Victim Advocacy		
National Child Abuse Hotline	childhelp.org	617.727.3990
National Domestic Violence Hotline	ndvh.org	800.799.SAFE (7233)
Rape, Abuse & Incest National Network	rainn.org	800.656.HELP (4673)
National Teen Dating Abuse Hotline	loveisrespect.org	866.331.9474
National Suicide Prevention Lifeline	suicidepreventionlifeline.org	800.273.8255
Legal (Including Immigration/Visa) Resources		
Greater Boston Legal Services	gbls.org	617.371-1234
Harvard Legal Aid Bureau	harvardlegalaid.org/	617.495-4408
Victim Rights Law Center	victimrights.org	617.399.6720
Financial		
Student Financial Aid	lesley.edu/financial-aid/	617.349.8760

UNEQUAL CONSENSUAL RELATIONSHIPS POLICY

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

Scope: Lesley University Community

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

1. Faculty and student
2. Adjunct faculty and student
3. Teaching assistant and student Lesley also prohibits romantic or sexual relationships between members of the Lesley community when one of those individuals has an advisory, supervisory, or managerial responsibility over the other (collectively, "supervisory relationships," defined below).

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

1. manager and report, direct or indirect
2. faculty member and faculty member
3. adviser and advisee
4. counselor or health professional and patient
5. coach and student athlete
6. student resident and individuals who supervise the student living environment
7. student and individuals who participate with students on trips and excursions
8. contractor and student
9. contract employee and student
10. vendor and student
11. purchaser and vendor These examples are illustrative and not exclusive. Supervisory relationships may be formal or informal.

Pre-Existing Relationships: If an individual with a pre-existing romantic or sexual relationship joins the Lesley community, and one of the people in the relationship is a student, each person must notify his or her Dean or Vice President immediately. The Dean or Vice President, in consultation with the Director of Equal Opportunity and Inclusion/Title IX Coordinator (the "Director"), will take steps the Dean or Vice President and the Director deem necessary or desirable

to minimize the impact on the student's educational experience at Lesley. The steps can range from no action, to the recusal of the employee or faculty member from matters involving the student, to changes in the employee's or faculty member's job requirements, teaching, advising, service, or other duties. Failure to comply with this disclosure requirement is a violation of this policy and grounds for appropriate corrective action, up to and including dismissal from employment with the University.

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

Report an Incident to any one of these Lesley University officers:

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 and Interim Title IX Coordinator
29 Everett Street
Cambridge MA 02138
617 349-8539
Email: nmays@lesley.edu

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

Manager Responsibility:

Any manager who receives a complaint or otherwise learns of a relationship prohibited by this policy must immediately contact one of the three University officers listed above. A manager's failure to promptly report a relationship prohibited by this policy may warrant disciplinary action, up to and including dismissal from employment at the University.

A manager's failure to report may also lead to personal liability under law.

Employee and Student Responsibility:

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

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

Employees have additional responsibilities. In situations where two employees in a direct reporting line become romantically or sexually involved, both parties are required to disclose their relationship to the Director of Human Resources. One of the individuals will be required to move to a different supervisory line within thirty (30) days of the disclosure. Failure to comply with this disclosure requirement is a violation of this policy and grounds for appropriate corrective action, up to and including dismissal from employment with the University.

Reporting a Violation of this Policy:

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

Investigation of Complaints:

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

Protection Against Retaliation:

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

Confidentiality:

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

Corrective Action:

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

Duty of Good Faith:

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

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

Revised: July 7, 2014

DISCRIMINATION AND HARASSMENT COMPLAINT RESOLUTION PROCEDURE

Purpose:

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

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

- The Equal Opportunity and Inclusion Policy http://www.lesley.edu/policies/equal-opportunity-and-inclusion/
- The Discrimination, Harassment, and Sexual Violence Policy http://www.lesley.edu/policies/discrimination-and-harassment
- The Unequal Consensual Relationships Policy http://www.lesley.edu/policies/unequal-consensual-relationships/

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

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

Scope:

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

Office of Equal Opportunity and Inclusion/Title IX Coordinator:

The Director of Equal Opportunity and Inclusion/Title IX Coordinator (the "Director") is charged with conducting investigations, resolving complaints, and determining any corrective actions and sanctions related to discrimination and harassment. The Director may delegate the authority to conduct investigations and make findings, but must be consulted before the designee may conclude an investigation, issue findings, and determine any corrective actions. The Director may delegate such authority to University employees, including the Dean of Student Life and Academic Development, the Director of the Threshold Program, or the Director of Human Resources. The designee may not further delegate without the approval of the Director. On occasion, the University may engage a third-party investigator.

If at any time during the course of investigating or resolving a complaint of discrimination or harassment, the Director or designee determines that a complaint is not within the scope of the Office of Equal Opportunity and Inclusion/Title IX Coordinator, the person initiating the complaint is referred to the appropriate office, and the Office of Equal Opportunity and Inclusion/Title IX Coordinator investigation is concluded.

Reporting an Incident:

Who can submit a complaint and against whom may a complaint be submitted?

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

Managers must report to the Director (or any of the other people listed below) if they witness or receive complaints of discrimination and harassment, including sexual violence.

The University encourages employees and students to notify the Director (or any of the other people listed below) about discrimination or harassment at field training sites or internship sites. The University encourages former employees, former students, and third parties, who have information about possible misconduct by members of the Lesley community or on the Lesley campus, to inform the Director (or any of the other people listed below) so that the University may consider the information in assessing whether to take preventive or corrective action.

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

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

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

Report incidents of discrimination and harassment to any one of the following people:

Ms. Jane Joyce
Director of Human Resources
29 Everett Street
Cambridge MA 02138
617.349.8785
Email: ajoyce5@lesley.edu

Dr. Nathaniel G. Mays
Dean of Student Life and Academic Development and Interim Title IX Coordinator
29 Everett Street
Cambridge MA 02138
617.349.8539
Email: nmays@lesley.edu

Ms. Marylou Batt
Vice President of Administration
29 Everett Street
Cambridge MA 02138
617.349.8564
Email: marylou.batt@lesley.edu

Reports of discrimination and harassment may also be made to:

- Lesley University Public Safety Department – 617.349.8888
- Cambridge Police Department – 911
- Boston Police Department – 911

Lesley University encourages anyone who has been subject to discrimination or harassment to report it immediately; delayed

reporting may diminish the University's ability to investigate and respond effectively to the report.

Lesley takes steps to provide a prompt and effective response to all reports of sexual violence about which it becomes aware, whether or not a complaint is filed.

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

Complaint Submission Deadlines:

A complaint should be submitted to the Director of Equal Opportunity and Inclusion/Title IX Coordinator or any of the offices named above as soon as practicable. The University encourages written complaints. A sample form is available at http://www.lesley.edu/diversity/office-equal-opportunity-and-inclusion/?terms=title%20ix

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

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

Protection against Retaliation:

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

Duty of Good Faith:

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

Confidentiality and Use of Information:

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

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

Interim Safeguards and Corrective Actions:

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

Students and employees may request interim restorative and preventive measures by contacting the Director, the Dean of Students, or the Director of Human Resources.

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

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

Complaint Resolution Procedure:

This Resolution Procedure provides for a review of conduct alleged to have violated the Policies and results in an institutional determination of whether the Respondent violated the Policies. When investigating complaints of discrimination or harassment, if the Director or designee believes that there may also have been misconduct of a non-discriminatory or non-harassing nature, the Director or designee will also investigate such misconduct under the appropriate policy, such as the Community Standards of Conduct. This Resolution Procedure does not replicate or replace any external judicial or government process.

Step 1: Reporter:

To initiate the investigation of a complaint under this procedure, the Reporter is encouraged to submit his or her complaint in writing to the Director or designee. A sample form is available at http://www.lesley.edu/diversity/office-equal-opportunity-and-inclusion/?terms=title%20ix.

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

The Director or designee meets with the Reporter to review the complaint and discuss this Resolution Procedure. The Director or designee informs the Reporter that the Respondent will be notified of the complaint, given a copy of the written complaint (if any) or

informed of the nature of the complaint. The Respondent has ten (10) days to submit a response.

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

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

Step 2: Respondent:

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

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

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

Step 3: Review of the Complaint:

Absent exceptional circumstances, the Director or designee will review and investigate the complaint. The Director or designee meets separately with the Reporter and Respondent, as needed, to consider their positions and to ascertain facts. The Reporter and the Respondent may each submit documentation in support of their positions and will be given the opportunity to review all documentary evidence presented.

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

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

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

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

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

Step 4: Resolution of the Complaint:

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

If a policy violation is found:

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

The Respondent will be notified of any corrective actions to be imposed on the Respondent. The Reporter will be notified of any corrective action imposed on the Respondent which directly relates to the Reporter and any other corrective actions which the University is required to disclose under applicable law. For example, the Reporter will be notified if the Respondent is subject to an order directing the Respondent not to contact the Reporter. If the Reporter

is not the victim or survivor of the misconduct, the victim or survivor will be notified of any such corrective action. Any corrective action taken as a result of the Director's or designee's determination is implemented immediately.

Corrective action may include, but is not limited to:

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

If there is no finding of a policy violation:

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

Step 5: Appealing the Finding:

- **Who May Appeal:**

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

- **Grounds for Appeal:**

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

- **Notice of Appeal:**

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

- **Corrective Action Pending Appeal:**

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

- **Review of the Appeal:**

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

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

Changes to and Variations from this Complaint Resolution Procedure:

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

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

Federal and State Remedies:

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

The United States Equal Employment Opportunity Commission (EEOC)

Location: John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203

Phone: (800) 669-4000

Fax: (800) 669-3196

TTY: (800) 669-6820

Website: http://www.eeoc.gov/

Massachusetts Commission against Discrimination (MCAD)

Location: One Ashburton Place, Room 601

Boston, MA 02108

Phone: (617) 727-3990

Fax: (617) 727-3953

TTY: (617) 720-6054

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

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

Location: 5 Post Office Square, 9th Floor

Boston, MA 02109-3921

Phone: (617) 289-0111

Fax: (617) 289-0150

E-mail: OCR.Boston@ed.gov

Website: http://www2.ed.gov/about/offices/list/ocr/index.html

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

Joseph B. Moore
President

Approved by:	The President
History:	[Issued – January 1, 2007]
	Revised – June 1, 2009
	Revised - September 30, 2013
	Revised – June 30, 2016
Responsible Official:	Director of Equal Opportunity and Inclusion/Title IX Coordinator

ACCEPTABLE USE POLICY

The Acceptable Use Policy consists of the following sections:

A. Purpose and Scope
B. University Business Only
C. Applicable Policies and Laws
D. Authorized Access
E. Data Security, Confidentiality, Access, and Retention
F. Network and System Integrity
G. No Warranty/No Liability
H. Social Media
I. Email Messages
J. Questions; Reporting Violations

A. Purpose and Scope: The purpose of this Acceptable Use Policy is to describe the permitted use of the digital environment at Lesley University. For purposes of this Policy, the "digital environment" includes, but is not limited to, the use of products, services, and resources such as computers, tablets, computer networks, the Internet, third party products and services made available by the University to the Lesley community, online services of the University, databases, software and electronic communication (e.g., electronic mail, telephones, smart phones, cell phones, social media, voice mail, scanned images and faxes). This policy applies to personal and University-owned devices, equipment, networks, and the like that are used in the Lesley community.
This Acceptable Use Policy applies to any user of the University's digital environment, whether initiated from a computer located on or off-campus. This Policy applies equally to current and former faculty, students, staff, alumni/ae, contractors and invited guests who utilize the Lesley digital environment.
Lesley University is committed to active learning, scholarly research, critical inquiry, and diverse forms of artistic practice and values freedom of expression and an open exchange of ideas and information. To preserve that freedom, the community relies on the integrity and responsible, ethical and legal use of University resources by each of its members and guests. The availability and use of the digital environment at Lesley are essential for studying, research, instruction, and administration; they also come with the obligation to use the digital environment in accordance with University policies and applicable laws.
Use of the digital environment is a privilege and this privilege can be revoked by the University at any time. Violations of this Policy may result in sanctions including revocation of access to University email and dismissal from the University.

B. University Business Only: The digital environment must be used by members of the Lesley community solely for the purpose of their role at Lesley University. While the University permits limited personal use of the digital environment, that limited use may not consume significant resources or interfere with the user's job or responsibilities.

Lesley University reserves the right to prioritize and limit digital resources (i.e. wireless, network, and Internet bandwidth) for personal use if that usage supersedes or impedes the University's ability to provide these resources for legitimate University business purposes.
Those using the Lesley digital environment do not have a right of privacy in communications, data use, or equipment use of University resources. Lesley University reserves the right to investigate, limit, stop, retain, and copy any use of technology and the Lesley digital environment in the Lesley community, with or without the prior consent of the user, as reasonably necessary or desirable for enforcing University policies and applicable laws, and for health and safety reasons.
Users are prohibited from deleting emails or data, or tampering with Lesley's digital environment, with the intent to hinder University operations or to hide important information.
Use of the University's technology resources is strictly prohibited for commercial activities, personal gain, and non-University private business or fundraising. This includes soliciting, promoting, selling, marketing, or advertising products, services, or organizations, or selling University resources.

When creating and sending messages through the Lesley digital and network environment, users shall not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the University unless appropriately authorized to do so.

C. Applicable Policies and Laws: Despite the unique attributes of the digital environment, all Lesley policies which apply elsewhere in the Lesley community, including but not limited to the terms of all handbooks and catalogs, apply in full force to use of the digital environment. Most university-wide policies can be found at http://intranet.lesley.edu/.
A few of the Massachusetts and federal laws that are applicable to the use of the digital environment at Lesley University and that present particular concerns in the digital environment are identified here; note that the laws of other jurisdictions may apply in certain cases as well:

Political Advocacy
It is illegal for individual employees to use University resources to engage in political advocacy in election campaigns. This includes, but is not limited to, the use of Lesley email accounts. For questions about the appropriate use of University resources, please contact Lesley's General Counsel at legal@lesley.edu.

This provision does not apply to political activities related to on-campus student government, including the conduct of student elections, or student club activities and sponsored events conducted with prior approval of the University. It does not apply to individual student activities which constitute free speech. Such activities must comply with all other provisions of this Policy, including the section on digital and network communications, when using University resources.

Harassment and Stalking
Harassment and stalking of others using the digital environment is prohibited under Massachusetts General Laws Ch. 265, Sections 43 and 43A, other applicable laws and University policies.

Defamation
The use of the University digital environment to defame another person is prohibited. Under Massachusetts state law, defamation of a person is illegal. Defamation is the "publication" of a false statement of fact that harms another person's reputation. A defamatory statement is "published" whenever it is communicated to a third person; this includes email message and social media.

Invasion of Privacy
The use of the University digital environment to invade another's privacy is prohibited. Under Massachusetts state law, invasion of privacy occurs when highly personal information about an individual is disclosed when the person had chosen not to make it public and the public had no legitimate need or reason to know about it. Unlike defamation, invasion of privacy includes true statements. See Massachusetts General Laws Ch. 214, Section 1B.

Obscenity, Pornography, and Sexually Explicit Material
The use of the University digital environment to send, receive, store, stream, or print any pornography, sexually explicit, or obscene material is prohibited. Pornography is the depiction of sexual behavior that is intended to arouse sexual excitement in its audience. All child pornography is explicitly not protected by -and is illegal under - state and federal law. Obscenity is not protected by free speech. Obscenity means material that has no literary, artistic, political, or other socially redeeming value.

Copyright, Fair Use of Copyright Works, and Music/Video Downloads
Copyright law generally gives authors, artists, composers, and other such creators the exclusive right to copy, distribute, modify and display their works or to authorize other people to do so. These works are protected the moment they are created regardless of whether they are registered with the U.S. Copyright Office or whether they are marked by the symbol ©. File-sharing, duplication and distribution of text, software, or sound recordings, and other actions may violate federal copyright law. This law apply to all forms of information, including digital and network communications, music and entertainment videos. Please review the University's Copyright and Fair Use Policy before reproducing or distributing copyrighted works: http://www.lesley.edu/policies/copyrighted-works/

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

Trademarks
Unauthorized use of trade secrets and trademarked names or symbols is prohibited. Use of Lesley University's names and symbols must comply with University policy.

D. Authorized Access: The following persons are granted access to the Lesley digital environment, subject to this Policy:

1. Core Faculty: Eligible upon acceptance of a contract;
2. Adjunct Faculty and National Faculty: Eligible upon acceptance of a contract;
3. Students: Eligible upon admittance to a degree program;
4. Administrators & Staff: Eligible on date of hire;
5. Alumni/ae;
6. Emeriti/ae Faculty;
7. Retired Administrators & Staff who meet eligibility criteria;
8. All others and any requests for exceptions to this Policy are subject to the prior written approval of the University's Chief Information Officer.

All employee (faculty and staff) accounts will expire and access will end with the termination of the user's relationship with the University, except that certain retired faculty and staff who meet the eligibility criteria will maintain access to their current Lesley email account. There are certain situations with approval from the appropriate Dean/Administrator that would allow retired faculty

continuation of relevant accounts. Systems administrators may, without additional prior notice, delete computer accounts and files after the termination of a person's qualifying Lesley affiliation.

E. Data Security, Confidentiality, Access, and Retention: Lesley University users are responsible for protecting the confidentiality and appropriate use of institutional data to which they are given access, ensuring the security of the equipment where such information is held or displayed, ensuring the security of any accounts issued in their name, and abiding by related rights of students, faculty, staff and others concerning the use and release of personal information, as required by state and federal law or existing University policies. Lesley University users must follow the Data Security Policy: http://www.lesley.edu/policies/data-security/

In the ordinary course, digital files and information must be retained in accordance with the University's Record Retention Policy. Please review the Record Retention Policy to understand the University's protocols for keeping certain types of records: https://intranet.lesley.edu/finance/policies/?terms=record%20retention%20policy

Digital files and information, whether or not created and stored on University resources, may constitute a University record subject to disclosure under federal, state, or local laws, or as a result of an investigation or litigation. In such cases, the University and certain relevant users will be required to store and may not delete certain files, messages, or other records. In some cases, as with paper records of the University, digital files and information must be searched and disclosed to third parties in response to legally issued subpoenas or court orders. In addition, in the event of a University investigation for alleged misconduct, digital files and information such as email messages may be viewed, locked, or copied as needed for the investigation or to prevent destruction and loss of information. On occasion, the actions described in this paragraph may be taken by the University without prior specific notice to the person whose account, files, or equipment are being searched. The University may report evidence of misconduct to the appropriate authorities.

F. Network and System Integrity: All use covered under the scope of this Acceptable Use Policy must comply with state and federal laws, including, but not limited to, the Federal Computer Fraud and Abuse Act, 18 U.S.C. 1030, and other federal law, state law and University policies.

The University reserves the right to limit access to its resources when policies or laws are violated and to use appropriate means to safeguard its resources, preserve network and system integrity, and ensure continued service delivery at all times. This includes, but is not limited to, monitoring routing information of communications across its network services and transaction records residing on University resources, scanning systems attached to the Lesley network for security problems, disconnecting systems that have become a security hazard and restricting the material transport across the network or posted on University systems.

Activities and behaviors that threaten the integrity of the computer networks or systems are prohibited on both University-owned and privately-owned equipment operated on or through the University resources. These activities and behaviors include but are not limited to:

- Interference with or disruption of computer systems and networks and related services, including but not limited to the propagation of computer worms, viruses, Trojan Horses, malware and other harmful content;
- Intentionally or carelessly performing an act that places an excessive load on a computer or network to the extent that other users may be denied service or the use of digital and network networks or information systems may be disrupted;
- Any action that might be harmful to the University digital and network environment, the network, or the data stored on or transported by them or other computers connected to them;
- Failure to comply with authorized requests from designated University officials to discontinue activities that threaten the operation or integrity of computers, system or networks;
- Negligently or intentionally revealing passwords or otherwise permitting the use by others of University-assigned accounts for computer and network access. Individual password security is the responsibility of each user. The user is responsible for all uses of their accounts, independent of authorization;
- Altering or attempting to alter files or systems without authorization;
- Unauthorized scanning of ports, computers and networks;
- Unauthorized attempts to circumvent data protection schemes or uncover security vulnerabilities;
- Attempting to connect to or alter any University computing or network components without authorization or beyond one's level of authorization, including but not limited to bridges, routers, hubs, wiring and connections;
- Using campus resources to gain unauthorized access to any computer system and/or using someone else's computer without permission;
- Registering a Lesley IP address with any other domain name or registering a Lesley domain name without written authorization from Information Technology. **G. No Liability/ No Warranty:** Lesley University is unable to warrant that its digital and network environment is virus-free; that users with Lesley email accounts will not receive unsolicited email; or that all hardware and/or software used to access the digital and network environment will be compatible with the Lesley systems. Use and access to Lesley's digital and network environment does not entitle the user to seek indirect, consequential, special, punitive, peremptory, or similar damages from Lesley University in connection with use and access.

H. Social Media: Blogs, digital media, and social networks, such as Facebook, Twitter, Flickr, YouTube, LinkedIn and iTunes U, offer new and exciting opportunities for Lesley University faculty, staff, students and alumni to share knowledge, express creativity, and connect with people who have common interests. Social media are being used more and more in teaching and online learning. When participating in social media it is important to always be upfront and honest about who you are and what you represent, use common sense before you post or comment, and respect the values and etiquette of communities you join. And just as in the use of other Lesley-provided technology, users of Lesley's digital and network environments must be aware of the policies and laws that apply to social media, including University policies and federal and state law.

Users should be aware that information posted online or otherwise made available through social and digital media, including pictures

and text, may become very difficult to completely remove from the internet or elsewhere even after deleting the material. Also, any pictures and text placed online can become the property of these sites once they are posted or otherwise made available. To help gauge information appropriate to post, users need to consider what information they want available to the world not just now but in the future. Potential employers, scholarship committees, graduate school admissions committees, or even potential roommates often perform "background checks" by searching the web. So, although the material may be legal, it still may ruin potential career or personal prospects.

I. Sending Email Messages: Lesley University reserves the right to send email to its own users, on an individual and mass basis.

Either the President, a member of the President's Cabinet, or the Director of the Office of Communications must approve in advance any mass email announcement.

J. Questions; Reporting Violations: Please submit any questions about this Acceptable Use Policy or concerns about violations of this Acceptable Use Policy to the University's Chief Information Officer at cio@lesley.edu.

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

Revised February 2, 2016

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

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

Please refer to the Acceptable Use Policy and the University's Policy on Use of Copyrighted Works for more information.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

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

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

In accordance with FERPA, students are notified of the following rights:

1. The right to inspect and review the student's education records within 45 days of the date Lesley University receives a request for access. In order to request access to a student's education records, a student should submit a written request to the University Registrar that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar will either obtain the records or advise the student of the correct official to whom the request should be addressed.

2. The right to request amendment of the student's education records that the student believes are inaccurate or misleading, or otherwise in violation of the student's privacy rights. In order to request an amendment to student education records, a student must write to the University Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the records are not maintained by the Registrar, the Registrar will advise the student of the correct official to whom the request should be addressed.

   The University will review the request and decide whether to amend the record within a reasonable time after receiving the request. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing re-garding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. If the hearing does not change the result, the student may put a statement in the student's education record stating the student's disagreement with the University's decision.

3. The right to consent in writing to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Please see below for more information.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Lesley University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, CDC 20202

Disclosure of Information from Education Records without Student Consent:

FERPA regulations permit the disclosure of personally identifiable information from a student's education records without the prior written consent of the student if the disclosure meets certain conditions. Those conditions include, but are not limited to the following:

1. The information is "directory information", as permitted by FERPA and defined by Lesley University. Lesley University defines directory information to mean the following: student name, enrollment status, dates of attendance, major field of study, and degrees and awards received.

For purposes of responding to United States and City of Cambridge census requests only, the University also designates student residence hall addresses and dates of birth as directory information.

Students may request that Lesley University not release directory information to the public by completing a Request to Prevent Disclosure of Directory Information Form available in the Office of the University Registrar.

2. The information is provided to other school officials who have a legitimate educational interest in the information. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Lesley University.

   A school official is a person employed by Lesley University in an administrative, supervisory, academic, research, or support staff position (including public safety personnel and health staff); a person serving on the board of trustees; a student serving on an official committee, such as a disciplinary or grievance com-mittee; or any faculty member or administrator to whom or to whose office the student has addressed a request, application, or inquiry for which the records are needed to prepare a reply. A school official also may include a volunteer or contractor outside of Lesley University who performs an institutional service or function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, collection agent, emergency alert system, or a student volunteering to assist another school official in performing his or her tasks.

3. The information is provided in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility, amount, conditions, or enforcement of terms of such financial aid.

4. The information is provided to officials of another school in which a student seeks or intends to enroll.

5. The information is provided to parents or legal guardians of a student if the student is a dependent for federal tax purposes.

6. The information is relevant to comply with a judicial order or lawfully issued subpoena.

7. The information is provided to accrediting organizations to carry out their accrediting functions.

8. The information is provided to parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance, if the school determines the student committed a disciplinary violation and the student is under the age of 21.

9. The information is provided to the parents or guardians, school officials, government agents, and/or others, as appropriate, in connection with a health or safety emergency.

Military Access to Education Records: Under the Solomon Amendment, Lesley University may not in policy or practice prohibit or prevent the Secretary of Defense and his/her representatives from obtaining, for military recruiting purposes, entry to campus, access to students on campus, or access to directory information, nor may Lesley University institute an anti-ROTC policy. Pursuant to the Solomon Amendment, for the purpose of military recruiting, Lesley University must permit Department of Defense entities to obtain the following student information: name, address, telephone listing, age or year of birth, level of education (e.g., freshman, sophomore, or degree awarded for a recent graduate), and academic major. However, if a student has formally requested that such information be withheld from public disclosure, Lesley University may not provide such information to the Department of Defense entities. See above for the process for requesting that such information be withheld from public disclosure.

FERPA Release Forms
Under the Family Educational Rights and Privacy Act of 1974 (FERPA) and subject to certain exceptions, the University may not release information pertaining to a student's education record to another individual unless authorized by the student.

See the Registrar's webpage at http://www.lesley.edu/registrar/family-educational-rights-and-privacy-act/ for the FERPA release forms, to approve the release of your education records to another individual.

PROTECTION OF HUMAN SUBJECTS

Human Subjects Policy Statement

Lesley University is committed to the ethical principles for the protection of human subjects in research set forth in the *Belmont Report* of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. The University requires that all research and teaching activities involving human subjects be guided by these ethical principles.

In summary, these principles are:

- Respect for persons. This principle requires researchers to obtain informed consent from all human subjects participating in their research. The consent process includes giving subjects full and comprehensible information about the research and providing a clear assurance that participation is strictly voluntary.
- Beneficence. The essence of this principle is concern for the wellbeing of subjects. It requires that the risk of harm to subjects be minimized to fullest extent possible. It further requires a risk/benefit analysis in favor of the research, such that the sum of benefits to the subject, as well as the importance of the knowledge to be gained, clearly justifies the remaining risk of harm to human subjects.
- Justice. Justice requires that the risks and benefits of research should be fairly and equitably distributed among subjects, with particular concern against the exploitation of subjects whose personal characteristics place them in vulnerable or dependent positions, i.e., children, prisoners, patients, impoverished persons, the cognitively impaired.

Human Subjects Research Institutional Review Board (IRB)

The University, through the Provost's Office, maintains an Institutional Review Board for Human Subjects Research (hereafter the IRB). The IRB shall determine whether an activity constitutes human subject research and whether the research is subject to full Board review or may be exempted from review.

Am I Doing Research With Human Subjects?

The flowchart below highlights the essential questions that must be asked to determine if your project is subject to IRB review under these policies and procedures.

Definitions

Research is defined under federal regulation as any *systematic* investigation designed to develop or contribute to *generalizable* knowledge. The scope of this definition is broad, encompassing both faculty and student projects, as well as projects not intended to generate results for publication. However, most teaching and classroom activities, as well as most ad-hoc, anecdotal, or otherwise nonsystematic projects, do not qualify as research under this definition and are not subject to these policies and procedures.

A human subject is defined under federal regulation as any living individual about whom an investigator conducting research obtains either (1) information through *intervention* or *interaction* with the individual, or (2) identifiable *private information*.

Intervention includes any manipulation of the subject or the subject's environment performed for research purposes.

Interaction includes any and all communication or interpersonal contact between investigator and subject.

Private information includes any individually identifiable information about a human subject that the individual can reasonably expect will not be made public.

If a project is systematic in its approach to data collection, aims to collect generalizable knowledge that will be applied to other populations, and includes a specific intervention or interaction, then it is considered to be formal research and must adhere to guidelines for Human Subjects in Research.

Not all research that involves data from human subjects involves intervention or interaction. Projects that involve the examination of pre-existing data and do not involve actual *intervention* or *interaction*, and do not identify private information about subjects, may not qualify as human subject research. Examples include research that analyzes pre-existing test scores, samples of art works, recordings of language use, where identifying information about subjects is made unavailable to the researchers – although identity coding may be permissible provided that private information cannot be identified.

Educational Activities that are not Human Subjects Research

Not all data gathering activities by university faculty and students represent human subjects research, even when interactions and interventions are involved. Some activities are designed to teach research techniques or data analysis, and do not have generalizable, systematic research as its intent. All participants should understand and are clearly informed that these activities are instructional exercises and are not actual research. Examples that *may not constitute human subjects research* include: demonstrating professional practice; engaging in classroom inquiry; demonstrating already established curriculum, pedagogies and intervention methodologies; training of assessment tools and methods; guiding future procedures for data collection under human subjects research situations; collecting information about historical individuals that are no longer living; observing individuals without interaction or identity determination; studying identifiable public figures (without interaction or the collection of private information); as well as internships and practica.

However, if such data are to be employed as part of a doctoral dissertation or a master's thesis, then IRB review should be sought. When the results of the activities described above may be subject to later publication or public presentation at professional conferences, and when there is any possibility of individually identifiable information being made public, then IRB review should be sought.

Obviously, an education activity that involves the use of experimental drugs, agents, devices, or medical procedures, even when they are a part of a course curriculum, always represent human subjects research, and therefore necessitate IRB review and approval.

If Students Conduct Research as part of a Class Assignment

Given that courses are first approved by the faculty and the appropriate Curriculum Committee, research done by a student as part of an approved class assignment does not fall under these policies (with exception of master's thesis and doctoral dissertation). This includes the gathering of original data on human subjects. In such cases, however, the instructor of the course will be the principle investigator and will be responsible for seeking informed consent of subjects, for informing students of proper procedures regarding the conduct of such research, and for monitoring the work done by students. Thus, it remains very important that both faculty and students understand the regulations and procedures regarding the conduct of human subjects research. Faculty are encouraged to include relevant information on their course syllabi along with instruction where appropriate. Any university course that addresses appropriate methodologies for Human Subjects research should be aware of this entire policy and guide university students in understanding it fully. Faculty who are supervising Independent Study Projects should contact the IRB if there are any concerns that a student research project might qualify for review by the Committee.

Human Subjects Research Procedures

Faculty who propose to conduct, direct, or supervise research involving human subjects shall evaluate the undertaking and ensure that it is consistent with the policies and procedures of Lesley University. The principal investigator has primary responsibility for protecting human subjects from harm by participation in the research. All others involved in conducting the study share this responsibility. When students engage in research, the faculty member supervising that research serves as the Principal Investigator for purposes of Federal and State statues and regulations – including research undertaken by doctoral and master's students.

The IRB shall determine whether an activity constitutes human subjects research and whether the research is exempt from formal review. Researchers shall submit applications for approval of research proposals involving human subjects to the IRB, using the forms provided by the IRB. Application review is ongoing during the calendar year and may take up to 6 weeks.

The IRB gives approval only for the specific research plan contained in the application presented to it, and for a specific period of time not to exceed one year. This period begins on the date of the IRB action, not the date the researcher begins to collect data. No part of the plan relevant to human subjects shall be changed, nor shall subjects be used beyond the specified time, without further approval of the IRB.

All key personnel on non-exempt research projects involving human subjects must complete an approved Human Subjects Educational Training before beginning work on the project. The federal government defines key personnel as all individuals responsible for the design and conduct of the study. See

http://phrp.nihtraining.com/users/login.php. This site is available to all interested parties. The last page of the training module will provide a certificate verifying completion. This should be saved electronically with the investigator's name in the title and emailed to irb@lesley.edu.

All non-exempt research projects must maintain active IRB approval throughout both the data collection and analysis phases of the research. If the project continues **beyond one year**, a "Project Renewal Application" and any supporting materials must be submitted to the Committee for review prior to the expiration date. Project renewals and approval of minor changes to projects are eligible for expedited review.

A *Project Renewal Application* may take the form of an email. It should include the following information: IRB project number, PI name and current contact information, date, title of the project, length of renewal (up to one year), and a statement that no changes to the original proposal have been made and that no adverse effects of the project have been observed. Where an amendment to the original application is sought, a *Project Amendment Application* should include the same information and describe in detail the proposed changes from the original application (e.g., change in the number of subjects, the duration of the intervention, the number of interactions with subject).

Investigators shall immediately suspend an inquiry if they observe an adverse change in the health or behavior of a subject that may be attributable to the research. They shall promptly report the circumstances to the IRB. They shall not resume the use of human subjects without the approval of the IRB.

It is University policy that these policies and procedures apply to all research involving human subjects conducted by faculty or students regardless of the source of funding or whether the research is funded. In the case of conflict between the stipulations of the funding agency, University policy, DHHS regulations, or other state or federal statutes or regulations, the more restrictive regulations shall prevail.

Exempt Research
Some research studies that meet the definition of research may still be classified as exempt from full IRB review. It is important to keep in mind, however, that exempt status only exempts a project from full IRB review; adherence to all other requirements for the protection of human subjects -- including university policy, state and federal statutes and regulations, or conditions stipulated in your grant -- is still required for exempt research. The decision to categorize a study as exempt can ONLY be made by the IRB. The investigator cannot make this determination. The IRB will retain records of studies classified as exempt.

Examples of research likely to be conducted at Lesley University that may be considered exempt include:

- Research that clearly presents no risk of harm to subjects.
- Research conducted in established or commonly accepted educational settings, involving normal educational practices (e.g., observing two approaches to mathematics instruction).
- Research involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior where the information obtained is recorded in such a manner that human subjects cannot be individually identified.
- Research involving preexisting data/records/information already in the public domain.To request exempt status, complete and submit the appropriate application to the IRB at irb@lesley.edu. The application form should indicate that an exemption is sought and that you believe your project satisfies the exemption criteria as defined on the form.

Expedited Review
Researchers may request an expedited review only for certain categories of research activities that (1) present no more than minimal risk to subjects, AND (2) involve only procedures authorized for expedited review by the federal government. Under an expedited review procedure, the chairpersons of the Committee, may approve a proposal qualifying for expedited review and inform the full Committee of the result.

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

Procedures likely to be conducted at Lesley University that are candidates for expedited review include most survey research, interviews, focus groups, research involving data or records previously collected for non-research purposes (i.e., clinical or educational records), as well as most behavioral and cognitive research.

To request expedited review, complete and submit the appropriate application to the IRB at irb@lesley.edu. Indicate on the form that you are requesting expedited review only if you believe your project satisfies the criteria as explained above.

Board Review
All research projects involving human subjects that do not qualify for exempt status or expedited review, must undergo board review consisting of one of the chairpersons and two committee members. Investigators shall complete and submit the application to the IRB at irb@lesley.edu.

Informed Consent
Copies of all written consent forms to be used in the project must accompany the IRB Application Form. University policy requires researchers to obtain the written informed consent of all human subjects who participate in any research that poses a risk of harm to subjects, regardless of degree of risk involved or the exempt or funding status of the project. In addition, the University requires written parental/guardian consent for all research involving children or those unable to provide informed consent.

Consent forms may be designed by the researcher, in keeping with the objectives of the research and data collection. The written consent form is simply a record of the agreement between investigator and subject concerning the content and terms of the project. In brief:

- The form must include a brief, clear statement of exactly what is involved so that there can be no question later as to whether the individual or parent/guardian was properly informed.
- The consent form should not be deceptive in any way. There may be legitimate reasons for withholding information from subjects until the debriefing sessions, but the consent form itself must neither deceive nor mislead subjects.

- The form itself should be written in the second person (“You will be asked to complete the following tests….") so that it accurately reflects the exchange between investigator and subject.
- The consent form should be written in a manner that will be fully understood by the subject.
- Department letterhead may be used with permission, but in that case the "consent form" heading should be clear and separate.
- The written consent form should clearly indicate that the subject is free to withdraw from the study at any time and without penalty.
- The form should not include any language suggesting that the subjects waive their rights by signing—the right, for instance, to sue.
- The form should assure the subject that all appropriate steps will be taken to preserve privacy, confidentiality and anonymity. The researcher should assure the subject that the subject’s name or other identifiers will never be revealed. In those unusual instances where permission is sought to identify a subject in a research report (or any subsequent publication), then the IRB will seek to determine whether a sufficient reason is given for doing so, and that the subject has been fully informed of that risk.
- In instances where subjects are asked in interviews, for example, to reveal personal experiences and states of mind, the form should make clear that if the subject should reveal something which Federal or State laws require the researcher to report, then the researcher will be obliged to do so, even where such reports appear to violate confidentiality – applicable Federal and State laws take precedence.
- *Consent forms must include contact information for the Lesley University IRB chairpersons*. Researchers should be advised that the IRB has found that the most common reason for the delay in approval of applications has been the lack of clarity of consent forms and lack of adequate measures to protect privacy, anonymity and confidentiality.

  For further guidance on how to prepare letters of informed consent, see Guidelines for Informed Consent Forms.

Children as Subjects of Research

Whenever research involves the use of children, Lesley University requires that researchers shall obtain an oral assent to participate from the child, as well as written permission from the child's parent or guardian.

Children are persons who have not attained the legal age for consent to treatments or procedures involved in the research in the state where the research will be conducted. *Assent* means a child's affirmative agreement to participate in the research. Mere failure to object shall not be construed as assent. *Permission* means the informed and voluntary agreement of the parent(s) or guardian to the participation of their child in the research. Failure to object shall not be construed as permission.

The Committee shall be responsible for determining that adequate provisions are made for soliciting the assent of the children if, in the judgment of the Committee, the children are capable of providing assent. The Committee shall take into account the ages, maturity, and psychological state of the children involved in the research under a particular protocol, or for each child as the Committee deems appropriate, to determine whether the children are capable of assenting. The Committee may waive the assent requirement if the Committee determines that the capability of some or all of the children is so limited that they cannot reasonably be consulted (e.g., research involving infants).

Student Research

The University’s policies and procedures on human subjects shall apply to all research at Lesley University, whether conducted by faculty or students. All student research shall be supervised by a faculty advisor. It is the responsibility of all faculty to review these policies and procedures, to share this information with students, and to ensure that the rights of human subjects are protected. Policies specific to student research include:

- The faculty advisor shall be the principle investigator. A student cannot be the principle investigator. This also applies to doctoral research and master’s thesis research.
- The faculty advisor shall assure that all students are aware of the policies for the protection of human subjects, and that all research protects human subjects to the fullest.
- All students seeking to participate in research involving human subjects must first complete the mandatory educational training module and submit documentation of this to the faculty.
- The IRB shall serve as a consultant and resource to faculty in interpretation of these procedures and policies as they relate to student research and projects.

Institutional Review Board

The Committee for Human Subjects Research functions as the Institutional Review Board (IRB) and its membership is such as to satisfy requirements of the Department of Health and Human Services (HHS). The IRB has at least five members with varying backgrounds to promote complete and adequate review of research activities commonly conducted by Lesley University. At least one member of the Committee is a non-scientist, and one member is a person not affiliated with Lesley University.
A quorum consists of a simple majority of the Committee's membership, including at least one member whose primary concerns are in non-scientific areas. Actions requiring a vote are taken at convened meetings. Decisions are made by a majority of those present.
Proposals to be reviewed are submitted to the Committee via email on the application form prescribed by the IRB. The IRB actions are communicated in writing to the principal investigator. Copies are retained in the Committee's files.
At the initial review, the Committee determines whether review is required at intervals more frequent than yearly. Investigators are instructed to report promptly to the Committee chairperson any unanticipated problems involving any risks to subjects. It is the chairperson's responsibility to ensure that such reports are communicated to the full Committee.

The membership and functioning of the Committee are reviewed annually by the Provost, or designee. Members are appointed, or re-appointed each year. The ordinary term of service is three years.

Application for Review of Human Subjects Research

A unified form for human subjects research appears in the Faculty Handbook. The form allows for a single submission of an application for exempt, expedited, or full review by the IRB. Instructions are provided on the form. At the present time, the application form is available as an electronic document (MS Word) from the Provost's web page. Applicants are asked to download the form, enter the requisite information, save the document with a file name that includes an identifier, like the applicant's name, and send the completed application to irb@lesley.edu as an email attachment (include letters of informed consent). Many applications have arrived with the file name "IRB app" resulting in delays and the increased likelihood that applications will not be properly identified and filed.

Note: Do not begin your research (including contacting potential research subjects) until you are notified that your application has been approved by the IRB, which will take at least four weeks. If you have questions, consult the Human Subjects Research Policy on the Lesley web site at http://www.lesley.edu/provost/institutional-review-board/. If you have further questions, contact an IRB representative, the Chairs of the Committee.

Informed Consent letters used in the study should be submitted along with the application. Interview protocols, questionnaires, observation protocols, and other materials that might be of assistance to the Committee in making its determination should be attached as well. Any studies that involve the use of pharmaceuticals or medical devices or procedures should immediately contact the Committee – additional approvals as required by Federal regulations may be necessary.

The following sections provide (1) a further guide to determining whether a proposed project may qualify for exempt status and (2) a lengthy guide to preparing letters of informed consent.

WORKSHEET FOR CONSIDERATION OF EXEMPT RESEARCH

Does the study meet the following criteria?

YES **NO** Research conducted in established or commonly accepted educational settings, involving normal educational practices such as: research on regular or special educational instructional strategies, or the relative effectiveness of instructional techniques, curricula, or classroom management techniques. *45CFR46.101(b)(1)*

YES **NO** Research involving the collection or study of existing data, documents, and records. *Existing Data means that all the data, documents or records are in existence prior to IRB review.* And, these sources are publicly available or the information is recorded by the investigator in such a manner that subjects cannot be identified either directly or through identifiers linked to the subjects. *45CFR46.101(b)(4)*

YES **NO** Research involving the use of educational tests (cognitive, diagnostic, aptitude, or achievement), survey procedures, interview procedures, or observation of public behavior. And, information obtained is recorded in such a manner that human subjects cannot be identified, directly or through identifiers linked to the subjects, nor place the subjects at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, or reputation. *45CFR46.101(b)(2)*

If you answered yes to at least one item above, the protocol **will potentially qualify** for exempt approval.

Does this study involve any of the following:

YES **NO** Interactions, surveys, or interviews involving minors?

YES **NO** Pregnant women or prisoners?

YES **NO** Any procedures that may cause a subject either physical or psychological discomfort or are perceived as harassment above and beyond what the person would experience in daily life?

YES **NO** Deception?

If you answer yes to any of these four items, the protocol **will not qualify** for exempt approval. *45CFR46.101(h)*

Please answer the following questions to the best of your ability:

YES **NO** Is the probability of the harm or discomfort anticipated in the proposed research greater than that encountered ordinarily in daily life or during the performance of routine physical or psychological examinations or tests?

YES **NO** Is the magnitude of the harm or discomfort anticipated in the proposed research greater than that encountered ordinarily in daily life or during the performance of routine physical or psychological examinations or tests?

If you answer yes to either question above, the study **will not qualify** for exempt approval. *45CFR46.102(i)*

GUIDE-LETTERS OF INFORMED CONSENT

Guide to the Preparation of Letters of Informed Consent

1. Title: Descriptive title
2. Principal Investigator: Include name of Principal Investigator and other researchers as appropriate with their contact information and institutional or program affiliations. This includes the faculty principal investigators supervising research carried out by students (including doctoral and master's). Include contact information.
3. Sponsor: If the study is funded, include the sponsor's name.
4. Description and Purpose (Required in all consent forms): May be one or more sections; modify heading(s) as appropriate.

   This part of the consent form must include:

   a. A statement that potential subjects are being asked to volunteer for a research study;

   b. An explanation of why the subject is being asked to volunteer;

   c. A clear explanation of the purpose of the research;

d. The expected duration of the subject's total participation;

e. The approximate number of subjects to be enrolled in the study at Lesley University and elsewhere. (This information is only required when the number of subjects is material to the person's decision to participate—e.g., small sample size might compromise anonymity.)

5. Procedures (Required in all consent forms):

a. A description and explanation of the procedures that will be performed on the subject, e.g., filling out questionnaires, being interviewed, being audio or videotaped, engaging in role-playing, or performing computerized experiments.

b. A full explanation of all responsibilities and expectations of the subject. Be sure to communicate the following:

- All of the different people with whom the subject will interact.
- When and where the research will be carried out.
- How often the procedures will be performed.
- How much of the subject's time the research will require.

6. Risks (Required in all consent forms):

a. A description of any possible discomforts or risks that may exist. Explain how privacy and confidentiality will be assured. Explain what will happen to data collected, including any video or audio recordings, once the study is completed.

This section should include a statement that the research may not provide any benefit to the subject. Any benefits to the subject or others that can be expected should be described in a way that is not coercive, enticing, or self-serving. Benefit to society is appropriate. Do not refer to financial compensation in this section.

The following is acceptable wording for this section:

Participation in research is voluntary. You have the right to refuse to be in this study. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions. Whatever you decide, you will not lose any benefits to which you are otherwise entitled.

b. If your study does involve any risk of physical harm to subjects, the following statement shall be included on the consent form

If you are injured during the course of the study and as a direct result of this study, you should contact the investigator at the number or email address provided. Although compensation is not available, Lesley University will assist you in obtaining medical treatment, including first aid, emergency treatment, and follow-up care as needed. Your insurance carrier should be billed for the cost of such treatment. If your insurance carrier denies coverage, Lesley University is under no obligation to pay for the treatment but may do so at its discretion. By providing financial or other assistance, neither Lesley University nor the researchers are stating that they are legally responsible for the injury.

7. Confidentiality, Privacy, and Anonymity (Required in all consent forms):

The following is acceptable wording for this statement, but this wording can be modified as appropriate:

You have the right to remain anonymous. If you elect to remain anonymous, we will keep your records private and confidential to the extent allowed by law. We will use numerical identifiers rather than your name on study records. Your name and other facts that might identify you will not appear when we present this study or publish its results.

If for some reason you do not wish to remain anonymous, you may specifically authorize the use of material that would identify you as a subject in the experiment.

The consent form should end with statements similar to the following:

We will give you a copy of this consent form to keep.

Both the investigator and the subject should keep a copy of the signed form.

8. Signatures and names (Required in all consent forms):

- Investigator's Signature:

_____	_____	_____
Date	Investigator's Signature	Print Name

- Subject's Signature:

I am 18 years of age or older. The nature and purpose of this research have been satisfactorily explained to me and I agree to become a participant in the study as described above. I understand that I am free to discontinue participation at any time if I so choose, and that the investigator will gladly answer any questions that arise during the course of the research.

_____	_____	_____
Date	Subject's Signature	Print Name

If needed *(The following signature is required only if the subject is not able to consent for herself or himself)*:

_____	_____	_____
Date	Signature of Parent/Guardian or Legally Authorized Representative	Print Name

- We suggest that you add this paragraph at the bottom of the form:

There is a standing committee for Human Subjects in Research at Lesley University to which complaints or problems concerning any research project may, and should, be reported if they arise. Contact the Associate Provost or the standing committee at Lesley University, 29 Everett Street, Cambridge, Massachusetts 02138, telephone: 617.349.8517

INTELLECTUAL PROPERTY

Lesley University acknowledges the import of intellectual property ownership. As such, this policy clarifies the ambiguities surrounding intellectual property ownership and details those rights the University and its faculty, staff, and students hold.

This policy applies to all faculty, staff, and students of Lesley University. Compliance with the terms of this policy is a condition of employment for University faculty and staff and of enrollment for University students. The *Lesley University Policy on Ownership of Intellectual Property: Questions* and *Answers* supplements this policy. Faculty, staff, and students are strongly encouraged to refer to these two documents frequently.

This policy does not address the use of copyrighted works. A separate policy, the *Lesley University Policy on Use of Copyrighted Works,* addresses this issue. Also, this policy does not apply to any intellectual property created before someone becomes affiliated with Lesley University. Finally, any approved written contract will supersede the terms of this policy when necessary to facilitate a partnership and the chief academic officer must approve all such contracts. Lesley University highly recommends that all faculty, staff, and students contract with all co-authors and/or external sponsors, before the creation of a work, regarding intellectual property ownership.

I. Statement of Principles

Lesley University is dedicated to academic freedom as a means to scholarly inquiry and academic production. As such, Lesley University encourages its faculty, staff, and students to create intellectual property and rewards them by recognizing their rights. The *Lesley University Policy on Ownership of Intellectual Property* maintains the traditional norms that foster scholarly inquiry and academic production, allowing authors to retain ownership in their intellectual property unless Lesley University has invested substantial resources or otherwise merits ownership of the intellectual property.

II. Definitions

1. Author: Anyone who offers a substantial intellectual contribution to the creation of intellectual property.
2. Intellectual property: The copyrightable works (i.e., original works of authorship fixed in tangible mediums of expression, which include documents in digital form) or patentable works created by faculty, staff, and student authors.
3. Administrative works: Original works created mostly by staff, but sometimes by faculty and students, that do not constitute pedagogical or scholarly and artistic works (e.g., memoranda, reports).
4. Commissioned works: Administrative, pedagogical, or scholarly and artistic works specially ordered by the University and contractually described as commissioned works.
5. Pedagogical works: Original works created predominately by faculty, but sometimes by staff and students, to facilitate their teaching duties (e.g., syllabi, curriculum surveys, etc.).
6. Scholarly and artistic works: Original works created by faculty, staff, and students, derived from their academic research or artistic talent, and related to the faculty and staff's employment or the student's coursework. (If faculty and staff or students create uncommissioned intellectual property outside their academic fields or independent of their classes, respectively, then this policy does not apply because it is assumed that Lesley University has provided no resources.)
7. Sponsored works: Administrative, pedagogical, or scholarly and artistic works created using substantial University resources.
8. Works made for hire: Works created by faculty, staff, or students within the scope of their employment and regardless of whether Lesley University has issued separate payment (e.g., administrative works, commissioned works, sponsored works, curriculum surveys).
9. Rights: Includes intellectual property rights and use rights.
10. Intellectual property rights: The full panoply of rights legislatively granted to authors. Whoever retains the intellectual property rights owns the intellectual property.
11. Use rights: The specific rights this policy reserves to the University, faculty, staff, or students when so specified.
12. University use rights: To archive and to make and/or limitedly distribute representational reproductions of faculty and/or student-owned intellectual property for noncommercial and educational purposes (e.g., admission catalogs, accreditation).
13. Faculty use rights: To reproduce and/or distribute their own intellectual property and/or to make and/or limitedly distribute representational reproductions of their Lesley University students' intellectual property for noncommercial and educational purposes.*
14. Staff and student use rights: To reproduce and/or distribute their own intellectual property for noncommercial and educational purposes (e.g., portfolios).
15. University resources: Describes the University's investment in the intellectual property.
16. Normal University resources: Includes access to an office space, a laboratory, a computer and University-purchased and supported software or licenses, laboratory equipment, and library resources. Normal University resources also include sabbaticals and other normal means of professional development (e.g., conferences).
17. Substantial University resources: Includes all resources not customarily provided (e.g., support staff hired to create intellectual property, additional funding).

III. Copyright Ownership

Lesley University recognizes that, generally, authors retain copyright ownership in their intellectual property, but Lesley University does assert copyright ownership in all works made for hire.

1. Administrative works: Lesley University hires and requires staff to create administrative works. Therefore, administrative works constitute works made for hire, and Lesley University asserts copyright ownership in all administrative works. While most administrative works are staff-authored, Lesley University asserts copyright ownership irrespective of whether faculty, staff, or students create administrative works.
2. Commissioned works: When Lesley University commissions a work, but before the author creates the work, Lesley University and the author must contractually describe who owns the copyright. In the absence of a written agreement, the author retains copyright ownership.

3. Pedagogical works: Substantial use governs copyright ownership of uncommissioned pedagogical works. Lesley University will assert copyright ownership in all pedagogical works created using substantial University resources. Lesley University deems these works sponsored and, therefore, works made for hire. However, faculty, staff, and students shall retain copyright ownership in all works created using normal University resources. The following qualifications apply:
4. Regardless of substantial use, Lesley University will assert copyright ownership in all curriculum surveys created during the author's employment at Lesley University.
5. In determining whether faculty, staff, and students have used substantial University resources to create pedagogical works, Lesley University recognizes that, while not determinative, the creation of new distance education materials are more likely to constitute sponsored works than materials prepared for a traditional classroom setting. This qualification applies to the creation of new pedagogical works but not to existing pedagogical materials placed online for the first time.
6. Faculty, staff, and students retain use rights when Lesley University asserts copyright ownership, and Lesley University retains use rights when faculty, staff, or students assert copyright ownership. Moreover, when students assert copyright ownership, that copyright ownership is subject to faculty use rights.
7. Faculty, staff, and students have the right to use, for teaching purposes at Lesley University and other nonprofit educational institutions, all pedagogical works that they have created, regardless of whether Lesley University has asserted copyright ownership. Faculty, staff, and students who no longer work at Lesley University retain this right.
8. Faculty, staff, and students may commercialize their own pedagogical works if Lesley University has not asserted copyright ownership, with the exception that they may not sell their courses to other academic institutions without Lesley University's consent. The chief academic officer must provide consent, and Lesley University is entitled to 50% of the royalties unless otherwise contracted.
9. Scholarly and artistic works: Substantial use governs copyright ownership of uncommissioned scholarly and artistic works. Lesley University will assert copyright ownership in all scholarly and artistic works created using substantial University resources. Lesley University deems these works sponsored and, therefore, works made for hire. However, faculty, staff, and students shall retain copyright ownership in all works created using normal University resources. The following qualifications apply:
10. Faculty, staff, and students retain use rights when Lesley University asserts copyright ownership, and Lesley University retains use rights when faculty, staff, or students assert copyright ownership. Moreover, when students assert copyright ownership, that copyright ownership is subject to faculty use rights.
11. Faculty, staff, and students have the right to use, for teaching purposes at Lesley University and other nonprofit educational institutions, all scholarly and artistic works that they have created, regardless of whether Lesley University has asserted copyright ownership. Faculty, staff, and students who no longer work at Lesley University retain this right.
12. Faculty, staff, and students may commercialize their own scholarly and artistic works if Lesley University has not asserted copyright ownership.

IV. The Lesley University Trademark

Faculty, staff, and students may not associate Lesley University's name with their pedagogical or scholarly and artistic works, except to identify themselves as Lesley University faculty, staff, or students.

V. Patent Ownership

When a faculty, staff, or student believes that he or she is producing a patentable work and if the work relates to the faculty and staff's employment or the student's coursework, then he or she must report this work to the chief academic officer. If Lesley University decides to pursue patent protection for the work within one year, the faculty, staff, or student must assist Lesley University in seeking patent protection. Lesley University will assume all costs, but the faculty, staff, or student must assign all patent rights to Lesley University. Nonetheless, the faculty, staff, or student is entitled to 50% of the royalties unless otherwise contracted. If Lesley University decides not to pursue patent protection for the work, the author remains free to pursue patent protection and shall retain all royalties therefrom.

VI. University Responsibilities

When Lesley University asserts ownership in intellectual property, Lesley University assumes responsibility for protecting its own intellectual property rights.

VII. Faculty, Staff, and Student Responsibilities

When faculty, staff, or students retain ownership in their intellectual property, they retain responsibility for protecting their own intellectual property rights.

If Lesley University faculty, staff, or students have any questions regarding whether Lesley University may assert ownership in their intellectual property, it is their responsibility to clarify ownership with the chief academic officer. If ambiguities exist, especially concerning substantial use, it is the responsibility of the author to request a written contract regarding ownership before he or she creates the work.

See Lesley University Policy Governing Human Subjects Research for related concerns

RELIGIOUS OBSERVANCE

Students who are unable, because of their religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement. As a result of absence due to religious observance, students shall have the opportunity to make up the examination, study, or work requirement they may have missed, provided that such make-up examination or work shall not create an unreasonable burden upon Lesley University. The University will not charge any fee for providing students the opportunity to make up examinations or work. No adverse or prejudicial effects shall result to students who avail themselves of the provisions of this policy.

For additional information, contact the Office of Student Life and Academic Development at 617.349.8530.

ACADEMIC POLICIES

ACADEMIC ADVISING

Academic advising is a high priority at Lesley University. Each student in the Graduate School of Arts and Social Sciences (GSASS) and the Graduate School of Education (GSOE) has access to a program-affiliated advising team consisting of an assistant director for academic advising and a faculty advisor.

Assistant directors are professional academic advisors assigned to each program. They are responsible for the coordination of academic advising and overseeing the delivery of services to all GSASS and GSOE students. GSASS requires and GSOE strongly urges each student, upon acceptance into a program of study, to initiate contact with his or her assistant director to begin the process of academic advising and program planning. Assistant directors can answer questions regarding university policies, registration procedures, course sequencing, choice of electives, and Massachusetts Tests for Educator Licensure (MTEL) requirements for education licensure programs. They also serve as liaisons between students and university support offices on the Lesley campus.

When students are accepted into a Lesley program, they are assigned a faculty advisor, who will work with them on career and professional issues and will offer academic support and guidance to help them meet their goals. Students are required to schedule an appointment with their faculty advisor early in the program and to keep in contact on a regular basis.

Names and contact information for faculty advisors and assistant directors are available through the Lesley Online Information Service (LOIS). Students should initiate contact with assistant directors and faculty advisors on a regular basis and make use of the supports and resources the University offers.

Although advisors offer advice and counsel, students should read carefully through all materials regarding grading, academic integrity, and related policies. It's important that they keep a constant check on their programmatic requirements and academic progress, and that they make use of all the supports and resources the University has to offer.

ACADEMIC GRIEVANCE POLICY FOR GRADUATE STUDENTS

Lesley is committed to providing quality academic services to all students. In accordance with this commitment, Lesley provides the following grievance procedures to afford students a vehicle by which they may appeal academic decisions. This process applies to all students enrolled in graduate courses. The appeal process shall be concerned with a student's belief that an academic policy has been violated to the detriment of the student.

Issues pertaining to potential violations of other University polices (for example, the Community Standards of Conduct or unlawful discrimination or harassment) shall be investigated and addressed in accordance with that University policy.

Definition of an Academic Grievance

A grievance is a complaint made by a student that a specific faculty member or administrator has interpreted or applied the academic policies in violation of a University Policy in such a way to adversely affect his or her interest as a student.

A formal complaint may be filed only after informal communication between the student and the person being grieved has failed to resolve the issue.

Academic Grievance Review Process

Level I: Faculty*-Student Meeting

- To initiate the academic grievance review process, the student will request, in writing, a meeting with the faculty member. For purposes of this policy, meeting is defined as face to face, telephonic or via other synchronous forms of communication. The request for a meeting must be made within twenty (20) business days of the alleged violation.
- The written request must be accompanied by a written statement fully describing the complaint, a description of the informal communication between the student and the person being grieved, and indicate that redress for a grievance is sought. The faculty member will forward a copy of the written request to the program director.
- The faculty member will assign the earliest convenient date for a meeting. This date will be within five (5) business days after the faculty member receives the request, subject to faculty contractual responsibilities. At that meeting, the student and the faculty member will attempt to resolve the grievance.
- Within ten (10) business days of the meeting, the faculty member* will reply in writing to the student's written statement, summarize the meeting, and describe either the resolution or the reasons for not being able to reach an agreement.
- If Level I does not provide a mutually satisfactory resolution to the complaint, the student may appeal the Level I decision by initiating a Level II review.

** or person whose decision is being grieved*

Level II: Faculty*-Student-Division Director (GSOE)/Associate Dean (GSASS and LUCAD) Meeting

- The student will commence Level II by requesting, in writing, a meeting with the division director/associate dean, accompanied by a written description of the complaint and Level I outcome, within ten (10) business days after the conclusion of Level I.
- As part of the written description, the student will document how the informal steps failed to resolve the issue. A copy of the student's letter and description will be forwarded by the student to the faculty member at that time.

** or person whose decision is being grieved*

- Upon receipt of the written request for a Level II meeting, the division director/associate dean will assign the earliest convenient date for the meeting, but no later than five (5) business days after the request has been received.
- The division director/associate dean will inform the student and faculty member, in writing, of the time and place of the meeting. In this meeting, the student and the faculty member will attempt to resolve the grievance with the assistance of the division director/associate dean.
- The division director/associate dean will record the Level II meeting and forward the findings to the student and faculty member within ten (10) business days of the meeting. If Level II does not provide a mutually satisfactory resolution to the

complaint, the student may appeal the Level II decision by initiating a Level III review.

**or person whose decision is being grieved*

Level III: Grievance Review Committee

- The student will commence Level III by forwarding the written description of the complaint and the Level I and Level II outcome descriptions to the associate dean of the school within ten (10) business days after the conclusion of Level II.
- The associate dean will constitute the Grievance Review Committee within five (5) business days of receipt of the request. The Grievance Review Committee will consist of three people from the Lesley University community who presently serve as faculty or administrators of the University. One person will be appointed by the school dean to represent the person being grieved. One person will be appointed by the student, and said appointment will be forwarded to the associate dean by the student. The third person will be the associate dean or designee of the school who will chair the committee. The Grievance Review Committee will convene within ten (10) business days of receipt by the associate dean of the student's written request. The student will be notified in writing of the time and place of the meeting.
- The Grievance Review Committee will meet with the student and the faculty member individually. The Committee will undertake an examination of the complaint and will review all Lesley policies that may be applicable.
- The Committee will make a recommendation for resolution of the grievance, in a written report, which will also set forth the facts of the complaint and cover the procedures of the committee meeting. This written recommendation will be delivered to the school dean within five (5) business days after the Committee's final meeting.

The school dean will review the report and make the final decision concerning resolution of the grievance. The dean has all options available for evaluating the appeal, including instituting a de novo review. The dean will inform the student and faculty member, in writing, of the decision within five (5) business days of receipt of the committee report together with his/her justification. The decision of the school dean will be final. In cases where the school dean is being grieved, the Grievance Review Committee shall make its recommendation to the Provost. The decision of the Provost shall be final.

ACADEMIC INTEGRITY STATEMENT

Approved by Board of Trustees, December 17, 1997

Approved by Academic Affairs Committee, November 5, 1997

Approved by Faculty Assembly, May 20, 1997

Revised by FAAP and AAC, May 2009

Academic Integrity

The Academic Integrity Policy applies to all graduate and undergraduate students enrolled at Lesley University in, including but not limited to, courses, practica, seminars, studio courses, field placements and institutes as well as participating in other educational experiences.

I. Statement of Principles

Academic honesty and integrity are essential to the existence and growth of an academic community. Every member of the Lesley community is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lesley University.

A commitment to preserving and encouraging high standards of academic honesty may be demonstrated in many ways. At a minimum, each member of the Lesley community is charged with honoring and upholding the University's policies and procedures governing academic integrity as set forth below.

II. Prohibited Conduct

No Lesley student shall knowingly perform, attempt to perform, or assist another in performing in any act of academic dishonesty. The term "knowingly" means that the student knows that the academic work involved will be submitted for academic credit or advancement. It is still an act of academic dishonesty even if the student is not clear that the particular act was a violation of the University's Academic Integrity Policy. See section VI for examples of academic dishonesty.

III. Visiting Students

The Lesley University Academic Integrity Policy applies to students from other institutions enrolled at Lesley University in, including but not limited to, courses, practica, seminars, field placements and institutes as well as participating in other educational experiences. When a visiting student is found to have violated Lesley's Academic Integrity Policy, Lesley may notify the student's permanent institution.

IV. Student Responsibility

Students are full members of the academic community and, as such, are obligated to uphold the University's standards for academic integrity. Students should take an active role in encouraging others to respect these standards.

Upon enrollment, each Lesley student is automatically subject to the requirements and standards of the Academic Integrity Policy and each student has a duty to become familiar with it. Ignorance of what constitutes an act of academic dishonesty cannot be used as a defense when facing a charge of academic dishonesty.

Students are responsible for learning how to document sources and what constitutes plagiarism. Lesley faculty and the staff of the Center for Academic Achievement can provide help in understanding acceptable models for academic research. When in doubt about the proper use of source material, students are expected to seek guidance. Students should also seek assistance by using the library pathway tutorial at http://goo.gl/WTYRya

Every student should keep notes, rough drafts, sketches, and a copy of each finished paper. If a student wishes to submit one piece of work for more than one course, s/he must request and receive written permission to do so from all instructors in the courses involved.

Any student who has direct knowledge and/or evidence of academic dishonesty by another student should meet with the faculty member responsible for that course, the Dean's designee of the student's School, or a member of the Committee on Academic Integrity in the student's school.

V. Faculty Responsibility

Lesley faculty are responsible for setting academic standards, for awarding academic credit, and for conferring degrees when those

standards are met. Inherent in these responsibilities is a duty to preserve and transmit the values of academic integrity through example in their own academic pursuits and through the learning environment that faculty create for students. The University expects that its faculty will instill a respect for academic integrity and will take measures to discourage academic dishonesty. (See Advice to Faculty at the end of this Policy.)

All faculty members are expected to follow the policies stated in this Policy when academic dishonesty is suspected. Every member of the Lesley faculty, must ensure that student work submitted to them for academic credit is authentic as well as consistent with established academic standards. The confering of a grade in a student's work includes judgment by the faculty member that the student's work is free from academic dishonesty. Grades may be adversely affected by academic dishonesty.

Faculty are strongly encouraged to talk with their immediate supervisor and/or Dean's designee responsible for implementation of the policy whenever they have questions about a student's work or the terms of this Policy.

VI. Examples of Acts of Academic Dishonesty

Academic dishonesty comes in many forms. Academic dishonesty includes, but is not limited to, taking or attempting to take any of the following actions. The following list is not meant to be exhaustive and a student may be charged and found guilty of violating the University's Academic Integrity Policy for an offense not enumerated below.

- **Abuse of Academic Materials:** Intentionally or knowingly destroying, stealing, or making inaccessible library or any academic resource materials, or student work.

  Examples: Stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so that others may not use them; destroying computer programs or files; stealing, destroying or sabotaging another student's academic work, computer software, computer programs, or experiments.

- **Cheating:** Use and/or solicitation of use if unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

  Examples: Copying from another's paper, or receiving unauthorized assistance, such as texting, during a quiz or examination; copying reports, laboratory work, computer programs or files; soliciting and/or sending a substitute to take an examination; unauthorized collaboration on a take-home exam.

- **Complicity/Unauthorized Assistance:** Intentionally or knowingly permitting to attempting to permit another to commit an act of academic dishonesty. Giving or receiving assistance in connection with any examination or any other academic work that has not been authorized by a faculty member.

  Note: During examinations, quizzes, lab work and similar activities, students are to assume that any assistance (books, notes, calculators, digital devices, conversations with others) is unauthorized unless a faculty member has specifically authorized it.

  Examples: Knowingly allowing another to see or copy from a student's paper, or through text messaging, during an examination; giving or receiving answers to an examination scheduled for a later time; completing academic work for another or allowing another to complete an academic exercise for the student; collaborating on an academic work knowing that the collaboration is not authorized; submitting a group assignment or allowing that assignment to be submitted representing that the project is the work of all the members when less than all of the members assisted in its preparation.

- **Fabrication and Falsification:** Falsification is a matter of altering information; fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

  Examples: Inventing or altering data or research results; fabricating research processes to make it appear that the results of one process are actually the results of several processes; false citation of a source; falsifying attendance records in class or at practicum or internship sites for the student at issue or someone else; having another falsify attendance records on a student's behalf; falsifying material relating to course resignation or grades; falsification; forgery, or misrepresentation of academic records or documents including admissions materials, transcripts and/or practicum or internship documentation; communication of false or misleading statements to obtain an academic advantage or to avoid academic penalty.

- **Lying/Tampering/Theft:** Giving false information in connection with the performance of any academic work or in connection with any proceeding under this Policy.

  Example: Giving false reasons (in advance or after the fact) for failure to complete academic work or to attend an examination; altering academic work after it has been submitted and seeking a re-grading as if it were original work submitted; damaging computer equipment or programs in order to prevent the evaluation of academic work; giving false information or testimony in connection with an investigation or hearing under this Policy; any unauthorized removal or inspection of material related to academic work (exams, grade records, forms, data, answers) from a faculty member's office or computer.

- **Multiple Submissions:** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without prior written authorization.

  Examples: Submitting the same paper for credit in two courses without both instructors' prior permission; making minor revisions in a paper of report (including oral presentations) and submitting it again is if it were new work. Examples: Submitting the same paper for credit in two courses without both instructors' prior permission; making minor revisions in a paper of report (including oral presentations) and submitting it again is if it were new work.

- **Plagiarism:** Presenting the work of another as one's own (i.e., without proper acknowledgment of the sources.) Plagiarism may occur in verbal, written, or creative production formats.

  It is recognized that appropriation and overt references to other artworks are legitimate practices in contemporary art, and that the generic distinction between such creative strategies and plagiarism can become indeterminate. Therefore, allegations of plagiarism in the studio areas will be evaluated on a case-by-case basis. In case of such a controversy, the decision of the Academic Integrity Committee will be deemed final.

  Examples: Utilizing a commercial writing service; obtaining and submitting papers done by another as one's own work; using facts, figures, graphs, charts or other information without

acknowledgement of the source; copying work found on the internet and submitting it as one's own.)

VII. Sanctions for Academic Dishonesty

All acts of academic dishonesty diminish the integrity of the University and will be addressed accordingly. Lesley reserves the right to impose any sanction for academic dishonesty that, in its discretion, it finds to be fair and appropriate. Sanctions may include, but are not limited to any one of the following or a combination of the following:

- Formal warning/censure/academic alert;
- Reduced grade including a failing grade for the assignment;
- Reduced grade including a failing grade for the entire course;
- Forfeiture of student leadership positions, and/or restrictions on participation in University activities;
- Academic probation;
- Suspension;
- Expulsion from the University.

Warning or censure consists of a written reprimand for violation of acceptable standards of academic conduct. This action takes formal notice of the student's academic misconduct and provides a formal warning that a further act of academic misconduct will result in far more severe action. Censure shall not be noted in a student's transcript, but shall be noted in files of the Dean's office.

In appropriate cases, a student may be allowed to perform community service as part of a sanction imposed under this Policy. In the event that a student accepts a community service alternative, the Dean of the student's School shall approve the terms and duration of such service.

Note: When the sanction is a lowered or failing grade is imposed, this grade may not be grieved through the School's grade grievance procedure.

VIII. Determining Sanctions

The following factors shall be considered when determining the appropriate sanction(s):

- The nature and seriousness of the offense;
- The impact or damage to the University, the School, the program, or to others as result of the misconduct;
- The student's motivation, state of mind, and class status at the time of the incident;
- The student's prior academic and disciplinary record at the University;
- The student's response, attitude and demeanor after the violation;
- The student's appreciation of the nature and severity of his/her academic dishonesty;
- Any mitigating circumstances;
- The penalties which have been imposed in similar prior cases.

IX. When A Faculty Member Suspects Academic Dishonesty

If a faculty member has reason to believe that a student has engaged in academic dishonesty s/he shall promptly discuss the matter with the student and shall consider whether the student has violated the Policy. The faculty member then has the following options:

1. If a faculty member determines that no act of academic dishonesty has occurred, the matter shall be considered closed and shall not be reported further.
2. If the faculty member is unsure as to whether a violation has occurred, s/he shall consult with the Dean's designee responsible for such matters or his or her immediate supervisor for review and discussion. In case of cross-school registration the Dean's designee must ultimately refer the matter for determination to the Dean's designee where the student is enrolled.
3. If the faculty member is persuaded that an act of academic dishonesty has occurred, s/he shall report in writing his/her findings for his/her conclusion with appropriate supporting materials and, on a separate sheet, a list of possible witnesses promptly to the Dean's designee responsible for such matters at his/her School for review and possible referral to the Committee in Academic Integrity. In case of cross-school registration the Dean's designee must ultimately refer the matter for determination to the Dean's designee where the student is enrolled.

X. Referral to Dean's Designee and Faculty Co-Chair of Committee on Academic Integrity

Upon receipt of a report or allegation of academic dishonesty from a faculty member, the Dean's designee and the faculty chair/co-chair of the Committee on Academic Integrity of the student's School shall inform the student in writing of the allegations against him/her and refer him/her to the appropriate sections of the written Academic Integrity Policy that have been violated. The student may meet in person, by telephone or otherwise with the Dean's designee and/or faculty chair/co-chair to review the nature of the allegation and supporting materials, and to afford the student an opportunity to respond to the allegations.

If the student admits culpability or otherwise does not contest the allegation of academic dishonesty, the Dean's designee and faculty co-chair may decline to refer the matter for hearing by the School's Committee on Academic Integrity and may recommend an appropriate sanction upon the student to the Dean. The Dean's designee shall report the recommendation and disposition of the matter to the School's Committee on Academic Integrity for purposes of maintaining a record of the incident.

If the student denies the charge that s/he has violated the Policy, the Dean's designee and faculty co-chair shall request from the student a written response to the allegations with any relevant support for the student's position and, on a separate sheet, a list of possible witnesses. The response shall be submitted by the student within an appropriate timeframe determined by the Dean's designee. The Dean's designee and faculty co-chair shall then send the written statements from both the student and faculty member to the School's Committee on Academic Integrity referring to the matter for hearing in accordance with the policies and procedures set forth below.

XI. Off-Campus Students

It is expected that the process described herein shall be followed whenever an allegation of academic dishonesty is raised. However, from time to time, when an allegation of academic dishonesty is raised in an off-campus program, it may be necessary to employ alternative means and timelines to ensure a full and fair review and

adjudication of the allegation. The decision to employ alternative means shall be made by the Dean's designee and faculty co-chair.

XII. Referral to Committee on Academic Integrity

Each school shall have in place a Committee on Academic Integrity that is responsible for holding hearings into allegations of academic dishonesty consistent with these policies and procedures. Each school's committee shall be composed of no less than three and no more than five members. The majority of committee members shall be from the faculty. At least one shall be a representative of the Dean's Office. Each school will determine committee terms in line with their school governance. Terms shall be staggered. Student representation and voting privileges on the school-based committee shall be at the discretion of each school.

Each committee member shall have one vote. The presence of two members in the case of a committee comprised of three members and three members in all other cases shall constitute a quorum. A majority vote will be required for any decision.

XIII. Notice to Student

The Committee on Academic Integrity shall give at least five (5) days' notice to a student of the committee's intent to hold a hearing on a report of academic dishonesty. Notice shall be provided in writing and shall include a summary of the allegation(s), the date and time of the hearing, a copy of the policy and hearing procedures, and notification of the student's right to bring a member of the Lesley community as an advisor/supporter.

Prior to the hearing date, the student may be asked by the Dean's designee to meet in order to obtain additional information about the allegation(s). The meeting may take place in person, by telephone, or otherwise.

No student shall be permitted to withdraw from a course in which he/she has been charged with an act of academic dishonesty until the case has been investigated and resolved.

XIV. Continued Enrollment Pending Resolution

A student may continue to attend class and to participate in University activities pending administrative resolution of a misconduct charge. However, while a question of academic misconduct is under investigation, a student may not graduate or receive a transcript without prior written approval of the Dean.

XV. The Nature of Academic Disciplinary Hearings

The hearing process used by each school's Committee on Academic Integrity is intended to provide participants with a timely, fair, and orderly system for investigating and resolving allegations of academic dishonesty.

Committee hearings shall be fact-finding in nature, and the focus shall be to investigate the culpability of the accused student. The committee will consider information and arguments presented, make findings of fact, determine whether the student did engage in academic dishonesty, and, if so, recommend sanctions.

Committee hearings are not adversarial contests to be "won" or "lost" through clever tactics or technical formalities. A school's hearing process is not intended to mirror external court/judicial proceedings.

XVI. Conduct of the Hearings

Timing: The committee shall make all reasonable effort to hold its hearing within thirty (30) working days from the date the report of academic dishonesty is referred to it for investigation and disposition. Allegations made at the end of the spring semester and during the summer semester may be investigated and reviewed by the committee within the first two months of the following fall semester.

Evidence: Formal rules of evidence do not apply in committee hearings. Committee members may consider as evidence any supporting materials that, in their discretion, contribute to their objectives of discovering the truth and resolving the allegation of dishonesty. Committee members may also exclude evidence that, in their discretion, is repetitious, irrelevant, or not of value to their deliberation. The faculty member alleging academic dishonesty is responsible for presenting materials supporting the allegations. The accused student is responsible for presenting any materials s/he may have in support of his/her defense.

Appearance before Committee: The accused student, affected faculty member, and witnesses who are members of the Lesley community are expected to meet with the committee in person unless compliance would result in significant and unavoidable personal hardship. If necessary, the accused student, affected faculty member, and witnesses may meet with the committee by telephone or by other methods deemed appropriate by the committee.

Witnesses: In conjunction with their initial written statements regarding the allegations, the accused student and the affected faculty member shall submit a list of names of witnesses that committee members may question to obtain evidence. The committee shall interview the witnesses it deems relevant. Witnesses are expected to give truthful testimony. During the hearing, committee members shall summarize the witnesses' statements for the affected faculty and the accused student and provide each with an opportunity to respond to the statements made by the witnesses.

Confidentiality: Committee hearings are closed to the public, and all present at the hearing shall consider the information presented as confidential.

Assistance: Students may not be accompanied by an attorney in the hearing but they may be accompanied by an administrator or faculty member from the Lesley community to advise them. The role of the Lesley representative is limited to conferring with and advising the student. The advisor is not permitted to argue, make statements, or question witnesses. The committee or student may request the participation of members of the Center for Academic Achievement, the Office of Disability Services, the Office of University Technology, or other such offices as appropriate.

Rendering a Decision: The committee may take any investigatory action that it deems appropriate. The committee shall deliberate in private and shall render a decision by majority vote. The committee shall only render a decision that a violation has occurred if it is satisfied that a violation has been shown by clear and convincing evidence.

The Committee's Report: Upon conclusion of its deliberations, the committee shall prepare a written report with clerical assistance from the dean's office. The report shall contain a summary of the allegation(s) of academic dishonesty, the student's response, the committee's findings (including its evaluation of the credibility of the student and witnesses), the evidence that supports its findings, and its recommendation for sanctions if the allegation is credited. The report will be forwarded to the school Dean within two (2) weeks of the final hearing. A copy of the report shall be shared with the student and referring faculty member.

Failure to Appear: If the accused student fails to appear after proper notice, the committee may reach its conclusion and set an appropriate sanction on the basis of the evidence that is before it. A student who fails to appear at the hearing either in person, by telephone, or otherwise may not appeal the decision(s) of or the sanction(s) imposed by the committee unless there was an extreme emergency that caused their failure to appear.

Record Keeping: Committee records shall be maintained for seven (7) years by the school's Office of the Dean. A copy of the committee's report shall be placed in the permanent file of every student who is found guilty of academic misconduct.

XVII. Decision of the Dean

The school Dean (or Dean's designee and faculty co-chair in the case of a student who admits culpability) shall review all reports and recommendations of the committee and the documentation upon which the recommendations are based. If the student disagrees with the recommendations and believes that there is additional information that was not available to the committee and therefore not considered by it, s/he may submit this information in writing to the Dean within five (5) days of receipt of the recommendations. The Dean will notify the student and the committee in writing of a decision within fifteen (15) working days, excluding holidays and Lesley University vacation days.

XVIII. Appeal to the Provost

The decision of the Dean is final within the school. A student may appeal the decision of the Dean if s/he can demonstrate the availability of new information or evidence which is potentially significant and which was not available during the investigation or an issue suggesting possible improper process. Student appeals must be submitted in writing to the Provost within ten (10) days of receipt of the decision of the Dean. In consideration of the appeal, the Provost will review all documentation and, as deemed necessary by the Provost, consult with the student, appropriate faculty, and administrators. The Provost will render a decision within ten (10) working days, excluding holidays and Lesley University vacation days. The decision of the Provost is final.

XIX. Lesley University Advisory Group on Academic Integrity

Every five years the Lesley university-wide Academic Advisory Committee (AAC) will assemble a sub-committee - the advisory group for academic integrity. This group will monitor the implementation of this policy in all schools, educate the Lesley community about academic integrity, recommend changes to the policy, and develop measures to prevent academic dishonesty at Lesley University.

The group will be composed of the co-chairs from each school-based academic integrity committee and a representative from the Office of the Provost.

XX. Advice to Faculty Members

Failures in the area of academic honesty strike at the heart of what is important and essential to a university community: the pursuit of knowledge and truth. Each Lesley University faculty member regardless of employment status should adhere to the spirit as well as to the letter of this policy. Such adherence includes instituting measures for preventing violations of the University's Academic Integrity Policy and pursing perceived violations as part of their role in assessing students.

1. At the beginning of every course, faculty members should articulate their expectations pertaining to academic integrity. A clear statement that reinforces the value of academic integrity should be included in every course syllabus.
2. Faculty should remind students to acquaint themselves with this policy and to familiarize themselves with the proper ways to cite sources.
3. Faculty should provide written guidelines for written work where appropriate, and identify resources to help students comply with these standards.
4. Where appropriate, faculty should clarify in advance what specific forms of work or collaboration are allowed.
5. Faculty should take steps to ensure equal access for all students to course materials.
6. Faculty should keep examinations in secure locations. All waste copies of examinations should be destroyed and student employees (with the exception of Teaching Assistants) should not be asked to prepare or handle examinations.

Academic Integrity Policy for Visiting Students

When a visiting student has been accused of an alleged violation of cheating or plagiarism, the student must adhere to the formal procedures established by the appropriate school-based Academic Integrity Policy.

Prior to notification of the visiting student's permanent institution by the school-based Dean, the following procedures for cheating and plagiarism must be adhered to:

1. The faculty member must immediately meet with the student concerning the suspected instance of cheating or plagiarism. This meeting affords the student the opportunity to refute allegations through the presentation of notes, rough drafts, depth of understanding of the material in question, or other convincing materials.
2. If the faculty member concludes that cheating has occurred, the faculty member shall meet with the Dean or his/her designee. As a consultant and advisor, the Dean or his/her designee and faculty review the policy procedures and the case with all supporting documents.
3. After meeting with the Dean or his/her designee, the faculty member must send a written report to the committee describing the case with supporting documents and the grade given for the course.
4. The hearing process commences in accordance with the policies and procedures set forth in the school-based policy. The Dean or his/her designee notifies the student in writing of the possibility of their permanent institution receiving notification of the committee's findings, recommendations, and Dean's decision.
5. Upon completion of the school-based hearing, the committee sends forth its investigatory process, findings, and recommendation(s) regarding the notification to the permanent institution to the Dean.
6. The Dean informs the student, faculty, school-based committee, and Lesley University Academic Integrity Committee of her/his decision. The Dean, if deemed appropriate, notifies the permanent institution.

1 The Lesley University Academic Integrity Policy is based in similar policies that were used at other schools, including, but not limited to,

the University of Georgia, the University of North Carolina at Charlotte, James Madison University, and the University of Scranton

2 The term "School" refers to the following academic units: the Lesley College, the Art Institute of Boston, the Graduate School of Arts and Social Sciences, and the School of Education.

ACADEMIC PROGRAM AND REVIEW POLICY FOR GRADUATE STUDENTS

The faculty of Lesley University is dedicated to providing students a high-quality educational experience designed to meet students' academic, personal, and professional goals. In turn, the university expects students to maintain the academic and professional standards established for its programs of study. These standards apply to all aspects of graduate study—whether on-campus, off-campus, or online—and including courses, internships, practica, and research-related activities.

Failure to meet these standards may result from, but not be limited to, such deficiencies as: more than three (3) credits of "C+" or below or "F" in pass/fail courses; six (6) credits of incomplete (INC); poor performance in theses, integrative projects, practica, or internships; or specific deficiencies in areas deemed essential to the student's preparation. For students in undergraduate programs, two or more grades of incomplete, or "C-" or below, will result in a review of the student's academic standing.

Each school reserves the right to suspend or dismiss at any time any student who, in the opinion of school officials, does not achieve and maintain required academic or professional standards. In case of dismissal, students remain responsible for any outstanding financial obligation to the university for tuition or other indebtedness.

Academic Notification

If a student is not meeting program academic or professional standards, then the division in which the student is matriculated may initiate an academic review process. The following describes the academic review process:

Level I: Academic Review Committee
An academic review committee meets with the student (in person or via teleconference) and may include a faculty member, the student's academic advisor, and the division or program director. The committee will review the student's progress in the program and the areas of concern. After careful review, the committee will make recommendations to address these concerns. The recommendations will be forwarded to the dean of the school or his/her designee, who will inform the student in writing within ten (10) working day, excluding days that Lesley University is closed. The committee may recommend probation with specific conditions or dismissal. (The dean or designee will contact the senior associate registrar to request a "hold" on the student's registration, should it be recommended by the review committee.)

Level II: Decision by the Dean
If the student disagrees with the recommendations and believes that there is additional information that was not available to the committee and therefore not considered by the committee, s/he may submit this information in writing to the dean within ten (10) working days, excluding days that Lesley University is closed, of receipt of the recommendations. The dean of the school will review the recommendations of the committee and all documentation considered by the committee. The dean will notify the student and the committee of her/his decision within ten (10) working days, excluding days that Lesley University is closed.

Level III: Appeal to the Provost
A student may appeal the decision of the dean if s/he disagrees with the decision and if s/he can demonstrate the availability of new information or evidence that is potentially significant and was not available during the investigation. Student appeals must be submitted in writing to the provost within ten (10) working days of receipt of the decision of the dean. In consideration of the appeal, the provost will review all documentation and, as deemed necessary by the provost, consult with the student, appropriate faculty, and administrators. The provost will render a decision within ten (10) working days, excluding holidays and Lesley University vacation days. The decision of the provost is final within Lesley University and there is no further appeal available.

Meeting the Conditions of Probation

When the student has met the specified conditions outlined in the dean's letter, the division will notify the dean to lift probation status. If the student does not meet the conditions within the specified time frame, the division may recommend another review or dismissal.

Grade Requirements for Graduating Students

For graduate degree students at the Master's, C.A.G.S., or Ph.D. levels, a grade of "B-" or better in all core or required courses must be received in order to count toward degree requirements. A student must re-take core or required courses for which a grade of "C+" or below was earned.

Graduate students may earn a maximum of three (3) credits of "C+" grades in elective courses and have these credits apply toward degree requirements. A grade of "C" or below in elective courses is considered a failing grade and will not be applicable toward degree requirements. Elective courses may be repeated or another elective course may be added as a substitute. All grades will be recorded on a student's transcript.

If a required course is failed, the course must be repeated or an equivalent course taken. No credit is accrued with a grade of "F". If a student repeats the same course, both grades will be recorded on the official transcript, but only the second grade will be used to compute the cumulative GPA.

If a student repeats a course in which a grade other than an "F" was received, both grades remain on the official transcript, and are calculated into the cumulative GPA.

To be eligible for a Ph.D., C.A.G.S., or Master's degree, a student must satisfactorily complete all requirements of the specific degree program with a minimum average of 3.0 quality points (based on a 4.0 scale). Only courses numbered 5000 or above are accepted toward graduate degree programs. Students enrolled in graduate programs must complete their degree requirements within seven (7) years from the year of the first course that was taken as either a degree or non-degree student at Lesley University or another regionally-accredited institution. Courses completed more than seven (7) years from the anticipated date of graduation will not be accepted. The Ph.D.programs have specific requirements pertaining to courses taken at other regionally-accredited institutions. These are detailed in the Transfer of Credits section of this catalog/handbook.

Students should contact their faculty advisor if they have questions about their degree requirements.

ATTENDANCE

In order to maintain the academic integrity of Lesley programs and to meet course-learning objectives for all class members, students are expected to attend and to participate fully in all class meetings. In exceptional circumstances when students need to be absent from class, they should discuss with the faculty member, in advance, any portion of a class meeting they cannot attend.

Faculty members reserve the right, in consultation with their academic program directors, to set specific attendance requirements for their courses, which may include no absences. This applies to all models of delivery including institutes, residencies, workshops, etc. Faculty members establish expectations as part of their syllabus regarding family or medical emergency and "milestone" circumstances that may necessitate student absence from class. Absence from class diminishes the learning community and may have an adverse effect on a student's grade.

In setting their attendance requirements, faculty members will be guided by the following standards:

Weekly Model:
If a student is absent for more than six (6) hours of class time, the academic consequences will be determined according to the policies of the academic program in which the student is enrolled. Missing more than nine (9) hours of weekly class meetings will result in a grade of administrative withdrawal (AW) on the student's transcript. The student will then need to retake the class and pay the full tuition amount.

Weekend Model:
When missing any class time up to the equivalent of one full day over the two weekends, students are responsible for contacting the faculty member in advance (or as soon as possible afterwards) to discuss the nature of the family or medical emergency or "milestone" circumstance. The faculty member will determine whether the course attendance expectations will permit make-up work and/or whether there may be an adverse effect on the final grade.

Missing more than the equivalent of one full day over the two weekends will result in a grade of administrative withdrawal (AW) on the student's transcript. The student will then need to retake the class and pay the full tuition amount.

Serious family or medical emergency and significant "milestone" circumstances may warrant exception to these requirements and will be considered on a case-by-case basis, in consultation with the appropriate academic unit personnel.

The faculty member has full discretion regarding students making up assignments missed, including those completed in and out of class, as well as specific course content (i.e., videos, reflections, discussion, readings, etc.).

Field Programs:
Students attending field programs that are delivered as integrated curricula occurring all day and most evenings may not miss more than 10% of their program. For instance, if the program is seventy (70) days they may miss seven (7) days. Missing more than the equivalent of 10% of the semester will result in a grade of administrative withdrawal (AW) on the student's transcript. The student will then need to repeat the semester and repay tuition. Serious family or medical emergency and significant "milestone" circumstances may warrant exception to these requirements and will be considered on a case-by-case basis, in consultation with the appropriate academic unit personnel.

Online:
The flexibility of online courses allows students to complete assignments and participate in collaborative work from wherever there is a reliable Internet connection. In an online environment "attendance" in courses that are either fully or partially delivered online is typically measured by the quality and frequency of the posts in the online discussion forums. As online courses are designed to be interactive, often with assignments that require group work, a student's absence from these discussion forums for more than a few days may prevent that student from maintaining the level of interaction that is required for success in the course.

The university acknowledges that on occasion, students may have legitimate reasons for missing class. However, it is important to realize that while some assignments might be submitted after a due date, discussion postings cannot be "made up." If a student knows that she/he will be offline for a week or more, the student must contact the instructor BEFORE the start of a course to discuss possible options for completing required work. Given the highly interactive design of an online course, options to make up required discussion boards or collaborative assignments may be severely limited. In this case, a student should consider taking the course at a later time.

Students should be aware that being offline for a week or more, without prior approval from the instructor, may result in no credit for the week's discussion boards or collaborative assignments. For lengthier absences, an administrative withdrawal (AW) from the course may be warranted. For courses with a grade of AW, no course credit and no tuition refund will be given.

AUDITED COURSES

Most graduate courses offered for credit may be audited with the approval of the faculty member. Students wishing to audit a course should indicate "audit" on the course registration form or select the audit option in WebReg. See the Student Accounts Office website (www.lesley.edu/studentaccounts) regarding the cost of auditing a course. Audited courses cannot later be changed to gain credit or a grade. Courses taken for credit cannot be changed to audit. Credit or audit enrollment must be declared at the time of registration. Audited courses appear on the transcript as such and carry no credit value. Faculty members or the university will not furnish evaluations or letters attesting to the student's presence or quality of class participation.

Students may observe a class session if permission is given by the faculty member teaching the course. Program offices should be contacted if permission is requested. Students may only be given permission to sit in on one class session.

COURSE WAIVERS

When a student has successfully completed a course at another regionally accredited institution that is substantially the same as a required course in a degree or certificate program at Lesley University, a waiver may be granted. A waiver for coursework at the graduate level must be graded a "B" or better. At the undergraduate level, coursework must be graded a "C" or better. C.A.G.S., Master's, and Bachelor's waiver requests from non-accredited colleges and universities (including international schools) are not accepted.

Graduate-level coursework must not be more than seven (7) years old at the time of graduation.

In some programs, professional experience may be applicable for course waiver approval. Students should discuss this possibility with their academic advisor. Applications for course waiver must be approved and signed by the student's advisor, the school dean or designee, and the registrar designee. The school maintains the right to determine whether the coursework or professional experience is appropriate. Approval of the course waiver does not reduce the total number of credits required for the awarding of a degree or certificate, but allows the student, in consultation with an advisor, to select another approved course for the same number of credits that may then be taken in lieu of the waived course.

Courses waived within non-degree licensure programs may reduce the total number of credits required for completion of the licensure requirements.

Students who wish to request a waiver of a course must discuss this possibility with their academic advisor. Students should complete the waiver form once accepted into a degree or licensure program, or at the time of the first meeting with their advisor. At that time, a complete program can be planned. Waiver procedures must be completed prior to the beginning of the final semester before anticipated graduation.

Waiver forms are available in the Office of the University Registrar or from the school/program office.

COURSE SEQUENCES

On-Campus: Program of Study

All degree, certificate, and certification candidates should confer with the appropriate academic advisor in determining their course of study. In planning a program with the student, the academic advisor carefully considers an individual's special interests and circumstances. There are, however, certain courses designed to be taken in sequence or in pairs. In addition, an individual may be counseled to take specific courses as prerequisites in addition to the required program of study or to supplement previous educational training. It is the student's responsibility to comply with advisement and published sequencing and prerequisites.

Off-Campus: Program of Study

The sequence of courses is generally established for a group of 20–30 students enrolled in an off-campus community. Individual selection of courses is not involved except in the case of elective courses in some programs. Programs of study are reviewed regularly and are subject to change.

CREDIT HOUR

Lesley University follows federal guidelines in the definition of a credit hour. One credit is awarded for an amount of work represented in intended learning outcomes and verified by student achievement attained in the equivalent of approximately fifteen (15) contact hours of class time and two hours of out-of-class engaged academic time over a semester or the equivalent over a different period. Thus, a three-credit semester or term course has approximately 37.5 to 45 hours of class time scheduled with approximately two additional hours of coursework expected outside the classroom for each in-class hour.

CREDIT LOADS

A standard academic guideline for determining course load is one credit per week. Therefore, the maximum credit load per semester is as follows:

Summer	10 credits or less
Fall or Spring	15 credits or less
January	4 credits or less

Students should consult their school/program to check program-specific academic guidelines regarding credit load.

GRADES

Faculty members submit grades via LOIS at www.lesley.edu/lois to the Office of the University Registrar. Off-campus and online grades are due within 15 days after the final end date of the term. On-campus faculty members should refer to the academic calendars at www.lesley.edu/calendar.html for grade submission deadlines.

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.

Most courses offer evaluation of student performance according to the grade and the quality point system listed in the "Grade and Transcript Key." In some courses, students will receive a pass/fail grade instead of a letter grade. Grades submitted by faculty on LOIS are final grades. Faculty members should discuss in each course the criteria and evaluation system used for grading. No grade changes are accepted after graduation. It is the student's responsibility to make sure s/he understands the expectations of course requirements and grading procedures.

To compute a GPA, the student may use the key to the transcript to translate letter grades into credit points (for example, a three-credit course with a grade of "B" [3.0] is worth nine credit points), add all credit points earned, and divide the total by the number of credits attempted. The grades "P" (pass), "I" (incomplete), "W" (withdrawal), "AW" (administrative withdrawal), and "NA" (never attended) are not included, but "F" (failing) is always included in calculating the grade point average, except when the course is repeated.

For graduate degree students at the Master's, C.A.G.S., or Ph.D. levels: a grade of "B-" or better must be earned in all core or required courses for the course to count toward degree requirements. A student must re-take core or required courses for which a grade of "C+" or below was earned.

Graduate students may earn a maximum of three (3) credits of "C+" grades in elective courses to apply the courses toward degree requirements. A grade of "C" or below in elective courses is considered a failing grade and will not be applicable toward degree requirements. Elective courses may be repeated or another elective course may be added as a substitute. All grades will be recorded and appear on a transcript.

If a required course is failed, the course must be repeated or an equivalent course taken. No credit is accrued with a grade of "F". If a student repeats the same course, both grades will be recorded on the official transcript, but only the second grade will be used to compute the cumulative GPA.

If a student repeats a course in which a grade other than an "F" was received, both grades remain on the official transcript, and are calculated into the cumulative GPA.

Grades — Incomplete

Students who have completed a majority of course requirements but are unable to complete all requirements due to extenuating circumstances may, at the discretion of the instructor, request a grade of "I" (incomplete). This request must be 1) initiated by the student before the end of the last class 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.

For on-campus students, requirements must be completed in accordance with the contract, but in no case later than April 1 for incompletes from the fall semester and January mini-semester, and by December 1 for incompletes from the spring and summer semesters.

For off-campus and online students, the deadline for changing an "I" (incomplete) grade to an academic grade is ninety (90) days after the end date of the term. It is the student's responsibility to submit all required work to the faculty member before the 90-day deadline. If an official grade change form is not submitted to the Office of the University Registrar by the faculty member within the 90-day deadline, the incomplete will remain a permanent incomplete.

An incomplete grade that is not resolved or extended within the time frames indicated above will become a permanent incomplete grade and the credit is forfeited. If the course is a requirement, 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.

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 University Registrar. The request must be submitted prior to the end of the original incomplete course contract. Further extensions will not be considered.

Contracts for Completion of Incomplete Coursework are available at the Office of the University Registrar or the division/program office and must be completed by the student and instructor and submitted to the division office by the student. The changing of an "I" to a grade is relayed from the instructor to the Office of the University Registrar via a grade change form.

Students who receive two or more successive incomplete grades will be subject to an academic review to determine eligibility for continued enrollment.

Grades — Incomplete, effective January 25, 2016

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 timeframes 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.

Grade & Transcript Key

Graduate & Undergraduate programs

Letter Grade	Point System	P/F GRADE		
			A	4.0
			A-	3.7
			B+	3.3
			B	3.0
			B-	2.7 Pass (Graduate)
			C+	2.3
			C	2.0 Pass (Undergraduate)
			C-	1.7
			D+	1.3
			D	1.0
			D-	0.7
			F	0.0

Additional Grades/Codes

(not included in cumulative average)

P = Pass

CR = Credit

NC = Not for Credit

AUD = Audit

I = Incomplete*

ATT = Attended

ABS = Absent

** "I" followed by a grade signifies a prior incomplete which has subsequently been graded This is only used for undergraduate courses (Fall 1996-Spring 2013). Grade point scale above applies.*

Special Codes

AW = Administrative Withdrawal*

NA = Never Attended*

SIP = Course Still in Progress

TR = Transfer Credit

W = Withdrawal

RR = Repeated Course

WV = Waiver

YL = Year Long Course

** AW and NA grades effective fall 2004–forward.*

GRADUATION REQUIREMENTS

Graduate Student Degree Eligibility

To be eligible for a Ph.D., C.A.G.S., or Master's degree, a student must satisfactorily complete all requirements of the specific degree program with a minimum average of 3.0 quality points (based on a 4.0 scale). Only courses numbered 5000 or above are acceptable for graduate degree programs.

Students enrolled in graduate programs must complete their degree requirements within seven (7) years from the year of the first course that was taken as either a degree or non-degree student at Lesley University or another regionally-accredited institution. Courses completed more than seven (7) years before the anticipated date of graduation will not be accepted. The Ph.D. programs have specific requirements pertaining to courses taken at other regionally-accredited institutions. These are detailed in the Transfer of Credits section of this catalog.

See the "Grades" section (p. 128) of this catalog for specific information about grade requirements for required and elective courses. Please check the degree requirements for specific programs in each school.

Course Registration and Grades for Final Semester

Students enrolled in spring courses who expect to graduate in May must register for all courses by February 15. Students who expect to graduate in August must be registered by May 15. Those enrolled in summer courses must be registered by August 15 for November degree conferral. Students enrolled in fall courses must be registered by November 15 for February conferral. Coursework must be completed and grades submitted to the Office of the University Registrar by the dates published in each year's academic calendars.

Faculty should submit final grades via LOIS to the Office of the University Registrar for all students expecting to graduate by the deadlines published in the academic calendars. Grades submitted at this time by faculty are final and cannot be changed.

Students are responsible for seeing that all degree or certificate requirements have been met and should consult with their academic advisor to review their degree requirements. It is important for students to consult with their advisor at the beginning of the semester or term prior to graduation. Students will not be eligible for graduation the same semester or term that acceptance to a degree or C.A.G.S. program is given. Students must have a minimum of one full semester or term between the time of acceptance and the date of graduation.

Important Note: Transfer and prior learning assessment (PLA) credits, as well as, course waiver and substitution processing must be completed at least one semester/term prior to the beginning of the final semester or term before graduation. If the above documentation is not received within the stated timelines, a student's degree conferral may be moved to the following conferral period.

Declaration of Intent to Graduate

Candidates who complete their course of study and expect to graduate must complete and submit an electronic Declaration of Intent to Graduate via LOIS at www.lesley.edu/lois. The online form must be submitted by the published deadlines listed in the academic calendars. No exceptions to these dates will be made. Any student not filing online by the appropriate date is ineligible for that conferral period. The degree completion fee is $75 (subject to change) and will be billed to the student's account when the Declaration of Intent to Graduate is submitted online.

The degree completion fee is non-refundable. If requirements are not completed, the Declaration of Intent to Graduate Form and degree completion fee will be moved to the next conferral period only one time. No additional extensions will be permitted and a new Declaration of Intent to Graduate must be submitted and an additional fee will be billed to the student's account. Students should check with their academic advisor before filing the Declaration of Intent to Graduate.

The Declaration of Intent to Graduate must be submitted regardless of plans to participate in the May commencement ceremony.

Graduation Ceremony and Degree Conferrals

Degrees are conferred four times each year: May, August, November, and February. However, Lesley University holds one commencement ceremony each year in May. Students participating in the May commencement ceremony will pay an additional fee for cap and gown. August, November, and February graduates are also invited to attend the May ceremony.

Diplomas are mailed within four weeks of each conferral date. Graduates are not eligible to receive their diplomas unless all financial obligations to the university, including fines for overdue library materials and outstanding parking fines, have been paid prior to graduation.

Commencement Participation Policy

In order to participate in the May commencement ceremony, students must complete all degree requirements of their programs and fulfill all financial obligations to the university. To participate in the commencement ceremony, students must file the electronic Declaration of Intent to Graduate via LOIS by the appropriate deadline listed on the academic calendars.

Students who will complete their degree requirements by taking courses in the summer and/or fall following commencement may be eligible to participate in the May commencement ceremony as a "March Only" candidate. Graduate students with no more than three (3) credits left to complete may participate in the May commencement ceremony, provided they file a Declaration of Intent to Graduate for their chosen conferral period. Students who have more than the maximum number of credits left to complete (including incomplete grades not yet changed) will not be eligible to participate in the May commencement.

Note: Ph.D. candidates are not eligible for "March Only". All degree requirements for Ph.D. candidates must be met in order to participate in the May ceremony.

Post-Graduation Changes to Records

After graduation the student's academic record is sealed and cannot be changed. All academic records held by the University must be maintained as they were at the time the student's degree was conferred.

INDEPENDENT STUDY COURSES

The option to design and complete a suitable independent project that does not duplicate an on-campus course offering is available in most degree programs. When appropriate, an on-campus course offering may be completed as an independent study under the individual guidance of a faculty member.

Off-campus degree students may be given the option of completing a course through an independent study by their academic advisor if the student misses an offering. The independent study credit must be used toward a Lesley University degree or certificate. If an independent study course is desired, the student is responsible for planning the project, obtaining approval of the appropriate school dean or designee, and arranging for supervision by a particular faculty member. Faculty members have the right to decline the request for an independent study; however, every effort is made to accommodate a student's independent study request.

The student must complete and submit the Independent Study Course Contract, available by mail from the Office of the University Registrar or from the school/program office. Please note the registration deadlines for filing an Independent Study Course Contract are published in the academic calendars. The project title for an independent study will appear on a student's transcript once official grades have been recorded. For tuition rates contact the Student Accounts Office via email at studentaccounts@lesley.edu.

Students in the doctoral program should refer to the Ph.D. program student handbook for independent study information pertaining specifically to doctoral students.

Independent Study Outside Lesley Ph.D. Program

With prior approval of their senior advisor and the Advanced Graduate Council, Ph.D. students can arrange to do scholarly activities outside of Lesley University. Students must submit an Independent Study Course Contract and register for EAGSR 7500. This work may include workshops, seminars, institutes, conferences, and independent study with faculty members who are not core or adjunct faculty at Lesley University. The senior advisor and the director of the Ph.D. program must sign all work under the Independent Study Course Contract.

INTERNATIONAL STUDENT RECORDS

IMPORTANT: Information regarding international student enrollment is reported to the Department of Homeland Security (DHS) via the Student Exchange Visitor Information System (SEVIS). It is the student's responsibility to maintain legal non-immigrant visa

status. International students are required to keep the international student advisor apprised, in writing, of any changes related to address or status within ten (10) days of change. Those in F-1 status must maintain a full course of study every fall and spring semester except during official school breaks or unless approved under a specific exception in advance by the international student advisor. Only the international student advisor has authority to authorize a reduced course load for immigration purposes.

LEAVE OF ABSENCE/WITHDRAWAL

When personal or professional circumstances preclude enrollment in classes, matriculating students must apply for a leave of absence. An approved leave of absence extends the time allowed to complete one's program of study and assures academic coherence of study. A leave of absence may be granted for one or more consecutive semesters or terms with the following stipulations:

The student must plan to return to the university at the end of the specified period in order to complete his/her academic degree or C.A.G.S. program.

The student must be in good academic standing at the time the leave is granted.

The student must complete and submit the Leave of Absence Form, available by mail, through the web, from the Office of the University Registrar, or from the school/program office.

Students must confer with their academic advisor who will determine if the leave of absence will be approved and submitted to the Office of the University Registrar for processing. A student on a leave of absence will remain a degree or C.A.G.S. candidate but will not retain the privileges of a registered student, which includes utilization of the library, financial aid, and student funded activities.

Financial aid recipients who are on an official leave of absence are not eligible to receive federal financial aid during the period of their official leave. In addition, students who have borrowed a Federal Stafford Loan, Federal Perkins Loan, Federal Grad PLUS loan, and/or Massachusetts No Interest Loan may begin to utilize their grace period(s) while on their official leave and subsequently may be expected to begin repayment of their educational loan(s). The Financial Aid Office encourages students who are planning on taking an official leave of absence to meet with their Financial Aid Counselor to discuss educational loan repayment options and eligibility for grace period(s).

On-campus students who withdraw from a course after the second class meeting will receive a "W" grade on their transcript. Off-campus and online students who withdraw from a course after its first week will receive a "W" grade on their transcript. Refunds will be processed according to the published withdrawal refund schedule below.

Students may not withdraw from a standard on-campus course during the last five class meetings. Off-campus and online students may not withdraw from a course during the last three weeks of the term. The policy regarding incomplete grades remains in effect regardless of the student's leave of absence or withdrawal status.

Students should be aware that programs might change during a leave of absence or withdrawal period, which would require changes or additional course work in their program of study. If a student does not return within the time period approved and does not request an extension of the leave of absence, s/he may be officially withdrawn by the university.

A leave of absence or withdrawal will not be finalized until processed by the Office of the University Registrar. A leave of absence or withdrawal for any semester/term will be granted only through the last day to drop with a "W" grade for that semester/term. Requests after that date will be considered for the following semester/term. It is the student's responsibility to notify the university in advance if s/he plans to apply for a withdrawal or leave of absence. *Non-attendance does not constitute an official withdrawal/leave of absence; students will be held responsible for all related tuition and fees.*

- Registration and course fees are non-refundable after the completion of the add/drop period.
- For actual refund percentages see tables below.
- Students who receive financial aid and withdraw or reduce credit load during the refund period will have an adjustment/reduction in their aid award.

The following schedules are used to determine the portion of tuition that will be refunded, depending upon the date that a student withdraws from a course or from the university. University policy does not allow retroactive withdrawals or refunds.

Refund Policies for On-Campus Courses

Time of Course Withdrawal*	Refund
Prior to the start date of the course	100%
During the 1st week of classes	100%
During the 2nd week of classes	100%
During the 3rd week of classes	50%
During the 4th week of classes	25%
After the end of the 4th week of classes	0%

*Applies to courses in 14/15 week semester for fall and spring and 12/13 week semester in the summer.

For courses with six or fewer class meetings, travel study courses, conferences and intensive courses, there is a 100% refund if the course is dropped prior to the start of the course. Once the class has begun, there is no refund. Classes with six or fewer meetings typically include: weekend intensive classes, seminars, workshops, conferences, and most off-campus cohort courses.

Refund Policy for Off-Campus Courses

Time of Course Withdrawal*	Refund
Prior to the start date of the course	100%
During the 1st week	100%
During the 2nd week	50%
During the 3rd week	25%
During the 4th week	10%
During the 5th week	10%
After the 5th week	0%

pplies to courses in eight-week terms.

Refund Policy for Online Courses

Time of Course Withdrawal*	Refund
Prior to the start date of the course	100%
During the 1st week of classes	100%
During the 2nd week of classes	50%
During the 3rd week of classes	25%
After the end of the 3rd week of classes	0%

**Applies to all online course offerings.*

Refund Policy for Maryland Students Enrolled in Online Courses

This schedule shows the portion of tuition that will be refunded for students who reside in Maryland and who are enrolled in any of our online courses

Time of Course Withdrawal*	Refund
Prior to the start date of the course	100%
During the 1st week of classes	100%
During the 2nd week of classes	60%
During the 3rd week of classes	40%
During the 4th week of classes	20%
After the end of the 4th week of classes	0%

Refund Policy for PhD Low-Residencies

This refund policy applies to students enrolled in one of our low-residency PhD Programs, including Educational Studies: Educational Leadership Specialization, Educational Studies: Adult Learning, and Expressive Therapies.

Time of Course Withdrawal	Refund
Prior to and including Day 5	100%
Day 6 - Day 10	50%
Day 11 - Day 21	25%
Day 22 and after	0%

Refund Policy for Ecological Teaching and Learning

This refund policy applies to students in Ecological Teaching and Learning summer residency program.

Time of Course Withdrawal	Refund
Prior to and including Day 5	100%
Day 6 - Day 10	50%
Day 11 - Day 21	25%
Day 22 and after	0%

Refund Policies for MFA Low-Residencies

This refund policy applies to students in low-residency and MFA programs in Creative Writing or Visual Arts.

Time of Course Withdrawal	Refund
Prior to and including day 4	100%
Day 5 - Day 10	75%
Day 11 - Day 29	50%
Day 30 and after	0%

Refund Policy for MTEL Courses

Time of Course Withdrawal	Refund
Prior to the start date of the course	100%
To start date of the course and later	75%

LICENSURE PROGRAMS – ADDITIONAL INFORMATION FOR ENROLLED STUDENTS

Programs for educational personnel (teachers, guidance counselors, and specialists) are designed to lead to either a degree or licensure and meet current Massachusetts licensure regulations. See approved program of study for specific requirements.

Candidates are required to register online at http://www.doe.mass.edu/educators/ for Massachusetts licensure shortly after acceptance into their program. Test performance will be logged into the candidate's electronic application. When all state requirements have been satisfied, the Lesley Educator License and Certification Office will send the student's endorsed transcript to the Massachusetts Department of Elementary and Secondary Education

in a batch and will also electronically endorse each candidate. Students may request an endorsed transcript online at www.lesley.edu/certification through the Lesley University Certification Office website.

The University, via the Lesley Educator License and Certification Office, forwards endorsed transcripts to the Massachusetts Department of Elementary and Secondary Education, Office of Teacher Licensure. The Massachusetts Department of Elementary and Secondary Education gives priority to Lesley University batches. Students should apply for licensure at www.mass.gov/doe/educators and request an endorsed transcript from Lesley University. Instructions for online applications are available through the Lesley Educator License and Certification Office website: http://www.lesley.edu/education/certification/licensure/.

PRE-ADMISSION COURSE ENROLLMENT

Prospective students with Bachelor's degrees considering application to a degree or certificate program at Lesley University may take courses for graduate credit on a non-degree basis. It is strongly recommended that students complete the admission process before completing more than two (2) courses or a total of six (6) credits.

Lesley University does not guarantee the acceptance of credits earned prior to formal admission since the coursework may not be applicable to the program requirements. Admission requirements are listed on the application form.

PROGRAM CHANGE REQUESTS

Students wishing to transfer from one program to another may obtain the Request for Program Change Form from the Office of the University Registrar, the program office, or by mail. This form must be completed, with all necessary signatures, and submitted to the Office of the University Registrar for processing. Students requesting a transfer from one program to another program should consult with the academic advisor or program advisor of both programs prior to completion of the program change form.

PROGRAM REVIEW

Lesley University engages in periodic review of programs and graduation requirements. Programs are subject to change without prior notice.

REINSTATEMENT APPEAL PROCESS

Any student dismissed for poor scholarship may be eligible for reinstatement and may apply after one full regular semester has elapsed. Reinstatement appeals should be directed to the dean of the school.

REQUIREMENTS COMPLETED TRANSCRIPT

For salary increments and other purposes, a student may require confirmation of the completion of a degree program in advance of the official conferral date. In these cases, a Requirements Completed Transcript is an option. The request for this type of transcript must be made, in writing, to the Office of the University Registrar.

The written request should include the student's name, student I.D. or social security number, the address to which the transcript should be mailed, and the student's signature. The fee is $5 (subject to change) per copy; checks should be made payable to Lesley University. Students requesting these types of transcripts must also file a Declaration of Intent to Graduate Form via LOIS at www.lesley.edu/lois. Following review of the academic record, and provided all documentation has been received and all degree requirements met, an official transcript will be released which includes the following statement: "Requirements completed as of (date of completion); degree will be conferred on (date of conferral)." This statement serves as the official confirmation of completion prior to the next conferral date. Requirements Completed Transcripts are accepted by the Massachusetts Department of of Teacher Certification and by many other state departments of education and school districts.

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

STUDENT CLASSIFICATION AND STATUS

The following categories of student classification exist:

Degree Student
An accepted candidate is eligible for receipt of a Ph.D., Certificate of Advanced Graduate Study (C.A.G.S.), Master's, Bachelor's, or Associate's degree upon successful completion of all degree program requirements.

Certificate Student
An accepted candidate is eligible for receipt of a Graduate Certificate upon successful completion of all certificate program requirements.

Licensure Student
An accepted candidate is eligible for an endorsement for state licensure upon successful completion of all licensure program requirements. A licensure-only student, while accepted as a candidate for licensure, is considered a non-degree student since a degree is not received. Students in degree programs that also include certification preparation are considered degree students.

Special Student
An accepted candidate, usually an international applicant, who has a special visa status or who is studying a full program as a non-degree student.

Non-Degree Student
A student who has registered for courses, but who has not formally been accepted into a Lesley University degree program. Non-degree status is also held by students who have registered for licensure courses and/or who have formally applied and enrolled in a licensure-only or licensure program. Established definitions of traditional student status that meet federal, state, and local government student status requirements for loan and financial aid eligibility are as follows:

- Financial aid from Lesley University is not available to students in non-degree status.
- Federal financial aid programs are not available to students with non-degree status, including student loan programs.

Full-Time/Half-Time Degree Status
Graduate students are considered to have full-time status if they are formally accepted in a degree or certificate program and are registered for a minimum of nine (9) credits per semester, with the

exception of the Ph.D. program students. Other thresholds of importance to graduate students are:

- Half-time: 3 or more credits**
- Less than half-time: Less than 3 credits
- Ph.D. program student status is determined by course registration and credits billed. * Students at 6 credits or who are considered full-time and who live or take classes in Massachusetts, must show proof of insurance or they may be automatically charged for and enrolled in the university's health insurance program for the semester. Additional information is available at www.lesley.edu/studentaccounts.

* Students at 9 credits or who are considered full-time and who live or take classes in Massachusetts, must show proof of insurance or they may be automatically charged for and enrolled in the university's health insurance program for the semester. Additional information is available at http://www.lesley.edu/services/bursar/healthinsurance_index.html.

** Half-time status is the standard threshold for eligibility for federal financial aid programs at the graduate level.

International Students
All international students on an F-1 visa are required by the U.S. Citizenship and Immigration Services to be full-time students during their entire course of study. Please see the admissions section for other important international student information.

STUDENT CONSUMER INFORMATION

Lesley University supports and conforms to Section 493A of Title IV of the Higher Education Act of 1965, and in particular, Section 131 of the Education Amendments 1976—Student Consumer Information. Lesley University, in keeping with accreditation guidelines, cannot guarantee that credits granted to students will be accepted for transfer into any other school, college, or organization. Lesley credits are accepted at the discretion of the receiving institution. Neither enrollment in a degree program nor completion of a Lesley University degree is a guarantee of future employment.

TRANSCRIPTS

An official Lesley transcript is a record of all coursework a student has taken at Lesley (including the Lesley University College of Art and Design), including any transfer of credit, waiver, and portfolio credit awarded. Dates of attendance, academic program, and conferral date (if any) are included. Actions such as leave of absence, withdrawal, reinstatement, and academic probation are also recorded on a student's transcript. Transcripts are maintained in separate files for all past and present students. Transcripts of students' records are official only when they bear the Lesley University seal and the Registrar's signature. The Family Educational Rights and Privacy Act, protecting student record confidentiality, requires written permission to release information.

A Requirements Completed Transcript is an official transcript that includes the completion date of the student's program requirements (generally the date the final grade for the program was received by the Office of the University Registrar), and the anticipated conferral date of the student's degree. This type of transcript is offered so students can prove they have completed their program prior to degree conferral (graduation). It is often used (for example) by teachers, who may receive a pay raise upon completion of their Master's degree requirements, or by undergraduate students applying for initial educator licensure. This type of transcript cannot be ordered through LOIS.

Note: Students must file a Declaration of Intent to Graduate before a Requirements Completed Transcript will be processed. Please allow 3 - 5 days, plus mailing time, for processing transcripts.

For more information on Lesley University's transcript policy and transcript request forms, see the Transcript request web page at www.lesley.edu/services/registrar/transcripts.html.

TRANSFER OF CREDITS

A maximum of six (6) credit hours of appropriate coursework, taken at the graduate level at a regionally accredited institution prior to program admittance, may be transferred and applied toward a Master's degree or certificate requirements. Students in the Expressive Therapies 48-credit Master's program are allowed to transfer up to 12 approved graduate credits from affiliated training institutions only. The student's academic advisor and school dean or designee must approve this coursework. Transfer credit requests from non-accredited colleges and universities are not acceptable for graduate degree programs. Students should contact each individual school for transfer credit policy.

An official transcript from all colleges, universities, or military institutions must be submitted with the Request for Transfer of Credit Form. This form is available by mail, from the Office of the University Registrar, or from the school/program office. The Request for Transfer of Credit Form and all required documentation are due before the conclusion of the first semester. Students utilizing Veteran Administration benefits must submit a copy of their military transcript prior to the conclusion of their second semester. All other transfer credit must be approved and processed prior to the final semester leading to graduation. Transcripts for courses taken at Lesley University are not required for review since these courses are part of the student's Lesley University transcript.

Transfer of credit reduces the number of courses that the student must take for completion of a program. Applicants should request to transfer credits into a program at the time of acceptance into the degree, certificate, or licensure program, or at the first meeting with the student's academic advisor. After admission, students may not take courses at other institutions for transfer credit without prior written approval from the appropriate school dean or designee.

Students who petition for transfer credit approval should not assume credits are accepted as transfer credit until they are posted on their academic record. While courses approved for transfer appear on the final Lesley University transcript, grades of transferred courses are not used to calculate the grade point average. The school retains the right to determine whether transfer credits may be accepted.

Transfer of Credits: Master's and Certificate Programs

To be accepted for transfer into a Master's or certificate program, a course must have been completed with a letter grade of "B" or better. The course must be in an area of study judged by the school/program to be essentially parallel to a required course or suitable in content for elective credit. The course must be a graduate-level course, must not have been used as credits to meet degree requirements in another program of study at Lesley University or at another institution, and must not be more than seven (7) years old at the time of graduation from Lesley University. Courses completed more than seven (7) years from the anticipated date of graduation will not be accepted. Master's and C.A.G.S. level courses with a pass

grade may be approved if accompanied by a statement from the affiliated university handbook or from the registrar of the university indicating that the pass grade is equivalent to a “B” or better. Students should contact each program for the transfer credit policy.

Transfer of Credits: Ph.D. Program

Courses Taken Before Matriculation into the Ph.D. Program

Students are permitted to transfer a maximum of 12 credits of post-master's work toward the Ph.D. degree. The courses must be:

- approved through advisement
- taken post-master's level
- completed at regionally accredited institutions
- completed no longer than five years prior to the date of admission to the doctoral program
- completed with a grade of "B" or better

Students who have received a Certificate of Advanced Graduate Study (C.A.G.S.) and who have taken required doctoral courses in Lesley's on-campus program (Nature of Inquiry, Interdisciplinary Seminars I & II, Quantitative Research Methods, and Qualitative Research Methods I), may transfer them in to the program as part of the 12 transfer credits.

Courses Taken After Matriculation into the Ph.D. Program

With prior approval of the senior advisor and the Advanced Graduate Council, Ph.D. students may include in their study plan traditional coursework at other universities (no limit on the number of credits that students can transfer into their program of study at Lesley University). Students register for these courses at the designated accredited institution and transfer the courses to Lesley University. All such credits must be approved by the senior advisor and the program director and must be transferred before the end of Phase II of the doctoral study.

Transfer of International Credits: Graduate Degree Programs

Accepted degree candidates may petition to transfer up to six (6) semester credits.

The Request for Transfer of Credit Form and all required documentation is due prior to or during the first semester of study. Transfer credits must be approved and processed prior to the final semester leading to graduation. Students are strongly encouraged to discuss whether the courses are appropriate for their graduate degree program with their academic advisor at their first meeting.

Students must submit official documentation from the native country and translations in English to the Office of Graduate Admissions. Documentation must include official transcripts with grades, course titles, course dates, and letters confirming accreditation. In some cases, the program director or the senior assistant director of international admissions may require additional information such as syllabi, course descriptions, and program brochures.

Students are strongly encouraged to speak with the international admissions representative to determine what specific documentation must be submitted. The international admissions representative will evaluate the credentials to establish that they are in accordance with university policy. However, if the Office of Graduate Admissions cannot conduct the evaluation, it becomes the responsibility of the student to submit a written evaluation of their academic records (transcripts or mark sheets). Once the senior assistant director of international admissions confirms the initial requirements, the senior assistant director will send the documents to the appropriate program director.

The program director will then review the documentation and determine if the course is acceptable as elective credit or appropriate for a course waiver. Approved transfer of international credits requests are forwarded to the Office of the University Registrar for processing. Students may view their approved transferred credits on LOIS.

STUDENT LIFE AND ACADEMIC DEVELOPMENT

DIVISION OF STUDENT LIFE AND ACADEMIC DEVELOPMENT

Division of Student Life and Academic Development

11 Mellen Street
617.349.8530
617.349.8558 Fax

Nathaniel Mays
Dean of Student Life and Academic Development
http://intranet.lesley.edu/student-life/

The Division of Student Life and Academic Development (SLAD), located at 11 Mellen Street, is responsible for monitoring the overall quality of life for undergraduate and graduate students at Lesley University. The Division provides a range of services and programs to support the academic, career, and personal development of all students. SLAD includes the following areas: Athletics, Career Resource Center, Center for Academic Achievement and Disability Services, Community Service, Counseling Center, Immunization Records for Graduate and LCAL Students, Residence Life, Student Activities (undergraduate and LCAL students), Orientations, and Student Health Service (undergraduate) including immunizations records for undergraduate students. In addition, SLAD oversees Spiritual Life Resources, including the UNITY Gospel Choir, and a MBTA discounted Semester Pass Program for travel on the greater Boston public transportation system. The Dean of Student Life and staff are also responsible for administering the policies that govern student conduct as well as investigating claims of harassment and discrimination between students. More information on Student Life and Academic Development can be found in the Student Handbook at http://www.lesley.edu/student-life/handbooks-and-policies/ or on the SLAD web site at http://intranet.lesley.edu/student-life/.

CAREER RESOURCE CENTER

Doble Hall, 4th floor
617.349.8550 crcjobs@lesley.edu
617.349.8486 Fax

Alice Diamond
Associate Dean for Career and Community Service
http://intranet.lesley.edu/career-resource-center/

The Career Resource Center (CRC) supports students and alumni in reaching their career goals. Career counselors meet with students to discuss choice of major, career options, internships, summer jobs, post-graduate employment, and graduate school exploration. Students are encouraged to meet with a career counselor early in their years at Lesley.Both scheduled appointments and drop-in hours are available. In addition to providing career counseling, the CRC offers workshops on job search topics and panels featuring Lesley alumni and employers. The Career Resource Library has employer directories, and books on career options, occupational outlook and salary information. Some of the resources circulate to current students.

Students are encouraged to use *Lesley Career Connection* (LCC), an online, one-stop resource, to explore professional positions, off-campus student employment and summer opportunities, CRC career events, job fairs, and the employer directory. Current students in on-campus programs can go directly to www.lesley.edu/crc/lcc and log in using your Lesley username and password. Another way to access LCC is to log into your myLesley account and then click on the link in the box titled “Lesley Career Connection.” Off-campus students should email the CRC at crcjobs@lesley.edu for information on how to register.

The CRC web page, www.lesley.edu/crc/, includes the Career Web Sites Collection and online handouts. The Career Resource Center is located in Doble Hall, 4th floor, and can be reached by phone at 617.349.8550 or by email at crcjobs@lesley.edu.

CENTER FOR ACADEMIC ACHIEVEMENT

Doble Hall, Suite 220
617.349.8459 caa@lesley.edu
617.349.8324 Fax

Daniel Newman
Executive Director Academic Support Services (ADA/504 Coordinator)
http://intranet.lesley.edu/academic-achievement/

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

The Center’s professional staff specialize in writing, reading, research methods, and various learning styles. The staff also includes 30-35 trained and supervised peer tutors from graduate and undergraduate programs. The Center provides assistance with writing, reading, math, library research, study skills, organizational skills, and content across many fields. Students work on specific course requirements such as papers, projects, presentations, and exam preparation. Additionally, students work with tutors and professional staff as they exchange ideas, make use of feedback, and develop new skills. Selected tutors work with students to prepare for the Communications and Literacy subtests of the Massachusetts Test for Educator Licensure (MTEL).

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

All students enrolled in off-campus, low residency, LCAL, and on-line degree granting programs may access online tutoring services by emailing onlinetutoring@lesley.edu. Students can consult the submission guidelines on the Center’s web site.

DISABILITY SERVICES FOR STUDENTS

Daniel Newman
Executive Director Academic Support Services (ADA/504 Coordinator)
http://intranet.lesley.edu/disability-services/

The University is committed to the full participation of students in all programs. The Disability Services office promotes equity and excellence in education, maximizing each student's educational potential. Our philosophy is one that encourages self-awareness, self-determination, self-advocacy, and independence while providing a safe, caring, respectful environment that cultivates growth and positive learning.

The Disability Services office provides a variety of individualized support services for students with disabilities. The office works with faculty, staff, and students on and off-campus to create and implement appropriate accommodations that allow all students an equal opportunity inside the classroom and around campus. For more information about the services and support available to our students visit the website of the Disability Services office: http://intranet.lesley.edu/disability-services/ and read the policy "Reasonable Modifications of Policies, Practices, and Procedures for Students with Disabilities" here: http://intranet.lesley.edu/disability-services/policies/. That policy and our website provide information about eligibility for disability services, policies and procedures for requesting modifications to accommodate disabilities, examples of accommodations, our confidentiality policy, and grievance procedures.

Eligibility, Documentation, and Confidentiality

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

The process for obtaining reasonable accommodations is an interactive one that begins with the student contacting the appropriate director whose names are listed below in the **Disability Services Administrators** section. In the context of reasonable accommodations, Disability Services may request documentation concerning an individual's disability and/or the need for accommodations. Documentation may set forth recommended accommodations and come from a physician, clinician, psychologist, or other approved provider. For more information regarding documentation guidelines, refer to the website, http://intranet.lesley.edu/disability-services/documentation-guidelines/.

It is important to note that student diagnostic information and use supports provided by Disability Services is confidential and not disclosed without the student's permission.

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

Accommodations

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

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

Student Responsibilities to Obtain and Utilize Disability Support Services

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

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

Disability Services Administrators

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

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

Students attending classes in Cambridge:

Learning Disabilities, Attention Disorders, and Autism Spectrum Disorders/Asperger Syndrome
Kimberly Johnson, Director of the LD/ADD Academic Support Program
30 Mellen Street, Doble Hall, 2nd floor, Cambridge, MA 02138
617.349.8462 kjohnso7@lesley.edu
Fax: 617.349.8324

Physical, Sensory, Psychiatric and Medical Conditions

Ruth Bork, Director of Access Services for Students with Disabilities
11 Mellen Street, 1st floor, Cambridge, MA 02138
617.349.8194 rbork@lesley.edu
Fax: 617.349.8558
TTY: 617.349.8544

Students Attending Classes in Off-Campus Programs:

Daniel Newman, Executive Director Academic Support Services (ADA/504 Coordinator)
30 Mellen Street, Doble Hall, Cambridge MA 02138
617.349.8572 dnewman@lesley.edu
Fax: 617.349.8324

Disability Discrimination Statement

Lesley University is committed to the full participation of its students in all of its programs. In addition to this long-standing Lesley philosophy, students with disabilities have specific legal rights guaranteed by the Americans with Disabilities Act (ADA), a civil rights law enacted to protect individuals from discrimination on the basis of disability. Title III of the ADA prohibits discrimination on the basis of disability in the full and equal enjoyment of goods, services, facilities,

privileges, advantages, and accommodations of public accommodations, such as universities.[1] The preceding information is a summary of Lesley University's policies and procedures for students with disabilities seeking reasonable accommodations under the ADA (sometimes colloquially termed and referred to by Lesley as "reasonable accommodations"). An essential component of Title III of the ADA is the right of a qualified individual with a disability to a reasonable modification of policies where necessary to afford such individual an equal benefit.

Any student who believes that she or he has been discriminated against or harassed on the basis of her or his disability is encouraged to notify the University. For more information about the University's policy against discrimination and harassment, please see the Lesley University Discrimination, Harassment, and Sexual Violence Policy (http://www.lesley.edu/policies/discrimination-and-harassment/).

Students may file complaints of discrimination and harassment with:

- The University's Office of Equal Opportunity and Inclusion/Title IX Coordinator (equalopportunity@lesley.edu) or
- The Dean of Students and Academic Development and Interim Title IX Coordinator (Nathaniel G. Mays: 617.349.8539 or nmays@lesley.edu).

For information regarding the complaint process, please see the Discrimination and Harassment Complaint Resolution Procedure (http://www.lesley.edu/policies/complaint-resolution/).

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

Office for Civil Rights / U.S. Department of Education
33 Arch Street, Suite 900,
Boston, MA 02110-1491
Telephone: 617.289.0111
Fax: 617.289.0150
TDD: 877.521.2172

Email: OCR.Boston@ed.gov
OCR Website: www.ed.gov/ocr

---

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

LESLEY UNIVERSITY STUDENT CONDUCT POLICIES, PROCEDURES AND SANCTIONS

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

DRUGS AND ALCOHOL POLICY

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

Standards of Conduct

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

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

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

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

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

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

Alcohol

The University seeks to establish an environment in which students of legal drinking age who choose to drink alcohol do so responsibly and those who choose to abstain from drinking do so without penalty or pressure from their peers.

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

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

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

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

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

Specific Alcohol Policy Guidelines

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

- A bartender must be hired to serve all alcoholic beverages at any University sponsored event. Individuals must be required to show proper identification before being served. Sponsors of the event accept responsibility for:
- Identifying all persons not of drinking age and insuring that these individuals are not served. Non-alcoholic beverages should be available as well as readily available food.
- Insuring that alcohol is not served to any person who is intoxicated.
- The consumption of alcoholic beverages is only permitted within the approved area designated for the event.
- No event shall include any form of drinking contest in its activities or promotion.
- Advertisement of any University event where alcoholic beverages will be served shall note the availability of non-alcoholic beverages as prominently as alcohol. Alcohol may not be used as an inducement to participate in a campus event.

Drugs

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

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

Health Risks

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

Drugs and Alcohol Education and Treatment

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

The Counseling Center is located in Doble Hall, 3rd floor and can also be reached by phone at 617.349. 8545. The Student Health Service is located in the lower level of Mackenzie Hall, below the McKenna Student Center, and can also be reached by phone at 617.349. 8222. Counseling will be kept confidential to the extent confidentiality is consistent with the University's obligations to the student or others.

Legal Sanctions

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

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

Revised 12/13/16

PROHIBITION OF WEAPONS POLICY

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

Definitions

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

Weapons:

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

University Property:

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

University Event:

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

Possession:

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

Exemptions

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

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

Violations

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

Anyone who sees or otherwise becomes aware of a violation of this policy is required to contact the Lesley University Department of Public Safety.

Revised 7/10/14

SMOKE-FREE ENVIRONMENT POLICY

Policy Statement

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

Definition

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

Smoking Prohibitions

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

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

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

The designated smoking areas are located as follows:

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

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

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

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

Education and Treatment

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

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

Consequences of Policy Violations

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

Members of the community who violate this policy, either through their own actions or the actions of their guests, will be required to provide their name and dorm/office location to Public Safety Officers or Resident Life Staff, if requested. After an initial warning, violators of this policy may be subject to progressive discipline or fines and other sanctions. The Dean of Students has instituted a progressive fine procedure for students and continued violations may result in further administrative actions. For employees, the regular progressive disciplinary procedures will be used.

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

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

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

Policy Changes

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

Revised 12/13/16

DISTURBING THE PEACE/HAZARDOUS BEHAVIOR

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

Fire Safety

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

Screen Removal

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

Windows, Balconies, and Rooftops

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

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

HAZING POLICY

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

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

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

Massachusetts Hazing Statute

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

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

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

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

269:18 FAILURE TO REPORT HAZING. Section 18.
Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

269:19 ISSUANCE TO STUDENTS AND STUDENT GROUPS, TEAMS AND ORGANIZATIONS. Section 19.
Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

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

STUDENT EMERGENCY REMOVAL PROTOCOL

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

Policy

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

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

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

Emergency Removal Protocol

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

1. **Reporting**. If an individual has reason to believe that a student's conduct poses an unreasonable risk of substantial harm to the health, safety or welfare of any member of the University community, including the student himself/herself, that individual must report the matter to the Dean of Student Life or the Dean's designee ("Dean of Student Life"). In cases of an immediate threat to health or safety, the individual should call 911 and contact Public Safety.

2. **Individualized Assessment**.

   (a) The Dean of Student Life will consult with professionals qualified to interpret evidence regarding the health and safety risks if the student remains at the University and/or in University housing, including the directors of the Counseling Center, Residence Life, Disability Services, and Student Health Services. Outside professionals qualified to interpret evidence regarding the health and safety risks if the student remains at the University and/or in University housing also may be consulted at the Dean of Student Life's discretion.

   When consulted, the above professionals will discuss: (i) whether the student should be removed from the University and/or University housing; and (ii) whether the student should be permitted to return to the University and/or University housing if

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

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

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

3. **Decision**. The Dean of Student Life will make the decision regarding: (i) whether the student will be removed from the University and/or University housing; and (ii) whether the student will be permitted to return to the University and/or University housing if certain conditions are met, and if so, what those conditions are. In the event that the Dean of Student Life determines not to remove the student from the University and/or University housing, the Dean may nevertheless impose conditions on the student's continued enrollment at the University and/or use of University housing.

4. **Notification of Removal**.

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

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

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

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

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

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

Appealing the Removal Decision

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

The grounds for an appeal are limited to: (1) information that a procedural error affected the decision; (2) information that a factual error affected the decision; or (3) additional information relevant to the assessment that was not available at the time of the initial investigation.

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

Filing Discrimination Grievance

A student who believes that he or she has been removed from the University and/or University housing due to unlawful discrimination on the basis of disability may file a grievance pursuant to the Disability Services Policies, the Discrimination, Harassment, and Sexual Violence Policy and the Discrimination and Harassment Complaint Resolution Procedure. Grievances should be filed with the ADA/504 Coordinator (Daniel Newman: 617-349-8572 or dnewman@lesley.edu) or the Office of Equal Opportunity and Inclusion/Title IX Coordinator (equalopportunity@lesley.edu).

Disciplinary Policies

This Emergency Removal Protocol is not a student disciplinary policy. The protocol works in conjunction with, not in the place of, the University's student discipline related policies, including but not limited to the Community Standards of Conduct, the Drugs and Alcohol Policy, and the Discrimination, Harassment, and Sexual Violence Policy. These policies can be found in the Undergraduate Student Handbook and in the Graduate Academic

Catalog/Handbook. Both Handbooks can be found at http://www.lesley.edu/student-life/handbooks-and-policies/. The same conduct or communications for which a student may be removed from the University and/or University housing may also violate other University policies and require separate action by the University. For example, the use of illegal drugs could justify removal from University housing as well as constitute a violation of the Drugs and Alcohol Policy, justifying disciplinary action. Accordingly, a student may be removed from a residential hall and/or from the campus and may also be the subject of a separate student disciplinary or other University proceeding.

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

Revised: 12/13/16

STUDENT LIFE CONDUCT PROCEDURE

Purpose and Scope

These procedures apply to all reports of student misconduct occurring on and off the Lesley University campuses, including but not limited to misconduct in connection with courses, internships and practicum experiences, study away programs, residence halls, and athletics. Student misconduct refers to any behavior by undergraduate or graduate students enrolled at Lesley that may violate any University policy. Examples of University policies include the Community Standards of Conduct, the Acceptable Use Policy, the Drugs and Alcohol Policy, and other conduct policies, which are available here: http://www.lesley.edu/policies/, https://intranet.lesley.edu/student-handbooks/, and http://www.lesley.edu/student-life/handbooks-and-policies/. Notwithstanding the foregoing, reports of student violations of the Discrimination, Harassment, and Sexual Violence Policy and reports of violations of the Unequal Consensual Relationships Policy are reviewed under the Discrimination and Harassment Complaint Resolution Procedure. Student athletes are also subject to the policies in the Student-Athlete Handbook, which can be found on the Athletics web page: http://athletics.lesley.edu/information/services/index.

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

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

Dr. Nathaniel Mays
Dean of Student Life and Academic Development and Interim Title IX Coordinator
29 Everett Street
Cambridge MA 02138
617 349-8539
Email: nmays@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

Public Safety
Doble Campus and Brattle Campus: 617.349.8888
Lunder Arts Center, Porter Campus: 617.590.6805
University Hall, Porter Campus: 617.349.8390

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

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

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

Dean's Review Process

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

1. People reporting violations of University policy may be encouraged by the Dean or the Dean's designee to make their report in writing.
2. A student is notified in writing by a message to their University email address meet in person or by phone with the Dean or the Dean's designee. Students are required to attend the meeting or respond to the email message within 72 hours of the meeting notice. If a student does not attend the meeting or respond to the request, the review process continues and a decision may be reached without the student's participation.
3. The Dean or the Dean's designee meets in person or by phone with all persons involved with the incident as part of the investigation. At the discretion of the Dean or the Dean's designee, other persons may participate in the meeting on behalf of the University. The Dean or designee takes notes during the meeting which will be confirmed for accuracy by the student, employee, or other person (with their signature and the date at the end of the meeting; if the participant refuses to sign the notes, a witness will sign to that effect). Neither the student suspected of a violation of University policy, nor any other person interviewed during the Dean's Review Process, may ordinarily be represented or accompanied by anyone at the meeting, within

the sole discretion of the Dean or the Dean's designee. Anyone participating in the investigation may also submit their own written account of the incident, either before or within 72 hours after the meeting.

4. The failure of a student to cooperate meaningfully in a review of a report of misconduct may be grounds for discipline, up to and including dismissal from the University.
5. The Dean or the Dean's designee reviews the witness interview notes and written materials submitted by students, employees, or others during the Dean's Review Process, and any related reports from other offices such as Residence Life and Public Safety, to determine if there was a violation of a University conduct policy.
6. The Dean or the Dean's designee determines whether there has been a violation of a University conduct policy. In making a determination, the Dean or designee evaluates whether the alleged misconduct occurred based on the preponderance of the evidence presented. The Dean or the Dean's designee also determines the sanction for any violation of a University conduct policy. (Refer to the section on Sanctions below.) The Dean or the Dean's designee may also refer the matter to another department or administrator in the University for further review.
7. The Dean or the Dean's designee issues a letter to the student(s) who is the subject of the misconduct report, indicating the outcome of the review process. The letter is sent electronically to the student's University email address.
8. The Dean or the Dean's designee may share the determination with others within the University whom the Dean or the designee deems appropriate.

SANCTIONS AND APPEALS

Sanctions

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

1. ***Physical violence, serious threats, intimidating and/or aggressive behavior, weapons policy violations***
    a. 1st offense: conduct probation, suspension from University housing and/or classes, counseling, or potential dismissal from University housing and/or the University
    b. 2nd and subsequent offenses: extended probation, dismissal from University housing and/or the University
2. ***Smoking in University housing***
    a. 1st offense: fine ($50) and conduct alert
    b. 2nd and subsequent offenses: progressive fine, conduct probation, suspension from University housing
3. ***Fire safety violations***
    a. 1st offense: fine ($100), conduct alert, including confiscation of candles and/or incense, etc.
    b. 2nd and subsequent offenses: progressive fine, conduct probation, suspension from University housing
4. ***Tampering with, or damage to, fire safety equipment, failure to vacate***
    a. 1st offense: fine ($100), conduct probation, payment of all damages and any fines from fire department, suspension from University housing
    b. 2nd and subsequent offenses: progressive fine, extended probation, payment of all damages and fines, suspension or dismissal from University housing
5. ***Damage to property or removal of University furniture or furnishings***
    a. Unintentional: conduct alert and payment of all damages
    b. Intentional or malicious: fine ($50) and conduct probation, payment of all damages, suspension from University housing
6. ***Guests*** (host students are responsible for their guests' behavior)
    a. Fine ($50), conduct alert, conduct probation, loss of guest privileges for period of time (progressive), suspension from University housing, and exclusion of particular guest from campus.
7. ***Alcohol***
    a. *Under-age drinking*
        - 1st offense: fine ($50), mandatory alcohol education program, conduct alert, and/or communication with parents and confiscation of alcohol
        - 2nd and subsequent offenses: progressive fine, mandatory alcohol education program, conduct probation, referral to counseling, restrictions on guests in residence hall room, restriction on visiting other residents where alcohol is present, possible communication and/or conference with parent(s), suspension from University housing
    b. *Irresponsible Use*
        - Use of alcohol (under-age or not) that results in disruptive behaviors will be subject to the under-age drinking sanction
8. ***Illegal Drugs***

    Consistent with the University's Drugs and Alcohol Policy, possession, distribution, or use of illegal drugs or drug paraphernalia also renders a student liable to disciplinary action by the University, including but not limited to confiscation of materials, dismissal, or referral to local police authorities. Dealing, selling, and/or distributing illegal drugs is cause for immediate removal from University housing pending investigation. (Despite changes to Massachusetts law, the

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

a. 1st offense: fine ($75), mandatory drug education program, conduct probation and confiscation of illegal drugs

b. 2nd and subsequent offenses: progressive fine, mandatory drug education program, counseling, extended probation, suspension or dismissal from University housing and/or the University

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

a. 1st offense: fine ($75) and conduct alert

b. 2nd and subsequent offenses: progressive fine, conduct probation, or suspension from University housing.

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

Appeals

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

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

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

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

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

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

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

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

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

ADMISSION

Office of Graduate Admissions

Main Phone Number: 617.349.8300

Fax: 617.349.8391
Email: luadmissions@lesley.edu

GENERAL INFORMATION

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

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

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

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

Admission actions range from:

- Admitted: This category grants the applicant admission by means of an official letter of acceptance. Admission permits the applicant to enroll as a degree candidate. Formal admission is contingent upon successfully meeting all admissions criteria. Applicants who wish to make any changes to their application, including name and address, must contact the Office of Graduate Admissions. Accepted and enrolled students should also notify their academic school and the Registrar's Office of any changes.
- Conditionally Admitted: Applicants who are conditionally admitted must meet the condition(s) as stated in their letter of admission. If they fail to meet the condition(s), they will not be allowed to continue in their program or graduate from Lesley University.
- Not Admitted: Applicants who do not meet the admission criteria will receive an official letter of notification. Applicants who have been denied admission must wait one year before reapplying for admission.
- Deferred Admission: Applicants who are accepted to a graduate degree program are expected to enroll in the semester to which they have applied. An accepted applicant must request a deferral by submitting the Deferral Request Form, found on www.lesley.edu/grad-defer. Accepted applicants must specifically state what unexpected circumstances or events have occurred that will prevent them from starting their program in the term to which they were originally admitted. Requests are reviewed by the program director and the director of graduate admissions. Candidates will be notified within 10 business days of submission of the form. If a deferral is approved prior to the submission of an enrollment deposit, the candidate will be expected to pay the non-refundable deposit in order to finalize the deferral. Deferrals are granted for no more than one year. The deferral of a scholarship offer is made at the discretion of the department.
- All applicants not granted a deferral will have their documents retained in the Office of Graduate Admissions for twelve (12) months, in case they choose to reapply. An accepted applicant who fails to enroll within one year is required to submit a new application, application fee, and supporting materials.

ENROLLMENT PRIOR TO ACCEPTANCE

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

ADMISSION TO GRADUATE CERTIFICATE PROGRAMS

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

Requirements for Graduate Certificates vary by each school, and applicants should consult the individual application materials for the particular certificate that they are seeking.
Visit www.lesley.edu/info/requirements for application requirements.

ADMISSION TO MASTER'S DEGREE PROGRAMS

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

Educational Requirements

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

Application Requirements

Visit www.lesley.edu/info/requirements for application requirements for Master's degree programs. Applications are processed on a rolling basis for all graduate programs; however, applicants are encouraged to pay close attention to recommended deadlines that help ensure a positive new student experience. Visit www.lesley.edu/admissions/graduate/on-campus/application-deadlines/ for recommended deadlines.

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

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

Educational Requirements

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

Application Requirements

Visit www.lesley.edu/info/requirements for application requirements for Post-Master's and Ph.D. programs. Applications for C.A.G.S are processed on a rolling admissions basis. Applications for Ph.D. programs must be submitted by the application deadline specified on the website. Visit www.lesley.edu/admissions/graduate/on-campus/application-deadlines for all Post-Master's and Ph.D. deadlines.

SPECIAL INSTRUCTIONS FOR INTERNATIONAL STUDENTS

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

Proof of English Proficiency

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

- Official TOEFL (Test of English as a Foreign Language) score. A minimum score of 550 (paper based), 213 (computer based) or 80 (Internet based) is required. For reporting purposes, the Lesley University code for the TOEFL is 3483.
- Official IELTS (International English Language Testing System) score. A minimum score of 6.5 is required. To submit IELTS scores, please contact the test center where you took the test and request that an official Test Report Form be sent to Lesley University.
- Cambridge English Exam Results. Applicants must show proof of having taken the exam at the "Proficient" level and achieving a score of "C2" in order to satisfy the requirement.
- ESL Program Partnerships. We have three English as a Second Language (ESL) program partnerships in Boston where applicants can attain English proficiency and satisfy the English language requirement. Applicants must provide proof of successful completion and a letter of reference from the Program Coordinator or Teacher in support of the student's English language capabilities. Applicants may visit www.lesley.edu/admissions/international-students/requirements for a list of ESL partnership schools and the levels that must be completed in order to fulfill the English proficiency requirement.

Additionally, international applicants must:

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

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

For further information regarding international student admissions procedures, please call the Office of Graduate Admissions at 617.349.8300 or refer to the website at www.lesley.edu/admissions/graduate/on-campus/international-students.

BACHELOR'S DEGREE WAIVER FOR MFA PROGRAM

Bachelor's Degree Waiver for Master of Fine Arts Program

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

- Candidates who have successfully completed the equivalent number of courses for an undergraduate degree (at least 120 semester credits) from regionally accredited colleges and universities, but have not been awarded a formal undergraduate degree. Such a person must be distinguished by outstanding professional performance or scholarly pursuits in areas appropriate to the field of proposed graduate study.
- Candidates who have achieved the equivalent of an undergraduate degree through a combination of coursework at regionally accredited colleges or universities and documented life experiences in liberal arts or professional fields. In such cases, the student's application must include supporting documentation that justifies Bachelor's degree equivalency.

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

Documentation must include one or more of the following:

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

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

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

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

FINANCIAL AID

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

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

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

ELIGIBILITY

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

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

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

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

WHEN TO APPLY FOR FINANCIAL AID

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

- For students enrolled in on-campus programs, the financial aid award year begins with the fall term (September through December), continues through the spring term (January through May), and concludes with the summer term (June through August).
- For students enrolled in off-campus and online programs, each semester consists of two 8-week terms and financial aid is awarded on a per-term basis. The financial aid award year begins with Fall Term 1 and continues through Fall Term 2, Spring Term 1, Spring Term 2, Summer Term 1 and Summer Term 2. (For academic programs that have a Summer Term 2 start, the academic year will begin with Summer Term 2.)
- For students enrolled in Low-Residency and Low-Residency/Hybrid Programs, the financial aid award year begins with the summer residency and continues through the following spring semester or as late as the Summer 1 Term, beginning on your individual program.
- The priority deadline for students interested in Federal Work-Study is April 15.
- The final deadline to apply for 2016-2017 financial aid is June 30, 2017 but to use that date, a student's courses must still be in session. It is recommended that late applicants apply at least four to six weeks before their last day of classes for the academic year.

Students must reapply for financial assistance each academic year.

HOW TO APPLY FOR FINANCIAL AID

To apply for financial aid, students should complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The FAFSA is submitted to the U.S. Department of Education. Lesley University's school code (002160) must be included on the FAFSA so that our office can receive the information electronically. Schools are no longer allowed to obtain copies of your federal tax returns. Instead, use the IRS Data Retrieval Tool when completing the FAFSA, which will load information from the current year's tax forms. The IRS Data Retrieval Tool will make completing the FAFSA an easier and faster process for you and your family.

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

TYPES OF FINANCIAL AID AVAILABLE

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

Scholarships

Merit Scholarships: Recipients of Merit Scholarships will be notified by the Graduate Admissions Office or the respective Graduate School. The Financial Aid Office will credit the scholarship monies to the recipient's student account at the end of the add/drop period.

Lesley University Donor Scholarships: Recipients of Lesley University Donor Scholarships will be notified by each scholarship committee. The Financial Aid Office will credit the scholarship monies to the recipient's student account during the beginning of the semester.

Private Scholarships: Students are encouraged to seek out private scholarship funding. In order to assist you in your scholarship search, a list of specific private scholarship opportunities for graduate students can be found at lesley.edu/node/13331. Students may also research private grants and scholarships at the Higher Education Information Center at the Boston Public Library located at 700 Boylston Street.

Federal TEACH Grant

Teacher Education Assistance for College and Higher Education (TEACH) Grant: The maximum TEACH Grant amount for the duration of a graduate degree-seeking program is $8,000. TEACH Grant recipients may receive up to $4,000 per academic year, depending on enrollment status. (Due to sequestration initiatives, the maximum amount of the TEACH Grant is $3,736 for anyone whose first disbursement is before October 1, 2017, and $3,724 for anyone whose first disbursement is after October 1, 2017). To be eligible for the TEACH Grant, students must enroll in a program deemed TEACH Grant-eligible by the Graduate School of Education, submit an Intent Form, complete TEACH Grant Counseling, and sign a TEACH Grant Agreement to Serve. To maintain the TEACH Grant, recipients must serve as a full-time, highly qualified teacher in a high-need subject area in a designated low-income school for 4 years within 8 years of graduating. If obligations are not fulfilled after graduating, the total grant amount will be converted to a loan with interest applied to the loan based on the day the grant originally posted to the recipient's student account. More information on how to apply, receive, and maintain the TEACH Grant can be found at lesley.edu/node/3496.

Loans (Repayment is Required)

Federal Direct Unsubsidized Loans: Graduate students may borrow up to $20,500 in a Federal Direct Unsubsidized Loan. The 2017-2018 interest rate for Unsubsidized Loans is 6% and is set by Congress every July 1. Interest is deferred and is capitalized (added onto the principal loan balance) once repayment begins. Recipients are encouraged to make quarterly interest payments while enrolled at least half-time (3 credits) to reduce the overall cost of the loan. Repayment begins six (6) months after the student graduates, withdraws, or is no longer enrolled at least half-time. There are several repayment plans available. More information on the various plans, including those that are income-driven, can be found at studentaid.ed.gov/repay-loans/understand/plans

For 2017-2018 up to 1.069% in origination fees will be deducted from the Federal Direct Unsubsidized Loan prior to the funds being sent to Lesley University. Due to sequestration initiatives, loan origination fees may increase slightly for loans that first disburse after October 1, 2017.

Accepting Federal Direct Unsubsidized Loans: In order to process a student's Federal Direct Unsubsidized Loan, the student must choose to accept, decline or revise/accept the Federal Direct Unsubsidized Loan amounts. Once a Federal Direct Unsubsidized Loan amount is accepted, it will appear as pending on the student account statement. First-time Direct Loan borrowers will be prompted to complete Direct Loan Entrance Counseling and sign a Direct Loan Master Promissory Note (MPN) at studentloans.gov. These steps must be completed before any financial aid funds will disburse to the student's billing account.

The Federal Direct Graduate PLUS Loan for Graduate and Professional Students: The Federal Direct Graduate PLUS Loan is a federally guaranteed loan program available to eligible Graduate students seeking financial assistance in addition to the $20,500 Federal Direct Unsubsidized Loan. To be eligible for a Graduate PLUS loan, Federal Direct Unsubsidized Loan eligibility must first be determined. Students are encouraged to exhaust the Federal Direct Unsubsidized Loan prior to applying for a Graduate PLUS Loan as the interest rate for the Graduate PLUS Loan is fixed at 7% while the Federal Direct Unsubsidized loan is fixed at 6%. Eligibility is based on creditworthiness. Eligible students may borrow up to the cost of education minus the $20,500 in the Federal Direct Unsubsidized Loan and any other aid. A total of 4.276% in origination fees will be deducted from the Graduate PLUS loan prior to loan funds being sent to Lesley University. (Due to sequestration initiatives, Grad PLUS loan origination fees may increase slightly for loans that first disburse after October 1, 2017). Repayment of the Graduate PLUS loan begins within 60 days after funds are fully disbursed however the in-school deferment option is automatic as long as enrollment is at least half-time per semester (which is 3 credits per semester for graduate students). Since the interest on the Graduate PLUS loan is not subsidized, it continues to accrue while deferred and is capitalized (added onto the principal loan amount) when the loan enters repayment. Students may opt to make quarterly interest payments to reduce the overall cost of the loan. Repayment on Graduate PLUS loans begins immediately after the student graduates, withdraws or is no longer enrolled at least half-time. Students borrowing through the Federal Direct Graduate PLUS Loan program must complete Graduate PLUS Loan Entrance Counseling. Applications for the Graduate PLUS Loan may be accessed directly on US Department of Education's website at studentloans.gov.

Loan Forgiveness Program: Loan Forgiveness Programs are available to borrowers who meet certain criteria. These programs are administered by the U.S. Department of Education and we encourage you to research these opportunities. Information on Teacher Loan Forgiveness can be found at studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher. Information on Public Service Loan Forgiveness can be found at studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/public-service.

Employment

Federal Work Study: This federal program offers eligible students enrolled at half-time per semester the opportunity to earn part of their personal expenses through part-time, on-campus or qualifying off-campus employment. Awards traditionally do not exceed $1,800 per year. Please note that Federal Work-Study is earned and is not deducted from the student’s tuition bill. Students may obtain listings of available jobs at lesley.edu/node/6491.

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

The Graduate Assistantship Program: Graduate Assistantship Program offers graduate students in on-campus programs the opportunity to assist faculty and staff in research and academic activities. Graduate Assistants are paid positions by the Graduate School of Education and the Graduate School of Arts and Social Sciences. Students should apply for a Graduate Assistantship through their respective Graduate School. Students in the Graduate School of Arts and Social Sciences are encouraged to apply in the second year of study.

TUITION PAYMENT PLANS

Lesley University participates in an interest-free payment plan (TMS) which is administered through the Student Accounts Office. These plans enable students and families to pay all or part of their semester tuition and fees in monthly installments without interest. The only additional charge is an annual application fee. Most plans require students to begin payment one or two months prior to the start of classes so it is important to investigate these options early. For more information on the TMS payment plan or to enroll, please visit www.afford.com/lesley or contact the Student Accounts Office by calling 1.800.999.1959, ext. 8760 or visit the Student Account website: http://www.lesley.edu/student-accounts/.

ALTERNATIVE FINANCING OPTIONS

A number of private educational loans are available to students who need additional funding to cover tuition and fees and/or cost of living expenses. Several organizations offer private educational loan programs to students who meet certain eligibility criteria. Depending upon your credit score, a private loan may have a lower interest rate than a Graduate PLUS loan. On the other hand, private loans cannot be consolidated while the Graduate PLUS loan may be consolidated with your Stafford loans and qualify for several repayment options, including income-drive repayment plans. For a sample list of alternative financing options, please visit the http://www.lesley.edu/financial-aid/additional-options/and view the Private Education Loan List. Lenders who are represented on the list appear simply because they have notified Lesley University that they offer private educational loans for the current academic year. Lesley University does not recommend any particular loan. You may review our Code of Conduct for legal information about lending relationships on our website. You are encouraged to widen your search to include your state of residence's lending agency, your local bank, or your local credit union to determine which product works best for you.

REGISTRATION PROCEDURES FOR FINANCIAL AID RECIPIENTS

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

Financial aid awards are subject to change if actual enrollment differs from what was reported as anticipated enrollment. Anticipated enrollment is reported by the individual on-campus or online student or determined by the cohort schedule of the off-campus student and is reflected on the Financial Aid Award Letter. Students must notify the Office of Financial Aid of any enrollment changes in order to avoid delays in financial aid disbursement. If financial aid awards are adjusted as a result of enrollment changes, a Revised Financial Aid Award Letter will be mailed to the student.

FINANCIAL AID PAYMENTS, CREDITS, AND REFUNDS

Per federal regulations, Federal Direct Loan funding must be disbursed equally between all terms or semesters. If a student is enrolled for only one semester, only one disbursement is required. Prior to the scheduled financial aid disbursement, students must complete the loan acceptance process on LOIS (lesley.edu/lois) and, if prompted, complete Direct Loan Entrance Counseling and/or sign a Direct Loan Master Promissory Note at www.studentloans.gov. Financial aid is applied to a student's account once registration and enrollment have been verified following the end of the add/drop period. For low-residency and low-residency/hybrid programs, this occurs after the residency has begun (but no earlier than July 1, per federal regulations) and subsequent semesters or terms. (The Financial Aid Award Letter will reflect whether financial aid is scheduled to disburse once per semester or once each 8-week term.) Once enrollment has been verified, student loan proceeds are sent electronically to Lesley University from the U.S. Department of Education and post to the student's billing account. Tuition charges and fees are subtracted from the financial aid disbursement. Any credit balance that results will be automatically refunded to the student for educational expenses by the Student Accounts Office within 10-14 business days. (Please note: A credit balance from a current semester may not be used to pay for tuition and fees incurred from a previous semester.)

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

If a student is attending a second institution to complete courses for his/her degree, a Consortium Agreement must be completed by the student and the student's Advisor. (This does not apply to students enrolled in the Collaborative Program.) The Consortium Agreement is used to factor in the tuition costs for courses taken at the second institution which will allow Lesley University to properly determine the financial aid award. The Office of Financial Aid will confirm enrollment at the second institution prior to disbursing any financial aid funds.

Disbursement dates vary by student, depending on the enrollment reported on the institutional application or depending on the cohort schedule for off-campus students. Specific disbursement dates may be obtained by contacting the Financial Aid Office or by reading the disclosure letter provided by the Department of Education at the time of loan origination.

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

FINANCIAL AID ACADEMIC REQUIREMENTS

Satisfactory Academic Progress

Students receiving financial aid are required to make satisfactory academic progress toward their degree. Satisfactory academic

progress (SAP) 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) and quantitative (credit completion rate) standards. An excessive number of incompletes or withdrawals in a given semester could result in not meeting satisfactory academic progress requirements. This is different from "good standing," which describes someone who the institution allows to continue to enroll. Students are reviewed on an annual basis with regard to their continued eligibility for federal and/or state financial aid for the following academic year. Students enrolled in graduate programs must maintain at least a 3.0 cumulative GPA and complete at least 75% of the course work that they attempt. The following are considered when evaluating a student's satisfactory academic progress:

- Withdrawals ("W"), incompletes ("I") and failures 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 towards a degree program 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 whose financial aid is cancelled or denied due to unsatisfactory academic progress are allowed to appeal based on unusual circumstances. Examples of unusual circumstances can be, but are not limited to, documented health problems and family emergencies. Appeals and supporting documentation should be made using the Satisfactory Academic Progress Appeal Form provided by the Financial Aid Office. A student must document the reason for the progress issue, explain what has changed to allow the student to regain academic progress, and submit an academic plan. Please note that appeals will not be approved more than one time during enrollment at Lesley University nor can any appeal be approved unless it can be calculated by the Financial Aid Office that the student could meet the SAP standards after the first semester of the appeal. If an appeal is granted, progress standards of the academic program must be met or an academic plan must be submitted that, if followed (with passing grades received and without any withdrawals or incomplete grades), would ensure that the academic program's progress standards will be met by a specific point in time. 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.

Failure to Receive a Passing Grade

When a student does not pass any classes during a completed semester or 8-week term, the U.S. Department of Education mandates that Lesley University must determine if the student ceased attendance or attended through the end of the academic term and “earned” their failing grades.

Title IV financial aid recipients who receive all failing grades for a semester will be identified by the Financial Aid Office and the student will be contacted with the 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 prorate report will be calculated to determine if the student received unearned Title IV aid, either in a refund or as payment for tuition, fees, etc.
2. The student will then be notified in writing of their revised financial aid award based upon the calculation performed.

LEAVE OF ABSENCE / WITHDRAWAL

If a student takes a Lesley University approved leave of absence or completely withdraws from all course work during an academic term, the financial aid award may be subject to change based upon federal refund regulations. Students who borrowed Federal Direct Loans will be sent a link to complete Direct Loan Exit Counseling.

A leave of absence is a process designed to allow students to interrupt their academic program for a limited period of time without requiring the student to reapply for admission to the University. During the period of the leave, the student is considered to be on active status with the University. Students who are on a leave of absence may enter into their grace period for any Federal Direct Loans or any loans that they may have previously borrowed. The grace period will begin as of the last day that the student was enrolled in classes on at least a half-time basis. If your grace period expires while you are still on leave, you will enter repayment on the loan(s) and will be required to make payments until such time as you return to Lesley as at least a half-time student. If you are experiencing difficulty in repaying your loan, contact your lender to discuss deferment/forbearance options until you return to school. Once you return to school, on at least a half-time basis, you may request an “in-school” deferment from your lender. Repayment will cease and the government will begin paying the interest again on any subsidized loan(s) previously received once the deferment is approved. Students are encouraged to speak with a Financial Aid Counselor prior to taking a leave of absence to discuss this in detail.

Lesley University has a Financial Aid Refund Policy for students receiving financial aid who withdraw or stop attending classes from Lesley University 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. Federal regulations require 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 charges. Students who are considering withdrawing are encouraged to contact the Financial Aid Office and speak with a Student Financial Services Representative 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 the 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 funds 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. 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 (undergraduates only)
- Federal Direct Subsidized Stafford Loan
- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Graduate PLUS Loan (graduates only)
- Federal Direct Parent PLUS Loan (dependent undergraduates only)
- Federal TEACH Grant

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

- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Subsidized Stafford Loan
- Federal Direct Graduate PLUS Loan (graduates only)
- Federal Direct Parent PLUS Loan (dependent undergraduates only)
- Federal Pell Grant (undergraduates only)
- Federal TEACH Grant
- Other state, private, and institutional aid
- The student

Lesley University will 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 policies and procedures listed above supersede those published previously and are subject to change. Please contact the Financial Aid Office if you have any questions regarding the Leave of Absence or Withdrawal policy.

REGISTRATION

Office of the University Registrar

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

Hours of Operation:

11:00 am–5:00 pm, Monday–Friday
During semester based add/drop periods our office hours are:
9:00 am–5:00 pm, Monday–Friday

Phone: 617.349.8740
Fax: 617.349.8717

Email: registrar@lesley.edu
Website: www.lesley.edu/registrar

Mailing Address:

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

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

LESLEY'S ONLINE INFORMATION SERVICE (LOIS)

www.lesley.edu/lois

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

Examples of LOIS services include:

- Register for Classes: Search and register for campus based or online classes during the scheduled WebReg period listed on the academic calendars.
- My Class Schedule: Display schedule by semester or term, including dates, times, rooms, etc.
- My Profile: Displays address information, advisor name and contact information, and program of study.
- Grades: View grades and grade point average by semester or term; request an official grade mailer.
- Transcripts: View an unofficial transcript online or request an official transcript to be sent to the recipient(s) of your choice.
- Check My Holds: Find out if you have a financial (student account, library, or parking) hold on your account before registering.
- My Documents: Find out what application materials the Admissions and Financial Aid Offices have received.
- Financial Aid Information: View financial aid status and award letters.
- Student Account Profile: Pay and view billing statement.
- Health Insurance: Waive or accept the student health insurance plan.
- Test Summary: Review scores for admissions and placement tests.
- Declaration of Intent to Graduate: File application for graduation; update diploma name and mailing address.
- Commencement RSVP: Notify the Commencement Office of participation in the May ceremony.
- User Name & Password: View user name or reset password.
- Current Course Information: Check the availability of courses by semester or term in "real-time" before registering. The feature displays the courses, room locations, faculty, availability, capacity, etc. for course sections matching the criteria chosen. No login required for this feature.
- Access Your Student's Info: Link to self-service Parent Portal where your parent(s) or guardian(s) may view your financial and/or academic account information (if you choose to grant access). You may select the level of access you wish to provide in the "Parent/Guardian Access" section of the "Students" menu.

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

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

ON-CAMPUS AND ONLINE REGISTRATION

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

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

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

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

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

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

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

Students who officially drop a course and submit all appropriate forms should reference the refund policy outlined on the Student Accounts Office website at lesley.edu/studentaccounts and/or the "Leave of Absence/Withdrawal" section of this catalog.

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

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

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

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

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

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

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

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

OFF-CAMPUS REGISTRATION

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

Payments are due for courses upon receipt of a student account statement sent via email from the Student Accounts Office. Charges, payments and student account activity can be reviewed online at www.lesley.edu/lois under the Financial Information heading. Payments can be made online by selecting the "Pay My Bill" link under the Financial Information heading. Payments must credit a student's account by the due date indicated. Late payments will result in the assessment of monthly late payment fees. Information regarding student accounts can be found at www.lesley.edu/studentaccounts.

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

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

Withdrawing from a Course

Students who drop or withdraw from courses are granted refunds according to the refund policy outlined on the Student Accounts Office website at www.lesley.edu/studentaccounts. The refund policy can also be found under the "Leave of Absence/Withdrawal" section of this catalog. Please note that students withdrawing from courses must notify the Office of the University Registrar by completing an add/drop form or by email at registrar@lesley.edu. Off-campus students who withdraw from a course after its first week will receive a "W" grade on their transcript. Students may not withdraw from an off-campus course during the last three weeks of the term. Failure to drop in a timely manner may result in the course being included on the student's official transcript. *Non-attendance does not constitute*

an official drop/withdrawal; students will be held responsible for all related tuition and fees.

Course Schedules

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

PRACTICUM/STUDENT TEACHING REGISTRATION

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

ADDRESS AND NAME CHANGES

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

- Make address changes online: log on to the Lesley intranet at http://intrastage.lesley.edu/it/enterprise/updating-information. Changes will not be displayed immediately, as updates are made manually by the Office of the University Registrar.
- Address changes may also be made by email to registrar@lesley.edu, or in a letter, or on the Change of Name and Address form (www.lesley.edu/services/registrar/content/change.pdf) and faxed to 617.349.8717, or by phone at 617.349.8740.

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

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

TRANSCRIPT REQUESTS

Students wishing to have copies of their Lesley University transcripts released to themselves or to other parties may order official copies via their online information service account (www.lesley.edu/lois), by completing a Transcript Request Form (www.lesley.edu/services/registrar/content/trans_req.pdf), or by sending a written request to the Office of the University Registrar. The Family Educational Rights and Privacy Act (FERPA) protecting student record confidentiality requires written permission to release this information. Telephone or email requests are not accepted. If submitting a written request to the Office of the University Registrar, students must submit the following:

- Lesley student I.D. number or social security number, dates of attendance and/or graduation date, name while attending Lesley University, signature, and fee.

Standard processing time is 2-3 business days, plus mailing time. The transcript fee is $5 per copy; checks should be made payable to Lesley University. There is no charge for unofficial transcripts. Transcripts are not released for students having financial indebtedness to the university, including fines for overdue library materials or outstanding parking fines.

COURSE DESCRIPTIONS REQUESTS

Students needing copies of Lesley course descriptions must submit a written request to the Office of the University Registrar including the course number(s), title(s), and the semester/year the course(s) was taken. The course description fee is $5 per request; checks should be made payable to Lesley University. Please allow 2-3 business days, plus mailing time, for processing.

VETERANS BENEFITS AND YELLOW RIBBON

Registrar's Service for US Veterans

The Veteran's Administration has approved many on-campus Lesley programs for VA benefit coverage. On-campus students should contact the Office of the University Registrar for information about VA benefits.

Yellow Ribbon Program

Veterans who served at least 90 days active duty since 9/11 may be eligible for tuition benefits through the Department of Veteran's Affairs (VA). This program took effect August 1, 2009. Contact the VA (*www.gibill.va.gov/*) regarding qualifications.

Through the Yellow Ribbon Program, eligible veterans or their dependents may qualify for substantial tuition discounts. When combined with Lesley scholarship grants, students may be able to earn their degree for free.

TUITION AND PAYMENT

Student Accounts Office

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

During our office hours, Student Financial Services Representatives are available answer any questions regarding the charges or credits applied to your student account.

Hours of Operation:

11:00 am - 5:00 pm, Monday - Friday
*During semester based Add/Drop periods our office hours are:
9:00 am - 5:00 pm, Monday - Friday

Contact Information:

Phone: 617.349.8760
Toll Free: 800.999.1959 extension 8760
Fax: 617.349.8717
sfs@lesley.edu

www.lesley.edu/studentaccounts

Mailing Address:

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

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

TUITION AND FEES

Tuition rates vary by program. Rates are subject to annual review and may change. Increases may be in effect as of June 1 each year. Please refer to the Student Accounts Office website at www.lesley.edu/studentaccounts for up to date information.

Bachelor's Degree Completion

Tuition — On Campus [per credit]	$570.00
Tuition — Off Campus [per credit]	$570.00
Tuition — Online [per credit]	$460.00

Graduate Programs*

Tuition — Master's [per credit]	$970.00
Tuition — Off Campus [per credit]	$610.00
Tuition — Online [per credit]	$610.00
Tuition — MFA Visual Arts [full time]	$14,625.00
Tuition — MFA Visual Arts [part time]	$975.00
Tuition — MFA Photography [full time]	$14,625.00
Tuition — MFA Photography [part time]	$975.00
Tuition — MFA Creative Writing [full time]	$11,700.00
Tuition — MFA Creative Writing [part time]	$975.00
Intercultural Relations Low Residency [per credit]	$975.00
PhD Low-Residency Program [per credit]	$975.00
PhD On Campus [per credit]	$975.00

Miscellaneous Fees*

Registration Fee [per semester]	$40.00
Registration Fee [per term]	$20.00
Lab Fee	Varies
Materials Fee	Varies
MFA Visual Arts Residency Fee [per residency]	$350.00
MFA Photography Studio Fee [per semester]	$250.00
MFA Visual Arts Culminating Fee	$350.00
MFA Photography Culminating Fee	$600.00
MFA Creative Writing Residency Fee	$350.00
MFA Creative Writing Final Residency Requirement	$775.00
Adult Learning Residency Fee	$350.00
Education Leadership Residency Fee	$225.00
Online Technology Fee [per course]	$30.00
Graduate Student Activity Fee	$30.00
Affiliation Fee	$975.00
Practicum/Internship Fee	$35.00
Field Experience Fee	$395.00
Field Experience Fee - Expressive Therapies	$545.00
Prior Learning Assessment [per credit]	$100.00
MAP ePortfolio Fee	$150.00
Annual Undergraduate Health Insurance Plan	$2,034.00
Annual Graduate Health Insurance Plan	$4162.00
Spring-only Undergraduate Health Insurance Plan	$1,367.00
Spring-only Graduate Health Insurance Plan	$2,796.00
Matriculation Fee [per semester]	$1,495.00
Continuation Fee [per semester]	$2,000.00
Late Registration Fee	$100.00
Monthly Late Payment Fee	$100.00
Returned Check Fee	$50.00
Declined Credit Card Fee	$50.00
Degree Completion Fee (final semester)	$75.00

** Tuition and fees subject to change.*

STUDENT HEALTH INSURANCE

http://www.lesley.edu/health-services/insurance/

studentinsurance@lesley.edu

617.349.8760

Massachusetts State Law requires all full or three quarter time students at Massachusetts colleges and universities to participate in the school sponsored Student Accident and Sickness Insurance Plan or have an alternate insurance plan with comparable coverage. Student status as full or three quarter time for the semester will be determined as of the last date of the add/drop period. To comply, students must either accept the University-sponsored student health insurance plan, or provide proof of enrollment in an alternate qualifying insurance plan by logging into LOIS and selecting the "Health Insurance" link found under the "Financial" menu. It is the student's responsibility to ensure that the alternate insurance is adequate. Students must submit a waiver/enrollment by August 15 for the fall semester or December 15 for the spring semester. Late waivers will not be accepted.

Dates of Coverage: The Student Accident and Sickness Plan covers you during semester breaks, summer vacation and even if you're studying abroad. You'll be covered for the period for which you paid the premium. If you paid premium for the entire year this year, you will be covered from August 15 through August 14 of the following year. Spring semester health insurance is effective from January 1 through August 14 of the same year. Students must actively attend classes, at the enrollment of 9 or more credits, for at least the first 31 days after the date for which coverage is purchased. Graduate students must actively attend classes, at the enrollment of 7 or more credits, for at least the first 31 days after the date for which coverage is purchased. The University maintains its right to investigate the student status and attendance records to verify that the policy of eligibility requirements have been met. If the University discovers that the policy of eligibility requirements have not been met, its only obligation is the refund of the premium.

On-Campus Students
Any on-campus student who meets the above criteria will be required to participate in the waiver/enrollment process. Student are notified of this requirement via email to their Lesley email address during the waiver/enrollment period.

Online Students
Currently, any student registered in an online program in Massachusetts, regardless of that student's state of residency, is not required to participate in the student health insurance plan or an alternate health plan of comparable coverage.

Off Campus Students
Students enrolled in Lesley University but do not attend classes in Massachusetts do not participate in the student health program and therefore do not need to go through the insurance waiver process.

Students who are not required to participate in the enrollment/waiver process may still be eligible to obtain coverage during the enrollment period. Please contact healthin@lesley.edu for more information on obtaining coverage.

PAYMENT INFORMATION

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

The student is responsible for updating their mailing address, phone number and email address with Student Financial Services. Address changes can be made on your LOIS account.

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 wires: 0260 0959 3
Routing number for domestic ACH: 011 00 138
Swift code: BOFAUS3N (used to wire from a non US bank)
Student’s full name and Lesley I.D. number

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 their educational enrollment agreement or have not met their financial obligations to the University will not be allowed to register for additional courses, either via WebReg or paper registration, until their student account balance is paid in full. Grades, transcripts, and diplomas will be withheld from students whose accounts show overdue balances. Students experiencing financial difficulties should contact Student Financial Services as soon as possible 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 collections 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 statement are anticipated funds, not actual credits. Further action may be required on the student’s part for these anticipated funds to be disbursed onto the student account. Pending awarded financial aid is deducted from the balance on the first bill each semester. Please note that loan amounts may be a percentage less than the pending awarded amount noted on the student account statement. It is the responsibility of the student to check with the Office of Financial Aid to ensure signatures or missing documentation is complete regarding loans and other types of aid for disbursement to the student account. While Student Financial Services is happy to assist students with determining tuition balances and providing information on payment plans, it is the student’s responsibility to make sure their balance is paid in full by the determined due dates.

Confidentiality: Student Financial Services communicates with the student. If a student wants or needs members of Student Financial Services to speak with parent(s), grandparent(s), aunt(s), uncle(s), or others, permission must be granted via the Parent Portal. Student account information will not be granted without permission.

Payment Plans: To help students and their families manage the cost of education, the University has arranged with Tuition Management Systems (TMS) to offer interest-free monthly payment options.

Tuition Management Systems, lesley.edu/lois, offers a summer, fall, and spring payment option to divide your student account balance into affordable payments. Each plan requires a non-refundable enrollment fee.

All payment plan options must be completed one month prior to your graduation date. Contact Student Financial Services at 617.349.8760 or visit lesley.edu/studentaccounts for further information.

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

Your sponsorship letter must:

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

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

TUITION DISCOUNTS

For applicable discounts, please view the Student Accounts Office website at www.lesley.edu/studentaccounts.

TUITION REFUND POLICIES

Refund policies vary depending upon the student academic program. Please refer to the Student Accounts Office website at www.lesley.edu/studentaccounts for refund policy information.

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 Direct Stafford Loan and private loan payments resulting in a credit balance will be refunded within 10 - 14 days of the date the credit appears on the student account.

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

Lesley University students are enrolled in eRefunding with lesleychoice.afford.com. When enrolled, an email from Lesleyrefunds@afford.com is sent to your Lesley email address prompting you to register your desired refund preference. Preference options include prepaid VISA debit card and ACH which deposits your refund directly to your bank account. After completing the enrollment process, you will receive an email confirming your preference. Credit balances will be refunded to any credit card payment, if applicable.

LATE PAYMENT FEE

Past due accounts will be assessed a $100.00 monthly late payment fee. Students who have been awarded financial aid will not be charged the late payment fee on the amount the financial aid will cover. If financial aid is not in place by the due date, a late payment fee will be assessed. Students enrolled in and paying on payment plans will not be charged the $100.00 late payment fee on the portion of the account covered by the payment plan. Payment plans must be established prior to the payment due date to avoid late payment fees.

To dispute a late payment fee on your statement, please review the guidelines listed in “Dispute of a Charge”. If an appeal is granted it will be as a one time courtesy and no further appeals will be considered.

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. If a check is returned due to a bank error, a letter from the bank would allow us to accept personal checks, and the returned check fee may be removed.

NON-PAYMENT OF CHARGES

Students who have not met their financial obligations to the university will not be allowed to register for additional courses until their student account balance is paid in full. Grades, transcripts, and diplomas will be withheld from students whose accounts show overdue balances. Students should contact Student Financial Services immediately if experiencing financial difficulties paying the student’s account. If the unpaid balance is turned over to an outside collection agency or attorney, the student will be required to pay all reasonable collections 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.

ADMINISTRATIVE WITHDRAWAL

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

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

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

TUITION REIMBURSEMENT

Students who are expecting tuition reimbursement from their employer(s) are responsible for payment in full within thirty (30) days of the invoice date 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 charges.

UNIVERSITY VOUCHERS

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

Vouchers may be used for tuition charges only. Payment of items such as registration and materials fees, field experience etc. is the responsibility of the student and is due at the time of registration. Fees not paid by the tuition due date will be subject the student account holds and $100.00 late payment fees. Cash refunds are not given for a voucher used for a course which is canceled or filled; the person using the voucher may substitute another course offered during the same semester.

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

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

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

IRS 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 insurance fees, room and board expenses, and non-credit university fees. Students who meet the eligibility requirements may qualify for educational tax credits. 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 provide your full legal name and social security number, phone number, and email address so the above information can be mailed to you in January of each year. You must ensure that you have an updated billing address. Students can change their address via their LOIS account at www.lesley.edu/lois. You may view your 1098T information at www.1098T.com.

DISPUTE OF A CHARGE

If you want to dispute a charge on your student account statement, email Student Financial Services at sfs@lesley.edu within 60 days of the bill on which the charge appeared. Student Financial Services will research your dispute and contact you with an explanation within 30 days of the receipt of your email.

Please provide the following information in your correspondence:

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

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

QUESTIONS

Student account questions should be directed to Student Financial Services. The mailing address is:

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

sfs@lesley.edu
800.999.1959 extension 8760
617.349.8760
www.lesley.edu/studentaccounts

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

ACADEMIC CALENDARS 2016-2017

2017 SUMMER ACADEMIC CALENDAR

Summer 2017 Semester On-Campus Academic Calendar

Registration begins - all students	Tuesday, March 21, 2017
Summer Walk-In/Mail-In Registration begins	Tuesday, March 28, 2017
Tuition payment due	Monday, May 15, 2017
Memorial Day holiday (no classes; administrative offices closed)	Monday, May 29, 2017
Summer housing program begins at noon	Thursday, June 01, 2017
Summer on-campus classes begin; late registration begins; payment required; late fees apply	Thursday, June 01, 2017
Add/Drop begins	Thursday, June 01, 2017
Threshold June Seminar begins residence halls open at 5:00pm	Sunday, June 04, 2017
Threshold June Seminar	Monday, June 05, 2017
Threshold June Seminar	Tuesday, June 06, 2017
Threshold June Seminar	Wednesday, June 07, 2017
Threshold June Seminar	Thursday, June 08, 2017
Threshold June Seminar	Friday, June 09, 2017
Threshold June Seminar	Saturday, June 10, 2017
Threshold June Seminar	Sunday, June 11, 2017
Threshold June Seminar ends. Residence halls close at 12:00pm	Monday, June 12, 2017
Add/Drop ends; WebReg concludes	Monday, June 12, 2017
Last Day to Drop without a W Grade	Monday, June 12, 2017
MFA Fine Arts (Visual Arts) residency (Orientation Jun 15) begins	Friday, June 16, 2017
MFA Creative Writing residency begins	Friday, June 23, 2017
MFA Fine Arts (Visual Arts) residency ends	Sunday, June 25, 2017
Intent Filing Deadline - August Conferral	Saturday, July 01, 2017
MFA Creative Writing residency ends	Saturday, July 01, 2017
Independence Day holiday (no classes; administrative offices closed)	Tuesday, July 04, 2017
MA Expressive Therapies residency begins	Sunday, July 09, 2017
PhD Expressive Therapies residency begins	Sunday, July 09, 2017
PhD Educational Studies residency: Adult Learning Specialization (new students) begins	Friday, July 21, 2017
PhD Educational Studies residency: Adult Learning Specialization (continuing students) begins	Saturday, July 22, 2017
PhD Educational Studies residency: Educational Leadership begins	Saturday, July 22, 2017
PhD Educational Studies residency: Adult Learning Specialization (new students) ends	Friday, July 28, 2017
PhD Educational Studies residency: Adult Learning Specialization (continuing students) ends	Friday, July 28, 2017
PhD Educational Studies residency: Educational Leadership ends	Sunday, July 30, 2017
MA Expressive Therapies residency ends	Friday, July 28, 2017
PhD Expressive Therapies residency ends	Friday, July 28, 2017
Last Day to Drop with a W Grade	Sunday, July 30, 2017
Deadline to submit grades for August degree conferral candidates (including INC grade changes)	Friday, August 11, 2017

Summer session ends (weekday meetings)	Friday, August 18, 2017
Residence halls close at noon	Friday, August 18, 2017
Summer sessions ends (weekend meetings)	Sunday, August 20, 2017
August Degree Conferral	Friday, August 25, 2017
Summer Grade Deadline	Monday, September 04, 2017

2016/2017 OFF-CAMPUS AND ONLINE ACADEMIC CALENDAR

Off-Campus and all new online courses take place in 8-week terms (see dates below, including Fall, Spring and Summer terms).

Withdrawing from Classes:

Students in eight-week term courses wishing to withdraw and receive a refund must withdraw within the first five weeks of the course. The refund schedule can be found on the Student Accounts Office website at www.lesley.edu/student-accounts/.

Students who withdraw from a course after the first week will receive a "W" grade on their transcripts. See below for exact dates.

16/FA1 Term Off-Campus and Online Academic Calendar

Graduate/LCAL Web Registration begins	Tuesday, March 29, 2016
Tuition Payment Due	Monday, August 15, 2016
Labor Day (no classes; administrative offices closed)	Monday, September 05, 2016
Fall Term 1 begins	Tuesday, September 06, 2016
Add/Drop begins	Tuesday, September 06, 2016
Add/Drop ends, WebReg concludes	Monday, September 12, 2016
Last Day to Drop without a W Grade	Monday, September 12, 2016
Last Day to Drop with a W Grade	Sunday, October 09, 2016
Fall Weekend (no classes; administrative offices closed)	Monday, October 10, 2016
Fall Term 1 ends	Sunday, October 30, 2016
Fall Term 1 Grade Deadline	Monday, November 14, 2016

16/FA2 Term Off-Campus and Online Academic Calendar

Graduate/LCAL Web Registration begins	Tuesday, March 29, 2016
Intent Filing Deadline - November Conferral	Saturday, October 01, 2016
Tuition Payment Due	Saturday, October 15, 2016
Fall Term 2 begins	Monday, October 31, 2016
Add/Drop begins	Monday, October 31, 2016
Last Day to Drop without a W Grade	Sunday, November 06, 2016
Add/Drop ends; WebReg concludes	Sunday, November 06, 2016
Deadline to submit grades for November 2016 degree conferral candidates (including INC grade changes)	Thursday, November 10, 2016
Thanksgiving Recess (no classes; administrative offices close at noon on Wednesday; residence halls close at 10:00 a.m.)	Wednesday, November 23, 2016
Thanksgiving Recess (no classes; administrative offices closed)	Thursday, November 24, 2016

Thanksgiving Recess (no classes; administrative offices closed)	Friday, November 25, 2016
November Degree Conferral	Friday, November 25, 2016
Thanksgiving Recess (no classes; administrative offices closed)	Saturday, November 26, 2016
Thanksgiving Recess (no classes; administrative offices closed)	Sunday, November 27, 2016
Last Day to Drop with a W Grade	Friday, December 02, 2016
Fall Term 2 ends	Friday, December 23, 2016
Winter break (no classes; administrative offices closed)	Friday, December 23, 2016
Winter break (no classes; administrative offices closed)	Saturday, December 24, 2016
Winter break (no classes; administrative offices closed)	Sunday, December 25, 2016
Winter break (no classes; administrative offices closed)	Monday, December 26, 2016
Winter break (no classes; administrative offices closed)	Tuesday, December 27, 2016
Winter break (no classes; administrative offices closed)	Wednesday, December 28, 2016
Winter break (no classes; administrative offices closed)	Thursday, December 29, 2016
Winter break (no classes; administrative offices closed)	Friday, December 30, 2016
Winter break (no classes; administrative offices closed)	Saturday, December 31, 2016
Winter break (no classes; administrative offices closed)	Sunday, January 01, 2017
Winter break (no classes; administrative offices closed)	Monday, January 02, 2017
Fall Term 2 Grade Deadline	Thursday, January 05, 2017

17/SP1 Term Off-Campus and Online Academic Calendar

Graduate/LCAL Web Registration begins	
Tuition Payment Due	Tuesday, October 25, 2016
Intent Filing Deadline - February Conferral	Thursday, December 15, 2016
Spring Term 1 begins	Monday, January 02, 2017
Add/Drop begins	Monday, January 23, 2017
Last Day to Drop without a W Grade	Monday, January 23, 2017
Add/Drop ends; WebReg concludes	Sunday, January 29, 2017
Deadline to submit grades for February degree conferral candidates (including INC grade changes)	Sunday, January 29, 2017
President's Day (no classes; administrative offices closed)	Friday, February 10, 2017
February Degree Conferral	Monday, February 20, 2017
Last Day to Drop with a W Grade	Saturday, February 25, 2017
Spring Term 1 ends	Sunday, February 26, 2017

Spring Term 1 Grade Deadline	Sunday, March 19, 2017
17/SP2 Term Off-Campus and Online Academic Calendar	Monday, April 03, 2017
Graduate/LCAL Web Registration begins	
Tuition Payment Due	Tuesday, October 25, 2016
Spring Term 2 begins	Wednesday, February 15, 2017
Add/Drop begins	Monday, March 20, 2017
Last Day to Drop without a W Grade	Monday, March 20, 2017
Add/Drop ends; WebReg concludes	Sunday, March 26, 2017
Last Day to Drop with a W Grade	Sunday, March 26, 2017
Spring Term 2 ends	Sunday, April 23, 2017
Spring Term 2 Grade Deadline	Sunday, May 14, 2017
	Monday, May 29, 2017
17/SU1 Term Off-Campus and Online Academic Calendar	
Registration begins - All students	
Intent Filing Deadline - Commencement	Tuesday, March 21, 2017
Tuition Payment Due	Saturday, April 01, 2017
Summer Term 1 begins	Saturday, April 15, 2017
Add/Drop Begins	Monday, May 15, 2017
5 p.m. deadline to submit Spring grades for May graduation candidates: GSASS, GSOE, LUCAD, CLAS and LCAL students taking CLAS or LUCAD courses (including INC grade changes from Fall)	Monday, May 15, 2017
Commencement	Monday, May 15, 2017
Last Day to Drop without a W Grade	Saturday, May 20, 2017
Add/Drop ends; WebReg concludes	Sunday, May 21, 2017
Memorial Day holiday (no classes; administrative offices closed)	Sunday, May 21, 2017
Last Day to Drop with a W Grade	Monday, May 29, 2017
Independence Day holiday (no classes; administrative office closed)	Sunday, June 18, 2017
Summer Term 1 ends	Tuesday, July 04, 2017
Summer Term 1 Grade Deadline	Sunday, July 09, 2017
17/SU2 Term Off-Campus and Online Academic Calendar	Monday, July 24, 2017
Registration begins - All students	
Tuition Payment Due	Tuesday, March 21, 2017
Intent Filing Deadline - August Conferral	Thursday, June 15, 2017
Summer Term 2 begins	Saturday, July 01, 2017
Add/Drop Begins	Monday, July 10, 2017
Last Day to Drop without a W Grade	Monday, July 10, 2017
Add/Drop ends; WebReg concludes	Sunday, July 16, 2017

Last Day to Drop with a W Grade	Sunday, July 16, 2017
Deadline to submit grades for August degree conferral candidates(including INC grade changes)	Sunday, August 13, 2017
August Degree Conferral	Friday, August 11, 2017
Summer Term 2 ends	Friday, August 25, 2017
Summer Term 2 Grade Deadline	Sunday, September 03, 2017
	Monday, September 18, 2017

2016/2017 ON-CAMPUS ACADEMIC CALENDAR

Fall 2016 Semester On-Campus Academic Calendar

Graduate/LCAL Web Registration begins	Tuesday, March 29, 2016
Rising Senior Registration begins	Tuesday, April 05, 2016
Rising Junior Registration begins	Wednesday, April 06, 2016
Rising Sophomore Registration begins	Thursday, April 07, 2016
Fall Walk-In/Mail-In Registration begins	Monday, April 11, 2016
Tuition Payment due	Monday, August 15, 2016
Residence halls open for new students: College of Art and Design and College of Liberal Arts and Sciences	Sunday, September 04, 2016
Labor Day (no classes; administrative offices closed)	Monday, September 05, 2016
Residence halls open at 10:00 am for returning students: College of Liberal Arts and Sciences and College of Art and Design	Monday, September 05, 2016
Fall classes begin; registration continues; payment required; late fees apply	Wednesday, September 07, 2016
Add/Drop begins	Wednesday, September 07, 2016
Threshold residence halls open	Monday, September 12, 2016
Threshold classes begin	Tuesday, September 13, 2016
Last Day to Drop without a W Grade	Tuesday, September 20, 2016
Last day to register for courses without scheduled class meetings (practicum, internship, independent study); Last day to register for IGS, studio/course assistantships	Tuesday, September 20, 2016
Add/Drop ends; WebReg concludes	Tuesday, September 20, 2016
Intent Filing Deadline - November Conferral	Saturday, October 01, 2016
Fall Weekend holiday (no classes; administrative offices closed)	Monday, October 10, 2016
Deadline to submit grades for November conferral candidates (including INC grade changes)	Thursday, November 10, 2016
Veterans Day (no classes; administrative offices closed)	Friday, November 11, 2016
Last Day to Drop with a W Grade	Tuesday, November 15, 2016
Threshold Program Recess (no classes, Threshold residence halls close at 2:00 pm)	Tuesday, November 22, 2016

Threshold Program Recess (no classes)	Wednesday, November 23, 2016
Thanksgiving Recess (no classes; administrative offices close at noon on Wednesday; residence halls close at 10:00 a.m.)	Wednesday, November 23, 2016
Threshold Program Recess (no classes)	Thursday, November 24, 2016
Thanksgiving Recess (no classes; administrative offices closed)	Thursday, November 24, 2016
November Degree Conferral	Friday, November 25, 2016
Threshold Program Recess (no classes)	Friday, November 25, 2016
Thanksgiving Recess (no classes; administrative offices closed)	Friday, November 25, 2016
Threshold Program Recess (no classes)	Saturday, November 26, 2016
Thanksgiving Recess (no classes; administrative offices closed)	Saturday, November 26, 2016
Threshold Program Recess (no classes)	Sunday, November 27, 2016
Thanksgiving Recess (no classes; administrative offices closed)	Sunday, November 27, 2016
Residence halls reopen at noon	Sunday, November 27, 2016
Classes end: CLAS, LUCAD Art History	Monday, December 12, 2016
Reading Day: CLAS, LUCAD Art History	Tuesday, December 13, 2016
Final Examination Period for undergraduate students	Wednesday, December 14, 2016
Final Examination Period for undergraduate students	Thursday, December 15, 2016
Final Examination Period for undergraduate students	Friday, December 16, 2016
Final Examination Period for undergraduate students	Saturday, December 17, 2016
Final Examination Period for undergraduate students	Sunday, December 18, 2016
Final Examination Period for undergraduate students	Monday, December 19, 2016
Threshold classes end at noon	Tuesday, December 20, 2016
Threshold residence halls close at 5:00 pm	Tuesday, December 20, 2016
Final Examination Period for undergraduate students	Tuesday, December 20, 2016
Fall semester ends; Last day of scheduled studio courses: LUCAD	Tuesday, December 20, 2016
Residence halls close at noon	Wednesday, December 21, 2016
Winter Break (no classes; administrative offices closed)	Friday, December 23, 2016
Winter Break (no classes; administrative offices closed)	Saturday, December 24, 2016
Winter Break (no classes; administrative offices closed)	Sunday, December 25, 2016
Winter Break (no classes; administrative offices closed)	Monday, December 26, 2016
Winter Break (no classes; administrative offices closed)	Tuesday, December 27, 2016

Winter Break (no classes; administrative offices closed)	Wednesday, December 28, 2016
Winter Break (no classes; administrative offices closed)	Thursday, December 29, 2016
Winter Break (no classes; administrative offices closed)	Friday, December 30, 2016
Winter Break (no classes; administrative offices closed)	Saturday, December 31, 2016
Winter Break (no classes; administrative offices closed)	Sunday, January 01, 2017
Winter Break (no classes; administrative offices closed)	Monday, January 02, 2017
Fall Grade Deadline (including INC grade changes from spring and summer)	Thursday, January 05, 2017

Spring 2017 Semester On-Campus Academic Calendar

Graduate/LCAL Web Registration begins	Tuesday, October 25, 2016
Senior Registration begins	Tuesday, November 01, 2016
Junior Registration begins	Wednesday, November 02, 2016
Sophomore Registration begins	Thursday, November 03, 2016
Freshman Registration begins	Friday, November 04, 2016
January mini-semester Walk-In/Mail-In Registration begins	Monday, November 07, 2016
Spring Walk-In/Mail-In Registration begins	Monday, November 07, 2016
Tuition Payment due	Thursday, December 15, 2016
January mini-semester classes begin; late registration begins;payment required; late fees apply	Tuesday, January 03, 2017
Intent Filing Deadline - February Conferral	Tuesday, January 03, 2017
PhD Educational Studies residency: Adult Learning Specialization begins	Saturday, January 07, 2017
MFA Creative Writing residency begins	Friday, January 06, 2017
MFA Fine Arts (Visual Arts) residency (Orientation Jan 5) begins	Friday, January 06, 2017
PhD Educational Studies residency: Adult Learning Specialization ends	Friday, January 13, 2017
MFA Creative Writing residency ends	Saturday, January 14, 2017
MFA Fine Arts (Visual Arts) residency ends	Sunday, January 15, 2017
Martin Luther King Jr. holiday (no classes; administrative offices closed)	Monday, January 16, 2017
Residence halls open for new students: College of Art and Design and College of Liberal Arts and Sciences	Thursday, January 19, 2017
Weekday mini-semester classes end	Friday, January 20, 2017
Weekend mini-semester classes end	Sunday, January 22, 2017
Residence halls open at noon for returning students: College of Art and Design, College of Liberal Arts and Sciences, and Threshold	Sunday, January 22, 2017

Spring classes begin: CLAS, LUCAD, Threshold, LCAL, GSASS and GSOE; registration continues; payment required; late fees apply	Monday, January 23, 2017
Add/Drop begins	Monday, January 23, 2017
Last Day to Drop without a W Grade	Friday, February 03, 2017
Last day to register for courses without scheduled class meetings (practicum, internship, independent study); Last day to register for IGS, studio/course assistantships	Friday, February 03, 2017
Add/Drop ends; WebReg concludes	Friday, February 03, 2017
January mini-semester grade deadline	Monday, February 06, 2017
Deadline to submit grades for February conferral candidates(including INC grade changes)	Friday, February 10, 2017
President's Day (no classes; administrative offices closed)	Monday, February 20, 2017
February Degree Conferral	Saturday, February 25, 2017
Designated residence halls close at 6:00 pm for Spring Student Vacation	Friday, March 10, 2017
Spring Student Vacation	Monday, March 13, 2017
Spring Student Vacation	Tuesday, March 14, 2017
Spring Student Vacation	Wednesday, March 15, 2017
Spring Student Vacation	Thursday, March 16, 2017
Spring Student Vacation	Friday, March 17, 2017
Spring Student Vacation	Saturday, March 18, 2017
Spring Student Vacation	Sunday, March 19, 2017
Residence halls reopen at 10:00 am (Spring Student Vacation)	Sunday, March 19, 2017
Threshold residence halls reopen at 12:00 pm (Spring Student Vacation)	Sunday, March 19, 2017
Fall 2017 Graduate/LCAL Web Registration begins	Tuesday, March 28, 2017
Community of Scholars Day - No Classes	Wednesday, March 29, 2017
Intent Filing Deadline - Commencement	Saturday, April 01, 2017
Fall 2017 Rising Senior Registration begins	Tuesday, April 04, 2017
Fall 2017 Rising Junior Registration begins	Wednesday, April 05, 2017
Fall 2017 Rising Sophomore Registration begins	Thursday, April 06, 2017
Last Day to Drop with a W Grade	Friday, April 07, 2017
Classes end: CLAS, LUCAD	Friday, May 05, 2017
Threshold graduation: 2:30 pm	Friday, May 05, 2017
Threshold residence halls close	Saturday, May 06, 2017
Reading Days: CLAS, LUCAD	Saturday, May 06, 2017
Reading Days: CLAS, LUCAD	Sunday, May 07, 2017
LUCAD Foundation Year Critiques and Departmental Juries/Critiques	Monday, May 08, 2017

Final Examination Period for undergraduate students	Monday, May 08, 2017
LUCAD Foundation Year Critiques and Departmental Juries/Critiques	Tuesday, May 09, 2017
Final Examination Period for undergraduate students	Tuesday, May 09, 2017
LUCAD Departmental Juries/Critiques	Wednesday, May 10, 2017
Final Examination Period for undergraduate students	Wednesday, May 10, 2017
LUCAD Departmental Juries/Critiques	Thursday, May 11, 2017
Final Examination Period for undergraduate students	Thursday, May 11, 2017
LUCAD Departmental Juries/Critiques	Friday, May 12, 2017
Final Examination Period for undergraduate students	Friday, May 12, 2017
Spring semester ends	Friday, May 12, 2017
Residence halls close at 8:00 pm (except graduating seniors)	Friday, May 12, 2017
5 p.m. Deadline to submit Spring grades for May graduation candidates (including INC grade changes from Fall)	Monday, May 15, 2017
Commencement	Saturday, May 20, 2017
Residence halls close at noon for graduating students	Sunday, May 21, 2017
Spring Grade Deadline: non-graduating students (including INC grade changes from fall)	Saturday, May 27, 2017
Memorial Day holiday (no classes; administrative offices closed)	Monday, May 29, 2017

THE PRESIDENT'S CABINET AND BOARD OF TRUSTEES

The President's Cabinet

President

Jeff A. Weiss

Vice President for Administration

Marylou Batt

Vice President/Chief Financial Officer

Bernice Bradin

Vice President for Budgeting/Financial Planning

ML (MaryLou) Dymski

Dean, College of Liberal Arts and Sciences

Steven Shapiro

Dean of the Graduate School of Education

Jack Gillette

Dean of the Graduate School of Arts and Social Sciences

David Katz

Chief of Staff/Senior Advisor to the President for Strategic Planning & Initiatives

MaryPat Lohse

Dean, Student Life and Academic Development

Nathaniel Mays

General Counsel

Shirin Philipp

Vice President for Enrollment Management

Tim Robison

Vice President for Institutional Advancement

Janis Martinson

Provost and Vice President for Academic Affairs

Selase Williams

Dean, College of Art and Design

Richard Zauft

Lesley University Board of Trustees
Deborah Schwartz Raizes, **Chair**
Hans D. Strauch, **Vice Chair**
Art Bardige
Hal Belodoff
Karen Cotton Chaplin
Molly L. Davis
Nina Houghton
Richard A. Jalkut
Juanita James
Jana Karp
Matthew Kozol
Lauren Manafort
Michael E. Mooney
Carol C. Moriarty
Karen V. Morton
David I. Newton
Michelle Nadeau O'Brien
Allene Russell Pierson
Thomas N. Riley
Barbara Weinstein Russell
Robert Sage
Janet Steinmayer
Loring Low Stevens
Jeff A. Weiss

Emeriti:
Doris B. Held, Trustee Emerita
Michael Holmes, Trustee Emeritus
John O. Parker, Trustee Emeritus
Donald M. Perrin, Trustee Emeritus
Patricia R. Squire, Trustee Emerita
Sissy Weinberg, Trustee Emerita

STATE APPROVALS

In addition to Massachusetts, Lesley University is authorized to offer programs in the following states:

Alabama, Arkansas, California, Colorado, District of Columbia, Idaho, Maine, Maryland, Minnesota, Montana, Nevada, New Hampshire, Oregon, South Carolina, Washington, Wisconsin, Wyoming.

Each state's educator licensure regulations are subject to change. Educators seeking an endorsement or addition to their current certification/license should verify with the appropriate state educator licensure authority that a program meets state requirements. Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to, or treatment in its programs or activities.

Alabama

The Alabama Commission on Higher Education and the State of Alabama Department of Postsecondary Education have licensed Lesley University pursuant to the Alabama Private School License Law, Code of Alabama, Title 16-46-1 through 10 to offer instruction in the following programs:

- Autism Certificate Program
- Advanced Professional Certificate in Emerging Technologies
- Advanced Professional Certificate in Mathematics in Education
- Advanced Professional Certificate in Online Teaching
- Advanced Professional Certificate in Science in Education
- Advanced Professional Certificate in Teaching English to Speakers of Other Languages
- Bachelor of Arts in Psychology - Online (please see the Lesley University Undergraduate Catalog)
- Bachelor of Science in Business Management - Online (please see the Lesley University Undergraduate Catalog)
- Master of Education in Educational Technology
- Master of Education in Advanced Teaching Practices
- Master of Education Individually Designed Program for Educators
- Master of Education in Mathematics Education
- Master of Education in Science in Education
- Master of Science in Ecological Teaching and Learning
- Certificate of Advanced Graduate Study in Educational Technology
- PhD Educational Studies: Adult Learning Specialization

Arkansas

Lesley University has been granted initial certification of the following degree programs by the Arkansas Higher Education Coordinating Board. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that minimum standards have been met under the rules and regulations implementing institutional certification as defined in Arkansas Code §6-61-301. Transfer of Course/Degree Credit to Other Institutions: The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

- Bachelor of Arts in Psychology - Online (please see the Lesley University Undergraduate Catalog)
- Bachelor of Science in Business Management - Online (please see the Lesley University Undergraduate Catalog)

California

Lesley University is exempt pursuant to California Education Code (CEC) section 94874.1, which exempts Lesley University due to its accreditation by the New England Association of Schools and Colleges.

Colorado

Lesley University is recognized by the Colorado Commission on Higher Education under state statutes (23-1-101 et seq., C.R.S. 1973, amended 1981) to award degrees and degree credit in Colorado based on Lesley's ongoing accreditation by the New England Association of Schools and Colleges.

District of Columbia

The District of Columbia Education Licensure Commission has authorized Lesley University to offer the following programs:

- Autism Certificate Program
- Advanced Professional Certificate in Emerging Technologies
- Advanced Professional Certificate in Mathematics in Education
- Advanced Professional Certificate in Online Teaching
- Advanced Professional Certificate in Science in Education
- Advanced Professional Certificate in Special Education
- Advanced Professional Certificate in Teaching English to Speakers of Other Languages
- Bachelor of Arts in Psychology - Online (please see the Lesley University Undergraduate Catalog)
- Bachelor of Science in Business Management - Online (please see the Lesley University Undergraduate Catalog)
- Master of Education in Educational Technology
- Master of Education in Advanced Teaching Practices
- Master of Education in Elementary Teacher (1-6) and Teacher of Students with Moderate Disabilities (PreK-8)
- Master of Education Individually Designed Program for Educators
- Master of Education in Mathematics Education
- Master of Education in Science in Education
- Master of Education in Secondary Math (7-12) and Teacher of Students with Moderate Disabilities (6-12)

Idaho

Lesley University holds a Certificate of Registration certifying that it is registered, as required by law, with the Idaho State Board of Education as an accredited postsecondary institution.

Maine

Lesley University is authorized to operate in this state by the Maine State Board of Education.

Maryland

Lesley University is registered with the Maryland Higher Education Commission to enroll Maryland residents in Lesley's fully online programs listed below:

- Autism Certificate Program
- Graduate Certificate in Emerging Technologies
- Graduate Certificate in Mathematics in Education
- Graduate Certificate in Online Teaching
- Graduate Certificate Navigating our Digital World
- Graduate Certificate in Science in Education
- Graduate Certificate in Special Education
- Graduate Certificate in Teaching English to Speakers of Other Languages
- Master of Education in Educational Technology
- Master of Education Individually Designed Program for Educators
- Master of Education in Mathematics in Education
- Master of Education in Science in Education

Minnesota

Lesley University is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Minnestota Office of Higher Education, 1450 Energy Park Dr, Suite 350, St. Paul, MN 55108, Tel. 651.642.0567 www.ohe.state.mn.us .

Montana

The Montana Board of Regents grants Lesley University authorization to offer educational services in Montana.

Nevada

The Private Postsecondary Educational Institution in the State of Nevada has authorized Lesley University to offer the following programs:

- Autism Certificate Program
- Graduate Certificate in Navigating our Digital World: Technology, Society, and Schools
- Graduate Certificate in Mathematics in Education
- Graduate Certificate in Online Teaching
- Graduate Certificate in Science in Education
- Graduate Certificate in Special Education
- Graduate Certificate in Teaching English to Speakers of Other Languages
- Master of Education in Curriculum and Instruction with a Specialization in Integrated Teaching through the Arts
- Master of Education in Literacy for K-8 Classroom Teachers
- Master of Education in Educational Technology
- Master of Education Individually Designed Program for Educators
- Master of Education in Mathematics Education

New Hampshire

The New Hampshire Higher Education Commission has authorized Lesley University to offer the following programs:

- Master of Education in Curriculum and Instruction with a Specialization in Integrated Teaching through the Arts
- Master of Education in Literacy for K-8 Classroom Teachers
- Master of Education in Educational Technology

The State of New Hampshire Higher Education Commission authorizes Lesley University continuing approval to offer the above programs to any educator at any school site in the State of New Hampshire. All site locations must be approved by the Executive Director based on compliance with all regulations and requirements of the Commission.

Oregon

Lesley University is authorized by the Oregon Office of Degree Authorization to offer postsecondary degrees to Oregon residents. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401.

South Carolina

Licensed by the South Carolina Commission on Higher Education, 1333 Main St., Suite 200, Columbia, SC 29201, Tel. 803.737.2260. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality.

Washington

Lesley University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Lesley University to offer specific degree programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. The programs listed below are approved in Massachusetts. Even though you may be residing in Washington while in one of these programs, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/outofstate for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

- Master of Education in Curriculum and Instruction with a Specialization in Integrated Teaching through the Arts
- Master of Education in Educational Technology
- Master of Education in Mathematics Education

- Master of Education in Science in Education
- Master of Science in Ecological Teaching and Learning

The programs listed below are not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether these programs may qualify for salary advancement.

- Master of Education in Advanced Teaching Practices
- Master of Education Individually Designed Program for Educators

Wisconsin

The State of Wisconsin Educational Approval Board approves Lesley University to do business in Wisconsin as a private institution subject to the provisions of Wisconsin Statutes 45.54.

Wyoming

The State of Wyoming grants Lesley University authorization to offer education services in Wyoming.

Consumer Information

Should you have a grievance that was not satisfied through Lesley University's internal process (found at http://www.lesley.edu/policies/complaint-resolution), you may follow your state's consumer complaint process for higher education institutions.

Alabama
Alabama Community College System
Attention: Office of the Vice Chancellor for Instructional and Student Services
P.O. Box 302130, Montgomery, AL 36130-2130
Email: complaints@accs.edu

http://www.ache.alabama.gov/Content/Departments/NRI/federal-reg.pdf

Alaska
Alaska Commission on Postsecondary Education
P.O. Box 110510, Juneau, AK 99811-0510
Phone: 800.441.2962 | Fax: 907.465.5316
www.law.state.ak.us/pdf/consumer/FORM_complaint.pdf

Arkansas
Department of Higher Education
423 Main St Suite 400, Little Rock, AR 72201
Phone: 501.371.2000 | Email: ADHE_Info@adhe.edu
http://www.adhe.edu/students-parents/colleges-universities/student-grievance-form

California
California Bureau for Private Postsecondary Education
P. O. Box 980818, W. Sacramento, CA 95798-0818
Phone: 888.370.7589 | Fax: 916.263.1897
http://www.bppe.ca.gov/enforcement/complaint.shtml

Colorado
Colorado Department of Higher Education
1560 Broadway Suite 1600, Denver, CO 80202
Phone: 303.866.2723 | 303.866.4266
http://highered.colorado.gov/Academics/Complaints/default.html

District of Columbia
Education Licensure Commission
810 First St NE 2nd Floor, Washington, DC 20002
Phone: 202.727.6436 | Email: osse.elcmail@dc.gov
http://osse.dc.gov/service/education-licensure-commission-elc-public-complaints

Georgia
Nonpublic Postsecondary Education Commission (NPEC)
2082 East Exchange Place Suite 220, Tucker, GA 30084-5305
Phone: 770.414.3300 | Fax: 770.414.3309
http://gnpec.org/consumer-resources/gnpec-authorized-school-complainant-form/

Idaho
State Coordinator for Private Colleges & Proprietary Schools
Idaho State Board of Education
650 West State St, Boise, ID 83720-0037
Phone: 208.332.1587 | Email: valerie.fenske@osbe.idaho.gov

http://www.boardofed.idaho.gov/priv_col_univ/student_complaint.asp

Maine
Maine Department of Education ~ Attn: Complaint Investigator
23 State House Station, Augusta, ME 04333-0023
Phone: 207.624.6846 | Email: jonathan.braff@maine.gov
http://www.maine.gov/ag/consumer/complaints/index.shtml

Maryland
Academic Affairs - Student Complaints
Maryland Higher Education Commission
6 N Liberty St 10th Floor, Baltimore, MD 21207
Email: acadprop@mhec.state.md.us

Massachusetts
Massachusetts Department of Higher Education
One Ashburton Place Room 1401, Boston, MA 02108
Phone: 617.994.6913 | Email: cbell@bhe.mass.edu
http://www.mass.edu/forstudents/complaints/complaintprocess.asp

Minnesota
Minnesota Office of Higher Education
1450 Energy Park Drive Suite 350, St. Paul, MN 55108
Phone: 651.642.0567
http://www.ohe.state.mn.us

Missouri
Missouri Department of Higher Education
205 Jefferson St PO Box 1469, Jefferson City, MO 65102-1469
Phone: 573.751.2361 | Fax: 573.751.6635
http://www.dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION-reviseddraft.pdf

Montana
Montana Board of Regents
Office of Commissioner of Higher Education
PO Box 203201, Helena, MT 59620-3201
Phone: 406.444.6570
https://doj.mt.gov/consumer/

Nebraska
Coordinating Commission for Postsecondary Education
Attn: Kathleen Fimple, Academic Programs Officer
140 N 8th St #300, Lincoln, NE 68508
Phone: 402.471.0030 | Email: kathleen.fimple@nebraska.gov
http://nebraskalegislature.gov/laws/statutes.php?statute=85-2418

Nevada
Nevada Commission on Postsecondary Education
3663 East Sunset Rd Suite 202, Las Vegas, Nevada 89120
Phone: 702.486.7330

http://www.cpe.state.nv.us/CPE%20Complaint%20Info.htm

New Hampshire
New Hampshire Division of Higher Education
101 Pleasant St, Concord, NH 03301-3493
Phone: 603.271.2555 x350
http://education.nh.gov/highered/compliance-allegation.htm

New Mexico
New Mexico Higher Education Department
2044 Galisteo St Suite 4, Santa Fe, NM 87505
Phone: 505.476.8442
http://hed.state.nm.us/students/complaints.aspx

North Carolina
University of North Carolina, Board of Governors, General Administration
910 Raleigh Rd P.O. Box 2688, Chapel Hill, NC 27514
Phone: 919.962.4558 | Email: studentcomplaint@northcarolina.edu
http://www.northcarolina.edu/?q=academic-planning/licensing-institutions

Oregon
Department of Education, Private Career Schools
255 Capitol St NE, Salem, OR 97310-0203
Phone: 503.947.5751 | Email: shirley.arvin@state.or.us
http://www.ode.state.or.us/search/page/?id=325

South Carolina
Commission on Higher Education
Academic Affairs and Licensing
1122 Lady St Suite 300, Columbus, SC 29201
Phone: 803.737.2260 | Email: cbarton@che.se.gov
http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf

Utah
Utah Division of Consumer Protection
160 East 300 South, Salt Lake City, Utah 84111
Phone: 801.530.6601| Email: consumerprotection@utah.gov
http://consumerprotection.utah.gov/complaints/manual.html

Washington
Washington Student Achievement Council
PO Box 43430, Olympia, WA 98504-3430
Phone: 360.753.7869 | Email: kareno@wsac.wa.gov
http://www.wsac.wa.gov/student-complaints

Wisconsin
Wisconsin Educational Approval Board
30 W. Mifflin St, 9th Floor, PO Box 8696, Madison, WI 53708-8696
Phone: 608.266.1996 | Email: eabmail@eab.state.wi.us
http://eab.state.wi.us/resources/complaint.asp

Wyoming
Wyoming Department of Education
2300 Capital Ave, Hathaway Bldg 2nd Floor, Cheyenne, WY 82002-0050
Phone: 307.777.5712
http://edu.wyoming.gov/beyond-the-classroom/school-programs/private-school-licensing/

COURSES

GCOUN - COUNSELING AND PSYCHOLOGY

GCOUN 5004 - Introduction to Counseling (3)

Designed for entry-level clinicians and human services providers to explore and practice the basic elements of clinical interventions. For students who are not accepted degree students in Counseling and Psychology.

GCOUN 5007 - Introduction to Family Therapy (3)

Provides an overview of family therapy and systems theory. A systemic perspective of human development and functioning in the family ecosystem is presented. The contemporary family therapies approaches-structural, strategic, communications, feminist, and family of origin-are explored. Students are asked to reflect on their own family of origin.

GCOUN 5008 - Crisis Intervention (1)

This course is designed for human service providers and educators to understand developmental and situational crises and learn intervention techniques.

GCOUN 5011 - Working with Difficult Adolescents (1)

This course utilizes didactic and experiential methods in examining the theoretical and practical issues necessary in assessing and working with difficult adolescents, their families, and larger systems that often affect their lives (schools, courts, in-patient units, and residential centers). Work with difficult adolescents will be considered from a psychosocial perspective with a special emphasis on family and systematic interventions.

GCOUN 5021 - Body Image (1)

Body image is examined in the light of its psychological, cultural, and physical roots with particular attention to its impact on women.

GCOUN 5023 - Stress Management: A Body-Centered Approach (1)

Presents principles for working with the physiological basis of stress by heightening kinesthetic awareness of the stress response. Greater physical ease provides a foundation for changing other dysfunctional responses to stress: emotional, behavioral, cognitive, and interpersonal.

Wear comfortable clothing and bring a mat or blanket.

GCOUN 5024 - Meditation and Psychotherapy (1)

This course introduces various meditation systems in terms of diagnostic and therapeutic principles, integration into clinical practice, and application to personal and professional growth.

GCOUN 5031 - Conflict and Resolution (1)

This seminar focuses on our conceptions of conflict, levels of conflict (interpersonal, group, and societal), and presents negotiation strategies.

GCOUN 5038 - Human Sexuality: A Holistic Perspective (3)

Human sexuality is explored from physiological, sociocultural, and psychological perspectives. Lecture, media presentation, and participants' experiences are utilized to understand sexuality.

GCOUN 5040 - AIDS: Issues in Counseling (1)

Introductory course addresses overview of AIDS, psychological issues for people with AIDS, issues for the clinician, and intervention strategies.

GCOUN 5999 - Independent Study (1-6)

GCOUN 6007 - Psychopathology (3)

The categories of psychopathology, as defined in the DSM, are explored. Students are exposed to the process and language of psychodiagnosis. Uses, limitations, and the relationship of diagnosis to treatment are discussed.

Prerequisite: GCOUNS 6026.

GCOUN 6009 - Clinical Issues in Eating Disorders (1)

Eating disorders are addressed from both sociocultural and intra-psychic perspectives. Includes intake/assessment, treatment planning, and intervention strategies.

GCOUN 6011 - Psychopharmacology (1)

Introductory course in applied psychopharmacology designed to acquaint students with the four major types of psychotropic medications.

GCOUN 6015 - Group Dynamics for Counselors and Consultants (3)

A group experience that familiarizes participants with group dynamics and group counseling. Fosters professional development by emphasizing self-awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders effective group functioning, professional role identity, and leadership style.

Prerequisite: GCOUN 6200. Restricted to Counseling and Psychology degree students..

GCOUN 6016 - Object Relations: Theory and Self Psychology (1)

This course explores theory and practice of current psychoanalytic psychotherapy. Topics include "true-self-false-self," "grandiosity and devaluation," and "structuring a healing relationship."

GCOUN 6026 - Developmental Psychology Across the Lifespan (3)

Designed to explore theory and research about cognitive, affective, moral, and social development from a cross-cultural perspective. Implications for understanding human behavior across the lifespan are addressed.

GCOUN 6027 - Clinical Skills and the Counseling Process (3)

This course acquaints the novice counselor with the basic skills necessary for the work of counseling. Listening skills, reflection, confrontation, interpretation, diagnostic interviewing, and crisis intervention are discussed, demonstrated, and practiced. Students are expected to participate actively in exercises and role-play, and to engage in a process of self-understanding and self-assessment.

Prerequisite: GCOUN 6200.

GCOUN 6029 - Vocational Development and Career Counseling (3)

Vocational development is a lifelong process. Integral to this process is self-awareness, career awareness and assessment, career decision making and planning, and career implementation. This course prepares counselors to assist a variety of people in all stages of life

development in their career planning and selection process. Career developmental theories and assessment tools are discussed.

GCOUN 6030 - Psychology of Culture and Identity: Power, Privilege and Oppression (3)

Theories of cross-cultural counseling, psycho- logy of gender, and difference are explored. Students are asked to reflect on their own ethnic/racial backgrounds to understand issues of privilege, prejudice, and/or racism. The social construction of these factors and how the client's and counselor's perception of them influences their values and behaviors are discussed.

Prerequisite: GCOUN 6200.

Only admitted Counseling and Psychology Master's degree students may enroll.

GCOUN 6031 - Counseling Young Children and Adolescents (3)

Developmental, psychodynamic, and system theories are used to understand the selection and use of counseling intervention with children, adolescents, and their families. Through reading, lecture, and role-play, the course introduces students to play therapy, group activities therapy, individual and group counseling, and family therapy models. Experiential learning is an integral part of this course.

For Counseling and Psychology and Expressive Therapies students, or by permission of the division's assistant director of advising and student services.

GCOUN 6032 - Counseling Lesbians, Gay, Bisexual, and Transgender Clients (3)

Course designed to explore issues relevant to counseling lesbians, gay men, and bisexuals. The foci are developing sensitivity for the meaning of sexual orientation in a person's life, contextualizing the impact of this identity from within a multicultural framework, and exploring the cultural and social phenomena that shape our attitudes toward gayness and bisexuality, and toward romantic love within a gay/lesbian relationship.

Prerequisite: GCOUN 6026 and either GCOUN 6027 or GEXTH 5119, or by permission of the division's assistant director of advising and student services..

GCOUN 6034 - Treating the Addictions (3)

Designed to teach methods for identification, diagnosis, intervention, and referral of substance abusers in a wide variety of settings and with consideration of the impact of gender, ethnic, racial, sexual orientation, and mental health factors. The course provides guidelines for assessment, working through denial and resistance, designing interventions, and making appropriate referrals. Teaching methods include lecture, discussion of readings, case presentations, and film.

Prerequisite: GCOUN 6202 or GCOUN 6300 and/or GCOUN 6027 or GEXTH 5119, or by permission of the division's assistant director of advising and student services..

GCOUN 6035 - Psychological Trauma and Post-Trauma Therapy (3)

Designed to present an overview of the emerging field of post-traumatic therapy. The focus will be on theory and clinical treatment of people with acute and chronic-complex Post-Traumatic Stress Disorder. This course presents an historical overview, examines current diagnostic and treatment methods and controversies, and provides a paradigm for stage-appropriate, multiculture-based treatment that can be integrated into or modify existing therapeutic orientations.

Prerequisite: GCOUN 6007 and GCOUN 7710, or GCOUN 7712, or GEXTH 7713, GEXTH 7714, GEXTH 7716, or GEXTH 7719 or concurrent with GEXTH 7721; or by permission of the division's assistant director of advising and student services..

GCOUN 6038 - Feminist Theories and Therapies (3)

This course chronicles feminist theoretical development and its application to psycho- therapy. A historical, multicultural, and trans-national lens will provide an examination of female development and feminist approaches to therapy. We will explore issues including life stages, family life, intellectual growth, sexuality, work, health, reproduction, creativity, community, and support building and activism. We will also examine societal issues that result in oppression and violence towards women. A feminist theoretical lens will be used to examine and rethink historical and contemporary psychological thought and practice.

Prerequisite: GCOUN 6026, GCOUN 6202 or GCOUN 6300, GCOUN 6027, and GCOUN 6007 (concurrent or prior to)..

GCOUN 6039 - Narrative Therapy: Culture, Therapy and Social Change (3)

This course explores the theory and practice of Narrative Therapy from a cultural perspective. Students will become familiar with the basic goals, concepts, and approach of narrative practice and the potential contributions of counseling to social change. Participants read and discuss the literature relating to the practice of Narrative Therapy and the implications of the narrative perspective for counseling. They will learn about the application of narrative practice through classroom-based experiential exercises and other assignments.

Prerequisite: GCOUN 6200, GCOUN 6202 or GCOUN 6300 and GCOUN 6301, and GCOUN 6027, or by permission of the division's assistant director of advising and student services..

GCOUN 6040 - Program Development and Evaluation (3)

This course explores the community, programmatic, and political systems within which human service programs are developed and evaluated. It provides students with an opportunity to experience the process and develop the practical skills associated with developing programs from conceptualization through funding resource acquisition, request for response reviews, implementation, evaluation, and reapplication. Students will gain an understanding of the connection between employing best practice models and securing the resources needed to continue innovative programs.

Prerequisite: GCOUN 6101.

GCOUN 6043 - Issues in Counseling Veterans (1)

This course provides an introduction to clinical issues that impact military veterans. the psycho-social consequences of the American military experience on veterans and their families/relationships are examined.

Prerequisite: GCOUN 6027 or GEXTH 5119, and GCOUN 6007 or GCOUN 6102..

GCOUN 6044 - Spirituality: Resource for Psychological and Social Well-Being (3)

Psychospiritual growth can promote mental/physical health, social justice, peace and community. Students participate in a curriculum that facilitates mindfulness and psychospiritual growth, with peers

from many belief systems, including atheism, and diverse religious/cultural backgrounds. The curriculum can be modified for use by counselors, teachers and clergy with adults and adolescents. This interactive, experiential class combines self-inquiry with materials and methods from social neuroscience, counseling psychology, expressive therapies, and the spiritual traditions.

GCOUN 6101 - Quantitative and Qualitative Research Methods (3)

Students become familiar with the basic goals, concepts, and methodology of quantitative and qualitative research and learn to critically evaluate research literature. The ethics of research are addressed. Students also learn to develop protocols for socially relevant research projects.

GCOUN 6102 - Child and Adolescent Psychopathology (3)

This course is designed to introduce students to developmental psychopathology and to the sociocultural context of children and adolescents. Psychodiagnosis of specific child and adolescent problems will be discussed from both a descriptive (DSM) point of view and an etiologic (historical) point of view. Treatment of child and adolescent disorders will be discussed as it relates to diagnosis.

Prerequisite: GCOUN 6026 or GEXTH 6032.

GCOUN 6200 - Orientation to Professional Counseling and Psychology (2)

Through structured exercises, role plays, group discussions, and feedback sessions students are exposed to professional counseling and psychology. Students are asked to: create their definition of helping, develop basic listening skills, and deepen their own introspective abilities. Full participation is required. Only admitted Counseling and Psychology students may enroll.

GCOUN 6201 - Issues and Standards in Professional C ounseling (3)

Examination of the professional identity, roles and functions of licensed mental health counselors and licensed school counselors, with emphasis on legal and ethical standards. Ethical conceptualization, analysis, and decision making are presented. The ethical codes of the American Counseling Association, the American Mental Health Counselors Association, and the American School Counselors Association are addressed. The history of applied psychology and Mental Health Counseling field are presented. Licensure, and regulatory practices are discussed.

Prerequisite: GCOUN 6200 or by permission of the division's assistant director of advising and student services..

GCOUN 6202 - Theories of Counseling and Psychotherapy (3)

Critical examination of major contemporary theories of counseling and psychotherapy. The relationship of the theories to counseling practice and human development is examined. Students will begin to define their own theoretical orientations.

Prerequisite: GCOUN 6200 or by permission of the Assistant Director of Advising and Student Services..

GCOUN 6205 - Assessments for Counseling and Psychology: Adults (3)

Designed to provide an overview of tests (cognitive, aptitude/interest, projective, and neuropsychological) currently used with adults. While some background in test construction and measurement concept is presented, the primary emphasis is on test usage-when to test, test selection, administration, and scoring/ interpretation. The utility of psychological testing, as well as limitations, are discussed.

Prerequisite: GPSYC 7100..

GCOUN 6208 - Brief Therapy: Theory and Practice (3)

Explores models of brief treatment via readings, discussions, videotapes, and simulated client-therapist exercises. Focus is on the usefulness of time-effective approaches to psychotherapy with individuals, couples, and families. Students are asked to participate in experiential exercises in developing/refining their skills in applying the methods discussed.

GCOUN 6211 - Professional Integrative Seminar (1)

This course is the final structured learning activity in the Counseling and Psychology program. Its primary purpose is to stimulate awareness of how students have integrated their theoretical understanding with clinical practice. In addition, students participate in an assessment of personal and professional competencies. Future learning goals are articulated as the student's career path is defined.

This final course in the Master's program may only be taken by Counseling and Psychology students in their final semester.

GCOUN 6252 - Counseling the Young Child and Play Therapy (3)

Provides an in-depth case study approach to counseling young children. Through reading, lecture, and role-play, the course introduces students to play therapy, group activities therapy, and family therapy models.

Restricted to Counseling and Psychology and Expressive Therapies students.

GCOUN 6254 - Counseling Adolescents (3)

Developmental, psychodynamic, and system theories are used to understand the selection and use of counseling intervention with adolescents and their families. Four modalities of counseling adolescents are explored: individual, family, group counseling, and consultation interventions.

Restricted to Counseling and Psychology and Expressive Therapies students.

GCOUN 6255 - Assessments for Counseling and Psychology: Children and Adolescents (3)

Designed to provide an overview of tests (cognitive, aptitude/interest, projective, and neuropsychological) currently used with children and adolescents. While some background in test construction and measurement concepts is presented, the primary emphasis is on test usage-when to test, test selection, administration, and scoring/interpretation. The utility of psychological testing, as well as limitations, will be discussed.

Prerequisite: GCOUN 7100.

For Counseling and Psychology and Expressive Therapies students, or by permission of the division's assistant director of advising and student services.

GCOUN 6258 - Consultation Skills for Counselors and Mental Health Professionals (3)

This course will address consultation theories and the skills necessary to engage in clinical consultation in schools, clinics, and other mental health settings.

Concurrent with internship or for post-Master's students, or by permission of the division's assistant director of advising and student services.

GCOUN 6259 - Issues in School Counseling for the School Adjustment Counselor (3)

Focus is on the provision of adjustment counseling services within the school context. Students come to understand schools as unique organizations with an understanding of how various personnel serve students. The counselor's work with teachers, parents, other school and agency personnel, and the system as a whole is addressed with a focus on prevention and treatment models, the juvenile justice system as it relates to students in the community, and the unique legal and ethical issues facing the school adjustment counselor.

Prerequisite: GCOUN 6026, GCOUN 6027 or GEXTH 5119, and GCOUN 6102..

Must be taken prior to or concurrently with first semester of field training in a school setting.

GCOUN 6260 - Issues in School Counseling for School Guidance Counselors (3)

Focus is on the provision of guidance counseling services within the context of the school to prepare students to become competent, multifaceted school guidance counselors. The role of the guidance counselor is to promote and enhance the learning process through consultation, counseling (individually or in groups), curriculum, coordination, and collaboration. Students will show competencies under the three broad areas of academic development, career development, and personal/social development.

Prerequisite: GCOUN 6026, GCOUN 6027 or GEXTH 5119, and GCOUN 6102..

Must be taken prior to or concurrently with first semester of field training in a school setting.

GCOUN 6261 - Psychoeducational Approaches to Counseling and Prevention (3)

This course presents the theory and practice of developing educational models that make psychological information available to children, adolescents, and adults for the purpose of both prevention and intervention with adjustment, stress, and mental health problems. The understanding of normal lifespan development and sound mental health practice inform psychoeducational programs employed in clinics, schools, hospitals, and social service agencies. The appropriateness, effectiveness, and limitations of psychoeducational programs will be addressed. Students will learn to select from available psychoeducational programs and to design their own curricula.

Prerequisite: GCOUN 6015, GCOUN 6026, GCOUN 6202 or 6300/6301, and GCOUN 6027..

GCOUN 6300 - Theories of Holistic Counseling and Psychotherapy I (3)

The first semester of a yearlong course that grounds holistically oriented clinical practice in relevant psychotherapeutic research and theory. An analysis of all theories is done with attention paid to the relationship between spirit, mind, and body. The psychodynamic, cognitive/behavioral, humanistic/existential, and transpersonal theories are explored. Students will begin to define their own theoretical orientations.

GCOUNS 6301 must also be taken to meet the psychological theory requirement.

GCOUN 6301 - Theories of Holistic Counseling and Psychotherapy II (3)

The second semester of a yearlong course that grounds holistically oriented clinical practice in relevant psychotherapeutic research and theory. An analysis of all theories is done with attention paid to the relationship between spirit, mind, and body. During this semester, greater emphasis is placed on the existential, transpersonal, and body-oriented theories. Students will continue to define their theoretical orientations.

Prerequisite: GCOUN 6300.

GCOUN 6303 - Psychology of Illness and Wellness (3)

Explores factors that affect illness-belief systems, cultural and family contexts, personality, attitudes, and stressful life events-as well as counseling approaches for developing wellness.

GCOUN 6305 - Counseling and Spirituality (3)

A historical, theoretical, and experiential exploration of the relationship between therapy and spirituality is presented in this course. The major spiritual traditions are studied as they apply and relate to human development and the healing arts. The course is conceptual and experiential in nature.

GCOUN 6999 - Independent Study (1-6)

GCOUN 7004 - Clinical Supervision: Theory and Practice (3)

Designed to address theoretical and practice issues in clinical supervision, particularly related to graduate training. Theoretical orientations, practice modalities, and issues related to the context of the supervision experience will be explored. Legal and ethical concerns will be reviewed. The focus for all topics will be from the supervisor's perspective.

Prerequisite: Graduate degree in counseling or a related field, or permission of instructor..

GCOUN 7005 - Advanced Clinical Seminar (3)

Designed to address philosophical and practice issues and current trends in the field of counseling. It will focus on a critical analysis of counseling as a socially embedded cultural enterprise. Topics will include psychotherapy integration, common factors in healing, and clinical issues as informed by human science research and reflective practice. Case examples will be used to ground and exemplify the issues being examined.

GCOUN 7007 - Counseling Veterans: Intervention Strategies (3)

This advanced skills course focuses on counseling interventions in working with veterans of the United States military and builds on an understanding of the impact of psychological trauma. The psychosocial consequences of the American military experience on veterans, and their families/relationships are examined. The course includes attention to cultural variables such as race, gender, class, and sexual orientation. Culturally competent methods of assessment, diagnosis, and treatment in the veteran population are presented.

Prerequisite: GCOUN 6035.

GCOUN 7100 - Biological Bases of Behavior (3)

This course examines the biological bases of behavior. General principles of brain organization as it influences functioning are discussed. The mechanisms of sleep and alertness, memory, language, and emotional processes are reviewed. Brain development is explored as influenced by environment and injury. Implications for substance abuse, psychiatric disorders, medication use, developmental and behavioral disorders, and mind-body health psychology will be examined.

Prerequisite: GCOUN 6101.

GCOUN 7200 - Disaster Mental Heath and Community Crisis Intervention (3)

This course explores innovative, culturally appropriate, and effective community and crisis interventions that foster resilience in the aftermath of violence. Students can expect to develop skills in risk assessment, self-care strategies, safety planning, crisis protocol planning, and disaster mental health management. Debriefing, as a particular form of community response, will be a major focus and students will gain practical training on this intervention. Other holistic and empowering community approaches will also be explored.

Prerequisite: GCOUN 6035.

GCOUN 7201 - Trauma in the Lives of Children and Adolescents and Play Therapy (3)

This course is designed for students who plan to work with children and adolescents who have experienced acute and chronic psychosocial trauma. The focus will be on trauma theory; assessment and clinical interventions using structured screening interviews; individual activities, art, and play therapy; group counseling and psychoeducation; family therapy; and community interventions with children and adolescents.

Prerequisite: GCOUN 6035.

GCOUN 7202 - Special Topics in Trauma Studies (3)

This advanced course examines theoretical and applied issues related to trauma. Special topics including therapeutic, self-care, and forensic issues for practitioners; the needs of special populations; trauma services; and social and political aspects that contribute to cultural and moral understandings of trauma and its impact will be explored.

GCOUN 7203 - Human Sexuality (3)

This course examines human anatomy and sexual functioning as well as current research on sexual orientation, gender identity and variance, and gender role theory. The course covers psychosexual development, sexual disorders, and the impact of sexual trauma, body image, and shame. Students will participate in a research project and will analyze sexuality in the context of historical, economic, and cultural/socio-political perspectives.

Prerequisite: GCOUN 6030.

GCOUN 7710 - Clinical Practice and Supervision I: Clinical Setting (3)

The first semester of a yearlong supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7711 - Clinical Practice and Supervision II: Clinical Setting (3)

The second semester of a yearlong supervision seminar focused on integrating theory and practice. Taken while students are engaging in their internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102 or GCOUN 6251 or GCOUN 6253, and GCOUN 6030 and/or concurrent with GCOUN 6201.

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7712 - Clinical Practice and Supervision I:

School Setting (3)

The first semester of a yearlong supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their school practicum/internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7713 - Clinical Practice and Supervision II: School Setting (3)

The second semester of a yearlong supervision seminar focused on integrating theory and practice. Taken while students are engaging in their school practicum/internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7714 - Clinical Practice and Supervision III: Clinical Setting (3)

The first semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their second year internship; 600 hours (minimum) of field experience required. Students are required to do

case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7715 - Clinical Practice and Supervision IV: Clinical Setting (3)

The second semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their second year internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7718 - Clinical Practice and Supervision III: School Setting (3)

The first semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their school internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7719 - Clinical Practice and Supervision IV: School Setting (3)

The second semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their school internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7720 - Clinical Practice and Supervision V: School Setting (3)

The first semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. The supervision seminar is designed for counselors (school guidance and school adjustment) completing the required hours of supervised counseling practice to satisfy standard certification requirements. Students are required to do case presentations reflecting on systemic interventions, programmatic counseling strategies, psychodiagnostics, treatment planning, program evaluation, sociocultural context, transference/countertransference, consultation, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7721 - Clinical Practice and Supervision VI: School Setting (3)

The second semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. The supervision seminar is designed for counselors (school guidance and school adjustment) completing the required hours of supervised counseling practice after receipt of the provisional school guidance counselor certificate. Students are required to do case presentations reflecting on systemic interventions, programmatic counseling strategies, psychodiagnostics, treatment planning, program evaluation, sociocultural context, transference/ countertransference, consultation, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7999 - Independent Study (1-6)

GCOUN 8000 - Advanced Professional Seminar (3)

This seminar will focus on professional identity development and issues of professional practice. Students will be introduced to reflective practice, systems analysis, and action research. Students from diverse disciplines will learn in teams about collaborative problem solving for the systems in which they have to function as professionals. Emphasis will be placed on understanding the cultural, social, and community contexts of professional practice from a critical perspective.

Restricted to C.A.G.S. candidates or by permission of the instructor. Cross-listed with GARED 8000.

GEXTH - EXPRESSIVE THERAPIES

GEXTH 5001 - Techniques of Play Therapy (3)

An introduction to concepts and methods of psychotherapy with children. It places emphasis on non-directive models of Moutstakas and Axline.

GEXTH 5010 - Principles and Practices of Expressive Arts Therapy (3)

An essential aspect of expressive therapy is the integration of all the modalities of the arts into therapy. Emphasis is placed on using intermodal processing and transfer, feedback, and the application in special therapy situations.

GEXTH 5021 - Focusing-Oriented Expressive Therapies (3)

Integrates the practice of focusing as practiced in psychotherapy and personal introspective analysis with the expressive arts.

GEXTH 5024 - Art Therapy with Older Adults (3)

This course addresses the changing needs of older adults, using art therapy as an expressive and therapeutic tool. The course explores human development theory and research about artistic, physical, cognitive, affective, neurological, and social development of older adults from a cross-cultural perspective.

GEXTH 5029 - Body-Oriented Psychotherapy With Adults (3)

Exploring the unconscious-reading Freud and other theorists working experientially with one's own feelings using body-oriented psychotherapy.

GEXTH 5032 - Orientation to Expressive Therapies (3)

A residential week focusing on the arts as forces of a creative transformation and healing.

Expressive Therapies degree students only.

GEXTH 5036 - Imaginal Psychology (3)

Psychotherapy can be seen as the healing activity of the imagination. This course will look at modern theories of imaginal psychology including recent developments in Jungian and archetypal psychology. It will look at the interface between image and culture, and the use of image as it is currently used in medical, educational and therapeutic settings. How to deal with images in therapy, and specifically transference, and ways a therapist can prepare for image work will also be explored.

GEXTH 5038 - Spirituality: Resource for Psychological & Social Well-Being (3)

Psychospiritual growth can promote mental/physical health, social justice, peace and community. Students participate in a curriculum that facilitates mindfulness and psychospiritual growth, with peers from many belief systems, including atheism, and diverse religious/cultural backgrounds. The curriculum can be modified for use by counselors, teachers and clergy with adults and adolescents. This interactive, experiential class combines self-inquiry with materials and methods from social neuroscience, counseling psychology, expressive therapies, and the spiritual traditions.

GEXTH 5039 - Spirituality: Resource for Psychological and Social Wellbeing (3)

Psychospiritual growth can promote mental/physical health, social justice, peace, and community. Students participate in a curriculum that facilitates mindfulness and psychospiritual growth, with peers from many belief systems, including atheism, and diverse religious/cultural backgrounds. The curriculum can be modified for use with counselors, teachers, and clergy with adults and adolescents. This interactive, experiential class combines self-inquiry with materials and methods from social neuroscience, counseling psychology, expressive therapies, and the spiritual traditions.

Cross-Listed as: GPSYC 5039.

GEXTH 5045 - Arts and Healing (3)

This course explores and examines the role the arts have in healing as well as how they can facilitate the healing process and expand self-awareness. Formerly GARED 5900 and GARED 5015.

GEXTH 5046 - Principles and Practices of Writing as a Therapeutic Modality (3)

This course introduces the main branches of therapeutic uses of writing, i.e., bibliotherapy, poetry therapy, the use of memoir, journaling, and prose writing as therapeutic tools. The focus of the course will be on clinical uses of these modalities and on the history and theory of writing as a therapeutic modality with appropriate clinical populations. The relationship of writing to other expressive therapies will also be considered.

GEXTH 5047 - Principles and Practices of Drama Therapy (3)

This course is designed to introduce students to the basic principles and practices of drama therapy including an integration of current theoretical approaches. Students will be introduced to the various techniques used in drama therapy including photography, dolls and puppets, masks, story telling and dreams, and to the application in clinical practice. The course will cover both individual and group drama therapy interventions. The course will look at drama therapy from four perspectives: the therapist, the client, the theory and the technique.

GEXTH 5048 - Theories of Poetry/Biblio Therapy (3)

This course is an introduction to the theories, research, and clinical applications of poetry therapy which includes bibliotherapy, films, and reflective writing in therapy. Students will learn the basis for the selection of appropriate therapeutic literature and applications for clinical and developmental populations including children, at risk teens, individuals with physical and psychiatric illnesses, and for those experiencing grief and loss.

GEXTH 5102 - Theories in Expressive Arts Therapy (3)

Trains students to lead expressive therapy sessions. Students are introduced to various media (music, dance, art, psychodrama) and their integration in therapy. Focuses on the experience, understanding, and application of group dynamics in the core seminar as well as other groups.

Expressive Therapies degree students only.

GEXTH 5103 - Theory and Practice of Group Work: Expressive Arts Therapy (3)

A group experience which familiarizes participants with the theory and practice of group dynamics in mental health counseling and expressive therapy. It fosters professional development by emphasizing self awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders effective group functioning and leadership style.

GEXTH 5108 - Dance/Movement Therapy: Theories and Practice I (3)

This is a yearlong course in preparation for clinical practice of dance/movement therapy. The history and theory of dance/movement therapy are explored. The course focuses on the experience, theory and application of DMT with different clinical populations.

Dance Therapy specialization students only.

GEXTH 5109 - Dance/Movement Therapy: Theories and Practice II (3)

Continuation of the previous semester. The core seminar is directed toward developing a theoretical and practical understanding of basic body movement, body awareness, movement response and interaction. :Dance Therapy specialization students only.

GEXTH 5110 - Theories of Drama Therapy (3)

This seminar will explore the current state of the research and theoretical underpinnings of psychodrama/drama therapy and its application with individuals and groups including principles of warm-up, role therapy, action methods, spontaneous role play and social systems. This seminar includes the history, theory and clinical application of psychodrama and drama therapy including an integration of current approaches.

GEXTH 5112 - Theories in Art Therapy (3)

Prepares students for the clinical practice of art therapy. Introduces a continuum of approaches from art as therapy to art psychotherapy with emphasis on the creative and therapeutic processes. Focuses on the experience, understanding and application of group dynamics in the core seminar as well as other groups. Art Therapy specialization students only.

GEXTH 5113 - Theory and Practice of Group Work (3)

A group experience which familiarizes participants with the theory and practice of group dynamics in mental health counseling and art therapy. It fosters professional development by emphasizing self awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders effective group functioning and leadership style.

GEXTH 5117 - Theories in Music Therapy (3)

Course for clinical practice of music therapy. Theory, techniques, and research findings of music therapy and expressive therapy are explored and compared. Focuses on the experience, understanding, and application of group dynamics in the core seminar as well as other groups.

Music Therapy specialization students only.

GEXTH 5118 - Theory and Practice of Group Work (3)

A group experience which familiarizes participants with the theory and practice of group dynamics in mental health counseling and music therapy. It fosters professional development by emphasizing self awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders effective group functioning and leadership style.

GEXTH 5119 - Clinical Skills and Applications (3)

Provides students with an understanding of the philosophical bases of the helping process and relationships. Students are exposed to a variety of clinical mental health counseling and expressive therapy skills and interventions with a variety of populations and settings.

GEXTH 5122 - Expressive Arts Therapy Studio (3)

This studio course is designed for students to gain an experiential understanding of Expressive Arts Therapy by engaging with multi-modal arts. This course will focus on the processes of Expressive Arts Therapy drawn from theories of play, improvisation, creativity, embodiment, performance, and imaginal dialogue. Students will be exposed to media and technique to develop competencies in arts-based approaches to therapeutic art-making. There will be opportunity for reflection, creative expression, discussion, presentation and artistic feedback.

GEXTH 5250 - Introduction to Dance/Movement Therapy (3)

This course offers experiences in basic theory and concepts of movement therapy as it relates to working in a variety of settings with different populations.

GEXTH 5908 - Transcultural Identity: Psyche, Soma, and Sojourning (3)

This course provides a unique opportunity to study identity and transculturalism within a specific population. As part of the course, students will participate in discussions, lectures, and presentations in the fields of psychotherapy, anthropology, education, and arts and health. A special emphasis will be placed on the body as self. This course is ideal for those interested in expanding their self awareness and life experience

Cross-Listed as: GCREA 5908.

GEXTH 6000 - Arts and Health: Policy and Implementation (1)

This course will present an overview of the current policies in the field of arts in health, how they have evolved, and potential directions for the future. The course wil examine the importance of health policy decisions toward the formation of viable programs. Model programs that use arts in a variety of settings will be investigated as well as analyzing several new facilities that have been designed with the arts as an integral feature.

GEXTH 6004 - Expressive Arts Therapy in Holistic Psychology (3)

Explores use of art materials, journals, stories, movement, music, and dramatic enactment as tools of psychophysical change within the primary psychotherapeutic relationship.

GEXTH 6005 - Storytelling in Therapy (3)

Provides theory and methods in the dynamic process and application of storytelling in therapy via intermodal arts.

GEXTH 6009 - Developmental Transformations with Children and Adults (3)

This course introduces the students to the therapeutic use of various contemporary theater-training techniques. Each course will focus on specific practices drawn within drama therapy/psychodrama, applied, social, and political theater. Lectures, discussions, and feedback will complement participatory exercises.

GEXTH 6015 - Art Therapy Assessment (3)

This course examines the fundamentals of art therapy assessments from standardized to unstructured approaches and helps students understand the role of assessment in art therapy treatment. Students will learn to administer assessments and develop clinical writing skills necessary to complete clinical assessment reports. The course will focus on helping students learn to think critically and ethically about the use and limitations of art therapy assessments with different populations, developmental levels, and cultures.

GEXTH 6019 - Storytelling and Healing: A Lifespan Approach (3)

Healing process through developmental approach to the lifespan through the storytelling of autobiographical events. Expressive arts and Jungian Theory are utilized.

GEXTH 6020 - Music, Imagery and Psychotherapy (3)

An introduction to the relationship(s) of psychodynamic therapies, visualization, and creative arts therapy. Didactics are presented in traditional clinical practices (western) to include analytic thought, behavioral medicine, gestalt, recovery models, and systems theory, as well as non-western healing traditions, energy medicine, breath work, meditation, etc. Pragmatic applications of creative art therapy techniques are integrated throughout this course with special attention given to psychoacoustics.

GEXTH 6025 - Expressive Therapies with Families (3)

This course will examine basic concepts and theories of family systems and family therapy from an expressive therapy perspective that takes into consideration issues of race, gender, ethnicity, class, and structural variables. The course will focus on the development of expressive therapy family assessment, intervention, and application skills.

GEXTH 6027 - Performance and Practice: Art, Education, and Therapy (3)

This course will reflect on the meaning and value of performance in the work of artists, therapists, and educators who utilize the arts as a (primary) mode of expression and form of mediation, when working with others. Through theory and practice participants will explore and examine issues of form, aesthetics, and principles central to performance.

GEXTH 6028 - The Arts in Health: Cultural Context and Meaning (3)

This course looks at how health and illness are defined in many cultures, considering the central role of community, family, spiritual values, ritual, and the arts in healing across cultures.

Cross-Listed as: Cross listed with GCREA 6028.

GEXTH 6029 - Art Therapy with People with Severe Mental Illness (3)

This course is an overview of art therapy with people experiencing serious and persistent mental illness. Students will begin to understand the perspectives of persons with the illness, their family members, and their interactions with the mental health system. Emphasis is on a recovery-based wellness model. Research on phases of recovery is explored and appropriate art therapy interventions for each stage and treatment setting are identified.

GEXTH 6030 - Introduction to Art and the Brain (1)

This course provides an introductory overview of neuropsychology and its relationship to the artistic process and clinical art therapy. Clinical case studies will exemplify neuropsychological perspectives on human functioning as they impact health and wellness. Information on neuroanatomy, physiology, and terminology will begin to develop students' competencies in interacting with scientists, physicians, educators, and the literature in the field.

GEXTH 6031 - Expressive Arts Therapy and Social Action in Communities (3)

This course is designed to explore the practice of social activism within expressive therapy and mental health counseling. Students will focus on the social, political, and community-based action taken by artists, counselors, and expressive arts therapists (as community organizers, developers, service-providers, activists, and advocates) to address complex issues of injustice and oppression.

GEXTH 6032 - Human Development Across the Lifespan (3)

Designed to explore developmental psychology theory and research about physical, cognitive, affective, neurological, and social development from a cross-cultural perspective. Implications for understanding human behavior across the lifespan is addressed including arts based development and application to mental health counseling practice.

GEXTH 6033 - Advanced Play Therapy (3)

This course provides an advanced level of examination regarding the theory, history and applications of play therapy. Students will gain knowledge of play therapy as a powerful modality to create therapeutic change for clients in a variety of populations and settings which builds on specific techniques. Topics will include both nondirective and directive models.

GEXTH 6101 - Music Proficiency Audition (0)

The audition is required for all Music Therapy specialization students. In the evaluation, the student's ability to use music in an interactive and improvisational way is assessed.

GEXTH 6102 - Standards and Ethics in Clinical Practice (3)

The focus of this course is on the theory and practice of professional standards and ethics as applied to clinical mental health practices. The ethical standards of the professional associations are addressed, including the ACA, AMHCA, and other relevant professional associations. Certification, licensure, and regulatory practices are discussed.

GEXTH 6105 - Examining Power, Privilege and Oppression in Clinical Practice (3)

Examines theoretical and personal perspectives pertaining to gender, race, class, ethnicity, religion, and sexual orientation in mental health counseling and expressive therapies. Students examine their cultural identities and identify sociocultural biases and prejudices. They develop the ability to critique existing theory and practice from a multicultural lens. Students will be expected to understand issues of power, privilege, and oppression as they apply to the therapeutic relationship.

GEXTH 6106 - Research and Evaluation (3)

This course introduces students to a range of research approaches in the social sciences, counseling, and expressive therapy. Qualitative and quantitative research methods, program evaluation, and critical evaluation of research studies are taught. Examination of the ethical guidelines for conducting research, issues of diversity in research and program evaluation, and familiarity with the research process are addressed.

GEXTH 6107 - Intermodal Expressive Therapies: Application to Healing and Psychotherapy I (3)

This course will focus on how to work with intermodal transfers-moving from one arts modality to another. The course will be both didactic and experiential, incorporating case presentation and demonstration. Application will be to groups, individuals, families, children, adolescents, and adults. Topics will include what is an intermodal transfer, how to choose which modality to use, when to stay within one modality, and when not to introduce an expressive modality.

Prerequisite: GEXTH 5032 and GEXTH 5102..

GEXTH 6108 - Intermodal Expressive Therapies: Application to Healing and Psychotherapy II (3)

This course will be a continuation of GEXTH 6107. This course will continue the clinical application of intermodal expressive therapies, emphasizing special populations (e.g., trauma, addictions, elderly, etc.). In addition, the use of intermodal expressive therapies for supervision and self-care will be explored.

Prerequisite: GEXTH 6107..

GEXTH 6109 - Theories of Personality in Expressive Therapies (3)

This course is an overview of personality theory as it relates to the application of expressive therapies. Students will begin to understand the general theories of personality and the major schools of thought and its relationship to the theory and practice of expressive therapies. Several perspectives on personality will be introduced including how race, culture, and worldview inform and affect our understanding of personality development. Students will develop a multi-dimensional understanding of personality and learn how to integrate this material into a clinical perspective.

GEXTH 6200 - Principles and Practices of Music Therapy (3)

Introduction to theories and techniques of several pioneer music therapists and to current theories of music perception, learning, and behaviors. Provides students with a hands-on exploration in how to implement music into clinical practice. This course is intended for "non-musicians" as well as musicians.

GEXTH 6203 - Music Therapy with Adults and Adolescents (3)

Provides a balance of theoretical and experiential knowledge towards using music in a therapeutic setting.

GEXTH 6206 - Voice and Music Therapy (3)

This introductory course surveys the use of voice as a therapeutic modality. It contains both academic and experiential components and requires no previous musical knowledge. Explores the significance of voice in identity and self-empowerment, its role in human and cultural development, and blocks to voicing. Diverse approaches to healing use of voice (expressive, analytic, spiritual, and biological/ medical) and relevant clinical applications are examined.

GEXTH 6207 - Music, Consciousness and Expression (3)

This course will explore the historical and cross-cultural basis for the therapeutic application of music, movement, sound, imagery and consciousness studies. Implications for the use of music, movement and imagery work in personal and creative growth will also be explored.

GEXTH 6208 - Community and Therapeutic Applications of Drumming (3)

Offers training in fundamental methods of percussion as tools for expressive therapy group leaders. The course also explores drumming as a mode of therapy.

GEXTH 6209 - Sound and Meditation (3)

Explores the use of music and sound as a tool for transforming and expanding consciousness. The major role that sound plays in traditional rituals and religious rites and as an aid in inducing meditative states will be emphasized. Examples from a variety of cross-cultural perspectives will be presented, with a goal towards forging a synthesis of rationales and techniques in utilizing sound in personally meaningful and appropriate ways.

GEXTH 6210 - Music Therapy With Children (3)

Introduces students to music therapy with children. Through music activities, reading, and lectures, students will develop an understanding of how music therapy can foster the well-being of the child. The clinical application of music therapy, as well as music therapy interventions, will be discussed.

GEXTH 6212 - Clinical Musicianship (3)

Exploration of techniques of musical improvisation for specific client outcomes. Focus on leading, interacting with, or enabling client(s) through live music.

GEXTH 6213 - Music Therapy with Families (3)

This class will present family systems theory and explores music therapy techniques use in family therapy sessions. Music techniques include percussion improvisations and songs that objectify or influence family interactions, stimulate family stories, and engage members across generations. Students experience numerous family constellations and interventions through videos of family music therapy, case studies, role-plays, and family of origin work. This course introduces students to a range of research approaches in the social sciences, counseling, and music therapy. Qualitative and quantitative research methods, program evaluation, and critical evaluation of research studies are taught. Examination of the ethical guidelines for conducting research, issues of diversity in research and program evaluation, and familiarity with the research process are addressed.

GEXTH 6252 - Movement Therapy with Adults (3)

Development and understanding of the nature of emotional energies as they are experienced in the body and expressed in motion.

GEXTH 6254 - Dance Movement Therapy with Children (3)

Movement and dance therapy techniques for working with children incorporating developmental awareness to increase the child's sense of self.

GEXTH 6255 - Jungian Dance and Drama Therapy (3)

Experientially based advanced training in transference/countertransference and in-depth symbolic process through theater dream work, authentic movement, and improvisational drama.

GEXTH 6256 - Group Process in Dance/Movement Therapy (3)

A group experience which familiarizes participants with the theory and practice of group dynamics in mental health counseling and dance therapy. It fosters professional development by emphasizing self awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders effective group functioning and leadership style.

GEXTH 6258 - Body/Movement Observation and Assessment I (3)

This course introduces the student to LMA (Laban Movement Analysis) and how this system is used for observation and assessment in everyday movement and clinical settings.

GEXTH 6259 - Movement and Healing: Dance Therapy with Adults (3)

This experiential course explores movement for healing through self-awareness and by determining the individual's authentic movement as a source of tension release.

GEXTH 6260 - Anatomy and Kinesiology (3)

Anatomy is a Western science that names body parts. The body parts comprise the structural network, which makes up the skeletal, muscular, respiratory, and fluid systems. This course combines anatomical-kinesiological study with experiential practices. The subject matter is approached via a movement workshop format. Classes include movement observation and practical strategies for reflective and guided movement activities. 3 credits This course introduces students to a range of research approaches in the social sciences, counseling, and dance therapy. Qualitative and quantitative research methods, program evaluation, and critical evaluation of research studies are taught. Examination of the ethical guidelines for conducting research, issues of diversity in research and program evaluation, and familiarity with the research process are addressed.

GEXTH 6300 - Introduction to Psychodrama (3)

Introduction to the philosophy, theory, and methodology of psychodrama and sociometry. Emphasis on clinical applications of psychodrama theory with groups and individuals.

GEXTH 6301 - Drama Therapy and for Children and Adolescents (3)

This course considers how to create an environment in which children and adolescents can participate in the psychodramatic process.

GEXTH 6302 - Training Workshop in Psychodrama (3)

The essential components of the psycho- dramatic method emphasizing the development of skills and their application in clinical environments.

GEXTH 6303 - Structuring Psychodramatic Enactment (1)

An in-depth examination of the psychodramatic process as related to group formation.

GEXTH 6352 - Principles and Practices of Art Therapy (3)

Fundamentals of art therapy experienced through historical analysis of various psychotherapeutic populations and their relationships with other expressive therapies.

GEXTH 6353 - Family Art Therapy (3)

An overview of the history and development of the use of art psychotherapy with families. The process of art therapy is related to the more general practice of family therapy and the psychodynamics of family systems.

GEXTH 6360 - Drawing from Within: A Studio Course (3)

A studio class generating art imagery from subconscious and intuitive levels.

GEXTH 6362 - Art Therapy and Dreams (3)

Within a studio environment, art and group process are used to study the relationship between dreams and art therapy. Themes include correspondence of structure, content, composition, origins, and interpretations.

GEXTH 6363 - Jungian Art Therapy (3)

Theory and practice of art therapy within the holistic context of Carl Jung's approach to symbolic healing. The course includes lectures, illustrated case studies of Jungian Art Therapy, and student's experience of analytic psychology through participation in art, dream work, and active imagination.

GEXTH 6364 - Art Therapy with Children and Adolescents (3)

Psychological study of the specific needs of children and adolescents; prepares to assess and work with those needs through art therapy.

GEXTH 6367 - Art Therapy Studio (3)

A studio and group process course investigating the emergence and making of images together with interpretative dialogue in art therapy.

GEXTH 6368 - Art Therapy with Traumatized Adults (3)

This course explores the use of art therapy to address the effects of trauma on the body, mind, and emotions. It focuses on the psychosocial aspects of trauma including cultural variables and secondary symptoms related to self and others. Students will study individual and group art therapy approaches from assessing risk and resilience to exploring symptom management, developing coping mechanisms, and rebuilding a meaningful life. The course also addresses countertransference and self-care issues for the therapist. This course introduces students to a range of research approaches in the social sciences, counseling, and art therapy. Qualitative and quantitative research methods, program evaluation, and critical evaluation of research studies are taught. Examination of the ethical guidelines for conducting research, issues of diversity in research and program evaluation, and familiarity with the research process are addressed.

For students in the Expressive Therapies and Counseling and Psychology Divisions. Other students require permission of the instructor.

GEXTH 6400 - Holistic Approach to Pain and Stress (3)

Integrated use of meditation, diet, massage, exercise, bodywork, guided visualization, expressive arts, spiritual practices, and psychotherapy in the management of pain and stress.

GEXTH 6412 - Yoga and Therapeutic Touch (3)

This course provides training in the body/mind disciplines of yoga and several forms of healing touch. The inquiry will be both experiential and theoretical. It includes an exploration of yogic philosophy, ethical considerations of safe touch, and the development of daily practice for personal and professional enhancement.

GEXTH 6414 - Cross-Cultural Health Seminar (2)

This course will examine the importance of social and cultural factors in the field of health, the interaction of health systems including western and non-western practices. Cultural relevance to direct care, the role of health organizations, and health care providers, and definitions of etiology of disease and illness will be reviewed.

GEXTH 6415 - Psychopathology and Clinical Practice (3)

This course will provide an in-depth review of the broad spectrum of psychopathology as defined by the current Diagnostic Statistical Manual of Mental Disorders and based on a biopsychosocial developmental model. The focus will include etiology, prevalence, signs symptoms, and a range of treatment options, including psychopharmacology. This course will focus on assessment, differential diagnosis, and clinical formulation.

Prerequisite: GEXTH 6032.

GEXTH 6416 - Theories of Mental Health Counseling (3)

This course will give an overview and critical examination of the major core concepts and clinical practices of major contemporary theories of mental health counseling. The relationship of the theories studied to critical practice is examined. Students are expected to begin to define their own theoretical orientations.

GEXTH 6417 - Assessment and Mental Health Counseling (3)

This course is designed to provide an overview of the most widely used cognitive, aptitude, projective, and neuropsychological tools in the assessment of children, adolescents, and adults. This course will present a broad range of formal assessment instruments and information gathering techniques to be used in case conceptualization, treatment planning, and ongoing therapy in their work in mental health counseling and expressive therapies.

Prerequisite: GEXTH 6415.

GEXTH 6418 - Vocational and Career Counseling (3)

This course prepares the expressive therapist to assist clients in all stages of life development in their vocational planning and selection process. Designed to explore how family, interests, expectations, education, and the job market can influence career decision-making. Career development theories and assessment tools are discussed. The course includes topics such as the complexities of the workplace, counselor competencies, ethics, gender, mental illness in the workplace, and the role of research in career theory.

GEXTH 6419 - Expressive Therapies with Trauma Affected Populations on the Island of Hispaniola (3)

This course is designed to explore the challenges of providing relevant and responsive therapeutic interventions to marginalized communities on the Island of Hispaniola through experiential exploration of the dynamics and intersectionality of poverty, race, and trauma, and the postcolonial implications of introducing art materials within an international context. Students analyze the productive and destructive potentials of therapeutic processes, which are grounded in predominantly Eurocentric theoretical frameworks, and thoughtfully orient expressive arts therapies to local communities.

GEXTH 7013 - Body/Movement Observation and Assessment II (3)

This experiential and theoretical course provides the student with the opportunity to integrate the Laban system further using their observation and assessment skills at their clinical sites.

GEXTH 7015 - Symbolic Process in Psychotherapy (3)

The development of a sense of self and others, and a healthy relationship to the archetypal, is choreographed within the transitional space between patient and therapist. Art, movement, and thematic enactment provide the contextual backbone for the interpretation and use of the symbolic process in personality assessment and treatment.

GEXTH 7017 - Thesis Seminar (3)

This is a yearlong, bi-weekly course for students in their last year of training as expressive therapists. During the fall semester, the course guides students in identifying a topic, selecting an appropriate research method, and writing a thesis proposal. Classes will focus on writing as a creative and collaborative process. During the second semester, students develop a capacity for sustained scholarly thinking and disciplined academic writing through peer review and individual consultations with the instructor and a second reader chosen by the student.

Prerequisite: Prerequisite (or concurrently with): GEXTH 6369..

GEXTH 7100 - Advanced Clinical Training in Art Therapy (3)

Accelerated course for second-year Expressive Therapies students in clinical theory and practice in integrating the principles of art therapy.

GEXTH 7101 - Advanced Clinical Training in Music Therapy (3)

Accelerated course in clinical theory and practices in integrating the principles of music and expressive therapy.

GEXTH 7102 - Advanced Clinical Training in Expressive Therapy (3)

Accelerated course for second-year Expressive Therapies students in clinical theory and practice in integrating the principles of the different arts modalities.

GEXTH 7700 - Supervision in Expressive Arts Therapy and Counseling I (3)

Clinical issues arising at the practicum sites will be used to develop competence in the skills of the expressive therapist through case supervision and the discussion of theoretical materials.

Expressive Therapies degree students only.

GEXTH 7702 - Supervision in Art Therapy and Counseling I (3)

Clinical seminar and practicum integrating theory and practices in art therapy into clinical practice. Developing art therapy skills, observations, and art therapy interventions. Includes individual and group art therapy experiences in clinical settings supervised by clinical staff and Lesley faculty.

Art Therapy specialization students only.

GEXTH 7704 - Supervision in Music Therapy and Counseling I (3)

Individual and group music/expressive therapies experiences in clinical settings supervised by clinical personnel and Lesley faculty.

Music Therapy specialization students only.

GEXTH 7708 - Supervision in Dance/Movement Therapy and Counseling I (3)

Individual and group dance/expressive therapies experiences in clinical settings supervised by clinical personnel and Lesley faculty.

Dance Therapy specialization students only.

GEXTH 7713 - Supervision in Dance/Movement Therapy and Counseling II (3)

A supervision seminar focused on integrating theory and practice. This course is taken while students are in their second-year internship; 600 hours (minimum) of field experience is required. Experiential and collaborative learning is used to enhance clinical practice.

Prerequisite: GEXTH 7708..

Expressive Therapies degree students only.

GEXTH 7714 - Supervision in Music Therapy and Counseling II (3)

A supervision seminar focused on integrating theory and practice. This course is taken while students are in their second-year internship; 600 hours (minimum) of field experience is required. Experiential and collaborative learning is used to enhance clinical practice.

Prerequisite: GEXTH 7704..

Expressive Therapies degree students only.

GEXTH 7715 - Expressive Therapies Supervision: Yearlong (3)

A yearlong supervision seminar focused on integrating theory and practice. This course is taken while students are in their second-year internship; 600 hours (minimum) of field experience is required. Experiential and collaborative learning is used to enhance clinical practice.

GEXTH 7716 - Supervision in Art Therapy and Counseling II (3)

A supervision seminar focused on integrating theory and practice. This course is taken while students are in their second-year internship; 600 hours (minimum) of field experience is required. Experiential and collaborative learning is used to enhance clinical practice.

Prerequisite: GEXTH 7702..

Expressive Therapies degree students only.

GEXTH 7717 - Supervision in Dance/Movement Therapy and Counseling III (3)

The second semester of a yearlong seminar designed to provide students with dance therapy supervision during their second-year internship. During the year, students explore case material (diagnosis, assessment, and treatment planning), group dynamics, the use of the arts in therapy, and professional development. Other topics include professional identity, future work, and termination. Supervision, exploration of issues through the arts, and integration of theory into practice will be the focus.

Prerequisite: GEXTH 7713..

Expressive Therapies degree students only.

GEXTH 7718 - Supervision in Music Therapy and Counseling III (3)

The second semester of a yearlong seminar designed to provide students with music therapy supervision during their second-year internship. During this year, students explore case material (diagnosis, assessment, and treatment planning), group dynamics, the use of the arts in therapy, and professional development. Other topics include professional identity, future work, and termination. Supervision, exploration of issues through the arts, and integration of theory into practice will be the focus.

Prerequisite: GEXTH 7714..

Expressive Therapies degree students only.

GEXTH 7719 - Supervision in Expressive Arts Therapy and Counseling II (3)

The first semester of a yearlong seminar designed to provide students with expressive therapies supervision during their internship (600 hours minimum). During the year, students explore case material (diagnosis, assessment, and treatment planning), group dynamics, the use of the arts in therapy, and professional development. Other topics include professional identity, future work, and termination. Supervision, exploration of issues through the arts, and integration of theory into practice will be the focus.

Prerequisite: GEXTH 7700..

GEXTH 7720 - Supervision in Art Therapy and Counseling III (3)

The second semester of a yearlong seminar designed to provide students with art therapy supervision during their second-year internship. During this year, students explore case material (diagnosis, assessment, and treatment planning), group dynamics, the use of the arts in therapy, and professional development. Other topics include professional identity, future work, and termination. Supervision, exploration of issues through the arts, and integration of theory into practice will be the focus.

Prerequisite: GEXTH 7716..

Expressive Therapies degree students only.

GEXTH 7721 - Supervision in Expressive Art Therapy and Counseling III (3)

The second semester of a yearlong seminar designed to provide students with expressive therapy supervision during their second-year internship. During this year, students explore case material (diagnosis, assessment, and treatment planning), group dynamics, the use of the arts in therapy, and professional development. Other topics include professional identity, future work, and termination. Supervision, exploration of issues through the arts, and integration of theory into practice will be the focus.

Prerequisite: GEXTH 7719..

Expressive Therapies degree students only.

GEXTH 7750 - Thesis Seminar: Expressive Therapies: Art Therapy I Research and Evaluation (3)

This course guides students in developing a proposal for a self-directed final thesis project related to expressive therapies/art therapy. Students also gain familiarity with qualitative and quantitative research methods, become knowledgeable readers of research-based journal articles, and learn basic concepts in program evaluation.

GEXTH 7751 - Thesis Seminar: Expressive Therapies: Art Therapy II (3)

During this seminar course, students complete a thesis that reflects and synthesizes his/her theoretical, clinical, and artistic learning in expressive therapies/art therapy.

GEXTH 7754 - Thesis Seminar: Expressive Therapies: Music Therapy I Research and Evaluation (3)

This course guides students in developing a proposal for a self-directed final thesis project related to expressive therapies/music therapy. Students also gain familiarity with qualitative and quantitative research methods, become knowledgeable readers of research-based journal articles, and learn basic concepts in program evaluation.

GEXTH 7755 - Thesis Seminar: Expressive Therapies: Music Therapy II (3)

During this seminar course, students complete a thesis that reflects and synthesizes his/her theoretical, clinical, and artistic learning in expressive therapies/music therapy.

GEXTH 7762 - Thesis Seminar: Expressive Therapies: Dance Therapy I Research and Evaluation (3)

This course guides students in developing a proposal for a self-directed final thesis project related to expressive therapies/dance therapy. Students also gain a familiarity with qualitative and quantitative research methods, become knowledgeable readers of research-based journal articles, and learn basic concepts in program evaluation.

GEXTH 7763 - Thesis Seminar: Expressive Therapies: Dance Therapy II (3)

During this seminar course, students complete a thesis that reflects and synthesizes his/her theoretical, clinical, and artistic learning in expressive therapies/dance therapy.

GEXTH 7766 - Thesis Seminar: Expressive Therapies I Research and Evaluation (3)

This course guides students in developing a proposal for a self-directed final thesis project related to the expressive therapies. Students also gain familiarity with qualitative and quantitative research methods, become knowledgeable readers of research-based journal articles, and learn basic concepts in program evaluation.

GEXTH 7767 - Thesis Seminar: Expressive Therapies II (3)

During this seminar course, students complete a thesis that reflects and synthesizes his/her theoretical, clinical, and artistic learning in the expressive therapies.

GEXTH 7799 - Thesis Extension (1-3)

A continuation of either the thesis seminars or thesis tutorials when work toward the thesis remains unfinished.

Permission required; contact Gilda Resmini-Walsh before registration at 617.349.8444.

GEXTH 7999 - Independent Study: Final Integrative Project ()

GEXTH 8005 - Supervision in Expressive Therapies (3)

This course will focus on training expressive therapy supervisors. Through research, practice and experiential work the student will understand clinical practice and supervision in a variety of mental health settings including hospitals, universities, clinics, schools, etc. The student will be prepared to take a supervisory role in these settings.

GEXTP - EXPRESSIVE THERAPIES

GEXTP 7999 - Independent Study (3-9)

Ph.D. candidates who enroll in independent study should register for this course. The student is responsible for planning the project, obtaining approval of the senior advisor and program director, and arranging for supervision by a particular faculty member.

GEXTP 8008 - Residency I (9)

This course exposes students to key concepts of doctoral expressive therapies scholarship through experiential and didactic work. Students develop understanding of approaches to knowledge from multiple perspectives via participation in four course sections. Sections address the philosophical foundations of expressive arts therapies, the range of research designs and research methods in the field, and exploration of arts as disciplined inquiry. Students are expected to begin to develop scholarship skills of critical thinking, synthesizing, and writing in this course. Ph.D. students only, or with permission of instructor.

GEXTP 8009 - Residency II (9)

This course introduces the direct application of research methods to students' specific topics. Exploring contextual frameworks for research questions and interdisciplinary studies, students experiment with methods including art-based research, identify socio-cultural biases and prejudices in existing research within and outside of the field of expressive therapies, and integrate literature to argue the importance, relevance, and necessity of their research. Participation in five course sections prepares students for the rigor of dissertation research.

Prerequisite: GEXTP 8008; Ph.D. students only, or with permission of instructor..

GEXTP 8010 - Residency III (9)

This course prepares advanced doctoral students for professional issues in post-doctoral practice. Ethics, teaching, and research in higher education and other systems is addressed including elements of professional presentation, publication, and grant writing. Students also study how expressive therapists become leaders in the field, and course content also governs the dissertation, a demonstration of mastery in the field of study and an original contribution to expressive therapies. These areas of study are divided into three sections.

Prerequisite: GEXTP 8009; Ph.D. students only, or with permission of instructor..

GEXTP 8011 - Doctoral Seminar I (3)

This course continues introducing scholarship and deepens the experiential and didactic work of students. Student begin to practice and produce products to demonstrate approaches to knowledge across many perspectives via participation in four course sections. Sections address the philosophical foundations of expressive arts therapies, the range of research designs and research methods common in the field, and exploration of arts as disciplined inquiry. Students are expected to continue development of critical thinking, synthesizing, and writing in this course.

Prerequisite: GEXTP 8008; Ph.D. students only, or with permission of instructor..

GEXTP 8012 - Doctoral Seminar II (3)

Continuing the scholarship begun in previous courses, this course uses experiential and didactic methods to develop knowledge by practicing key skills of scholarship, and producing products to demonstrate understanding via four course sections. Sections address the philosophical foundations of expressive arts therapies, the range of research designs and research methods common in the field, and the exploration of arts as disciplined inquiry. Students are expected to continue to develop and demonstrate critical thinking, synthesizing, and writing in this course.

Prerequisite: GEXTP 8011; Ph.D. students only, or with permission of instructor..

GEXTP 8013 - Doctoral Seminar III (3)

Students are required to explore the direct application of research methods to their specific topics. Exploring contextual frameworks for research questions and interdisciplinary studies, students

experiment with methods of art-based research, identify socio-cultural biases and prejudices in research within and outside of the field, and integrate literature to argue the importance, relevance, and necessity of their research. Participation in five course sections prepared students for the rigor of dissertation research and the Qualifying Exam.

Prerequisite: GEXTP 8009; Ph.D. students only, or with permission of instructor..

GEXTP 8014 - Doctoral Seminar IV (3)

Students will demonstrate products of the direct application of research methods to their specific topics. They identify contextual frameworks for research questions and interdisciplinary studies, experiment with methods of art-based research, identify socio-cultural biases and prejudices in research within and outside of the field, and integrate literature to argue the importance, relevance, and necessity of their research to the field. Participation in five course sections prepared students for the rigor of dissertation research and the Qualifying Exam.

Prerequisite: GEXTP 8013; Ph.D. students only, or with permission of instructor..

GEXTP 8015 - Doctoral Seminar V (3)

Continued preparation of advanced doctoral students for professional practice. Ethics, teaching, and research in higher education and other systems is addressed including elements of professional presentation, publication, and grant writing. Students study how expressive therapists become leaders in the field, and course content also governs the dissertation, a demonstration of mastery of a field of study and an original contribution to expressive therapies. These areas of study are delivered in three sections.

Prerequisite: GEXTP 8010; Ph.D. students only, or with permission of instructor..

GEXTP 8016 - Doctoral Seminar VI (3)

Continued preparation of advanced doctoral students for professional practice. Ethics, teaching, and research in higher education and other systems is addressed including elements of professional presentation, publication, and grant writing. Students study how expressive therapists become leaders in the field, and course content also governs the dissertation, a demonstration of mastery of a field of study and an original contribution to expressive therapies. These areas of study are delivered in three sections.

Prerequisite: GEXTP 8015; Ph.D. students only, or with permission of instructor..

GEXTP 9151 - Doctoral Study (0)

Doctoral students register for this course every semester while taking coursework, and after, while completing the qualifying examination or dissertation.

GINTC - INTERNATIONAL HIGHER EDUCATION AND INTERCULTURAL RELATIONS PROGRAM

GINTC 5002 - Immigration: Laws, Issues, and Practices (3)

An examination of regulations pertaining to visas and current changes as issued by the U.S. Immigration Services. Analysis of current practices, forms, and issues provided through lecture, discussion, case studies, exercises, and readings.

Offered: Usually offered summer semester..

GINTC 5012 - International Education Exchange (3)

Review of the history, philosophy, and objectives of international education exchange. Discussion of issues raised by current trends and practices within exchanges.

Offered: Usually offered spring semester..

GINTC 6001 - International Student Advising (3)

Focus on the purposes and philosophy of an international office and its impact on the international student advisor. Topics include counseling/advising, intercultural programming, publications, office management systems, ethics/ legal responsibilities, and data management.

Offered: Usually offered fall semester..

GINTC 6003 - Intercultural Helping Skills (3)

Culturally sensitive experiential training to develop effective interpersonal/group helping skills in educational and human service settings. The concept of "help" is considered from various cultural perspectives.

Offered: Usually offered summer semester..

GINTC 6004 - Culture, Negotiation and Responding to Conflict (3)

Explores the concepts and develops the skills of negotiation, mediation, and third party action central to the effective resolution of situation-specific intercultural conflict.

Offered: Usually offered fall semester..

GINTC 6006 - Leading and Managing in Diverse Organizations (3)

Develops both individual and team skills central to the effective leadership and management of human resources in culturally diverse organizations, global agencies, institutions, and businesses.

Offered: Usually offered summer semester..

GINTC 6009 - Inter-Group Conflict Transformation (3)

This course is an interdisciplinary and experiential inquiry into the analysis and transformation of intergroup conflicts. Students will be introduced to different approaches of analyzing and transforming conflicts, grounded in theories of peace-building, social psychology, religion, and philosophy, to form the basis for a conceptual framework. Culture and its connection to conflict and conflict transformation will be at the center of these discussions.

GINTC 6016 - Media Images, Ethics and Advocacy (3)

This course examines selected representational works of art (primarily film and photography) to explore such issues pertaining to identity as transnationalism, gender, reflexivity, and cultural mediation. Students analyze works for their form, content, artists' intentions, and audience perception. Students develop a critical perspective of understanding visual documents in terms of such issues as authorship, intentionality, power, and epistemology as a result of cultural encounter.

Offered: Usually offered fall semester..

GINTC 6100 - Dynamics of Self and Culture (3)

This course focuses on intercultural interactions and what each of us brings to these encounters. Cultural self-awareness, identity, value systems, and worldviews are explored along with their impact on behaviors across cultures. The influences of individual and group prejudices, and their impact on interactions and cultural transactions (both domestic and international), are explored.

Offered: Usually offered fall and spring semesters..

GINTC 6103 - Intercultural Communication (3)

This course focuses on intercultural communication behaviors and the theories available to help us understand the dynamics that emerge in complex intercultural interactions. Explores the many factors that interact to influence communication patterns within and across cultures. Developing professional communication competencies is the core goal of this course.

Offered: Usually offered fall and spring semesters..

GINTC 6105 - Culture, Perceptions, and Social Interaction (3)

This course surveys the models and practices prominent in the intercultural relations field. This includes conceptual frameworks for exploring intercultural communication, acculturation, and the development of intercultural competencies. Historical perspectives on the field of intercultural relations are reviewed and prominent portrayals of culture and cultural differences are assessed.

Offered: Usually offered fall and spring semesters..

GINTC 6107 - International Admission and Recruitment (3)

This course provides a comprehensive understanding of the functions of an International Admissions Office. It develops skills for strategic planning, and fundamentals of enrollment management adapted to international admission. Global trends in the marketplace are analyzed in order to develop and implement an international admission strategic plan. The course also examines a variety of international educational systems, which is essential for evaluating international student applications and making admissions decisions.

GINTC 6108 - Grant Writing for Educational and Non-Profit Settings (3)

This course is designed to help students understand the context of the world of philanthropy and how educational and non-profit organizations seek funding to support their organizations and projects. The focus is on developing skills for writing successful grant proposals through review of actual grants, hands-on exercises, the completion of one thorough draft grant and feedback in a supportive environment.

GINTC 6109 - Global Perspectives on International Higher Education (3)

This course examines global education including the following: issues and trends in internationalization and regionalization, (particularly cultural, political, and economic trends) global mobility, and institutional policy considerations. These issues are examined from the vantage points of various countries throughout the world, thus addressing national approaches in countries other than the U.S. as well as international student constituencies in the U.S. Lastly, this class examines the nature of effective partnerships, and cross-border education initiatives.

GINTC 6110 - Agency and Ethics in a Pluralistic World (3)

Moral diversity is an increasingly important feature of social life. And how people respond is central to human relations within and across groups. This course explores moral diversity, how felt moral differences are expressed, and their effects. It considers the agency embedded in expressions of moral concern, and the benefits of reflective critical engagement. Students use these insights to engage an array of complex situations in which moral concerns and their expression are central.

GINTC 6111 - Enhancing Inclusion in Organizations (3)

This course focuses on enhancing inclusion in educational and workplace settings. Students will explore the features and natures of environments that appear to support a broadly felt sense of belonging, as well as reflect on their own experiences with inclusion. The course draws attention to how others have incorporated inclusion, and considers the resulting changes in human dynamics across personal, social, and organizational environments. Students will also gain practical experience designing inclusion-enhancing activities.

GINTC 6999 - Independent Study (1-6)

Supervised independent exploration/research /project(s) of particular interest related to professional objectives.

Offered: Usually offered fall, spring, and summer semesters..

Written permission required prior to registration. Please call 617.349.8369.

GINTC 7107 - Qualitative Research for Social Sciences and Education (3)

This course examines various components of ethnographic research and introduces students to qualitative data analysis (case study, narrative analysis, and grounded theory). Students will design, develop, and complete a field research project. This course engages students in the design of a cultural study, participant observation, interviewing, data analysis, and writing. Through the experiential process of conducting an ethnography, students will develop a deeper understanding of the research process while learning about a specific cultural group.

GINTC 7700 - Internship: USA (3)

In-country supervised field experience in international or multicultural setting related to the student's career choice. Minimum of 190 hours on-site. Final project in the form of an overall report/project/integrative paper required.

Prerequisite: Completion of all coursework.. Offered: Usually offered fall, spring, and summer semesters..

Written permission required prior to registration. Please call 617.349.8364.

GINTC 7701 - Internship: International (3)

Supervised field experience in a country other than the United States in a setting related to student's career choice. Minimum of 190 hours on-site. Final project in the form of an overall report/project/integrative paper required.

Prerequisite: Completion of all coursework.. Offered: Usually offered fall, spring, and summer semesters..

Written permission required prior to registration. Please call 617.349.8364.

GINTC 7750 - Thesis (3)

An individualized independent thesis project supervised by faculty, building on both internship and coursework experiences in intercultural practice.

Offered: Usually offered fall, spring, and summer semesters..

Written permission required. Completion of other coursework and internship prior to registration. Please call 617.349.8364.

GINTD - GLOBAL INTERDISCIPLINARY STUDIES

GINTD 5011 - Ways of Knowing: How We Make Meaning (3)

Ways of Knowing is a course in philosophy providing a framework for exploring western epistemology as one characteristic way of knowing. We will question whether the western paradigm is the only way to configure reality, and if investigating the world through other lenses can also lead to scientific understanding, deep analysis, and rich inquiry. This course is intended to deepen the student's academic depth, critical reflection, and cross-cultural understanding.

GINTD 5012 - People and Place: Interdisciplinary Perspectives (3)

This course is an introduction to interdisciplinary studies. It will allow participants to investigate and critique the ways in which the western paradigm of disciplinary knowledge is constructed. Students will examine connections between different disciplinary perspectives. An exploration of identity, culture, and its relationship to the surrounding context will be at the center of this examination. Students will also develop research and writing skills required for a graduate course.

GINTD 5999 - Independent Study (3)

GINTD 6004 - Courageous Leadership and Professional Practice (3)

This course provides opportunities for educators and other professionals and students to explore their vocational and academic identity and vitality. Participants experience a range of practices that enhance reflection, courage, and renewal, while studying the related principles and social contexts of this work. They then identify implications of courageous leadership for their own personal and professional practice.

GINTD 6032 - Graduate Research and Writing (3)

This course prepares students to write at a graduate level in their fields of study. It covers the writing process and writing activities that promote mastery in the humanities, the social sciences, and the sciences, including skills in online research, critical thinking, analysis, and reflection, and integrating scholarly sources into students' writing. Writing assignments and exercises throughout the semester culminate in a final paper in the student's discipline.

GINTD 6050 - Intersections of Gender, Race, and Religion (3)

Students use historical case studies to analyze ways in which the spiritual and racial identities of women shape their responses to racism. This course includes a study of cultural identity and contemporary examples to explore ideas and concepts.

GINTD 6124 - Foundations of Conflict Transformation (3)

Initiates students into the theoretical concepts of Conflict Transformation through an examination of the roots of interpersonal, groups, systemic, and global conflicts. Students explore the interplay between social-psychological, religious, structural, and cultural factors in order to analyze the dynamics of power and conflict at work in different settings.

GINTD 6125 - Self-Designed (3)

Students work with an Interdisciplinary Studies faculty member to design a 3-credit independent study that supports their Degree Plan. Components may include reading, research, creative and experiential academic activities.

GINTD 6127 - Restorative Justice: Principles and Practices (3)

The course provides an understanding of the basic principles and values of Restorative Justice. It introduces some of the existing models of restorative Justice in different social and cultural contexts. Finally, the course explores the practice of Restorative Justice as a way of life and as a way of seeking justice.

GINTD 6130 - Research Methods (3)

This course is designed to support graduate students in developing research and inquiry skills. It gives students a deep background in graduate research, its methodologies, its challenges and its organization, including for creative or arts-based presentations. Students will prepare, refine, and demonstrate a range of research tools which equip them to plan and organize their research, as well as to clearly communicate their findings.

GINTD 6417 - Culture, Negotiation, and Responding to Conflict (3)

Explores the concepts and develops the skills of negotiation, mediation, and third party action central to the effective resolution of situation-specific intercultural conflict.

Cross-Listed as: GINTC 6004.

GINTD 6888 - Special Topics (3)

A one-time special topics course offered within the Interdisciplinary Studies Division.

GINTD 6999 - independent Study (3)

GINTD 7001 - Praxis: Integrating Theory in Practice (3)

Praxis provides students and opportunity to: reflect on the relationship of learning and professional practice; frame a thesis question relevant to their fields, or, in a certificate program, envision a capstone project; cultivate a researcher's mindset to test assumptions; apply critical analysis to reviewing literature; and gain qualitative and quantitative skills to seek information related to their thesis question or capstone vision. The course culminates in their thesis proposal or capstone project.

Prerequisite: GINTD 5011.

GINTD 7500 - Thesis/Capstone (3)

Students will work one on one with their thesis advisor in constructing the culminating thesis or capstone project. This course will review graduate-level research methodology, interviewing skills, and the use of critical reflection, if a thesis, and for a capstone, will focus on building professional skills and applying critical reflection.

Prerequisite: GINTD 5011, GINTD 6032, GINTD 7001.

GINTD 7999 - Independent Study (3)

GCRWT - CREATIVE WRITING

GCRWT 6000 - Creative Writing I (6)

Under the guidance of their faculty mentor, students design an appropriate study plan involving the production of both new work and revisions in their genre, and submit four submissions of creative writing over the distance-learning semester. Much of the first-semester students' creative writing reflects the techniques encountered in First-Semester Cohort and First-Year Genre residency seminars, as well as their residency writing workshops.

GCRWT 6001 - Craft & Reflection I (3)

Under the guidance of their faculty mentor, students develop a reading list focusing on craft issues relevant to their development. A series of papers will be developed on specific craft issues and their relationship to the student's own writing. Students also compose detailed cover letters for each distance-learning submission, in which they reflect upon their artistic development. Students prepare for their work in residency seminars.

GCRWT 6002 - Interdisciplinary Studies I (3)

Lesley's interdisciplinary approach constitutes a three-fold recognition: that the borders between artistic genres have become ever more porous; that contemporary writers must be alert to new models of career preparation; and, perhaps most importantly, that along with avid reading and writing, there are always other passions that feed a writer's imagination. In consultation with the Assistant Coordinator, students design individual, 3-credit interdisciplinary projects for the first three of their four distance-learning semesters. Examples include: publishing and editing internships at magazines and publishing houses; independent studies in interviewing, reviewing, magazine writing, copy editing, translation, word & image, and writing the ten-minute play; research for writing projects; courses in art, literature, and the teaching of writing; taking graduate courses at Lesley; teaching assistantships. The Interdisciplinary Studies credits are meant to support the students' writing, or to enable them to develop new writing-related skills and experiences. The central purpose of the interdisciplinary project, however, is simple and singular: it should feed students' creative writing or aspirations to be working writers when they graduate.

GCRWT 6500 - Creative Writing II (6)

In their second residency and semester, students work with a new faculty member in their genre, designing a study plan that grows out of the work they produced and revised in their first distance-learning semester. Attending residency writing workshops critiquing new work or substantially revised work, students anticipate a semester of more rigorous revision and greater subtlety of expression. Residency seminars reflect this increased complexity.

GCRWT 6501 - Craft & Reflection II (3)

In their reading lists and critical writing for Craft & Reflection II, students build on the discoveries and accomplishments from their first semester, the craft annotations serving as their first steps toward the third-semester craft essay. In many cases, a student's interdisciplinary work-in book reviewing, in literary journalism, in the art of the author interview-contributes to increased sophistication in writing about writing. Students continue to write detailed, reflective cover letters.

GCRWT 6502 - Interdisciplinary Studies II (3)

See Interdisciplinary Studies I

GCRWT 7000 - Creative Writing III (6)

Creative Writing III inaugurates the students' second year, introduces them to a third faculty mentor's aesthetic approach, and signals a qualitative leap in sophistication. Third-Semester Cohort Seminars and Second-Year Genre Seminars reinforce the increasing subtlety of craft issues explored. Residency workshops and study plans also raise the aesthetic bar. During the third residency, students attend their first thesis-preparation meeting, to help them anticipate the quantitative and qualitative requirements of the MFA thesis.

GCRWT 7001 - Craft & Reflection III (3)

In addition to their reflective cover letters, students' critical work for Craft & Reflection III consists of a single craft essay of approximately 12-18 pages (3,500 to 5,500 words). MFA candidates and faculty mentors discuss this essay during the study plan conference and specify the reading required or the essay and the schedule for submitting drafts. Like the craft annotations, the third-semester craft essay explores, in detail, a question of style or technique, but with a more ambitious scope.

GCRWT 7002 - Interdisciplinary Studies III (3)

See Interdisciplinary Studies I

GCRWT 7500 - Creative Writing IV (6)

During the fourth residency's thesis study plan conferences, the MFA Candidate and the Thesis Advisor discuss what proportions of new work (GCRWT 7500 Creative Writing IV) and revision (GCRWT 7502 Creative Thesis) are likely to make the most sense for the MFA Candidate's thesis-in-progress, New creative writing is now firmly focused on the creative thesis, and the border between revision and "new writing" becomes appropriately blurred. Thesis students attend a second, more detailed thesis-preparation meeting, and the Fourth-Semester Cohort Seminars focus, in part, on students as working and publishing writers in the world.

GCRWT 7501 - Graduating Seminar Preparation (3)

Under the direction of the candidate's fourth-semester faculty mentor serving as the Graduating Seminar Advisor, the candidate prepares a 30-45 minute Graduating Seminar to be offered during the graduating residency. Based on a class agenda and reading list refined during the semester, the seminar is relevant to the student's writing concentration, but can include multi-genre or interdisciplinary elements.

GCRWT 7502 - Creative Thesis (3)

During the thesis semester, MFA candidates prepare and submit a creative thesis for evaluation by the thesis advisor and one other MFA faculty member in the candidate's field of writing, who serves as the graduate candidate's thesis reader. A creative thesis passes through recommendation by the thesis advisor, and a thesis approval form-signed by both Advisor and Reader-is submitted with the thesis to the Program Director.

GCRWT 7503 - Final Residency Requirement: Graduating Seminar Presentation (1)

As a final requirement for graduation, students return for a portion of a fifth residency to present their graduating seminars, as electives, to returning students. An MFA Creative Writing Faculty member monitors the student's seminar, offers pedagogical advice, and submits his or her approval electronically to the Program Director.

GCREA - CREATIVITY, LEADERSHIP AND SOCIAL CHANGE

GCREA 5908 - Transcultural Identity: Psyche, Soma, and Sojourning (3)

This course provides a unique opportunity to study identity and transculturalism within a specific population. As part of the course, students will participate in discussions, lectures, and presentations in the fields of psychotherapy, anthropology, education, and arts and health. A special emphasis will be placed on the body as self. This course is ideal for those interested in expanding their self awareness and life experience.

Cross-Listed as: GEXTH 5908.

GCREA 6028 - The Arts in Health: Cultural Context and Meaning (3)

This course looks at how health and illness are defined in many cultures, considering the central role of community, family, spiritual values, ritual, and the arts in healing across cultures.

Cross-Listed as: Cross listed with GEXTH 6028.

GCREA 6050 - Creativity and Leadership (3)

This course integrates innovative approaches to creativity and leadership for any practitioners in any organizational or educational setting. The course views these two powerful modes of human activity as exerting intrinsic influence upon one another that, when coordinated, amplify one another's effects. Course activities challenge perceptions and build skills in both arenas, and students will ultimately establish their own theoretical and practical models of creative leadership that they can use in any setting. Cross-listed with GEXTH 6049.

GCREA 6051 - Creative Conflict Transformation (3)

This course will explore creative ways to address issues of personal identity, differences, and conflict through the use of the arts. The course will explore intrapersonal, interpersonal, sociocultural, institutional, and spiritual dimensions of conflict through artistic engagement. Students will have an opportunity to creatively explore personal responses to conflict and to learn arts-based approaches to working with difference. Cross-listed with GEXTH 6051.

GCREA 6052 - Spiritual Dimensions of Leadership (3)

An examination of how spiritual factors influence effective leadership and foster community life. Contemporary theoretical perspectives on leadership and spirituality are explored as well as prominent political figures that have used a spiritual approach to leadership. Experiential arts exercises are used to deepen understanding and develop practical leadership and community building skills.

GCREA 8000 - Praxis in Creativity, Leadership and Social Change (3)

In this capstone course for the Certificate in Advanced Studies in Creativity, Leadership and Social Change, students will assess learning, integrate theory and practice, and make an original scholarly and creative contribution to their particular area of inquiry.

GCREA 8007 - Theory and Practice of Creative Imagination (3)

Advanced inquiry into the historical and contemporary discourse on the creative imagination exploring philosophical, psychological, and artistic traditions. Through studio work, participants will empirically and personally engage the phenomena of creative imagination and relate these experiences to theories through classroom and online discussion and culminating colloquia.

Cross-listed with GEXTP 8007.

CONTINUING EDUCATION

GCREA 5001 - Writing the Historical Novel (3)

This course is intended for students with an interest in writing serious historical fiction. Readings and exercises complement the manuscript critiques and help us focus on questions of particular relevance to those who write historical fiction. How do we define "the historical novel?" What methodological problems confront authors of historical fiction? How do we balance research and writing? Each student will be afforded one one-half hour consultation with the instructor to discuss his/her work-in-progress.

GCREA 5005 - Creative Nonfiction: Ordinary to Extraordinary (3)

In this course, students will learn to look closely at the world around them and turn their observations into finely crafted writing. Various forms of creative nonfiction will be explored such as the personal essay, memoir, profiles, writing about place and nature, family history, cultural criticism, and literary journalism. Students will learn how to identify subjects to write about, how to determine the purpose and audience, and how to draft and edit their work. Writing exercises will allow students to practice using fictional techniques such as narration, scene, and dialogue to expand works of nonfiction. Students will develop a portfolio of creative nonfiction work to be shared with their peers, where we will pay special attention to the process of revision and development of each writer's voice. We will read creative nonfiction and look at innovative approaches some writers use, such as photographs or drawings. This course will encompass a discussion on the basics of publication.

GCREA 5008 - Writing the Short Story: From Intervention to Revision (3)

The work required in this course breaks down into two broad categories, writing and reading. Learning to "read like a writer" is essential, and we'll study the work of various writers to get into the inner workings of their stories and see what makes them so effective. Students will practice these craft elements in weekly assignments, and will produce drafts of two full-length stories to be examined with their peers in workshops. The focus here will be on honing skills

through analysis, discussion, and, perhaps most importantly, revision. The class will address the basics of submitting work for publication.

GCREA 5401 - Autobiographical Writing (3)

This course is designed for those wishing to use their personal experience to write effective, meaningful autobiographical pieces. Students are encouraged to explore key childhood events, significant school or job experiences, influential relationships, important philosophical, psychological and/or spiritual turning points, or any other life experience. Classical essays in the genre will be read, but classes are mainly devoted to thoughtful analyses of students' work.

GCREA 5407 - Writing Poems: Using Nature, Using Ourselves (3)

In the poem, the exterior world can be used to illuminate interior experience, as metaphor, as psychic setting, or as cue for universal feeling. First, we will study the largesse of the natural world (landscape, animals, flora) to discover the sensory and visual impact there. We will read some contemporary poets who use nature as a primary focus. Within the supportive milieu of a workshop, each member will have the opportunity to write extensively.

GCREA 5409 - The Contemporary Poetic Voice (3)

In this course, we will read and write poetry. We will immerse ourselves in the work of several contemporary poets to study a range of voices and to learn a variety of techniques. We will explore the symbolic, the imaginative, the interrogative, the declamatory, and other rhetorical devices in our reading. Careful attention to the way a poem is put together--lineation, syntactical structures, punctuation, address, metaphor, imagery--makes us both better readers and better writers of poetry. The first part of the class will be spent discussing the published texts, and the second part will be devoted to workshopping students' original poems.

GCREA 5706 - Much Poetry Reading, Much Poetry Writing (3)

This is a poetry writing workshop with emphasis on revision--additive and subtractive--and deep revision; that is, radical reworking of the original poem.

GCREA 5709 - Introduction to Screenwriting: Writing the First Screenplay (3)

This class is designed for those interested in learning the secrets of screenwriting. Students will work in a supportive, collaborative environment that will help them bring their ideas to life. Through writing assignments and film screenings, participants will discover the keys to building a story and creating engaging characters. During the course, students will develop a complete outline and first act for a feature-length film, and embark on their screenplays confident that they are developing the skills to becoming professional writers.

GCREA 5714 - Writing Fiction and Memoir (3)

This course offers instruction in technique and the supportive atmosphere of a workshop setting. The fundamental concern which both genres share is how to write the most engaging and compelling story possible. The class addresses the elements of craft: characterization, scene making, dialogue and style, while keeping in mind that every story, real or imagined, has its own shape and integrity. Classes consist of group discussion of student manuscripts, as well as analyses of stories and memoirs by established writers.

GCREA 5908 - Transcultural Identity: Psyche, Soma and Sojourning (3)

This course provides a unique opportunity to study identity and transculturalism. As part of the course, students will participate in discussions, lectures, and presentations in the fields of psychotherapy, anthropology, education and arts and health. A special emphasis will be placed on the body as self. This course is ideal for those interested in expanding their self-awareness and life experience.Cross-listed with GEXTH 5908.

GCREA 6601 - Introduction to Training and Development (3)

This course examines the andragogical method used in business and industry. Using reading assignments and group projects, the course will examine the historical, and current and future states of the training profession.

GRADUATE SCHOOL OF EDUCATION

CMATH - GRADUATE LIBERAL ARTS AND SCIENCES

Note: Beginning with the Summer 1 2017 semester, all 6000-level CMATH courses will be coded **EMATH**. For example, CMATH 6107 will become **EMATH** 6107.

CMATH 5103 - Mathematics as a Second Language (3)

A major theme of Mathematics as a Second Language is understanding algebra and arithmetic through language. The objective is to provide a solid conceptual understanding of the operations of arithmetic, as well as the interrelationships among arithmetic, algebra, and geometry. Topics include arithmetic vs. algebra; solving equations; place value and the history of counting; inverse processes; the geometry of multiplication; the many faces of division; rational vs. irrational numbers and the one-dimensional geometry of numbers.

CMATH 6107 - Constructing Mathematical Understanding: Number and Operations (3)

Note*: Beginning with the Summer 1 2017 semester, this course will be coded* ***EMATH*** *6107.*
Participants will develop a solid conceptual understanding of the language and operations of arithmetic, as well as the interrelationships among arithmetic, algebra and geometry. Topics include place value and the history of counting, inverse processes, the geometry of multiplication, the many faces of division, and conceptual models of integers and rational numbers. Registration restriction: successful completion of an algebra or higher-level math course at the undergraduate level.

CMATH 6108 - Constructing Mathematical Understanding for Number Theory (3)

Note*: Beginning with the Summer 1 2017 semester, this course will be coded* ***EMATH*** *6108.*
Participants develop a solid conceptual understanding of the branch of mathematics known as number theory. Topics include properties of prime, composite, abundant, deficient, and perfect numbers; divisibility rules; and the use of geometric and other representations for finding prime factorizations and greatest common factors. Participants will also investigate the fundamental theorem of arithmetic, computing in different bases, and arithmetic progressions.

CMATH 6109 - Functions and Algebra I: Building Mathematical Understanding (3)

Note*: Beginning with the Summer 1 2017 semester, this course will be coded* ***EMATH*** *6109.*
Participants develop a solid conceptual understanding of the branch of mathematics known as algebra. Topics will include ratio and proportion, slope, operations with integers, the notion of function, absolute value, linear versus non-linear functions, sets, equations, inequalities, simultaneous equations and demand functions.

CMATH 6110 - Functions and Algebra II: Broadening the Base (3)

Note*: Beginning with the Summer 1 2017 semester, this course and its prerequisite will be coded* ***EMATH*** *6110 and* ***EMATH*** *6109.*
This course builds upon its prerequisite, Functions and Algebra I, studying wider classes of functions, their graphs, and applications; detailed study of quadratic functions; solutions of quadratic equations; applications in physics and optimization; introduction to general polynomials and rational functions, with applications to physics and optimization; exponential functions with applications to growth and decay; and Newton's law of cooling.

Prerequisite: CMATH 6109.

CMATH 6111 - Geometry and Measurement I: From Polygons to Pythagoras (3)

Note*: Beginning with the Summer 1 2017 semester, this course will be coded* ***EMATH*** *6111.*
This first course integrates the study of geometry and measurement and includes lines, angles, investigations of triangles including sorting, similarity, trigonometry, and Pythagoras' Theorem. We will also investigate quadrilaterals, polygons, area, and perimeter. Participants will examine the nature of geometric definitions and follow a path that explores mathematical explanation, argument, and justification and how these processes connect to geometric proof.

CMATH 6112 - Geometry and Measurement II: Circles, Symmetry, and Solids (3)

Note*: Beginning with the Summer 1 2017 semester, this course and its prerequisite will be coded* ***EMATH*** *6112 and* ***EMATH*** *6111.*
The second geometry and measurement course starts with a focus on measurement and picks up where course one leaves off. Topics include finding the area of irregular shapes, investigating circles, exploring symmetry, and looking at both the geometry and measurement of 3 dimensional solids. Participants will continue to explore how processes of mathematical explanation and justification connect to geometric proof.

Prerequisite: CMATH 6111.

CMATH 6113 - Probability: The Mathematics of Uncertainty (3)

Note*: Beginning with the Summer 1 2017 semester, this course and its prerequisite will be coded* ***EMATH*** *6113 and* ***EMATH*** *6109.*
The course develops basic methods and concepts of probability theory, along with typical real-world applications. Students prepare and evaluate probability investigations. The presentation is based on problem solving and mathematical discussion. This course is a co-requisite of the Statistics and Data Analysis course.

Prerequisite: CMATH 6109.

CMATH 6114 - Statistics and Data Analysis (3)

Note*: Beginning with the Summer 1 2017 semester, this course and its prerequisite will be coded* ***EMATH*** *6114 and* ***EMATH*** *6113.*

This course on descriptive and inferential statistics uses a collaborative inquiry approach that will develop the participant's ability to critically collect, analyze, and describe qualitative and quantitative data and a variety of verbal, visual and numerical ways. The course will lead participants to becoming both better producers of statistical information and more critical consumers of data based claims and arguments.

Prerequisite: CMATH 6113.

CMATH 6115 - Concepts of Calculus: Change and Infinity (3)

Note*: Beginning with the Summer 1 2017 semester, this course and its prerequisites will be coded* ***EMATH*** *6115,* ***EMATH*** *6110, and* ***EMATH*** *6112.*
Building on prior number, functions, and geometry courses, calculus extends ideas developed there to the concepts of limit and change. Participants are introduced to an important branch of modern mathematics and are shown how calculus relates to other more elementary areas of mathematics. Topics include ideas of a limit, the concept of instantaneous change, and the fundamental theorem of calculus.

Prerequisite: CMATH 6110 and CMATH 6112.

CNSCI - GRADUATE LIBERAL ARTS AND SCIENCES

CNSCI 5100 - Introduction to Physical Science (3)

In this introductory course on science inquiry, participants investigate common everyday phenomena. This course invites participants to "uncover" the complexity of a simple glass of water. They observe physical processes at play in this familiar system and develop scientific "habits of mind." Participants see how scientific principles can be applied to understanding the world around us. The following key physical science concepts are explored: density, displacement, buoyancy, melting, freezing, equilibrium, phase changes, and energy transfers.

CNSCI 5101 - Investigations in Space Science (3)

This course focuses on the study of the Universe - the totality of all space, time, matter, and energy. The organization of course content will take an "Earth Out" approach by studying the relatively familiar solar system before the discussion of stars and galaxies. The following topics will be explored: the history and tools of astronomy, the solar system, the Sun and stellar evolution, and Cosmology - the fate of the universe.

CNSCI 6103 - Perspectives in Biology (3)

This course presents an overview of recent major advances made in the field of biology. The course explores the impact of these advances upon the lives of people by familiarizing the students with current research methods and tools that led to these discoveries. The students will grapple with some of the controversial aspects surrounding topics including, but not limited to, evolution, stem cell research, and genetic modification. The challenging content requires students to be open-minded in dealing with the multiple perspectives explored in the class.

CNSCI 6104 - Investigations in Particles, Fields and Waves (3)

Participants develop their understanding of the physics of fields and waves through guided inquiry. They investigate electricity, magnetism, sound, waves and light through observation, hands-on

experimentation, simulation, video, graphical representations and discussions. Participants apply their understanding of the physics that lay beyond the range of our senses to everyday occurrences and devices.

Prerequisite: EDSCI 6120.

CSTEM - GRADUATE LIBERAL ARTS AND SCIENCES

CSTEM 5103 - Using Fraction as Number (3)

Using Fraction as Number will focus on fractions as numbers in mathematics and in the world around us. This course focuses on exploring fraction as a continuous model representing units of measure and quantities, as opposed to a discrete model which is the comparison of two numbers (ratio). This course also focuses on developing an understanding of what a fraction is, how it fits into our base 10 number system, what it means, how to perform calculations with them, and how to interpret those calculations.

CSTEM 5104 - Ratio, Rate, and Proportion (3)

Ratio, Rate, and Proportion is a course designed by Lesley University Center for Mathematics Achievement, which will focus on exploring the role of ratio and proportion in mathematics and the world around us. This course focuses on the development of ratio through the use of scale factors and graphing models; rate in terms of unit rates; and proportion through linear, inverse, and joint proportionality models. The course will develop the concepts using multiple representations and through problem solving. Individual and group problem solving tasks will permit students to observe, analyze, and contrast various representations and discuss the advantage of each. Each student will keep a learning log noting insights into his or her own understanding of ratio, rate, and proportions and the various ways in which they might be represented. A portfolio will also be developed illustrating what each student learned.

CSTEM 5105 - Expressions and Equations (3)

Expressions and Equations is a course designed for elementary and middle school teachers as a precursor for Functions and Algebra I. The Common Core State Standards specifically identifies the need to write everyday experiences using algebraic representations. This course will take the arithmetic understandings of finding and representing percents of increase and decrease and raise those representations to ones that use equations. The work with order of operations that is done arithmetically in the Number System will be raised to the level of algebraic representations. Variables will be explored and used in the solution of problems that previously were solved without equations or expressions. This course provides strategies for representing algebraically that which in the elementary grades is represented arithmetically.

CSTEM 5106 - Operations and Algebraic Thinking (3)

Operations and Algebraic (OA) Thinking deals with the basic operations-the kinds of quantitative relationships they model and consequently the kinds of problems they can be used to solve as well as their mathematical properties and relationships. Most of the standards organized under the OA heading involve whole numbers, but the importance of how the standards progress is much more general because it describes concepts, properties, and representations that extend to other number systems, to measures, and to algebra. The generality of the concepts involved in OA means that students' work in this area should be designed to help them extend arithmetic beyond whole numbers and understand and apply expressions and equations in later grades. Participants in this course will engage in representing Counting and Cardinality through to generalizing arithmetic to algebra. As OA develops across the grades, the level of sophistication expected in the computation methods will be calibrated to be coherent and to foster growth from one grade to another. This coherence will enable all participants to understand what is being taught and learned in their own grade as well as the grades that precede a participant's grade and that which succeeds their grade.

CSTEM 5107 - Measurement and Data (3)

Measurement and Data is a mathematics content course designed by Lesley University Center for Mathematics Achievement which will focus on exploring the role of measurement and data in mathematics and the world around us. This course focuses on the development of measurement models as outlined in the Common Core State Standards, the necessity for precision in measurement, linear and spatial measurement, nets and cubic prisms. As indicated in the CCSS-M students will convert within same units and among different units. Students will explore area, perimeter, and volume. They will think about volume in reference to the area of the base of a given figure and the number of layers that make up that object. The course will develop the concepts using multiple representations and through problem solving. Individual and group problem solving tasks will permit students to observe, analyze and contrast various representations and discuss the advantage of each. Each student will keep a learning log noting insights into his or her own understanding of measurement and data and the various ways in which they might be represented. A portfolio will also be developed illustrating what each student learned.

CSTEM 5108 - Statistics and Probability (3)

Statistics and Probability is a course designed by Lesley University Center for Mathematics Achievement which will focus on exploring the role of statistics and probability in mathematics and the world around us. This course focuses on the development of statistical models as outlined in the Common Core State Standards, strategies for interpreting data models, and examining probabilities of events. The course will develop the concepts using multiple representations and through problem solving. Individual and group problem solving tasks will permit students to observe, analyze, and contrast various representations and discuss the advantage of each. Each student will keep a learning log noting insights into his or her own understanding of statistics and probability and the various ways in which they might be represented. A portfolio will also be developed illustrating what each student learned.

CSTEM 6101 - The Mathematics of Force and Motion (3)

Mathematical and scientific literacy is a core requirement of life in the 21st century. More and more, participation in today's world requires the use and understanding of mathematics and science. Every citizen should be proficient in these fields and be able to utilize their solid reasoning as a tool to critically evaluate claims and ideas and to creatively solve problems. This course invites you to look at and explore the mathematics of force and motion-through the lens of investigative inquiry. While courses of this nature are often presented from a mathematical vantage point; i.e., after a mathematical topic has been introduced and learned, an effort is made to apply that knowledge to a specific scientific (or other) concept; here, specific concepts of force and motion will be explored, and the mathematics will be studied in order to support those concepts. Once a particular mathematic topic has been identified, it will be rigorously developed and thoroughly examined. Through investigations, readings, and

discussions, you will explore basic methods and concepts of the theory of force and motion, along with typical real-world applications. Students prepare and evaluate these investigations. The presentation is based on problem solving and mathematical/scientific discussion.

EACLD - CULTURAL AND LINGUISTIC DIVERSITY IN THE ARTS

EACLD 5500 - Poetry and Essential Linguistics (3)

Through the lens of poetry, this course takes a practical approach to the study of linguistics and of English as a new language with implications for teaching in monolingual or multilingual contexts. The nature of oral and written language; language variation and change; and the relationship between language and culture are explored as students write, share, and read poetry. Participants will learn to use poetry to augment language, writing, and literacy skills in their students.

EAGSR - PH.D. IN EDUCATIONAL STUDIES

EAGSR 7004 - Adult Learning and Development (3)

This course will review the theories, research, and models on adult learning and development. It explores the social context in which adults learn and develop, and the influences of race, class, gender, and culture. Students will be required to apply the material to a practice setting. This is a seminar designed for advanced graduate students.

EAGSR 7005 - Understanding Organizations: Analysis Across Disciplines (3)

The purpose of this course is to build knowledge of organizations across disciplines and contexts. Students will learn assessment techniques and participate in field-based experiences to analyze theory in practice.

EAGSR 7101 - Quantitative Research Methods I: Statistics for Research (3)

This course is designed to introduce graduate students to basic statistical methods and involves two broad topics: descriptive statistics and inferential statistics. In addition, students are introduced to statistical model building through the technique of regression analysis and correlational analysis. While the course centers on parametric statistical techniques, a brief introduction to non-parametric statistical methods, such as the chi-square test, is included.

EAGSR 7102 - Quantitative Research Methods II: Research Design (3)

Discussion of a variety of experimental designs stressing applications to participants' research interests. Includes analysis of variance, multiple regression, and non-parametric analysis.

Prerequisite: EAGSR 7101..

EAGSR 7103 - Qualitative Research Methods I (3)

Students learn basic qualitative research methods with special emphasis given to formulating research questions, conducting database research, and writing literature reviews. The research methods they learn are essential to the completion of action research projects that focus on school reform through teacher leadership inside and outside the classroom, and become the core of each student's thesis.

EAGSR 7104 - Qualitative Research Methods II (3)

This course combines theory and practice in advanced qualitative research methods. Participants will engage in ethnographic, case study, and other methods of qualitative analysis involving observation and interviewing. There will be emphasis on data collection, analysis, theory building, and presentation, so class members need to have a research site in place at the beginning of the semester. Coursework will involve historical/theoretical and exemplary readings, individual analytic memo writing, group consultations, and completion of a research project.

Prerequisite: EAGSR 7103.

EAGSR 7105 - Program Planning and Development for Adults (2)

The objectives of this course are to expand the student's conceptual understanding of the process of planning educational programs for adults from historical, theoretical, and philosophical perspectives; to critically examine one's own practice; and to develop a more informed, insightful, and reflective practice and to engage in effective education program development. Hybrid course offered in residency and online. Doctoral students only.

EAGSR 7106 - Leadership in an Adult Learning Context (3)

The purpose of this course is to explore the concept of "leadership" in contemporary society, with specific focus on the connections between leadership and ways in which we foster community. A primary underlying objective of the course is for students to become more aware of issues surrounding the topic of leadership and more able to think critically about how we approach topics of leadership in our varied communities. Doctoral students only.

EAGSR 7115 - Building Communities of Practice (3)

If true reform is to occur in schools, school change leaders need to utilize approaches aimed at mobilizing student, teacher and parent communities. This course will examine a variety of ways school leaders may develop 1) a community of student learners that addresses self-responsibility academically and socially, 2) a supportive culture for teachers through induction, coaching and mentoring and 3) a plan to engage parents in the agenda of the school. Students will explore the literature that frames the importance of social learning, delve into historical beginnings of communities of practice and explore promising approaches in the US and in international settings. The course will also reference and reinforce the literature on professional learning communities and discuss the skills and processes necessary to build and sustain the professional capacities of building-based faculties.

EAGSR 7116 - Learning and the Brain: Fitting the Nurture of Teaching to the Nature of Learning (3)

In this course, educators will explore how neuroscience can be used to improve student learning. Learning occurs through the biological medium of the brain. Activating and altering neurobiological processes within the nervous system is key to learning. Participants will examine the physiological mechanisms involved in memory, executive function, attention, emotion, motivation, stress, and resilience, and investigate practical applications for improved teaching methods and curricular design.

EAGSR 7117 - Advanced Topics: Research as Investigative Journalism (3)

In this seminar, we will look at both formal qualitative studies and journalistic studies as venues for opening ourselves to the process of writing well about our chosen areas of inquiry. It is an intensive

writing course that looks at the style and craft of works and points to questions of what it means in method of inquiry and form of writing to understand and represent another human being, another setting, to a reading audience.

Prerequisite: EAGSR 7103.

EAGSR 7118 - Nature of Inquiry: Below the Surface of Research (3)

This course's aim is to inquire about the very nature of inquiry--on issues that reside below the surface of the inquiry: assumptions about human nature and conduct, about the place of perception, prior knowledge, belief, ethics, and expectation in making sense of the human world. These assumptions all point to ways of knowing that both inform and result from inquiry, but are too rarely examined in courses focused on methods of educational inquiry, which dominate traditional doctoral program offerings.

EAGSR 7121 - Technology for Innovation and Transformation (3)

This course considers how technology may be used to innovate and transform education. Attention is placed on harnessing technology and the new media environment to transform current thinking about learning and to thoughtfully engage students in their work. The potential of technology to innovate and bring a renewed significance to schooling will be examined.

EAGSR 7200 - Writing in Doctoral Studies (3)

This course will provide instruction about writing basics, organization, APA, flow, and voice. Students will move into narrative and synthesis through writing a sample literature review based on their own topics of interest. The literature review will focus on writing a problem statement, organizing studies into themes, looking for theories and methods, building a solid outline, and beginning synthesis. Peer review will be used to deepen learning and widen the scope of writing.

Prerequisite: Permission required.

EAGSR 7205 - Sociocultural Perspectives in Adult Learning and Development (3)

This course provides learners with opportunities to study the sociocultural foundations of the field of adult education and adult learning and development. This course will investigate the role of identities and subjectivities in contemporary adult life. Theories of identity including the development of a critical disposition related to race, ethnicity, class, age, gender, religion, disability, national affiliation, and other forms of diversity will be investigated. The impact of globalization and ecology will be examined and ecojustice and feminisms will be highlighted in relationship to current issues in the field.

EAGSR 7206 - Research Inquiry in Adult Learning and Development (3)

This course builds on previous work and encourages doctoral level students to focus closely on one area of their own research. At the same time, students will expand their in-depth knowledge of adult learning and development theory and identify adult learning and development theories and practices that currently contribute to their research. The assignments will help students to synthesize the literature and become stronger experts in their fields of study.

Prerequisite: Permission required.

EAGSR 7210 - Program Evaluation (3)

An introduction to systematic, interactive program evaluation with an emphasis on underlying theories, current practices, techniques for collecting and analyzing data, and report writing.

EAGSR 7502 - Doctoral Seminar II (3)

This seminar supports deepened inquiry into one of the four major lenses of the doctoral program: Leadership, Program Development and Evaluation, Research, Adult Learning Theory.

Ph.D. candidates only.

EAGSR 8102 - Interdisciplinary Seminar I (3)

This seminar includes lectures and discussions by faculty, visiting faculty, and participants concerning advanced professional roles. The focus of the seminar is the teaching/therapy interface and how it affects each advanced professional in the human service field.

Ph.D. candidates and C.A.G.S. students only.

EAGSR 8104 - Interdisciplinary Seminar II (3)

Participants in this seminar examine the political, economic, and sociocultural forces that impact upon and shape the roles of professionals within institutions of social change. The seminar is structured around the consideration of a select number of critical issues and controversies surrounding professional work within institutions of social change. Presentations by invited professional practitioners supplement seminar readings and discussions.

Ph.D. candidates and C.A.G.S. students only.

EAGSR 8107 - Critical Contexts for School Leaders (3)

In this seminar, students will examine the principles, values and beliefs that inform contemporary educational leadership and look critically at the contextual factors that influence how leaders function in schools and school districts. Students will consider the social, economic, historical and political forces that shape school conditions and review the changing impact of federal policy and national strategies on local educational settings.

For Educational Leadership Ph.D. students only.

EAGSR 8108 - The Purposes of School in a Democratic Society (3)

This seminar will concentrate on beliefs about the overarching purposes of education, the role of education in a democratic society, and competing ideas about how to attain those purposes and fulfill that role. Students will consider 1) historical perspectives about the purposes of education and the reasons for schools, 2) different perspectives about the needs of students and society and how schools serve those needs, and 3) views about standards in public education.

For Educational Leadership Ph.D. students only.

EAGSR 8109 - Schools as Systems (3)

This seminar will examine the factors that affect a school's capacity to improve and sustain student achievement. Participants will analyze school conditions proposed by current research and theory. Organizing principles for schools, approaches for using data, and challenges related to closing achievement gaps will receive particular attention.

For Educational Leadership Ph.D. students only.

EAGSR 8110 - Change is a Process (3)

In this seminar, students will study models of change and analyze how leaders make decisions about engaging in change to improve student achievement and bring schools into the 21st century. Note: For Educational Leadership Ph.D. students only. New description as of January 1, 2011: In this seminar, new knowledge constructed from Achieving Academic Excellence for All, Critical Contexts in Educational Leadership, and Creating the School as Center of Academic Achievement will be reviewed, reinforced and applied to exploring the process of change. Students will examine work conditions that support change efforts, study models of change and discuss their implications for redefining educational leadership and redesigning schools. Students will examine the use of conceptual frameworks to initiate, facilitate, support, and sustain school or district-wide change efforts.

For Educational Leadership Ph.D. students only.

EAGSR 8111 - Issues in Research (3)

This course provides a forum for the presentation and discussion of student and faculty research current at Lesley University, as well as a critical examination of a variety of research methods.

EAGSR 8112 - Ph.D. Dissertation Seminar (3)

The Educational Leadership Ph.D. dissertation seminar is designed to assist students in finishing their dissertation. Questions/dilemmas about technology literacy, library research, data-based research, being a reflective practitioner, knowing how to make presentations, how to collaborate with others, analyze, synthesize, assess, evaluate, read critically, and write well will be dealt with in order to finish the dissertation.

for Educational Leadership Ph.D. students only.

EAGSR 8201 - Advanced Adult Learning and Development (3)

This course presents an in-depth, critical examination of theories, research, and models of adult learning and development with particular emphasis on their similarities and differences. Particular attention will be paid to the variety of assumptions underlying models of development and learning. Critical knowledge gaps will be explored through an examination of gender, race, class, sexual orientation, and culture. This is a seminar designed for advanced graduate students.

Prerequisite: EAGSR 7004; Permission required.

EAGSR 8202 - New Directions in Adult Learning and Development (3)

This course provides learners with opportunities to study a particular current topic in the field of adult learning and development. Adult learning theories and theories of adult development will be integrated into the course topic. Course topics may include: adult health education, popular culture in adult education, environmental adult education, international adult education, or cosmopolitanism in adult learning and development. Learners will advance their understanding of the field through a sustained inquiry of a relevant topic in the field.

EAGSR 8203 - Program and Curriculum Design in Adult Learning and Development (3)

This course provides learners with an overview of philosophy, theory, and models of curriculum development and program planning in the teaching of adults. The current literature in adult teaching, adult learning, and adult development related to curriculum development and program planning will be examined, particularly as it relates to what it means to develop effective adult education programs in general.

EAGSR 8501 - Doctoral Seminar III (3)

This seminar supports deepened inquiry into one of the four major lenses of the doctoral program: Leadership, Program Development and Evaluation, Research, Adult Learning Theory.

Ph.D. candidates only.

EAGSR 8502 - Doctoral Seminar IV (3)

This seminar supports deepened inquiry into one of the four major lenses of the doctoral program: Leadership, Program Development and Evaluation, Research, Adult Learning Theory.

Ph.D. candidates only.

EAGSR 9151 - Doctoral Study (N/A)

Doctoral students register for this course every semester while taking coursework, and after, while completing the qualifying examination or dissertation.

EARED - CREATIVE ARTS IN LEARNING

EARED 5009 - Drama and Critical Literacy (3)

Drama and Critical Literacy uses theatre-based learning to bridge literacy skills with meaningful community interactions within the school and in the larger community. The course will explore diverse cultural perspectives and multiple paths to learning. It will also enable teachers to engage in critical questioning, explore language as social practice; create and employ spoken, written, visual, and spatial texts across the curriculum. This process supports integration of drama into subject areas such as language arts and social studies. The course also investigates issues of diversity and differences in schooling, applying dramatic learning strategies to the social dimensions of classroom, family and community dynamics.

EARED 5010 - Creative Movement: Kinesthetic Learning Across the Curriculum (3)

This course integrates kinesthetic modes of learning with the use of movement as a language for interdisciplinary inquiry. Students will explore embodied approaches to curriculum applications, and the critical questioning and exploration that exists at the heart of creative movement as an art form will deepen the students' comprehension and retention of curriculum themes. Furthermore, students' work with the social, cultural, and political dimensions of non-verbal communication will allow them to engage with issues of cultural diversity, critical pedagogy, and democratic schooling.

EARED 5011 - World Music and Movement (3)

EARED 5014 - Environmental Arts and Education (3)

This course will promote understanding, appreciation, and responsible action toward the environment through hands-on arts activities, including Music, Bookmaking, Poetry Outdoors, Storytelling, Eco-Web Galleries, YouTube, and Eco-Blogs. Students will study history of environmental arts including ecological artists, materials and processes. Students will research key environmental issues and develop lesson plans using the arts.

EARED 5018 - Arts and Human Development (3)

This course familiarizes students with stages of human development from childhood through adulthood. Knowledge of human development is enhanced through interaction with art materials, music, movement, drama, and writing.

EARED 6002 - Integrated Arts Strategies for Inclusive Settings (2-3)

This course explores how arts integration provides learning opportunities that enhance teachers' abilities to respond to the needs of diverse student populations. Teachers will engage in visual and performing arts strategies to consider the multiple ways people learn and interact in the world. Universal Design for Learning (UDL) and Differentiated Instruction will be used as frameworks to address the challenge of designing flexible curriculum to allow all learners to experience success.

EARED 6003 - An Arts Approach to Multicultural Education (3)

This course explores ways to approach human diversity and build understanding about similarities and differences through drama, movement, visual arts, music, poetry, and literature. Application is made for the classroom and other work settings.

EARED 6005 - Multicultural Experience Through Dance (3)

Dance is a participatory art that also acts as expression, communication, and social ritual. This course uses dance as a vehicle to explore the diversity of cultural identities. Participants recognize dance as language and use dance to enable learning in the context of recognizing diversity, both within and around the individual. We engage in movement exploration in each class and together make diverse applications to our lives and work. For dancers and non-dancers.

EARED 6013 - Media Images, Ethics, and Advocacy (3)

This course examines selected representational works of art(primarily film photography) to explore such issues pertaining to identity as transnationalism, gender, reflexivity, and cultural mediation. The class will view films in the genres of ethnography and transcultural filmmaking. Students will analyze works for their form, content, artists' intentions, and audience perception, and will develop a critical perspective of under- standing visual documents in terms of questions as authorship, intentionality, power and epistemology as a result of cultural encounter.

EARED 6014 - Museum Partnerships with School and Community (3)

Educators often underutilize museum resources. Students will learn how to access museum collections, build partnerships with museums, and use technology to incorporate museum resources in teaching and learning. Students will examine and critically view the social contexts of museums, visit actual and digital museums, conceptualize and curate exhibits, and use digital means such as podcasts, YouTube, and blogs to integrate museum resources and share their own work.

EARED 6090 - Critical Pedagogy Through the Arts (3)

This course is an exploration of the theory and practice of critical pedagogy within arts-integrated teaching and learning. Participants will engage with issues of justice and equality in education as they explore the arts as a medium for critical inquiry and multicultural understanding among learners of diverse sociocultural backgrounds. This course will provide participants with the opportunity to translate theoretical analysis into arts-based curriculum development and pedagogical practice.

EARED 6091 - Transformational Leadership Through Drama (3)

This course orients students to the use of drama for education, issue resolution, empowerment, and leadership for change in schools and communities. There will also be opportunities to explore various interactive applications of drama to foster democratic education, multicultural education, and social justice in the classroom and beyond. We will examine how the process supports the curricular standards of the state.

EARED 6092 - The Inclusive Visual Arts Classroom (2-3)

Using the visual arts as a vehicle for learning, students will examine methodologies that will support the inclusion of children who face obstacles to traditional learning because of diagnosed physical disabilities or Limited English Proficiency in the art classroom. Potential accommodations and adaptations will be explored to help our students develop the capacity to facilitate an inclusive learning environment in their own art classrooms. Students will be introduced to IEPs (Individualized Education Programs), 504 plans. The legal history of inclusion for special needs students and English language learners will be examined.

EARED 6100 - Arts Integration, Literacy, and Common Core (3)

This course will investigate how arts integration can support literacy skills by directly linking to Common Core State Standards and twenty-first century skills while building a more democratic culturally responsive classroom. Teachers will learn strategies in drama, visual arts, music, creative movement, and poetry to provide flexible options for their students to access curriculum and diverse ways of expressing understanding. Teachers will discover the role of arts-based learning in differentiated instruction and performance assessment. Teachers will have the opportunity to examine in-depth the meaning of arts integration and to construct curriculum and instruction designed to meet the needs of their particular students.

EARED 6109 - Curriculum, Instruction, and Assessment: Visions and Versions (3)

In this course students engage with theories and practices of arts-integrated curriculum and the implications and manifestations of these for responsible educational decision-making. The integration of curriculum, instruction and assessment will be explored from historical, theoretical and practical dimensions. Topics addressed include critical perspectives on contemporary curricular trends and issues, personal constructs of curriculum, exploration of various instructional strategies, ideological orientations, and alternative methods of assessment.

Limited to students enrolled in Creative Arts Master's program at off-campus locations.

EARED 6110 - Arts and Education: History and Philosophy (3)

This course will consider the history and philosophy of American schools, with use of the arts to support course content. Students will explore the American experience of schooling through the eyes of diverse groups. The course's primary questions are "Why were public schools established?" and "What are schools for in our society?" We will explore education from a broader perspective than the classroom and become aware of social issues and their effects on education.

EARED 6111 - Principles and Practices of Art Education (PreK-8) (3)

This course is designed as an introduction to art education focusing on current trends, various movements and approaches, and curriculum and instruction. A pre-practicum field placement will be required to ground student learning in the field. Reflections from the field will be part of ongoing class discussions.

NOTE: EARED 6111 is for the PreK-9 level, and EARED 6112 is for the 5-12 level.

EARED 6112 - Principles and Practices of Art Education (5-12) (3)

This course is designed as an introduction to art education focusing on current trends, various movements and approaches, and curriculum and instruction. A pre-practicum field placement will be required to ground student learning in the field. Reflections from the field will be part of ongoing class discussions.

NOTE: EARED 6111 is for the PreK-9 level, and EARED 6112 is for the 5-12 level.

EARED 6113 - Teaching the Fundamental Elements of Visual Art (3)

This course for students in the Initial Licensure strands of the Master of Education Degree as a Teacher of Visual Art students (preK-8 and 5-12 grades) is designed to provide ways for students to become effective art makers and art teachers. The 6-hour per week format provides for the focusing on the major components of being art educators: art skills and techniques that can be used in the classroom; artmaking in the context of pedagogy and curriculum development; and effective classroom management. Students will examine their own views on art education and through presentation, collaboration, critique, and reflection will develop curricular and pedagogical approaches that will aid in the development of their own philosophies of art and teaching.

Prerequisite: EARED 6111 or EARED 6112..

EARED 6114 - Rites and Rituals: Assessment in Art Education (3)

In this course, students will develop comprehensive formal and informal assessment and evaluation techniques and methods. These methods will lead to improving teaching practice through knowledge of student learning, teacher reflection, and an understanding of the impact of students' individual differences on learning.

EARED 6115 - Interdisciplinary Curriculum: Arts, History, and Social Science (3)

This course is designed to provide the participants with an introduction to integrating the arts into the teaching of history and social science in the elementary classroom. The course will provide the participants with an opportunity to explore the arts as a powerful language to express and integrate knowledge in the teaching domains of history, geography, civics, economics, and social studies.

Offered in intensive format both fall and spring semester.

EARED 6116 - Early Childhood Arts, History and Social Science (3)

This course is designed to introduce pre-service teachers to the practice of using the arts to enhance teaching and learning in the history and social science classroom. A variety of hands-on approaches for planning and integrating the arts-storytelling, visual arts, music, drama, literature, poetry, and movement-into the history and social science content areas for PreK-2 students will be applied. We will explore materials and strategies desirable for facilitating higher order thinking, oral and written communication competencies, different learning styles, different points of view, and diversity and social issues in the classroom and beyond. We will examine theories of arts-integrated curriculum as they relate to Massachusetts History and Social Science Framework and National Standards.

Required/core course offered in the intensive format in the fall and spring semester.

EARED 6117 - Theory and Practice in Community Arts: Ideas Into Action (3)

In this course, we will examine the historical and contemporary theoretical frameworks that have shaped community arts in a wide span of artistic disciplines. Why has the community arts movement taken hold in the United States of America and across the international spectrum? Research proves that the arts bolster economic development, serve as connectors between neighborhoods and cultural/ethnic groups, and revitalize (physically and emotionally) urban and rural places. To achieve these dynamic possibilities, we must know how to turn ideas into action by gaining crucial skills in arts administration, audience development, and project development.

EARED 7003 - An Arts Approach to Diversity and Reflective Practice (3)

Through exploration of autobiographical, feminist and critical theories, this course looks at social and group identities in community settings. Through the arts, there will be learning about socio/political contexts and the impact these contexts have on learning styles, cultural identity and power. Research and reflective practice are at the core of this course as well as approaches to civic engagement and creating democratic schools.

Prerequisite: EARED 6003 or permission of instructor.

EARED 7100 - Educator Inquiry: Seminar and Thesis Project (3)

In this final course, students combine research, practice, and theory in order to reflect critically on their teaching and learning. Students identify skills and understandings gleaned from the program and assess the impact of these learnings on their teaching practice. They consider new roles for themselves as agents of change in the field of education. Their work culminates in a substantive project that makes an original contribution to the greater educational community.

EARED 7102 - Arts-Based Research (3)

This course focuses on arts-based research as practiced in the arts, education and other social sciences. We will examine using the creative process and various arts modalities to research human experience. We will explore various models of arts-based research, and students will develop research projects grounded in an arts-based method.

EARED 7103 - Issues in Contemporary Education: Integrated Arts Approach (3)

This course offers teacher leaders in schools a chance to consider basic issues in American education, with special emphasis on the arts and their place in education. The arts will also be used to teach/learn in the course. Some background in the history of American schooling is expected from students in this course, and collaboratively, we will probe the educational issues of our day in the light of that history. The class encourages self-reflection, and research using traditional sources and on-line materials; it draws on teacher's own experiences in education as texts as well. By raising issues in contemporary

education, this course lays bare the roots of politics, policies, and power in education as they affect public schools in our time.

EARED 7104 - Integrated Arts Seminar (3)

This course explores teacher leadership by asking students to investigate specific arts disciplines through the research, design, and implementation of leadership projects within their particular school context. Students will understand the value of arts integration in classrooms and communities, will deepen their own experience of the arts, and will use the arts to assist learning and illuminate research. This course includes the critical examination of research documenting the arts integrated into core curriculum.

Prerequisite: EARED 8000.

EARED 7106 - Multiple Literacies: Social and Political Investigation (3)

The course is designed to involve participants in the process of exploring the creative use of some of the arts, including, visual arts, poetry and telling stories. Participants will use the arts to redefine literacy, understand their students' literacies, and to enhance students' skills. The course will involve three major elements, research, artmaking, and curriculum development all of which draw on what participants discover about the lives, families and communities of their students and themselves. We will use a critical pedagogy approach in finding and using the voices and experiences of participants and their students in shaping curriculum, in understanding the broader contexts of schooling, and in creating knowledge together. The course will also focus on the use of the arts for basic literacy and numeracy in the classroom.

EARED 7109 - Introduction to Qualitative Inquiry: Writing as Research (3)

This interdisciplinary course focuses on writing as a mode of qualitative inquiry. This meeting-place between interpretive qualitative research and creative writing engages students in writing processes and projects toward the articulation of an action research topic of significance to themselves, their teaching practice, and their educational communities. This course offers an introduction to arts-based writing research methods, especially narrative, creative nonfiction, poetic and autobiographical forms of inquiry.

Prerequisite: EARED 7103 and EARED 7104.

EARED 7700 - Internship and Seminar in Community Arts (3)

This course is a seminar delivered in a hybrid model. Students participate in on-line discussions and attend a bi-weekly faculty sponsored seminar. Students will complete a 150-hour field based experience, conduct arts-based research, and examine issues in the field of community arts pertaining to their area of specialization. Students will also create a reflective portfolio documenting and assessing their learning in community arts.

EARED 7701 - Practicum and Seminar in Art Education (PreK-8) (6)

This practicum and seminar focuses on current issues in art education and classroom practice through assigned readings, inquiry, reflection, and discussions about field experiences in the art classroom.

EARED 7703 - Seminar in Teacher Inquiry for Art Educators (3)

In this seminar, students will develop, plan, and carry through a research project that examines their teaching practice in art as it relates to various community contexts. This course includes a field site component designed to ground the research in teaching practice within multiple contexts that include classroom, school, and community. Field-based research for Initial licensure. EARED 7703 is for the K-8 level, and EARED 7706 is for the 5-12 level.

EARED 7704 - Practicum and Seminar in Art Education (5-12) (6)

This practicum and seminar focuses on current issues in art education and classroom practice through assigned readings, inquiry, reflection, and discussions about field experiences in the art classroom.

EARED 7705 - Seminar in Teacher Inquiry for Art Educators (PreK-8) (3)

In this seminar, students will develop, plan, and carry through a research project that examines their teaching practice in art as it relates to various community contexts. This course includes a field site component designed to ground the research in teaching practice within multiple contexts that include classroom, school, and community. Field-based research for Professional licensure. EARED 7705 is for the K-8 level, and EARED 7707 is for the 5-12 level.

EARED 7706 - Seminar in Teacher Inquiry for Art Educators (3)

In this seminar, students will develop, plan, and carry through a research project that examines their teaching practice in art as it relates to various community contexts. This course includes a field site component designed to ground the research in teaching practice within multiple contexts that include classroom, school, and community. Field-based research for Initial licensure. EARED 7703 is for the K-8 level, and EARED 7706 is for the 5-12 level.

EARED 7707 - Seminar in Teacher Inquiry for Art Educators (5-12) (3)

In this seminar, students will develop, plan, and carry through a research project that examines their teaching practice in art as it relates to various community contexts. This course includes a field site component designed to ground the research in teaching practice within multiple contexts that include classroom, school, and community. Field-based research for Professional licensure. EARED 7705 is for the K-8 level, and EARED 7707 is for the 5-12 level.

EARED 8000 - Advanced Professional Seminar (3)

This seminar will focus on professional identity development and issues of professional practice. Students will be introduced to reflective practice, systems analysis, and action research. Students from diverse disciplines will learn in teams about collaborative problem solving for the systems in which they have to function as professionals. Emphasis will be placed on understanding the cultural, social, and community contexts of professional practice form a critical perspective. Restricted to CAGS candidates or by permission of the instructor.

EARTS - CREATIVE ARTS IN LEARNING

EARTS 5351 - Cultural History Through Storytelling (3)

Students explore stories and story types from various oral and written traditions. Drawing on culture and family, students develop original stories while integrating other art forms. Finally, students explore curriculum uses for storytelling in order to bring subject matter to life and motivate student learning.

EARTS 5371 - Visual Art and Interdisciplinary Inquiry in the Multilingual Classroom (3)

Participants engage in art-based investigations of issues affecting culturally and linguistically diverse students. They gain an understanding of visual art as a way of seeing and knowing and develop curriculum that addresses interdisciplinary learning across the curriculum and increases comprehensibility for ELLs. They investigate art as a form of emotional and cultural expression that is based on students' lives and serves as an entry point to both written and spoken language for ELLs.

EARTS 5381 - Drama: Imagination and Embodied Learning for English Language Learners (3)

In this course drama is integrated across the curriculum to enhance second language acquisition across the developmental stages of second language learning with a special focus on social studies. It includes culturally responsive drama strategies, such as reader's theater, which provide multiple points of access for students at different levels of language learning. Through physical expression, vocal variety, spoken word, and writing, students explore the academic language of social studies and respond to contextual clues, relationship and circumstance, and language as social practice.

EARTS 6001 - Collaborative Symposium: Power of Arts in School and Community (3)

Series of workshops led by artists and leaders in multicultural education offering a variety of arts modalities and avenues to understanding cultural differences. Participants will explore the integration of drama, dance, music, visual arts, storytelling, and poetry into multicultural approaches to teaching and learning. This symposium will emphasize collaborative work in the arts as a path toward democratic schooling and social justice.

EARTS 6006 - Power of the Image: Media Literacy (3)

This course examines the nature and origins of images, the visual representation of minority groups in the mass media, and the use of images to create a sense of place, tell one's story and affirm personal/cultural identity. Students develop sophistication about the power, sources and uses of imagery, and engage in the creative process using drawing, computer-generated imagery, and video as art forms.

EARTS 6008 - Arts and Technology (3)

This course will engage students in arts-based technology using a variety of software programs. Students will gain an understanding of technology and its many applications across the disciplines and in the world around them. Working collaboratively and/or independently, students will use technology in a caring, stimulating, safe, and creative learning environment.

EARTS 6101 - Art and Culture in Community (3)

This course will define community, both local and global. It will guide students in the process of identifying and utilizing arts and resources within communities. Students will develop an expansive definition of visual culture from the traditional to the popular and the contemporary. Through art-based work, they will obtain a complex understanding of the role of art in communities near and far while developing advocacy strategies.

EARTS 6103 - Literacy and the Arts: Vision and Voice (3)

Students gain an understanding of how the arts can be integral to the process of whole language, and gain skills in designing integrated learning projects. Through participating in aspects of music, drama, visual arts, movement and related language arts activities, students develop individual ways of building curricula in reading, writing, speaking and listening, based on creative modalities.

EARTS 6104 - Art and Visual Inquiry (3)

This course will engage students in art-based investigations using a variety of materials and processes. Students will also gain an understanding of art as an interdisciplinary medium that can address learning across the curriculum. Art will also be presented as a language that enables students to utilize voice as an agent for social change. Art as a vehicle for seeing and knowing will further students' ability to interpret, analyze, and speak about art.

EARTS 6105 - Multiple Perspectives Through Music (3)

This course opens the door to rethinking music from broader and deeper perspectives. Students examine their cultural assumptions about the role of music in their lives and in education. Through practice and theory, the many connections between music and curriculum are actively explored. Students are challenged to reconsider and expand their definition of music and to move beyond the traditional Western framework. The course takes students on a path of inquiry that examines multiple musical concepts.

EARTS 6106 - Creative Process as Pedagogy (3)

Through this in-depth exploration of the creative process from multiple perspectives and art forms, students will develop capacities to apply the creative process in their personal and professional lives. Through a focus on pedagogy as a creative process, we will develop examples of innovative teaching using digital and creative art resources. Literature, videos, and other online resources such as Joy2Learn, will help us contextualize culturally, historically and socially, the theory and practice of engagement in the creative process.

EARTS 6203 - The Language of Poetry (3)

By writing, sharing, and reading contemporary and traditional poetry, course participants gain skills in using poetry to augment language, writing, and literacy skills in their own students. Students develop ways to combine poetry with other art forms and to integrate poetry into elementary and secondary curriculum.

EARTS 6205 - Creative Writing Studio (3)

Through the exploration and application of the techniques and structures of poetry and fiction, students will hone analytic, inquiry, and creative skills useful to twenty-first-century educational, academic and professional settings. Inspired by close readings of noteworthy past and contemporary writers, students will produce a portfolio of poems and a short story, and revise them during the term. Coursework includes discussion board forums and peer review.

EARTS 6393 - Interactive New Media (3)

This course presents as a working interface between new media, contemporary culture, and a critical investigation of new working and learning environments. Through project development, students will experiment with new technologies to produce a "new idea" suited for online viewing. Theories of design and participatory methodologies will be used to enhance communication strategies and opportunities for public engagement. The course will emphasize collaborative problem solving as the basis for new learning relevant for art educators, community artists, and practitioners from a variety of disciplines.

ECOMP - EDUCATIONAL TECHNOLOGY

These courses are offered online or are scheduled for off-campus cohort groups.

ECOMP 5007 - 21st Century Teaching: Supporting All Learners with Technology (3)

This hands-on course teaches the integration of a broad range of technologies that foster a school climate and culture that actively supports learning for all students, including students with disabilities and students who are culturally and linguistically diverse. Participants develop the knowledge and skills to support diverse learners, including: understanding the learning characteristics of these students; leveraging digital media to support collaborative learning opportunities; evaluating and selecting appropriate computer-based applications and online tools; experimenting with and using assistive technologies; integrating technologies into the curriculum; and discussing trends and research that support these students in the classroom.

ECOMP 5110 - The Maker Mindset: Learning through Design, Tinkering & Play (3)

Building something from nothing, or redesigning something to make it your own, is at the heart of the maker movement. In this course, we will explore the affordances of this movement and the opportunities to influence and inform divergent learning experiences within a PreK-12 education context. Through the lens of constructionist pedagogy, students will engage in hands-on activities that model learning through play, fostering opportunities for self-awareness and identity affirmation, creativity, collaboration, and problem solving.

ECOMP 6003 - Using Technology to Integrate Mathematics Across the Curriculum (3)

This course focuses on using technology to integrate mathematics with other subjects. Students will explore interdisciplinary activities focusing on using data and a visual database as tools to engage students and enhance their understanding in both math and other disciplines. In addition, we will look at collaborative web tools and video to support learning and productive collaboration. Free web resources, from high-stakes testing support to education-focused virtual reality games, will also be featured.

ECOMP 6012 - Cyberbullying in Schools: Awareness, Prevention & Intervention (3)

This course will introduce educators to the world of cyberbullying. Through readings, discussions, group work, and simulations, the course will focus on how cyberbullying happens and the manifestation of it in the classroom and beyond. The legal implications for students, teachers, schools, and districts will also be explored. The course will conclude with class-created recommendations on actions that educators can take today to create a classroom/school culture that rejects cyberbullying.

ECOMP 6013 - iPads: Innovation and Inquiry (3)

iPads are transforming learning environments by redefining the way the students can create content and interact with the curriculum. Take a close look at the different ways that iPads can be used to encourage critical thinking and creativity, and foster student control over their own learning. With your colleagues, tease out strategies for shared use of the iPad and explore one-to-one deployment issues in the classroom.

ECOMP 6014 - Apps in Your Classroom: The Mobile Technology Revolution (3)

Explore the powerful potential of using mobile technologies in your classroom. Bring your own mobile device and use it to explore classroom based projects that empower student learning. Then create your own project. Explore a world of educational apps and join your colleagues in learning how even free apps can support your students. Learn how apps are constructed, and create your own apps. Unlock the amazing emerging potential of mobile technologies for your classroom.

ECOMP 6016 - Teaching and Learning with Digital Media (3)

This course will help educators to harness the power of digital media for teaching and learning. They will learn to use that power to transform traditional teacher-centered classrooms into student-focused learning environments where students use digital media for the acquisition, analysis, construction, and presentation of knowledge. Hands-on experiences will also help them develop proficiency with the tools and skills needed for authorizing and publishing digital media in a variety of formats for student learning.

ECOMP 6019 - Social Media and Education (3)

This project-based course introduces educators to social media for their teaching practice. We identify, experience, and evaluate selected social media applications and critically consider the implications for learning in and out of the classroom. Students are encouraged to apply social media features, such as authentic communication, to address ELL and accessibility. Social media is integrated into our class assignments, so rather than learn tools, we "work the web."

ECOMP 6020 - Digital Technology: How It Works (3)

This course focuses on conceptual understanding of how digital technologies work, both technically (internally) and practically (with humans). The course demystifies digital technology and expands students' knowledge of the deep commonalities as well as the differences between its different forms. Digital technology is studied in its social and historical contexts, revealing the relations between people and the technology they use, in and outside classrooms, and how both technology and those relations change symbiotically over time.

ECOMP 6022 - Global Learning: Teach the World in Your Classroom (3)

This course will help educators harness the power of global connections for teaching and learning Teachers will learn to integrate readily available digitized resources to transform traditional classroom learning materials by making use of a vastly expanded horizon for the acquisition, analysis, construction, and presentation of knowledge. Hands-on experiences will help teachers use streaming media resources, primary source artifacts, webcams, and field trips. They will create new materials for shaping 21st Century global citizenship.

ECOMP 6101 - Technology: Facilitating Change for Education (3)

Social networking, global learning, cyberbullying, online predators, and individual privacy - empower your students to stay safe and thrive in our digital world. Being an excellent teacher, parent, and citizen means understanding how our lives and our practices are changed by technology. You will learn strategies to manage technology for the benefit of your students. Examine how technology is changing every aspect of our lives and the ways we interact with one another: how we learn, create, work, study, and play.

ECOMP 6102 - Assessment and Technology (3)

This course investigates use of classroom assessments in support of student learning. Participants will explore a broad range of assessment strategies as well as technologies that support assessment “for,” contrasted with “of,” student learning. Topics such as high stakes testing, standards alignment and common core standards, and big data analytics are examined through student-led inquiry and discussion. Formative and summative assessment as well as personalized learning for diverse learners are key areas of this course.

ECOMP 6106 - Design Thinking: Learning Ecologies and Technologies (3)

At the heart of the capstone course is curriculum design with a focus on the unique affordances of technology to transform teaching and learning. Participants work through an interdisciplinary design thinking process to address complex problems of practice and collaboratively construct innovative solutions that lead to the reconceptualization of student-centric learning ecologies. This course is interactive and grounded in constructivist learning theories where learning by doing, reflecting, collaborating, and questioning are critical for success.

Prerequisite: ECOMP 5007, ECOMP 6016, and ECOMP 6102; Permission required.

ECOMP 6110 - Solving Problems of Practice & Teaching Dilemmas with Technology (3)

Through the exploration of specific problems of practice, we will examine different strategies that use technology to engage students in critical thinking and mastery. Unpacking problems such as vocabulary development and its close association with comprehension, or moving beyond rote number fluency to pattern recognition and number sense, we will leverage the unique affordances of technology to find effective and personalized solutions that address these teaching challenges and ensure high levels of meaningful student engagement.

ECOMP 6201 - Online Teaching: Introduction to Design and Practice (3)

This course is designed to introduce teaching online to K-12 educators. Utilizing a constructivist learning approach, we will explore the advantages of online learning and features of online environments and online collaborative tools, and examine the best pedagogical practices for teaching and learning online. Expectations, characteristics, and needs of online learners will be examined and specific strategies to help students assess their readiness to learn online will be developed. Solutions for involving all of the K-12 stakeholders and the challenge of keeping students motivated to produce quality work through online learning will be explored.

ECOMP 6202 - Online Teaching: Assessment and Evaluation (3)

This course examines assessment and evaluation in an online learning environment from the perspective of teachers and students in K-12 environments. A wide variety of effective assessment strategies are presented, including self-evaluation, authentic assessment, triangulation, continuous evaluation, pre- and post-testing, use of observational data, and others. Particular attention is paid to selecting the most appropriate and engaging assessment strategies for students and content that addresses the needs of students, keeping in mind the need to apply Universal Design for Learning (UDL) principles when selecting assessment methods.

ECOMP 6203 - Online Teaching: Building Communities and Facilitating Student Discussions (3)

This course focuses on building the expertise needed to create a supportive and constructive online learning environment through appropriate facilitation techniques and strategies. Participants investigate various aspects of facilitating online discussions, including teacher and peer moderated communication, developing guidelines and modeling substantive discussions, and the use of multiple technologies to enhance contact with and among students.

ECOMP 6204 - Online Teaching: Course Design, Development, and Strategies (3)

This course provides the opportunity to synthesize components of online teaching by involving participants in the development of an online course. Content and age appropriate online activities and strategies that will engage students are studied and developed. Educational theory, best practices in online learning, principles of Universal Design for Learning (UDL) and use of emerging technologies are researched, analyzed and used to produce online lessons that are viable and engage students in authentic learning.

Prerequisite: ECOMP 6201, ECOMP 6202, and ECOMP 6203.

ECOMP 7009 - Leadership in Educational Technology: Systemic Program Implementation (3)

The course explores effective strategies and tools for leading technology implementation in schools. Course outcomes include: 1.Understand facilitation of a shared school vision that maximizes use of digital-age resources to meet learning goals and support effective instructional practice 2. Develop, implement, and communicate technology-infused strategic plans aligned with a shared vision 3. Advocate on local, state, and national levels for policies, programs, and funding to support implementation of technology-infused vision and strategic plans.

ECOMP 7010 - Emerging Tech: Bringing the Future to Your Classroom (3)

Learn about promising technologies including eye tracking, 3D printers, and wearable computers. Explore the possibilities for trends such as the Maker Movement and the Flipped Classroom. Discover the latest web-based resources and collaboration tools for every grade level and subject area. Learn to integrate emerging technologies into existing curricula while promoting transformative thinking and creativity. Build your expertise and gain experience in identifying the efficacy of future technologies for enhancing student learning.

ECOMP 7011 - Bridging Technology Gaps (3)

The course looks at the reasons that there are significant student disparities in performance with and access to technology that are found in race, gender, economic class, linguistic, and cultural differences. In this course, students will investigate existing strategies to redress these "divides" from classroom to community to national efforts. Students will also explore curriculum and teaching techniques to broaden the appeal and engage more students in expanding their learning opportunities by using technology.

ECOMP 7017 - Online Teaching: Issues and Implementation (3)

This course focuses on concepts and issues related to online education. Students will advance their knowledge of teaching and learning online including development and implementation of online courses. Issues of pedagogy, methodology, challenges and current state of the field will be examined. With guided practice, students will engage in developing and leading online seminars.

ECOMP 7103 - Using Digital Tools for Instructional Innovation (3)

Course participants consider innovative pedagogical and technology approaches that address the learning needs of students across the learning and cognitive spectrum. Course outcomes include: 1. Understand instructional innovation using digital-age tools 2. Provide technology equipped learner-centered environments and resources to meet diverse needs of learners 3. Promote effective practice in the use of technology 4. Participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration.

Prerequisite: ECOMP 5007.

ECOMP 7106 - Qualitative Inquiry, Technology, and 21st Century Education (3)

This course engages students in addressing the compelling questions educators face in 21st Century schools. By learning to apply qualitative methods to fully implement an inquiry project, students will better understand the issues surrounding effective technology use in their local settings. Student research projects will include the development of meaningful research questions, an examination of the context of the study, an appropriate research design, and the application of qualitative methods for data collection and analysis. This inquiry project may form the observational basis for the student's thesis work.

ECOMP 7200 - Designing and Implementing Educational Websites (3)

Equip yourself to build an Internet presence for your educational organization that supports teaching and learning as well as other important organizational functions. Participants utilize either their own web resources or free (easy to use) educational web design tools to create an online presence. The course also explores secure website hosting and cloud computing; using Google (for example) as your "invisible" secure IT service; online communication and collaboration tools; and a range of website design tools.

ECOMP 8000 - Advanced Professional Seminar: Technology in Education (3)

This seminar course supports students' achievement of the following outcomes: 1. Understand the social, ethical, and legal issues and the responsibilities of educators resulting from a constantly evolving digital culture 2. Promote, model, and establish policies for safe, legal, and ethical use of digital information and technologies 3.Promote and model responsible technology-mediated social interactions 4. Facilitate involvement in local and global issues through the use of contemporary communication and collaboration tools

All students planning to do a practicum must make an appointment with the School of Education Field Placement Office the semester prior to doing the placement. An application and appropriate paperwork must be filed before the end of the fall semester for a spring placement and by the end of the spring semester for a fall placement. In order to enroll in a practicum, all pre-practicum and MTEL (Massachusetts Tests for Educator Licensure) requirements must be met. For further information, contact the Field Placement Office at 617.349.8197.

EDSCI - SCIENCE IN EDUCATION

Courses listed on programs of study that have liberal arts and science prefixes can be found in the Graduate School of Arts and Social Sciences section of the course descriptions.

EDSCI 5200 - Engineering STEM Solutions (3)

This course focuses on the use of the engineering design process to solve problems within a science context integrating STEM content. Participants investigate case studies of real engineering problems in the field, bridge content to practice, and begin to visualize research in an interdisciplinary context. Through the use of technology and design, participants deepen analytical and problem solving skills. Teachers will also become familiar with engineering education applications and learn to modify for their classroom.

EDSCI 6018 - Learning, Design, and Robotics: Gateway to Critical Thinking (3)

Our robotics laboratory is a fun, engaging course that infuses engineering-based projects into K-12 instruction. We build robots from scratch; learn programming with and without electronics; experiment with simulations; develop media-rich curricula while integrating common core and STEM standards; examine trending issues in Science, Technology, Engineering, Arts and Mathematics (STEAM) education; and discuss the pedagogies that support these approaches. Encouragement of pupils under-represented in STEM K-12 classes is examined. Participants purchase robotic kits in lieu of textbooks. All levels welcome.

EDSCI 6100 - Green Chemistry (3)

The primary objective of this course is to have a basic understanding of chemistry, with a special focus on being "green." The class will start with an in-depth understanding of the periodic table and various properties of atoms and their implications. Participants will learn about various chemical bonds and chemical reactions, followed by the principles of green chemistry, emerging technology, and engineering to sustain a greener society.

Prerequisite: CNSCI 5100 or EDSCI 5200.

EDSCI 6105 - Natural Disasters (3)

This course provides an introduction to the causes, occurrence, and consequences of natural and human-induced disasters. Students will analyze the physical causes, as well as the distribution and frequency, of disasters in order to understand the steps that might be taken to reduce their impact. Topics to be discussed include earthquakes, tsunamis, volcanoes, tornadoes, hurricanes, floods, wildfires, and impacts with celestial objects. The engineering design process will be integrated within the course activities.

Prerequisite: CNSCI 5100 or EDSCI 5200.

EDSCI 6110 - Life Science (3)

Biology is the prevalent crucial language used to describe and understand life. This course will immerse students in the words and stories interwoven in the landscape of life from ecosystems to cells. Biological knowledge from this course allows you to engage in the world, understand what is happening around you systemically, and join the conversation of life. More than ever before, it is incredibly important to be competent in the language of life as we continue to engage in activities that have myriad, far-reaching impacts.

Prerequisite: CNSCI 5100 or EDSCI 5200.

EDSCI 6115 - Earth and Space Science (3)

Processes that operate on Earth, Earth's place in the solar system, and the universe will be explored. Using a "large scale to smaller scale" approach, we will study the vastness of the universe: its stars first, then the solar system, and finally Earth's systems. Additional systems to be explored include Earth materials, plate tectonics,

water and Earth's surface processes, weather and climate, and bio-geology.

Prerequisite: CNSCI 5100 or EDSCI 5200.

EDSCI 6120 - Physics of Mechanics (3)

The course approaches the study of physics called Mechanics. The purpose of this course is threefold: (1) to extend understanding of key physics concepts through guided investigation, (2) to understand how physics concepts apply to everyday phenomena, and (3) to understand conceptual understanding of the physics of Mechanics and the strategies for addressing them. Through both hands-on experimentation and computer simulation, you will learn to investigate nature as a physicist does.

Prerequisite: CNSCI 5100 or EDSCI 5200.

EDSCI 6125 - Sustainable Engineering (3)

Through the engineering design process, educators will investigate current environmental issues within their local communities and begin to visualize solutions through an interdisciplinary lens of conservation biology, ecology, and social justice. Participation in a virtual classroom design studio will enable educators to better understand the interdependence of disciplines and to apply this understanding to their teaching practice and daily life.

Prerequisite: CNSCI 5100 or EDSCI 5200.

EDSCI 6130 - The Great Diseases: Teaching Infectious Diseases (3)

This course provides the background to teach about infectious diseases (ID) using The Great Diseases curriculum, a Biology II course developed by our partnership with Boston teachers and Tufts Medical School scientists. Participants will investigate life-relevant scientific questions using authentic scientific practices to explore host-microbe interactions and challenges of identifying and treating ID. Participants will consider a variety of inquiry-based approaches to teach about ID and will learn to modify lessons for their classrooms.

EECLD - CULTURAL AND LINGUISTIC DIVERSITY

Courses listed on programs of study that have liberal arts and science prefixes can be found in the Graduate School of Arts and Social Sciences section of the course descriptions.

EECLD 6001 - Culturally Responsive Teaching (3)

This course sets the foundation for creating meaningful and relevant teaching and learning for culturally and linguistically diverse students. Legal issues and a historical perspective are used to examine the student's civil rights and the ways that prejudice, culture, language diversity, and socioeconomic factors influence the student's academic success or lack of it within the current system and under the current policies. The cultures of the student's state are studied and used in planning and cultivating culturally responsive learning/instruction and positive cultural identity in the family and community relations. Intercultural communication at the local, national, and international level is addressed. Participants engage in self-study, write their own cultural and linguistic autobiography, identify and utilize cultural resources in the community, and plan to actively involve linguistically diverse families in the school environment.

EECLD 6002 - Essential Linguistics: What Every Teacher Needs to Know about Language (3)

This course takes a practical approach to the study of linguistics and English as a new language with implications for teaching ESL, reading, writing, spelling, phonics, and grammar in monolingual or multilingual contexts. The basic nature of language, first language acquisition, language variation, language change, and the relations of language to society and culture are explored. The course focuses on the development of linguistic foundational knowledge elements such as phonology, morphology, syntax, and pragmatics that informs planning for teaching first or second language. Structural and semantic differences between the student's first and English as a new language are examined and used in planning for learning.

EECLD 6004 - First and Second Language Acquisition and Oral Development (3)

This course focuses on first and second language acquisition theories, research, and practice with special attention to the nature of second language learning in a multilingual, multicultural context. A primary focus of this course is on the development of effective culturally responsive and research based language learning strategies and engaging methods for listening and speaking in two or more languages. TESOL standards (2010) are used in lesson planning and evaluation of second language. Instructional materials, including realia and a variety of media, are also used.

Prerequisite: EECLD 6002 or EACLD 5500.

EECLD 6005 - Technology and Innovation in the Multilingual Classroom (3)

This is a hands-on course that examines ways to explore, evaluate, and use different technologies to enhance learning of a new language, including applications, tools, educational software, and assorted documentation for culturally and linguistically diverse students. It focuses on ways to acquire and use culturally relevant information and materials from the community for developing curriculum content and instructional materials with a variety of media. Change and innovation in the language learning classroom are cornerstones of this course, along with the use of different media in connecting the classroom with the wider community. Students are required to develop a multimedia project around essential questions in culturally responsive second language learning.

EECLD 6007 - Teaching English to Speakers of Other Languages: Literacy and Literature (3)

This is a hands-on course dedicated to using outcome-based TESOL standards in multilingual/multicultural context for teaching reading, writing, and spelling in English to CLD students who are at different levels of English proficiency. Teachers acquire, evaluate, adapt, and develop materials that are responsive to the language proficiency level and cultural diversity of students in a classroom that fosters critical thinking skills and respect for all. Participants are expected to read, evaluate, and use a variety of K-8 children's literature and to learn to continuously assess and adjust their own language usage in the classroom in order to maximize student comprehension and verbal participation.

Prerequisite: EACLD 5500 or EECLD 6002.

EECLD 6008 - Teaching Reading and Writing for Speakers of Other Languages and Dialects (3)

This course focuses on what is different and essential about teaching English reading and writing to speakers of other languages and other language varieties. It discusses the impact of students' first languages and language varieties in reading and writing in English. It discusses the role of oral language in reading and writing. It employs culturally responsive research-based methods, strategies, and materials in learning and teaching reading and writing in English as a new language and language varieties.

EECLD 6010 - Teaching English to Speakers of Other Languages: Content Areas (3)

This course explores various research-based approaches of using classroom inquiry, small and large group projects, and community involvement to integrate the subject area content of the state frameworks with TESOL standards. Issues of group development such as inclusion, influence, cultural identity, community, structure, and mediation that support achievement are addressed. Through simulation and analysis, students deepen their understanding of the underlying structure and process of each of the content disciplines in English as a new language.

Prerequisite: EECLD 6002 or EACLD 5500.

EECLD 6012 - Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities (3)

Appropriate assessment is essential to understanding and documenting standards-based learning and the process of distinguishing learning (dis)abilities from language differences. Second language proficiency assessment is the primary focus of this course. Participants gain the skills to administer language assessments, monitor progress, interpret results, and incorporate them into instruction. Potential linguistic and cultural biases in assessment instruments, including biases in standardized tests, are analyzed. Students are required to practice with alternative assessment measures, including portfolio and other authentic assessments.

Prerequisite: EECLD 6002 or EACLD 5500.

EECLD 6107 - Teaching English to Speakers of Other Languages: Literacy and Literature (5-12) (3)

This course is dedicated to using outcome-based TESOL standards for teaching academic literacy: reading, writing, and spoken language in the content areas to linguistically diverse students. Multicultural literature and current research on literacy instruction for adolescent English learners, including students with interrupted formal education, are analyzed. Teachers evaluate, adapt, and develop language-based content instruction to provide high challenge and support in secondary content classrooms that foster literacy development, critical thinking skills, and respect for all.

Prerequisite: EACLD 5500 or EECLD 6002.

EECLD 6111 - Teaching English to Speakers of Other Languages: Content Areas (5-12) (3)

The course equips participants with essential knowledge and skills to effectively plan and implement standards based content lessons for bilingual learners by using sheltered content instruction methodologies appropriate for different levels of English proficiency. A primary focus will be on sheltered instruction methodologies, such as the Sheltered Instruction Observation Protocol (SIOP), Specifically Designed Academic Instruction in English (SDAIE), and the Cognitive Academic Language Learning Approach (CALLA) as well as on the related sheltered strategies and techniques for teaching content to secondary bilingual students.

Prerequisite: EACLD 5500 or EECLD 6002.

EECLD 6115 - Sheltered English Instruction (PreK-6) (4)

This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms.

EECLD 6116 - Sheltered English Instruction (5-12) (4)

This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms.

EECLD 6120 - Assessment for Equity and Inclusion of Bilingual Learners (5-12) (3)

Appropriate assessment is essential to understanding and documenting standards-based learning in understanding and speaking English as a second/new language and the process of distinguishing learning (dis)abilities from language differences. Second language proficiency assessment is the primary focus of this course. Participants gain the skills to administer language assessments, monitor progress, interpret results, and incorporate them into instruction. Potential linguistic and cultural biases in assessment instruments including biases in standardized tests are analyzed. Students are required to practice with alternative assessment measures including portfolio and other authentic assessments.

Prerequisite: EACLD 5500 or EECLD 6002.

EEDUC - EDUCATION

EEDUC 5013 - Curriculum, Instruction, and Assessment in General Science (3)

This course explores fundamental concepts of each science domain and investigates the interconnections among science disciplines, technology, and engineering. Introduces conceptual frameworks and strategies for aiding students' development of scientific, technical, and engineering knowledge. Explores techniques for creating a valid scientific environment so all students can experience scientific processes and learn rigorous science. Participants will engage in actually utilizing current, nationally validated, inquiry-based curricular materials as part of the course of study. Considers a variety of assessment techniques that are used to inform teachers, students, and parents of student performance.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 5051 - Children with Behavior Problems: Responding to the Challenge (3)

Based on a case study format, this course is designed to strengthen participants' ability to work effectively in inclusive settings. It focuses particularly, within these settings, on the provision of appropriate services for young children with behavior problems. Emphasis is on creating an environment that is psychologically and physically safe for teachers and children. Considered are ways in which these environments can be developed and maintained so that they foster the growth and development of all children.

EEDUC 5057 - Introduction to D.I.R. (Floortime): A Developmental Model for the Special Child (3)

This course introduces the Developmental, Individual-Difference, Relationship-Based (DIR) Model for working with children with special needs. This multidisciplinary model, developed by Dr. Stanley Greenspan and Serena Wieder, Ph.D., focuses on six developmental levels a child must master in the context of emotional relationships. Students will be introduced to Floortime, a strategic way of interacting that takes into account a child's motivations, relationships, and individual differences in processing and responding to sensory information.

EEDUC 5060 - Teaching English in Grades 8-12 (3)

This course prepares students to teach English in grades 8-12. Familiarity is assumed in major works of literature and composition, as covered in courses required of English Majors. A significant portion of this course will be devoted to the variety of teaching strategies available for instruction of classic and young adult literature. This course also includes work in analysis of reading and writing competencies in individual students through both formal and informal assessment. Students will learn how to adapt instruction to accommodate the needs of the full range of diverse learners in today's high schools.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 5061 - Teaching History and Political Science/Political Philosophy in Grades 8-12 (3)

This course will help pre-service teachers to develop the ability to design productive learning experiences for middle and high school students. The course focuses on pedagogical knowledge and pedagogical content knowledge, and expects students to seek the social studies content knowledge needed through liberal arts studies at Lesley. The course begins with an exploration of the larger purposes for teaching history and political science/political philosophy and/or social studies in a multicultural and global society and within the current climate of standards-based reform. The course then attends to four aspects of curriculum planning and implementation: developing lesson plans and units; implementing lessons; evaluation and assessment; and special topics and review.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 5102 - Teaching Elementary School Mathematics (3)

Mathematics in the United States has historically been a difficult field because it has not always taken children's developmental and learning needs into account. In this course, we support learners gaining knowledge needed to teach school-age children and increase competency in the mathematics itself. A variety of materials and models are used to show connections to daily life, and many different approaches to mathematics are investigated. Relevant children's literature and technology are also emphasized.

EEDUC 5104 - Literature for Children and Young Adults (3)

This survey of children's books from preschool through the adolescent years identifies the characteristics of the various literary genres, develops criteria for evaluating children's books, fosters an awareness and nurtures a consideration of how the developmental and diverse cultural needs of children affect their responses to literature, and shares strategies for integrating literature across the curriculum for enjoyment, learning, and classroom reading instruction.

EEDUC 5110 - Curriculum, Instruction, and Assessment in Mathematics (3)

This course focuses on creating a mathematical learning environment that stimulates mathematical problem solving and communicating ideas through mathematics. Connections are made within mathematics and among mathematics and other disciplines. Techniques are addressed for enabling all children to achieve mathematics competence and for ways of assessing student performance. An understanding of the national standards and the Massachusetts Curriculum Frameworks is stressed.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 5115 - Families, Society, and Schools (3)

This course is designed to provide an understanding of family diversity within the context of contemporary society. The course will examine links between school performance and family involvement. Institutional structures that facilitate or impede family-school relationships will be addressed. Specific issues facing families and children will be examined to help teachers better respond to the challenges of today's classrooms. Students will have the opportunity to explore community resources and family support systems.

EEDUC 5120 - Young Children with Special Needs (3)

This course examines concepts relating to young children, preschool through second grade, at risk for or exhibiting developmental delays or mild to moderate disabilities. It focuses on the identification, assessment, diagnosis, and referral of young children with special needs. Class participants will analyze and reflect upon inclusive strategies for classroom structure and curricular/instructional accommodations and modifications. Strategies for collaborating with families with young children with special needs will also be addressed.

EEDUC 5121 - Literacy: The Integration of the Language Arts (3)

This course presents fundamental principles of elementary reading and language arts. Focus is on students understanding the interrelationship of reading, writing, listening, and speaking. Students will also become knowledgeable about current materials, instructional strategies, and classroom--based assessment for emergent reading, beginning reading, and fluent reading.

EEDUC 5122 - Development and Learning: Psycho-social Perspectives in Education (3)

This course focuses upon constructivist-interactionist views of child development, spanning the preschool years through adolescence and young adulthood. Topics include early development, play, children's art, cognitive development and learning, family systems and social learning, classroom instruction and organization, communication, curriculum and cognition, evaluation and assessment, language development and literacy, moral development, gender differences, and developmental diversity

among individuals and across cultures including race, ethnicity, linguistic background, and economic conditions.

EEDUC 5128 - Integrated Curriculum for Early Childhood: Social Studies and Classroom Life (3)

Provides an opportunity for prospective teachers of young children to reflect on how the environments of the classroom and of the world outside the classroom affect learning. The broader concept of integrated curriculum addressing social issues, the past and its impact on life today, and use of technology related to social studies are addressed. Students make informed curriculum decisions for young children who enter school with a wide variety of needs, abilities, and backgrounds.

EEDUC 5130 - Integrated Curriculum in Early Childhood: Science and Health (3)

Young children learn about their world in an integrated, exploratory way. Children's understanding of the world continuously changes with the interaction between their development and the quality of these experiences. This course focuses on helping the pre-service teacher develop skills and intuitions in creating a rich learning environment for young students in the areas of science and health.

EEDUC 5131 - Developmental Learning (3)

This course is designed to help teachers understand the principles of developmental learning, physical knowledge, symbolic thinking, language development, social and moral development, and their implications for teaching practice. An understanding of principles of developmental learning will be presented both through readings and through direct observation of children's play, language, and social interactions.

EEDUC 5135 - STEM in the Elementary School: Thinking with Evidence (3)

In this course, participants develop a scientific stance and conceptual understandings important to teaching inquiry-based science to elementary school students. Participants plan and carry out sustained investigations, reflect on their own learning, and develop strategies for implementing and assessing inquiry-based science in the classroom.

EEDUC 5136 - Integrating Social Studies into the Elementary Classroom (3)

The essence of this course focuses on those methods and materials that facilitate the teaching of social studies in the elementary classroom. Attention will be paid to the integration of technology as an instructional tool, the development of appropriate assessment models, and the synthesis of social studies with the humanities and natural sciences. Selecting, developing, teaching, and evaluating skills, concepts, and resources play an active role in class meetings.

EEDUC 5137 - Language and Literacy Development in the Early Years (3)

This course will focus on the development of language and literacy in young children. Course sessions will address theories of literacy acquisition; the role of family, culture, and home in literacy learning; and assessments of literacy development. Emphasis will be placed on understanding literacy as social practice, the continuity of oral and written language, and a view of children as diverse and active meaning makers.

EEDUC 5138 - Literacy, Literature, and the Arts in the Early Childhood Classroom (3)

This course is designed to support teachers of young children as they design classroom experiences to foster literacy learning. Course sessions will address: the relationship between observation, assessment, and instruction; the interaction of the arts and children's literature in a comprehensive literacy program; and family/school relationships. Emphasis will be placed on meaning-centered practices, student inquiry, and literacy as a tool for content learning.

Prerequisite: EEDUC 5137.

EEDUC 5139 - Learning Mathematics in Early Childhood (3)

This course is designed to develop knowledge of content and pedagogy that is essential for teaching mathematics in schools. Assessment strategies, adaptations for special needs, and classroom management are all addressed. The "big ideas" and how they develop and become represented is a strong emphasis.

EEDUC 5146 - Issues in American Schooling: Contemporary Challenges and Historical Contexts (3)

The course examines diverse contemporary issues in American education through a combination of field-based experiences and investigation of the social and historical forces that shape the character of schooling in a democratic society. The course opens the dialogue about the nature of teaching and learning, and the design of educational programs in the context of societal, political, and economic structures as well as within the diverse cultural values of a pluralistic society.

EEDUC 5147 - Curriculum, Instruction and Assessment in History and Political Science (3)

This course will help students develop an understanding of curriculum, instruction, and assessment issues in middle school history, political science, and political philosophy. Students will develop sample instructional materials such as lesson and unit plans along with strategies for differentiating instruction. Students will learn how to use state standards and essential questions to design engaging lessons and how assessment may be developed to measure student learning in a meaningful way.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 5256 - The Impact of Trauma on Learning: An Overview (3)

This course will examine the impact of traumatic experience on student learning, both academic and social/emotional, and provide a structured approach to individual and school-wide interventions. The biological, environmental, and socio-cultural aspects of traumatic experience will be analyzed. School-wide and student-specific intervention strategies will be presented, and participants will analyze the effects of their work with students impacted by traumatic experience on their own well-being (secondary trauma).

EEDUC 5257 - The Impact of Trauma on Learning: Classroom and Student Supports (3)

Trauma affects self-regulation, social skills and a child's sense of health and wellbeing, along with interfering with more traditional academic skills that require language, memory, and executive function. This course will address ways to promote these non-academic and academic competencies for students impacted by trauma, including which competencies can be incorporated into the learning flow of the classroom (as they benefit all children) and which are best taught with an individual support plan.

Prerequisite: EEDUC 5256.

EEDUC 5258 - The Impact of Trauma on Learning: Creating Trauma Sensitive Schools (3)

This course is designed to expand knowledge of trauma, its impacts, and the process for building trauma sensitive environments through examination of the underlying change theory, processes, and tools needed to establish trauma sensitivity. Participants demonstrate their understandings by either (a) developing a plan for guiding the creation of a trauma-sensitive school or (b) conducting research grounded in trauma-informed inquiry.

Prerequisite: EEDUC 5256 and EEDUC 5257.

EEDUC 5259 - The Impact of Trauma on Learning: Action Research and Seminar (3)

Students demonstrate their understanding of the attributes of trauma-sensitivity by working together to design and conduct research that assesses the outcomes of efforts to improve trauma-sensitivity in classrooms, schools, or other learning environments.

Prerequisite: EEDUC 5256, EEDUC 5257, and EEDUC 5258.

EEDUC 5300 - Environment and Materials in Reggio-Inspired Teaching and Learning (3)

This course provides an opportunity to experience a variety of materials that form the symbolic languages children use to express ideas. Discussions focus on children's cognitive development as reflected in their use of expressive materials and on the education philosophy and processes that are characteristic of schools in Reggio Emilia, Italy. Highlighted are constructivist pedagogy, documentation, process learning, the role of the environment in teaching and learning, and the use of projects to facilitate in-depth learning.

EEDUC 5301 - Reggio Emilia-Inspired Study Tour: Collaboration, Inspiration, and Interpretation (3)

This experiential course will provide participants a unique opportunity to learn about the Reggio Emilia approach to Early Childhood Education, create research questions for investigation, and develop their personal and professional relationships in the process. Students in the course will meet at Lesley University prior to traveling to the Study Tour site, so to better understand the approach and to highlight perceived connections between the Reggio Emilia approach and individuals' own contexts. As part of the formal study tour, which includes visits to classrooms, presentations by/with staff, and cultural experiences, students will network with colleagues in the field to promote collaborative work and to adapt specific ideas to our own contexts. While traveling, students and faculty will meet to process individual and shared experiences. Participants will also maintain reflective journals that may include writing, drawing, photographs, or other artifacts created during the course. The course will culminate with materials prepared for presentations and/or publication. This experience will provide an avenue for course participants to share their learning with the broader community, and will serve as documentation of our individual and group experiences.

EEDUC 5400 - Literacy and Literature: Methods and Materials (1-6) (3)

This course presents foundational principles of literacy development, assessment, and instruction in the elementary classroom. Methods for locating, evaluating, and teaching with high quality children's literature are embedded across the course. Emphasis is placed on theory to practice connections that support language arts learning in linguistically and culturally diverse classrooms. A multi-literacies framework highlights the roles that technology, the arts, and digital resources play in literacy learning.

EEDUC 5815 - The Reggio Emilia Approach to Early Childhood Education (2-3)

Exploration of the history and basic philosophy of the Reggio Emilia approach. The organization of the environment, the teacher's role and the role of the atelerista, and the relationships between the schools and the community will be considered. Special focus on the emergent curriculum and processes for documentation.

EEDUC 6001 - The Teaching of Writing (K-12) (3)

This course promotes the thoughtful examination of writers and writing instruction. Throughout the course, students are introduced to strategies and skills they can use to enhance their own writing and the writing of K-12 students. Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current understandings in the field, this course explores such topics as writer's workshop, conferencing, struggling writers, assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of technology to support writers, and the management of writing instruction.

EEDUC 6014 - Teaching English to Speakers of Other Languages - Theories and Methods (3)

This course focuses on the theories and methods of teaching English as a second language and the effective classroom practices for English instruction in reading and writing, as well as literacy in the content areas. The cultural diversity of K-12 students on the site where the course is taught is examined as well as its influence on teaching and learning. The historical, theoretical, and philosophical underpinnings of bilingual education are addressed.

EEDUC 6020 - Summer Primary Literacy Institute (2-3)

This literacy institute is designed to engage teachers and administrators in thoughtful learning experiences and hands-on work. Each year different experts in the field of literacy will guide participants in thinking about best practices of literacy teaching and learning.

EEDUC 6022 - Cooperative Learning (3)

This practical course is designed to facilitate understanding of various cooperative learning structures and strategies through investigation and experience. The major focus is on developing cooperative models, structures, and skills to foster inclusion, social and academic problem solving, conflict resolution, and democratic values among students with and without special needs. Working in collaborative groups, students are required to develop an action plan for implementing cooperative learning in their classrooms.

EEDUC 6032 - Exploring Nonfiction for the Elementary and Middle School Classroom (3)

Utilizing children's literature as its required reading, this specialized course closely examines the often overlooked genre of nonfiction and its rich potential for integration across K-8 curricula. This in-depth study emphasizes developing critical skills for evaluation, analyzing various types of nonfiction books, highlighting notable creators in the field, and sharing strategies that increase nonfiction reading and comprehension, as well as techniques for the researching and writing of nonfiction within the classroom setting.

EEDUC 6039 - Phonics, Vocabulary, and Spelling in the Reading/Writing Classroom (K-3) (3)

This course offers educators the opportunity to learn the role that phonics, phonological awareness, vocabulary, spelling, and word study instruction play in learning to read and write. Participants expand their knowledge of the alphabetic principle and how words work, develop an understanding of the essential elements of a word study curriculum, learn how to assess students' reading and writing for phonics and spelling knowledge, and use a continuum of word study to plan for instruction. Attention will be given to supporting English language learners and to students who have difficulty learning to read and write.

EEDUC 6045 - Guided Reading: Differentiating Literacy Instruction (3-8) (3)

Participants will learn how to observe and assess the reading behaviors of intermediate and middle school students; form flexible groups; analyze and select appropriate texts; and plan guided reading lessons that address the needs of individual readers within the group. Participants will learn about the complex nature of the reading process and consider how each element of a guided reading lesson presents opportunities for teaching and learning that will support the varying needs of students, including those whose first language might not be English.

EEDUC 6047 - Guided Reading in a Comprehensive Early Literacy Program (K-2) (3)

New title, effective summer 2017: Guided Reading: Responsive Teaching (K-2)

Participants will build a strong understanding of reading as a complex process and learn how to help students become more proficient readers through differentiated instruction in small, guided reading groups. They will use running records of oral reading behaviors to study a child's progress in reading over time and consider the role that a gradient of texts and matching books to readers has on student progress. Participants will analyze assessment data to form flexible groups, select appropriate texts, and plan guided reading lessons for effective literacy instruction of diverse students.

EEDUC 6049 - Word Study: Teaching Phonics, Spelling, and Vocabulary (3-8) (3)

This course examines the rationales and theories underpinning the teaching of phonics, spelling, and vocabulary in an authentic literacy classroom for grades 3-8. You will investigate essential categories of learning and consider ways in which word study fits into a broader language and literacy framework. You will analyze teaching and engage in inquiry that will deepen your understanding of how words work and serve as a set of instructional practices for effective teaching of a range of students. Participants should be teaching in a classroom at this grade level, or have access to a small group of students with whom they can work over time in order to complete assignments successfully.

EEDUC 6058 - Anti-Bias Early Childhood Education (3)

This course is designed to help students understand the complex, multi-dimensional diversity of young children and their families, and learn to create a fair, caring, and anti-bias classroom community. By studying sociolinguistics and socio-cultural theories, students will deepen awareness of their cultural perspectives, become more open minded and sensitive to young learners' development in the context of a classroom culture, and connect the stance of anti-bias education with practical curriculum ideas, classroom management, and teaching strategies.

Prerequisite: EEDUC 5131; or CEDUC 2351, effective spring 2017.

EEDUC 6059 - Literature and Learning in the K-8 Classroom (3)

This course will explore children's and young adult literature as teaching tools in language arts and content area instruction. With an emphasis on curriculum development, the course will focus on teaching strategies for various genres; issues related to differentiated instruction and text complexity; and the use of children's and young adult literature as a vehicle to explore multiple perspectives.

EEDUC 6080 - Urban Ecology Field Studies: Implementing Field Research in Schools (3)

Participants engage in authentic, community-based, urban field research alongside experienced educators and researchers from Lesley University, the Urban Ecology Institute (UEI), Boston College, and Loyola Marymount University. Coursework provides both pedagogical and content enrichment for teachers seeking to meet professional and science education standards. Participants learn how to use and access UEI materials and curricula, and develop and implement a unit of study based on their experience in the course.

EEDUC 6100 - Adolescent Development in the Context of Families, Communities, and Schools (3)

Students will investigate the historical, contemporary, cultural, physical and psychological aspects of this important stage of human development. While learning about the characteristics of adolescents, learners will reflect on their own experiences and come to know themselves more fully. A goal of this course is to apply theory to authentic experience so that pre and in-service teachers develop an appreciation and understanding of how the institutions of society, and specifically schools, can best serve this age group.

EEDUC 6101 - Content Literacy (3)

Disciplinary literacies are explored as a means of accessing content knowledge in the PreK-12 classroom. The course examines constructivist reading comprehension and vocabulary strategies, and investigates how listening, speaking, reading, writing, and viewing are a means of both developing and demonstrating content area knowledge. Diverse text types and genres are examined for their complexity and content, as tools for scaffolding content learning.

EEDUC 6103 - Curriculum, Instruction and Assessment in English (3)

This course provides historical and structural foundations of the language for teachers of English in middle schools. Components of the course include the history of the English language; an examination of rules, conventions, and purposes of written and spoken English; a survey of selections of American, English, and world literature for middle school students; and methods of assessing students' needs as well as meeting the needs of diverse learners.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 6109 - Observation, Documentation, and Assessment (3)

This course provides an opportunity to examine a variety of ways to study children in their natural environment and in clinical settings. Emphasis is placed on looking at classroom settings, children's work, group interactions, and teacher behavior. Authentic assessment and work sampling systems are addressed. Strategies for presenting information about children and portfolios are developed.

EEDUC 6111 - Constructing the Equitable Classroom: From Theory to Practice (3)

This course will examine the goals, assumptions, and strategies of multicultural education and assist teachers to effectively apply theories of equity to classroom practice. Through a variety of cognitive and affective approaches, students will identify and analyze the cultural and structural factors that have led to unequal academic outcomes for diverse learners and explore practitioner-based strategies, resources, and materials for the development of classrooms that are culturally affirming and inclusionary. Through activities and assignments, students will both explore and demonstrate a developing awareness of how various artistic mediums can be utilized as important aspects in the development of a multicultural curriculum. Reading will be placed within the context of public schooling today in order to develop students' "cultural consciousness" of the shared societal assumptions that we bring to our teaching experiences.

Prerequisite: Completion of a curriculum development course in either early childhood, elementary, or middle school levels..

EEDUC 6120 - First and Second Language Acquisition (3)

This course addresses the theories and current research in first and second language acquisition. Participants will understand the theories and practices for developing literacy skills in English for English Language Learners (ELLs) with different educational backgrounds and different English proficiency levels. A variety of programs-two-way bilingual, sheltered English immersion, English as a second language, and others-are examined. Participants will work with the TESOL PreK-12 English Language Proficiency Standards and other standards-based Curriculum Frameworks and instructional materials.

EEDUC 6125 - Dimensions of Teaching and Learning (3)

Students identify and use resources available to support them in their learning, teaching, and reflection. They begin to examine their identity as learners and professionals and use what they learn to explore ways that educational practices and enduring educational controversies can be understood using multiple perspectives and the knowledge that people learn differently. They also begin to build a portfolio in which they reflect upon and demonstrate their expanding understanding and competencies.

EEDUC 6126 - Classroom and School Inquiry (3)

Classroom and School Inquiry focuses on the understanding and critical analysis of educational research and methods for accurately communicating this information to the public. As teachers participate in redefining their educational roles, decision-making and action-oriented classroom practice will be critical in promoting student learning. Both require problem-solving, which is enhanced by the forming and testing of hypotheses, gathering data that is then analyzed, synthesized, and evaluated, and generating solutions. This course will engage students in this process by acquainting them with the knowledge and techniques necessary for them to become lifelong teacher researchers, and to present the results of their research effectively and professionally to a variety of audiences.

This course is a prerequisite to EEDUC 6127.

EEDUC 6127 - Action Research and Seminar (3)

In this course, students demonstrate their expanding understandings and competencies as teachers by collaborating with several classmates to design a research project that can have a direct impact on their classroom, school, or school community. In addition, work from this course provides students with opportunities to develop professional development presentations and their leadership skills.

Prerequisite: Successful completion of EEDUC 6126 or an equivalent research course..

EEDUC 6128 - Dimensions of Equity (3)

This course will examine the goals, assumptions, and strategies of multicultural and special education and prepare teachers to effectively apply theories of equity to classroom practice. Through a variety of cognitive and affective approaches, students will identify and analyze the cultural and structural factors that have led to unequal academic outcomes for diverse learners within the socio-political and historical context of the United States.

EEDUC 6134 - Science Curriculum Designed for Understanding (3)

This pedagogical course focuses on curriculum redesign. Participants (K-8 educators) use the Teaching for Understanding framework developed at Harvard University to guide thinking critically about how to shape inquiry-based experiences to achieve deeper understanding of important science concepts. This framework stresses the importance of establishing explicit goals of understanding, engaging students in performances of understanding-that is, experiences that require learners to use the concepts they are learning-and ongoing assessment of their understanding.

Prerequisite: CNSCI 5100.

EEDUC 6135 - Assessment: A Literacy Perspective (3)

This course examines principles of assessment and evaluation in the language arts, with emphasis on reading and writing, for the literacy educator. The central concern is the role of assessment in instruction for both individual students and whole classrooms. Topics of study include the nature of data collection, analysis and interpretation in various assessment approaches, and issues related to serving diverse student populations.

Prerequisite: EEDUC 5121 or EEDUC 5400; EEDUC 6001 and EEDUC 6101.

EEDUC 6136 - Struggling Readers and Writers (3)

This course explores the nature of the challenges facing those students at all grade levels who struggle (for diverse reasons) to achieve expected progress in reading and writing development. Participants will describe and analyze the nature of difficulties encountered by struggling readers and writers; they will identify appropriate classroom approaches to address these difficulties and will survey the many well-established programs for learners who are struggling. Issues related to serving diverse populations are raised throughout.

Prerequisite: EEDUC 6001 and EEDUC 6101.

EEDUC 6137 - Creating a Community of Learners: Management Through High Engagement (3)

Participants will acquire strategies and skills to create a true community of learners where there is a caring, supportive, safe middle school classroom and team in which students participate fully in solving problems, including problems with disruptive behavior. A high level of active engagement in interdisciplinary, thematic, project-situated, and community-based inquiry will model for participants how to use intellectual engagement to motivate students' appropriate behavioral management and commitment to learning.

Prerequisite: EEDUC 6204.

EEDUC 6139 - A Pedagogy of Play (3)

How does one define play? What are the debates about the relationship of play to children's learning, to the development of meaning, and to creativity, PreK-2? Are there variations in play across cultures, between typically developing children and those with disabilities, and between genders? This course will examine theory and research that will help us explore these and other questions.

EEDUC 6140 - Education Reform and the Rise of After School (3)

This course will provide a broad overview of the major themes and challenges in the education sector in the latter twentieth century, including an overview of recent school reform initiatives within the context of larger economic, community, and family life changes. The rise of after-school programs, major trends in the emerging field of after-school education, and the particular pedagogical and social building blocks of the Citizen Schools model will be addressed. Offered as part of an off-campus sequence.

EEDUC 6143 - Early Childhood Curriculum: Topics in Math, Science, and Health (3)

Students build upon theory and practice of teaching math, science, and health through planning and implementation of integrated curriculum. Adaptation for all learners, assessment as a tool for improved teaching, and empowering children to be successful problem solvers and investigators will be emphasized. Student-designed curriculum will reflect developmentally appropriate practices. Additionally, students will identify their own strengths and define personal goals for designing math, science, and health experiences and facilitating young children's learning.

EEDUC 6154 - Meeting Diverse Needs in the Mathematics Classroom (3)

This course considers the theory, research, and practical applications of ensuring that all children succeed mathematically. Gender, socioeconomics, culture, language, learning differences, assessment, and differentiated instruction are considered. Offered as part of an off-campus sequence .

EEDUC 6156 - Assessment for the Classroom Teacher of Literacy (3)

This class is designed to support the classroom teacher in understanding the purposes of assessment including screening, progress monitoring, and diagnosing. Students will be introduced to assessment tools in the key areas of word identification, comprehension, vocabulary, spelling, phonemic awareness, emergent literacy, and selected topics in writing. Application to students from elementary through middle school will be made. Using tools with students with diverse linguistic needs and special educational needs will be incorporated throughout the content of the class. This course is designed to align to the International Reading Association's standards for Assessment and Evaluation for Classroom Teacher Candidates and is recommended for licensed teachers.

EEDUC 6158 - Enduring Ideas and Current Issues in the Education of Young Children (3)

This course examines ideas that have consistently influenced thinking in early childhood education and have significantly impacted program planning for young children. Through examination of the ideas, students gain an understanding of some historical and theoretical frameworks that have shaped current educational thought. They use the theoretical frameworks as a basis for exploring current issues related to the processes of young children's development and learning. Assessment, leadership, and advocacy efforts are integral components of the course.

EEDUC 6162 - Equity and Achievement: A Socio-Political Approach (3)

This course will encourage Middle School and High School certification and advanced degree students to explore the theoretical foundations and frameworks for developing a reflective, equity-based educational practice. Through a variety of cognitive and affective approaches, students will identify and critically analyze historical, socio-cultural, and school-wide factors that have contributed to unequal academic outcomes, explore practitioner-based strategies, and develop culturally-affirming resources and materials for content-specific courses, classroom, and school-wide use.

EEDUC 6164 - Perspectives on Literacy, Learning, and Teaching (3)

This course explores theories, values, goals, and assumptions underlying the ways literacy is learned and taught in school and out-of-school contexts. Emphasizing how these understandings play out in practice, students will study the histories, issues, relationships, instructional materials, and resulting policies surrounding various literacy education approaches. Students will critically examine particular perspectives to inform their own practice as literacy teachers, and experiences as literacy learners, and consider how such perspectives can shape their continued instructional practice. For M.Ed. students in Literacy for K-8 Classroom Teachers only

EEDUC 6165 - Linking Assessment to Teaching: Reading, Writing, and Word Study (K-8) (3)

This course develops the expertise of teachers in systematic observation and analysis of reading, writing, and language behaviors. Through authentic, standardized assessment and the analysis of reading records, writing, and talk, teachers will gain insight into how students are able to process, comprehend, and craft meaningful text. They will also identify the behaviors and understandings essential to

the way words and language work, and design literacy instruction that meets the varying needs of all students. Participants will need access to a student at this grade level in order to complete assignments successfully.

EEDUC 6166 - Classroom Assessment for Middle School and High School Teachers (3)

This course investigates formative classroom assessment for making decisions about instruction and student learning. During the course, participants will explore a broad range of assessment strategies and develop assessment instruments including: selected response assessments, essay tests, and performance assessments. Use of observation and personal communication in assessment will also be explored. Participants will work with summative assessment results (such as state test data) to understand how different forms of assessment can be used to determine whether or not students are progressing toward meeting standards.

EEDUC 6168 - Intentional Teaching in a Readers' Workshop (3-8) (3)

This course will teach the rationale and organizational components of reader's workshop. Participants will learn how the framework of the reader's workshop supports the development of the reading process in individual students as well as the development of a community of learners among students and a culture of learning within the classroom. Attention will be given to supporting students who have difficulty with the reading process and readers whose primary language is not English. During this course, you will be required to work with a student who is currently in grades 3-8. It is necessary to receive written parental permission in order to videotape your work with this student.

EEDUC 6169 - Thinking, Talking, and Writing about Texts (K-8) (3)

Participants learn how to observe, analyze, and lift the level of students' thinking about reading through instruction that engages students in close analysis of text and links thinking, talking, and writing. Using behavioral evidence of student talk and writing, participants make effective teaching decisions for all students, including those whose primary language is not English. Several instructional contexts within readers' workshop will be examined: interactive read aloud, literature study, writing about reading, mini lessons, and conferences. Participants should be teaching in a classroom at this grade level or have access to a small group of students with whom they can work over time in order to complete assignments successfully.

EEDUC 6170 - Middle and High School Content Literacy (3)

Explore how listening, speaking, reading, writing, and viewing are tools for accessing and demonstrating content knowledge within an academic discipline at the secondary level. This course investigates the process of teaching argumentative, informational/explanatory, and narrative writing as well as how to conduct research to build and construct knowledge within an academic discipline. Diverse text types and genres are examined for their complexity and content, and as tools for scaffolding content learning.

EEDUC 6173 - Literacy in the Disciplines (1-6) (3)

This course focuses on the reading and writing connection for elementary age learners. Students explore writing processes and reading comprehension strategies, with a focus on purpose and audience. Disciplinary literacy is investigated as a means of developing and demonstrating content knowledge. Attention is paid to arts and technology integration; visual, multimodal, graphical, and critical literacies; and the support of linguistically and culturally diverse learners through curriculum development, text set design, workshop structures, and collaborative learning.

Prerequisite: EEDUC 5400 or ESPED 6014.

EEDUC 6175 - Phonics, Spelling, and Vocabulary: Extensions and Applications (3)

The course will develop an understanding of the role of word identification in classroom literacy instruction: phonics, spelling, and vocabulary. This course will include current issues and research findings regarding best practices for literacy instruction in PreK-5 classrooms. Topics will include: phonics, phonemic awareness, vocabulary, automaticity, vocabulary, fluency, spelling, and selecting text for instruction. Participants will reflect upon their own classroom practice. This course will include applications to language acquisition and development.

EEDUC 6176 - Intentional Teaching in a Writers' Workshop (K-2) (3)

This course focuses on the structure of a writers' workshop, K-2, and includes assessing and planning for instruction in small group teaching; individual conferring; and whole group minilessons and share for all students, including English language learners. Participants build an understanding of the theory and practice of how young children develop as writers and how children's writing changes over time using *The Continuum of Literacy Learning* and other resources. Participants engage in "teachers as writers" to experience the writing process and to develop their knowledge of genre, craft, and conventions. Participants should be teaching in a grade K-2 classroom or have access to students in those grades to successfully complete the requirements of the course.

EEDUC 6180 - Intentional Teaching in a Readers' Workshop (K-2) (3)

Participants learn the rationale and organizational framework to support a readers' workshop in the primary classroom, including whole group and small group teaching, and independent reading with individual conferring. Participants consider the purpose and management of literacy centers to promote independent, self - regulated learning. Through analysis of informal assessment data, participants will design explicit instructional experiences for a range of students, including English language learners using *The Continuum of Literacy Learning Grades K-8* and other resources. Participants should be teaching or have access to students in order to successfully complete this course.

EEDUC 6185 - Intentional Teaching in a Writers' Workshop (3-8) (3)

This course focuses on the structure and components of a writers' workshop. The course includes planning for instruction in small group; individual conferring; and whole group minilessons and share. Participants engage in the writing process to build an understanding of theory and process around genre, craft, and conventions. They assess and plan instruction for all students, including those whose primary language is not English using *The Continuum of Literacy Learning Grades Pre-K-8: A Guide to Teaching* and other resources. Participants should be teaching in a grade 3-8 classroom or have access to students in those grades to successfully complete the requirements of the course.

EEDUC 6201 - Cultures of the High School (3)

This course is designed to guide pre-service educators and others interested in how the role of schools in US society in the formation of the knowledge, strategies and dispositions fundamental to the practice of a middle and high school professional educator. Students will study the social educational philosophies underlying various proposals for the design and management of ideal schooling arrangements, and participate in learning projects. Course aims will be accomplished through the reading of primary source documents, open-ended and deliberative class discussions, and the completion of both formal and informal writing tasks.

EEDUC 6202 - Teaching Mathematics in a Student-Centered Secondary Classroom (3)

Explores various pedagogical strategies appropriate in secondary school settings with a focus on engaging students in mathematically rich investigations. Through simulation, practical experience, classroom modeling, and analysis, students will deepen their understanding of the interplay between relevant teaching strategies, formative and summative assessments, and the incorporation of technology, while enlarging their repertoire of viable methodologies for use in secondary school mathematics classrooms.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 6203 - Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom (3)

This course is designed to provide pre-service and in-service educators with the knowledge, skills, and strategies fundamental to the best practices of inclusive education in secondary schools. Students will study and learn what to teach, how to teach all students, how students with special needs learn, and how to assess in what ways students learn. Course goals will be accomplished through the reading of pedagogical works, modeling by the instructor, direct instruction, class activities, the completion of both formal and informal writing assignments, and the design and execution of a unit plan, lesson plans, and a teaching lesson.

EEDUC 6204 - The Middle School: Historical Context and Promising Practice (3)

This course examines the promising practices of the contemporary middle school philosophy through a combination of field-based experiences and examination of the historical forces that shape the character of schooling in a democratic society. Students, as pre and in-service practitioners, will investigate the student-centered, team-integrated, interdisciplinary approach in light of its ability to simultaneously address both state standards and frameworks while providing for the needs of emerging adolescents.

EEDUC 6205 - Engaging High School Learners Through Inquiry and Pro-Social Management (3)

Participants will learn classroom management strategies that allow teachers' actions to create a learning environment that encourages positive social interaction, active engagement in learning, self-discipline, self-motivation, and a climate of personal responsibility. In order to truly engage high school students, participants will learn effective methods for Project Based Learning, a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed tasks.

EEDUC 6206 - Project-Based Inquiry Science Teaching in the High School (3)

This course places student learning, both in the classroom and the community, at the center of high school science teaching. Participants will develop their knowledge, skills, and capacity to effectively implement and assess inquiry-based science learning which engages, sustains, and develops students' knowledge of science. They will plan and carry out sustained investigations in science disciplines that engage students in scientific thinking and applying these skills and knowledge to real-world situations.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 6207 - Making Learning Meaningful: Inquiry, Project-Based and Service Learning (3)

Course participants will learn systematic teaching methods that engage their students in creative and meaningful learning, including “Project-Based Learning” and “Service Learning.” Unit plans will be designed to give students a voice in their learning while engaging them in extended “inquiry” structured around “driving” questions and requiring students to complete carefully designed products or performances. PBL design will also incorporate content literacy skills including: reading with understanding, written communication, research, and technology skills.

Prerequisite: EEDUC 6166, EEDUC 6203, and EEDUC 6215.

EEDUC 6210 - Differentiated Instruction in Secondary Inclusive Classrooms (3)

This course focuses on instructional strategies secondary teachers use to deliver educational supports to students with special needs who attend regular classes. Universal Design for Learning and differentiated instruction are used to develop a "toolkit" of teaching and learning resources. The course also helps participants understand their responsibilities in light of federal and state laws governing the education of students with special needs, as well as the implementation of Individualized Education Programs (IEPs).

Prerequisite: EEDUC 6100.

EEDUC 6215 - Effective Management of Secondary Inclusive Classrooms (3)

This course is focused on helping participants develop a comprehensive vision of classroom management and the skills that enable them to create optimal learning environments, prevent disruptive behaviors, and respond appropriately when problematic behaviors occur. Participants will gain confidence in their ability to create safe, welcoming, supportive classrooms that promote mutual respect. Participants will also learn to use effective consequences and supportive interventions to help reluctant and resistant learners change their behavior.

Prerequisite: EEDUC 6100 or CPSYC 3409.

EEDUC 6310 - Designing a New Context for Learning (3)

Leveraging the affordances of technology, research-based practices in classroom management that integrate the principles of positive behavior supports, and curriculum design, we will explore personalized solutions that ensure student-centered learning. Working within problems of practice, we will unpack teaching challenges such as vocabulary development and its close association with comprehension, or moving beyond rote number fluency to number sense, all in service of critical thinking and learner agency for all students, including students with disabilities and students who are culturally and linguistically diverse.

EEDUC 6402 - Clay's Observation Survey of Early Literacy Achievement (2-3)

An in-depth look at observing change over time in early literacy behaviors through the use of Clay's observation tasks including the coding, scoring, analysis, and use of running records. Focus is on understanding the reading and writing process applied to classroom observation and informed instruction.

EEDUC 6633 - Connecting Theory to Practice: School-Based Pre-Practicum (4)

This course invites examination of historical and contemporary educational issues in American education through an emphasis on field-based experiences and investigations of the social and historical forces that shape the character of schooling and the lives of students and teachers in elementary public school classrooms. As an enhancement to either internship or early field experience models, the course offers wide site-based opportunities for reflection, sense-making, and deeper understanding of the Professional Standards for Teachers.
Prerequisite: Permission required..

EEDUC 6999 - Independent Study (3)

EEDUC 7003 - Directed Study: Reading and Language Arts (3)

Students pursue in-depth study of an individually selected topic in reading or language under the direction of a faculty sponsor.

EEDUC 7102 - Research in Reading (3)

Research paper on a reading issue is completed concurrently as library resources are discussed, research studies evaluated, and critical issues reviewed.

EEDUC 7103 - Roles of the Language Arts Professional: Consultation and Collaboration (3)

Emphasizing consultative and collaborative approaches, students explore the varied roles of a consultant teacher of reading involving areas such as professional development; materials and curriculum development; materials, curriculum, and program evaluation; and the coordination and implementation of legislation and funded programs.

EEDUC 7110 - Perspectives on Professional Development (3)

This course assists future educational leaders in supervisory techniques such as mentoring new and experienced teachers, supervising classroom practice, evaluating curricula, developing criteria for performance standards, and planning appropriate staff development. These issues will be examined as we develop a variety of approaches to supervising, mentoring, and evaluating teachers and other staff in schools. Particular attention will be paid to the dynamics of cross-cultural communication and the role of gender in educational administration.

EEDUC 7111 - Curriculum, Assessment, and Instruction: Assumptions, Relationships, and Design (3)

Students work with several models and frameworks of curriculum development and their application to systems, classroom curriculum and instruction, and assessment. Models include standards-driven, integrated curriculum, portfolio, and performance assessment. Brain-based research and its impact on curriculum development and instruction are analyzed.

EEDUC 7112 - Making Systems Work! Integrating Data with Instruction (3)

Participants explore the standards-based reform movement with particular emphasis on teachers' emerging roles as curriculum developers in the 21st century. Where curriculum development, multiple assessment tools, and technological advances for incorporating big data intersect is the nexus for this course. Building on prior coursework and their own practice, participants apply and critique a process for planning curriculum and assessment and integrating data, designed to support students in diverse classrooms to gain a deeper understanding of important concepts and skills.

EEDUC 7115 - Assessment for Learning in the Science Classroom (3)

Assessment to support learning is the pedagogical focus of this course. Through classroom case studies, introductory readings, and discussion, participants examine the different purposes of assessment (principally formative and summative), then develop and implement assessment strategies. They consider how assessing inquiry skills, conceptual understanding, self- and peer-assessment, and feedback to learners on their progress can advance learning in the classroom. Participants plan a formative assessment into inquiry-based work that is conducted in the classroom.

Prerequisite: CNSCI 5100.

EEDUC 7117 - Investigating Equitable Science Classrooms (3)

The pedagogical focus is on learning to identify and respond to classroom equity issues that affect science learning. Participants examine their personal definitions, views, and assumptions about equity in the science classroom. Students design and carry out an independent research project that includes collecting classroom data to answer a question about equity. They use their research findings to develop a plan for changing their classroom practice to foster student success.

EEDUC 7121 - Assessment Issues in Mathematics: Summative and Formative (3)

This course is designed to engage participants in the examination of both summative and formative assessments and their implications for teaching and learning. Various types of classroom assessments and how they can be used to make instructional decisions based upon student responses will be developed. Participants will also examine how to make sense of the scores reported via standardized tests, what they mean, and what the implications are at the district, school, classroom, and individual student levels.

EEDUC 7122 - Science and Science Education Research Seminar (3)

The Science and Science Education Research Seminar is the capstone course in the M.Ed. in Science in Education program. Participants apply the theories and methods learned throughout their graduate coursework in planning, designing, implementing, and presenting a summative research project that contributes to their own understanding of science and/or science education research.

Prerequisite: CNSCI 5100, EDSCI 5200, EDSCI 6110, EDSCI 6115, EDSCI 6120, EEDUC 6134, EEDUC 7115, and EEDUC 7117.

EEDUC 7130 - Professional Development-New Role for the Classroom Teacher of Literacy (3)

This course is designed to provide the skills required by in-service teachers to reflect on classroom and school literacy instructional practices and to advocate for positive change. Students will design and facilitate professional development and engage other teachers in professional learning communities. Participants will learn the practices necessary for a model of effective inquiry to examine their own classroom practice, including a plan for data collection and analysis. *For students in M.Ed. in Literacy for K-8 Classroom Teachers or M.Ed. Language and Literacy online program only*

EEDUC 7500 - Curriculum and Assessment Thesis Project (3)

This C.A.G.S. thesis project course is designed to assist students in developing and implementing a project that will contribute to the field of education. The project also helps to demonstrate that at the end of the C.A.G.S. program, students have learned how to conduct research, plan a major initiative, synthesize information, and present the work to an appropriate and critical audience. Schedule to be announced.

EEDUC 7999 - Independent Study: Qualifying Portfolio and Oral Examination (3)

Students create a portfolio organized around themes related to their Certificate of Advanced Graduate Study work and share their understandings orally with a committee made up of their advisor and two other faculty members.

EEDUC 8001 - Advanced Professional Seminar (3)

This interdisciplinary seminar will focus on professional identity development and issues of professional practice. Students will be introduced to reflective practice, systems analysis, and action research. Students from diverse disciplines will learn about collaborative problem solving for the systems in which they have to function. Emphasis will be placed on understanding the cultural, social, and community contexts for professional practice from a critical perspective. Schedule to be announced.

All students planning to do a practicum must make an appointment with the School of Education Field Placement Office the semester prior to doing the placement. An application and appropriate paperwork must be filed before the end of the fall semester for a spring placement and by the end of the spring semester for a fall placement. In order to enroll in a practicum, all pre-practicum and MTEL (Massachusetts Test of Educator Licensure) requirements must be met. For further information, contact the Field Placement Office at 617.349.8197 or the appropriate program administrator for educational administration, reading, or peaceable schools practica or internships.

EFTCH - ADVANCED TEACHING PRACTICES

All EFTCH courses are for students enrolled in an M.Ed. in Advanced Teaching Practices program of study only.

EFTCH 6311 - Introduction to Advanced Teaching Practices (3)

This first course in Advanced Teaching Practices introduces three research-based competencies around which the program is built - Assessment, Sustaining a Culture of Learning, and Teaching for Learning Progressions. Candidates look for fresh perspectives on their own teaching by studying each competency through unexpected channels, including online games, virtual field studies, and video documentation and analysis. Candidates then explore their own teaching practice related to the competencies and analyze video clips captured in their classrooms with both peers and instructor using the Advanced Teaching Practices Rubric(c), which is employed throughout the program and is a capstone assessment at the end of the program.

EFTCH 6321 - Assessment in Advanced Teaching Practices (3)

This course investigates how effective teachers use multiple methods of formative assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Coursework focuses on assessment for learning as part of the instructional process. Focusing on an individual student, and using material from content-area courses, candidates learn methods for establishing baselines for learning and for setting learning targets. Candidates learn and practice formative assessment strategies (universal and content-specific) that inform instructional planning and precise interventions. They also learn and practice ways to provide effective feedback to the student.

EFTCH 6322 - Sustaining a Culture of Learning (3)

This course focuses on the candidate's classroom as a whole. Through an analysis of social relationships, classroom tasks and classroom talk, candidates document the extent to which they have established a respectful, equitable environment that promotes a high degree of learner engagement and a clear commitment to learning for all students. Candidates develop an action plan for themselves that puts new knowledge to use in their classrooms.

EFTCH 6323 - Teaching for Learning Progressions (3)

This course investigates how effective teachers apply knowledge of human development, learning theory, and K-12 content to instruction that is challenging, clear, differentiated, and accurate. Candidates research and document content-specific and high-leverage teaching methods. They plan and conduct a teaching experiment in their content area with a learning progression that begins by identifying learners' individual strengths and needs; applying their researched methods toward reaching content learning standards; and using formative assessment to evaluate both the progression and its component methods. Candidates then discuss and reflect on their results in order to advance their teaching practice in a sustainable manner.

EFTCH 6331 - Clinical Practice I: Assessment in Advanced Teaching Practices (1)

This course investigates how effective teachers use multiple methods of formative assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Coursework focuses on assessment for learning as part of the instructional process. Focusing on an individual student, and using material from content-area courses, candidates learn methods for establishing baselines for learning and for setting learning targets. Candidates learn and practice formative assessment strategies (universal and content-specific) that inform instructional planning and precise interventions. They also learn and practice ways to provide effective feedback to the student.

Prerequisite: EFTCH 6321.

EFTCH 6332 - Clinical Practice II: Sustaining a Culture of Learning (1)

This clinical experience provides an opportunity for candidates to apply new knowledge and skills as they continue to shape an environment that is respectful, equitable, and that promotes learning for all students. Candidates will implement the action plan

developed in Sustaining a Culture of Learning. Individually and through peer exchanges, they will analyze classroom interactions and correlated student work samples to determine the impact of their decisions on social relationships, classroom tasks and classroom talk.

Prerequisite: EFTCH 6322.

EFTCH 6333 - Clinical Practice III: Teaching for Learning Progressions (1)

In this clinical course, candidates plan and conduct instruction that bridges content standards and learners' knowledge and skills. Candidates identify one or more target standards and, focusing on a small group of students, then make baseline assessments and research strategies and resources to plan a learning progression that will best foster students' individual learning. Candidates then conduct a teaching experiment in their content area, using formative assessment to evaluate the progression and its methods. Reflecting upon their evidence, candidates discuss the issues of differentiating instruction with a larger number of students in order to advance their teaching practice for a full class in a sustainable manner.

Prerequisite: EFTCH 6323.

EFTCH 7744 - Professional Seminar in Advanced Teaching Practices (3)

This course requires candidates to participate in a Community of Practice as they seek to provide evidence of growth for themselves and their students. Candidates document growth for a diverse group of students via a series of classroom interactions and correlated work samples where learners are engaged in challenging content area work. Community of Practice sessions focus on: How to assess students' work and analyze it before instruction began? Where should instruction begin and what kinds of instructional strategies challenge students to move to a higher level of understanding? How can instruction be adapted along the way based on each student's needs? What subsequent planning needs to occur to support the next steps in student learning? Candidates document their own growth by revisiting their initial self-assessments, accomplished in the first course, and assembling a capstone portfolio to be assessed with the Advanced Teaching Practices Rubric(c).

Prerequisite: All courses associated with the program of study must be completed prior to enrolling. Permission required..

EINTD - ECOLOGICAL TEACHING AND LEARNING

EINTD 6013 - Becoming a Critically Reflective Practitioner (2)

Enduring change and effective integration of ecological concepts across the curriculum are possible only to the extent that practitioners are competent in their ecological literacy. Using their home environment, students will investigate and reflect on their ecological identity and literacy. This self-designed blend of reading, journaling, activity, and reflection combines to strengthen the understanding of ecology and what it means to be an ecological educator and a critically reflective practitioner.

Ecological Teaching and Learning students only.

EINTD 6014 - Foundations of Ecological Literacy (4)

Learning the language of ecology is a goal of this course. Literature and worldviews that define and describe ecological literacy will be the foundation for examining our teaching practice. The inclusion and integration of ecological principles into the curriculum addresses the need for educating an ecoliterate populace. Students will identify best practices for integrating new insights and methods from the summer field experience into effective, ecologically literate teaching.

Ecological Teaching and Learning students only.

EINTD 6034 - Ecological Perspectives of a Bioregion (6)

The field immersion that underlies this coursework is the introduction to the Ecological Teaching and Learning program with an emphasis on the interdisciplinary learning of the principles of ecology as they apply to any ecosystem or place. Using a natural and wild bioregion as the classroom, this course will focus on the ecological understanding of a particular place. This field immersion experience will be deconstructed pedagogically in the fall and spring coursework.

EINTD 6035 - The Practice of Nature Journaling & Field Sketching (1)

Scientists and naturalists throughout the ages have gone out with pencil, charcoal, pen, paper, paints, and colors recording and documenting their impressions of the landscape and its inhabitants. These nature journals and field sketchbooks have become the initial data for much of what we know about the natural world. This course provides students with the opportunity to journey into the realm of nature journaling as a way to record learning and observations.

EINTD 6036 - The Pedagogy of Ecological Teaching and Learning (3)

This course is an overview of applied theory, research, and pedagogy to inform the practice of ecological education. In this inquiry, the transdisciplinary nature of ecological education will be explored and analyzed. The online discussion will focus our inquiry while inviting our observations of educational theory in practice. Investigation of aspects of your teaching practice will be highlighted through cohort discussion moving toward a synthesis paper describing a successful implementation of a new pedagogical practice.

EINTD 6038 - Ecological Interactions in the Urban Ecosystem (6)

The complexity of systems in urban dynamics is provoking a new field of study in urban ecology. This course is an investigation and inquiry into the ecological interactions in the urban ecosystem using a United States city as a focus of inquiry. Ecological research of the urban ecosystem requires a new approach that is participatory and involves urban citizenry in asking research questions, developing hypotheses, collecting data, and interpreting and utilizing the results for policymaking.

EINTD 6039 - Teaching for Change: The Ecological Practice of Diversity (1)

Diversity is an important function of ecological communities. Students focus on the human community and how values of ecological diversity are reflected in their teaching practice. The focus is on U.S. political ideology of democracy and how to teach about diversity as a value of democracy. In education, what is taught is as political as what is not taught. The concepts of civic democracy and environmental racism are particularly poignant to the urban ecology study.

EINTD 6040 - Cities as Social-Ecological Systems (6)

This course investigates the interdependent social and biophysical interactions in the urban ecosystem using a U.S. city as the focus of inquiry. While cities can epitomize the environmental destruction resulting from modern civilization, the potential value of urbanization to long-term sustainability is increasingly recognized. Students experience the urban landscape as an important place to

teach and learn about the environment; study examples of civic ecology; and increase their cultural competence in order to contribute to increased resiliency of communities and ecosystems.

EINTD 7006 - Action Research Methods for Ecological Teaching and Learning (4)

Action research creates social and environmental change by empowering individuals and communities to generate knowledge grounded in their own experience. This online course uses action research methodologies to develop teaching and learning skills as they relate to ecological education pedagogy and the art of inquiry. Using a learning circle technology, students collaborate on the development of an action research proposal to support their final collaborative action research project.

EINTD 7007 - Action Research for Ecological Teaching and Learning (6)

This course is designed to help practitioners understand the relationship between their professional development and the process of creating change in and out of the classroom. Students inquire into the practice of ecological teaching and learning while applying the methodology of action research. The research project demonstrates a capacity for critical thinking, inquiry-based learning, problem solving, and collaboration. Students improve their practice and gain new knowledge and the ability to draw conclusions from that knowledge.

Prerequisite: EINTD 7006.

ESPED - SPECIAL EDUCATION

ESPED 5013 - Understanding the Autism Spectrum (3)

This course will include a discussion of the primary and secondary characteristics of the disorders and how they impact the individual across the lifespan, from infancy through adulthood. The course will explore the etiology and prevalence of ASD, as well as the range of academic programs and supports. Recent scientific and medical research will be discussed. The impact on the family system, including supports and age-specific considerations, will be an additional focus.

ESPED 5014 - Academic and Functional Supports: Autism Spectrum Disorder (3)

This course will explore a range of supports for improved access to the academic and functional curriculum, with a specific focus on literacy and numeracy. Universal Design, assistive technology, support for transitions and sensory needs are considerations of this course. Topics discussed will range from assigning and completing homework to person-centered planning and strategies.

Prerequisite: ESPED 5013 or equivalent.

ESPED 5015 - Improving Communication and Social Skills: Autism Spectrum Disorder (3)

This course will explore the inextricable link between communication and social skills strategies. Participants will research language development and communication strategies, issues, pragmatics, communications systems, augmentative and alternative communication systems (AAC) as a means for addressing social deficits in autism, and approaches for teaching social skills.

Prerequisite: ESPED 5013 or equivalent.

ESPED 5016 - Promoting Generalization of Positive Behavior: Autism Spectrum Disorder (3)

This course will focus on positive behavior supports and strategies in the home, community, and educational settings to support positive behavior for students with ASD. Major behavior change theories will be addressed. Behavior will be considered through the lens of social, emotional, communication, and structural/organizational needs, addressing resistance to change, sensory needs, and rigidity. Strategies to teach and shape appropriate social behavior, responses to anger and stress, and personal remediation strategies designed to provide positive behavior support will be discussed.

Prerequisite: ESPED 5013 or equivalent.

ESPED 5017 - Advocacy and Collaboration: Autism Spectrum Disorder (3)

This course will focus on successful collaboration among "stakeholders"--the student, parents, education professionals, speech-language pathologists, occupational therapists, and physical therapists, clinic specialists, medical professionals, etc. There will be a specific emphasis on IEP development and meetings, as well as transitions, focused on advocacy for the student from all perspectives. Participants will examine critical elements of collaboration, explore potential barriers to successful communication, and learn collaboration skills and ideas for troubleshooting miscommunication.

Prerequisite: ESPED 5013 or equivalent.

ESPED 5100 - Contemporary Perspectives in Special Education (3)

This course provides an introduction to the profession of Special Education. From an inclusive perspective, the course examines the characteristics of disabling conditions, as well as the effects of societal attitudes, the historical context of special education, and state and federal law. The range of service delivery provided by schools and agencies will be addressed.

ESPED 5113 - Functional Curriculum and Educational Planning: Severe Special Needs (3)

This course reviews curriculum content areas for students with intensive special needs, techniques to develop skills in functional domains, and also covers intervention in the motor, emotional, applied academics, and transition areas. Introduces IEPs and Individualized Transition Plans. Covers theories of active learning and supporting learners of all ages (3-22) in integrated settings.

ESPED 5114 - Designing Instruction for the Inclusive Classroom (3)

The design of curriculum and instruction for diverse learners in inclusive classrooms is the focus of this course. Course participants investigate universally designed approaches that draw on brain research, differentiated instruction, multiple intelligences approaches, and new technologies to respond to the needs of all learners, including students with disabilities and students who are culturally and/or linguistically diverse. Course participants will be introduced to Response to Intervention as well as to evidence-based practices that provide access to the curriculum for all learners. Formerly Universal Curriculum Design for Diverse Learners.

ESPED 5116 - Curriculum Frameworks and Inclusive Strategies (3)

This course is designed for students in the Teacher of Students with Severe Disabilities program. It will introduce and review the Massachusetts Curriculum Frameworks in the content areas so students are familiar with the frameworks. Students will work with

the frameworks in developing adaptations and modifications for children with significant disabilities. Technology-both high-tech and low-tech-adaptations will be introduced. A focus on collaboration with classroom teachers to support included students in the general education curriculum is emphasized, as well as adapting the frameworks for students in highly specialized schools for students with severe disabilities.

ESPED 6010 - Assessment and Curriculum Planning: Seminar and Field Experience (3)

This is a graduate level seminar course that examines assessment and curriculum design for use with individuals on the Autism Spectrum. This course explores formal and informal assessment procedures appropriate for use with students with Autism Spectrum Disorder. The course will examine both general education and alternative curriculum to assist pre-service and in-service teachers in how to plan appropriate formal and informal assessment strategies. Sections of the IEP will be reviewed with regard to specific strategies for students with ASD, including transition to adult services. Emphasis is placed on assessment procedures, including formal, informal, and environmental practices, which inform curricular decisions. This is a required field experience course, with monthly course meetings and supervision from program faculty.

ESPED 6013 - Math and Science for Learners with Special Needs (3)

Based on an understanding of the many ways of knowing and learning, the course will focus on the learning strengths and needs of students with disabilities in grades PreK-12. National, state, and local frameworks and standards will be used in unit and lesson planning. Class participants will learn to analyze math and science tasks, to design and modify classroom experiences through the use of technology and other tools, and to support learning and address individual needs as specified in the IEP.

ESPED 6014 - Reading and Writing for Diverse Learners (3)

This course examines content and teaching approaches focusing on reading and writing for PreK-12 students with and without learning and other disabilities. Topics include evidence-based approaches for promoting growth in word analysis, comprehension, vocabulary, and composition. Class participants work with educational standards and have the opportunity to address all content areas in developing a variety of specific modifications and interventions based upon individual needs and designed to address and remediate learning problems as specified by the I.E.P.

ESPED 6015 - Collaboration, Advocacy, and Ethics: Autism Spectrum Disorder (3)

This course will explore the critical importance of communication and collaboration among members of the educational team in promoting success for students with Autism Spectrum Disorder. Participants will explore the connections between communication and advocacy, including educator advocacy and promoting self and family advocacy. Ethical issues and philosophical challenges relating to research, involvement of self-advocates' perspectives, and the importance of including the student in decision making will be emphasized.

ESPED 6016 - Understanding Complex Behavior: Autism Spectrum Disorder (3)

This course will introduce the behavioral features associated with autism spectrum disorders. Participants will explore the major behavior change theories and how they relate to appropriate and ethical classroom practice. Evidence and practice-based models to address behavior will be reviewed, including applied behavior analysis, positive behavior support, discrete trial teaching, sensory interventions, art and music therapy, daily life therapy and strength training interventions. Participants will explore the impact of the environment on behavior. Participants will connect behavioral strategies to appropriate instructional and IEP goals and objectives, as well as design appropriate behavior intervention plans.

ESPED 6017 - Socialization and Communication Supports: Autism Spectrum Disorder (3)

This course will review social development and social and communicative competence; the development of appropriate social and communication interventions and supports; and informal and formal assessment of social understanding, interactions, and communication. Theoretical foundations of socialization and communication will be explored. Participants will examine evidence-based strategies and review academic literature related to social development that explores the development of social communication for students with Autism Spectrum Disorder. Major educational theories of socialization and communication, including technology, will be examined.

ESPED 6018 - Physiology and Foundations: Autism Spectrum Disorder (3)

This course will explore the etiology and scientific/medical theories of the disorder. Criteria, presentation, and severity of diagnosis, examining DSM categories, will be discussed, as well as hallmarks of the spectrum. Identification of the disorder, age of diagnosis, and identifying characteristics will be presented. The course will conclude with an overview of the law that impacts response, placements, schools, and families with children with Autism Spectrum Disorder.

ESPED 6020 - ASD: Roles of Allies and Advocates (3)

This course facilitates the in-depth exploration of autism advocacy. A historical view the perception of disability and treatment of people with disabilities provides the context for the urgency of advocacy. The changing landscape of autism advocacy is explored, critically examining the evolving roles of allies, advocates and self-advocates. The voice of autistics is central to this course and in leading the advocacy movement, identifying an advocacy agenda, and determining the role of advocates and allies.

ESPED 6021 - ASD: Challenges of the Criminal Justice System (3)

This course explores the Criminal Justice System's struggles to address the needs of people with disabilities, specifically Autism Spectrum Disorder. The CJS's denial of equal protection to people with Autism demonstrates the urgency for advocacy in this area. Behaviors and characteristics that are natural to Autism often conflict with the expectations of the CJS. The over-representation of disabilities in the CJS requires a critical examination of the evolving roles of allies, advocates, and self-advocates.

ESPED 6022 - ASD: Focus on Individual Strengths – a Different View of Behavior (3)

This course facilitates the in-depth exploration and challenge of the traditional view of autistic behavior as a deficit model requiring interventions of control and correction. The primary focus of this course is on learning to listen, and seeking understanding of individual experiences and partnering with autistic individuals in defining supports is essential. This is done through the lens of a self-advocate, ally, and advocate. The lens of neuro-diversity is critical to the course.

ESPED 6023 - ASD: Quality of Life – Transition and Adulthood (3)

This course facilitates the in-depth exploration of the Quality of Life principle as it relates to those who experience Autism Spectrum Disorder, from transition age throughout the lifespan. The course addresses historical and current best practice across a broad range of topics: relationships, living arrangements, employment, community involvement, and personal enrichment. Self-advocates are the voice for building a community of allies and advocates supporting choice.

ESPED 6105 - Instructional Accommodations in Math and Science (5-12) (3)

This course focuses on developing specially designed curricula and teaching strategies in math, science, and technology for diverse learners at the middle and high school levels. Focus will be on cultivation of mathematical thinking and scientific problem solving. Students will work with Massachusetts Curriculum Frameworks, as well as a variety of materials and instructional technologies, to support learning in math and science for students with moderate disabilities. Formerly Math, Science and Technology: Content and Strategies (5-12)

ESPED 6107 - Assessment and Educational Planning: Severe Special Needs (3)

A graduate-level seminar that examines a variety of assessment tools and strategies for use with individuals with intensive special needs. This course will explore formal and informal assessment procedures used with children and adults who manifest various low-incidence disabilities. Emphasis will be placed on informal and environmental assessment procedures that translate into functional curriculum. The course will also explore whole-life planning and how it relates to the planning and transitioning of students from school to the adult system of service delivery.

ESPED 6114 - Transition Issues: Early Childhood Through High School (3)

This course will address transition planning for students at all levels of development with disabilities ranging from mild to severe. Whole-life planning will be addressed for transitions from early intervention to preschool, preschool to first grade, elementary to middle school, middle to high school, and high school to the world of work or post-secondary settings. Students will learn about relevant legislation, transition planning for the IEP, approaches to developing career and vocational awareness and skills, agencies that facilitate transition into the community, and a variety of program models that facilitate community inclusion. The development of social skills, self-esteem, and communication skills necessary for effective transition into new academic, work, and community settings will also be addressed.

ESPED 6116 - Seminar in Special Education (3)

This course offers an opportunity to investigate an area of interest in the field of special education. Such exploration may take the form of a project for classroom use (e.g., approaches to writing for middle school learners with learning disabilities); an area of special education explored through research (e.g., autism spectrum disorders); or settings the student would like to study through observation and research (e.g., schools and classrooms for children with emotional disorders). Project will include reading, research, and field experience.

ESPED 6119 - Technology in Communication and Curriculum (3)

This course reviews the field of communication (verbal and augmentative), language development, and literacy for students with moderate and severely handicapping conditions. Connections between reading, writing, and communications are explored. Computer-assisted communication and instruction, adaptive devices, software, and dedicated communication devices are introduced. Instructional methods, designs, planning, and adaptations for students with a wide range of abilities and needs are implemented. This is a literacy/communication skills/social skills-based instructional methods and materials course for children with intensive special needs.

ESPED 6121 - Classroom Management and Behavior Support (3)

This course addresses the social and behavioral aspects of the classroom. Participants analyze a range of classroom management approaches, with particular focus on preventing and proactively addressing student behavior problems in culturally and linguistically diverse classrooms. Participants examine strategies for developing and maintaining appropriate standards of behavior and enhancing the emotional development of children. Central themes include analyzing behavior, developing individualized strategies for addressing challenging behaviors, and creating opportunities for learning effective social skills. A range of environmental, social, behavioral, psycho-educational and cognitive theories and interventions are reviewed and critiqued. Effective strategies for collaborative problem-solving, conflict resolution, and family involvement are also addressed.

ESPED 6122 - Instructional Accommodations in English Language Arts and Social Studies (PreK-8) (3)

This course emphasizes literacy, English language arts, history, and social science for learners in grades PreK-8. Students will work with Massachusetts Curriculum Frameworks to identify and develop a variety of teaching strategies and curricular adaptations to meet the needs of diverse learners with a range of disabilities as specified in the IEP.

ESPED 6124 - Assessment in Special Education (3)

Assessment is a legal and professional responsibility of all special educators. This course will focus on eligibility determination from assessment to program planning, including re-evaluation for the purpose of continued eligibility. The process of interpretation of test results to meaningful curricular decision-making and professional communication of this information to team members will be a primary outcome of the course. Students will focus on assessment methods and procedures used in eligibility determination and program planning for students with disabilities, as well as students who are culturally and linguistically diverse.

ESPED 6127 - Literacy and Numeracy for Children with Significant Special Needs (3)

This course is designed to help teachers develop, adapt, and implement literacy and numeracy curriculum and assessment for students with intensive special needs. Students will learn methods and procedures of effectively teaching the core concepts of comprehensive literacy and numeracy instruction.

ESPED 6128 - Instructional Accommodations in Math and Science (PreK-8) (3)

Based on an understanding of the many ways of knowing and learning, this course will focus on the learning strengths and needs of students with disabilities in grades PreK-8. National, state, and local

frameworks and standards will be used in unit and lesson planning. Class participants will learn to analyze math and science tasks, to design and modify classroom experiences using technology and other tools, and to support learning and address individual needs as specified in the IEP.

Prerequisite: EEDUC 5102 or equivalent.

ESPED 6129 - Instructional Accommodations in English Language Arts and Social Studies (5-12) (3)

This course emphasizes reading comprehension, writing, and study skills in English language arts, history, and social science for middle school and high school learners with a range of moderate disabilities. Students will work with state Curriculum Frameworks to identify and develop a variety of teaching strategies and curricular adaptations appropriate for content area classrooms. Formerly English Language Arts, History, and Social Studies.

ESPED 6130 - Speech, Language, and Communication: Development, Disorders, and AAC (3)

This course examines speech and language acquisition and development from birth through adolescence, addressing typical and atypical language development as well as first and second language acquisition. Focus is on the neurological basis of communication, developmental milestones, verbal and non-verbal communication and language diversity as differentiated from disorder. Connections between culture and communication, socialization language delays and communication disorders will be studied. Augmentative and alternative communication (AAC) and assistive technology (AT) are described and modeled throughout the course.

ESPED 6132 - Collaboration with Professionals, Families, and Community (3)

This course focuses on models and strategies for collaboration among general and special educators, families, outside evaluators, and the community to support students with and without disabilities and to help create positive educational change. Development of effective interpersonal communication skills in working with teachers, outside agencies, and families of students from culturally and linguistically diverse backgrounds will be emphasized. The teacher's roles and responsibilities as a professional and as a collaborative consultant will be explored. Use of outside agencies, services and community resources will be addressed.

ESPED 6133 - Positive Behavior Support for Diverse Classrooms (3)

This course is designed to help teachers create classrooms in which all students will learn and flourish. The course moves from setting up and managing an effective classroom (universal preventive strategies), to designing curricular, instructional, and behavioral strategies and supports (supportive strategies), to addressing academic and behavioral challenges and problems (corrective strategies). The needs of various student populations, including English Language Learners, special education students, and students of diverse racial and ethnic backgrounds, will be addressed. The course will involve class meetings, online work, and classroom research.

ESPED 6134 - Designing Effective Individualized Education Programs (3)

This course will focus on the Individualized Education Program (IEP) process from referral to eligibility determination and placement, including legal rights and responsibilities. Based upon interpretation of case study assessment results, students will develop legally and educationally appropriate IEPs to meet identified needs and recommend appropriate accommodations, modifications, and specialized instruction. The roles and responsibilities of various education professionals and family members with regard to implementation, collaboration, documentation, and progress reporting will be explored. Specialized programs for students with disabilities will be investigated.

ESPED 6135 - Prevention and Intervention: Severe and Challenging Behavior (3)

This course will address prevention, assessment, and intervention of severe and challenging behavior. Major behavior change theories will be explored. Course focus will be on improving effective intervention, using appropriate and ethical practice for challenging behaviors, such as aggression, self-injurious behavior, tantrums, and environmental destruction prevalent in individuals with severe and multiple disabilities. Use of interdisciplinary models, positive behavior supports, functional communication, and crisis management will be primary. Strategies for support will be aligned to appropriate instructional and IEP goals and objectives. Required field component.

ESPED 6136 - Foundations of Special Education (3)

This course examines the characteristics of individuals with exceptional learning needs, the effects of societal attitudes, and the historical context of special education. It provides an overview of special education state and federal law and the range of service delivery provided by schools and agencies.

ESPED 6137 - Language and Communication: Development and Disorders (3)

This course examines language acquisition and development from birth through adolescence. Typical and atypical language development, as well as first and second language acquisition and development, will be addressed. Focus is on the neurological basis of communication, developmental milestones, verbal and nonverbal communication, and language diversity as differentiated from disorder. Connections between culture and communication, language delays, and communication disorders as displayed in both high-incidence disabilities (e.g., learning disabilities) and low-incidence disabilities (e.g., Autism Spectrum Disorder) will be studied. Appropriate teaching strategies and assistive technologies will be examined.

ESPED 6138 - Instructional Planning for Students with Disabilities (3)

Using state curriculum standards and evidence-based approaches, course participants will develop individualized instructional strategies and curricular adaptations based on individual need and designed to support development of academic skills and access to the general education curriculum. Course emphasis will be on literacy, brain research-based teaching and learning, executive functioning, and learning strategy instruction.

ESPED 6139 - Adaptations in Math and Science (3)

This course focuses on the mathematics and science learning strengths and needs of students with disabilities in grades Pre-K through 12. National, state, and local frameworks and standards will be used in unit and lesson planning. Class participants will learn to analyze math and science tasks, to design and modify classroom experiences through the use of technology and other tools and to support learning and address individual needs as specified by the I.E.P.

ESPED 6140 - Assessment for Students with Disabilities (3)

Assessment and monitoring of student progress using a variety of instruments is the basis of this course. Teachers learn to select, construct, use, and interpret non-discriminatory and developmentally appropriate assessments relevant for diverse students with a range of disabilities. The dissemination of assessment data for professionals and parents is addressed.

ESPED 6141 - Development and Implementation of Individualized Education Programs (3)

This course will focus on the Individualized Education Program (IEP) process from referral to eligibility determination and placement, including legal rights and responsibilities. Based upon interpretation of case study assessment results, students will develop legally and educationally appropriate IEPs to meet identified needs and recommend appropriate accommodations, modifications, and specialized instruction. The roles and responsibilities of various education professionals and family members with regard to implementation, collaboration, documentation and progress reporting will be explored.

ESPED 6142 - Collaboration and Consultation in Special Education (3)

Special educators must collaborate with families, other educators, related service providers, and representatives of community agencies in culturally responsive ways. Emphasis in this course is placed on the development of effective interpersonal skills and strategies that promote effective collaboration. Consultation models will be examined.

ESPED 6150 - Laying the Groundwork: Fundamentals of Transition (3)

This course lays the groundwork for the Transition Specialist Endorsement program. The historical context and legal foundations of transition are explored, along with the transition planning process itself. Candidates learn about the transition domains - employment, continued learning, and community involvement - and the institutions and agencies that support students in working toward the achievement of their postsecondary goals in each area. Candidates learn about the role of the transition specialist and the rights and responsibilities of the student and family in transition planning. Best practices in transition are introduced, including the use of technology.

For Transition Specialist Endorsement students only

ESPED 6151 - Building Partnerships for Transition (3)

Effective transition planning and service delivery for students with disabilities ages 14-22 can only be accomplished with a great deal of collaboration. In this course, emphasis is placed on development of effective interpersonal skills and strategies that support collaboration and team building, not only among teachers, postsecondary personnel, employers, and representatives of outside agencies, but also with students who have diverse needs and backgrounds and their families.

For Transition Specialist Endorsement students only

ESPED 6152 - Individualizing Transition Assessment and Planning (3)

Assessment drives the transition planning process. This course prepares candidates with knowledge and skills to meet current IDEA transition assessment requirements. Candidates learn to plan and administer individualized, culturally responsive, age-appropriate batteries of formal and informal assessments; interpret the results; and develop a Course of Studies and Coordinated Set of Activities that promote attainment of students' postsecondary goals as well as annual IEP goals.

Prerequisite: ESPED 6150, ESPED 6151, ESPED 7727.

For Transition Specialist Endorsement students only

ESPED 6153 - Navigating Transition Systems and Supports (3)

This course engages candidates in deep exploration of existing systems and supports for transition-aged students. Candidates evaluate available curriculum and create new materials and approaches that will enhance students' potential for success in the three major transition domains - employment, postsecondary learning, and community involvement.

Prerequisite: ESPED 6150, ESPED 6151, ESPED 7727.

For Transition Specialist Endorsement students only

ESPED 7006 - Advanced Seminar: Issues in Special Education (3)

This is an advanced course in the study of issues relating to learners with varying special education needs. Students will conduct and present in-depth study of individual areas of interest under the direction of a faculty member. In-depth study may include a topic in special education explored through research; instructional innovation explored through research and school-based experience; research regarding effective educational programs for learners with disabilities; study and synthesis of current research topics and dissemination to schools, educational groups, and/or the Lesley community. It is assumed that this exploration will be grounded in a body of coursework and field experience. This course will not meet every week due to the nature of the required independent project. Meetings will be scheduled at the first class meeting. Schedule to be announced.

ESPED 7102 - Informal Assessment Across the Curriculum (3)

Using a case study approach, students learn to select, construct, use, and interpret non-discriminatory and developmentally appropriate authentic/alternative assessments relevant for diverse students with mild to moderate disabilities. The Massachusetts Curriculum Frameworks and the English Language Learner Benchmarks are used to guide decisions in fair assessment and evaluation of each student's needs, present level of performance, and the proper use of assessment data to inform both eligibility for special education and instructional decision making. Ethics, professional assessment standards, and the interrelationship between instruction and assessment will be explored through research and practice. The use of technology as a tool to facilitate ongoing assessment of and for learning is emphasized in this course, along with IEP-writing and evaluation. Basic computer knowledge is required.

ESPED 7106 - Differentiated Instruction in English, History, Math, and Science (3)

This course examines brain-compatible teaching and differentiated instruction as interrelated approaches to meeting the needs of students with and without disabilities in a diverse classroom. Using state curriculum standards and research-based approaches, teachers will learn how to design instruction that facilitates student acquisition and development of academic skills in a variety of content areas. Class discussions and course assignments are designed to help participants gain an understanding of the dynamics

of a brain-compatible classroom, create and sustain classroom structures that support differentiated instruction, and plan and implement meaningful instruction that helps all students succeed.

All students planning to do a practicum must make an appointment with the School of Education Field Placement Office the semester prior to doing the placement. An application and appropriate paperwork must be filed before the end of the fall semester for a spring placement and by the end of the spring semester for a fall placement. In order to enroll in a practicum, all pre-practicum and MTEL (Massachusetts Tests for Educator Licensure) requirements must be met. For further information, contact the Field Placement Office at 617.349.8197

ESPED 7727 - Transition Field Experience I (1)

This course actively engages candidates for 50 of the 150 hours of transition-related activities required by the Commonwealth of Massachusetts to qualify for the Transition Specialist Endorsement. Field-based experience includes providing transition services for transition-aged students with disabilities with IEPs in collaboration with their families, community members, and other relevant professionals.

For Transition Specialist Endorsement students only

ESPED 7728 - Transition Field Experience II (1)

This course actively engages candidates for 50 of the 150 hours of transition-related activities required by the Commonwealth of Massachusetts to qualify for the Transition Specialist Endorsement. Field-based experience includes providing transition services for transition-aged students with disabilities with IEPs in collaboration with their families, community members, and other relevant professionals.

Prerequisite: ESPED 6150, ESPED 6151, ESPED 7727.

For Transition Specialist Endorsement students only

ESPED 7729 - Transition Field Experience III (1)

This course actively engages candidates for 50 of the 150 hours of transition-related activities required by the Commonwealth of Massachusetts to qualify for the Transition Specialist Endorsement. Field-based experience includes providing transition services for transition-aged students with disabilities with IEPs in collaboration with their families, community members, and other relevant professionals.

Prerequisite: ESPED 6150, ESPED 6151, ESPED 7727.

For Transition Specialist Endorsement students only

PRACTICA AND SEMINARS

All students planning to do a practicum must make an appointment with the Graduate School of Education Field Placement Office the semester prior to doing the placement. An application and appropriate paperwork must be filed before the end of the fall semester for a spring placement and by the end of the spring semester for a fall placement. In order to enroll in a practicum, all pre-practicum courses must be completed and MTEL (Massachusetts Tests for Educator Licensure) requirements must be met. For further information, contact the Field Placement Office at 617.349.8399.

ECOMP 7101 - Practicum and Seminar in Instructional Technology (6)

Full-semester, full-time practicum; minimum of 150 hours at each of any two of the following levels: PreK-6, 5-8, and 8-12, which meets the requirements in MA for an Initial teacher license in Instructional Technology. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EECLD 7005 - Practicum and Seminar in ESL (5-12) (6)

This is a full time, full-semester practicum in ESL/TESOL (5-12) under the supervision of a TESOL/ESL supervising practitioner and university program supervisors in TESOL. The practicum is accompanied by a weekly seminar addressing issues in the field of second language learning education, classroom practices, and action research.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7105 - Practicum: Interactive Assessment and Instruction for Literacy (6)

Instruction and supervised practicum experience in the use of formal and informal methods of literacy assessment from emergent to mature levels of ability. From the ongoing analysis of assessment results, each tutor develops a specific instructional program for a tutee. Emphasis is on the interaction of assessment and instruction, and the revision of instructional goals based on the analysis of daily performance.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7727 - Practicum and Seminar in Early Childhood Education (PreK-2) (6)

Full-semester, full-time practicum, approximately one-third of which must be in a PreK or K classroom and two-thirds in a first or second grade classroom. Practicum is supervised by a supervising practitioner and University program supervisor and is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7728 - Practicum and Seminar in Humanities (5-8) (6)

Full-semester, full-time practicum in English (5-8) and history (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7729 - Practicum and Seminar in Mathematics (5-8) (6)

Full-semester, full-time practicum in mathematics (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7730 - Practicum and Seminar in English (5-8) (6)

Full-semester, full-time practicum in English (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7731 - Practicum and Seminar in Political Science/Political Philosophy (5-8) (6)

Full-semester, full-time practicum in political science/political philosophy (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7732 - Practicum and Seminar in General Science (5-8) (6)

Full-semester, full-time practicum in general science (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7733 - Practicum and Seminar in Elementary Education (1-6) (6)

Full-semester, full-time practicum in an elementary (1-6) classroom under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7738 - Practicum and Seminar in Mathematics/Science (5-8) (6)

Full-semester, full-time practicum in mathematics (5-8) and science (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7741 - Practicum and Seminar in History (5-8) (6)

Full-semester, full-time practicum in history (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7770 - Practicum and Seminar in English (8-12) (6)

Full-semester, full-time practicum in English (8-12) under the supervision of a supervising practitioner and university program supervisor. Practicum is accompanied by a seminar addressing issues in the field, classroom practices, and action research. Addition to official course description: full-semester, full-time is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7771 - Practicum and Seminar in History (8-12) (6)

Full-semester, full-time practicum in History (8-12) under the supervision of a supervising practitioner and university program supervisor. Practicum is accompanied by a seminar addressing issues in the field, classroom practices, and action research. Addition to official course description: full-semester, full-time is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7772 - Practicum and Seminar in Mathematics (8-12) (6)

Full-semester, full-time practicum in Math (8-12) under the supervision of a supervising practitioner and university program supervisor. Practicum is accompanied by a seminar addressing issues in the field, classroom practices, and action research. Addition to official course description: full-semester, full-time is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7773 - Practicum and Seminar in Political Science/Political Philosophy (8-12) (6)

Full-semester, full-time practicum in Political Science/Political Philosophy (8-12) under the supervision of a supervising practitioner and university program supervisor. Practicum is accompanied by a seminar addressing issues in the field, classroom practices, and action research. Addition to official course description: full-semester, full-time is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7780 - Practicum and Seminar in Biology (8-12) (6)

Full-semester, full-time practicum in Biology (8-12) under the supervision of a supervising practitioner, science faculty advisor, and university program supervisor. Practicum is accompanied by a weekly seminar addressing issues in the field, classroom practices, and action research. Full-time, full-semester is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7781 - Practicum and Seminar in Chemistry (8-12) (6)

Full-semester, full-time practicum in Chemistry (8-12) under the supervision of a supervising practitioner, science faculty advisor, and university program supervisor. Practicum is accompanied by a

weekly seminar addressing issues in the field, classroom practices, and action research. Full-time, full-semester is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7782 - Practicum and Seminar in Earth Science (8-12) (6)

Full-semester, full-time practicum in Earth Science (8-12) under the supervision of a supervising practitioner, science faculty advisor, and university program supervisor. Practicum is accompanied by a weekly seminar addressing issues in the field, classroom practices, and action research. Full-time, full-semester is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7783 - Practicum and Seminar in Physics (8-12) (6)

Full-semester, full-time practicum in Physics (8-12) under the supervision of a supervising practitioner, science faculty advisor, and university program supervisor. Practicum is accompanied by a weekly seminar addressing issues in the field, classroom practices, and action research. Full-time, full-semester is equivalent to approximately 400 hours.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

ESPED 7717 - Practicum and Seminar in Moderate Disabilities (PreK-8) (6)

Full-semester, full-time practicum in the role of teacher of students with moderate disabilities (PreK-8). The placement can either be full-time in an inclusive general education setting or 75 hours in an inclusive general education setting and a minimum of 225 hours in a setting for students with moderate disabilities. Practicum is under the supervision of a supervising practitioner and University program supervisor and is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

ESPED 7718 - Practicum and Seminar in Moderate Disabilities (5-12) (6)

Full-semester, full-time practicum in the role of teacher of students with moderate disabilities (5-12). The placement can either be full-time in an inclusive general education setting or 75 hours in an inclusive general education setting and a minimum of 225 hours in a setting for students with moderate disabilities. Practicum is under the supervision of a supervising practitioner and University program supervisor and is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

ESPED 7719 - Practicum and Seminar in Severe Disabilities (6)

Full-semester, full-time practicum, 75 hours of which are in a general education classroom and the rest in a setting with students with severe disabilities in the role of teacher of children with severe disabilities. Practicum is under the supervision of a supervising practitioner and a University program supervisor and is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required..

IGRPH - MFA PHOTOGRAPHY

IGRPH 5100 - Photography as a Cultural Practice (3)

Considering the capacity of Photography to reflect and define cultural mores, this seminar will explore the historical and contemporary nuances of the medium as a social and political object. The complex shifts within photography in a digital context will be discussed, as well as the technological, conceptual, and artistic relationships between photography and other mediums. Creative engagement with these concerns will be a major component of the seminar, and class projects will provide a means for students to apply their own photographic interests and refine their practice. A variety of contemporary methodologies to engage with culture will be presented, such as the use of composite, erasure, integration of text, and appropriation of media images. Classes will also be comprised of field trips to area exhibits, resources, and talks, as well as class visits by working artists.

IGRPH 5200 - Advanced Topics in Photography (3)

This seminar is aimed at graduate students of the MFA in Photography program, and possibly, a few selected undergraduates. With special attention to the impact of the dissemination and reception of digital images in cyberspace on contemporary social and cultural discourses, the seminar will explore various topics related to photography. Each topic, covered in one to two class sessions, will be examined both historically and theoretically. The seminar will treat topics like Veracity, Power and Surveillance, Archive, Trauma, Alterity, etc. with critical emphasis on their interrelationships. The discussion of Trauma, for instance, will investigate its ties with Power and Surveillance, and how the Veracity of photographic images of traumatic events is constructed within a discourse of power; or, how Archives of images of Alterity are compiled by a nation state in the interest of Power and Surveillance. Students will read and discuss a wide range of historical and theoretical texts on photography as well as relevant images, and write interpretative papers to demonstrate their understanding of the issues. What is more, toward the end of the semester, they will collaboratively propose, research, and lead discussions on new topics ramifying from the prescribed ones. In short, they will run the class. These student-led sessions will further underscore the continuity of not only the relevance of the topics, but of their mutating nature.

IPHOT 5100 - Advanced Alternative Processes: Projects (3)

Advanced Alternative Processes: Projects is an intermediate / advanced level project based experience. The intent of the class is to provide a workshop-like environment in order to facilitate the creation of new and personal directions, utilizing alternative photographic processes. Students will be encouraged to investigate, and refine, specific techniques such as albumen, salted paper, cyanotype, gum bichromate, platinum/palladium, Ziatype, kallitype, 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 5110 - Intro to Alternative Processes (3)

Intro to Alternative Photographic Processes is a hands-on and dynamic group learning experience. In this course you will investigate an extensive range of alternative photographic processes from the historical birth of the medium through digital negative production. You will be introduced to a variety of processes including salted paper, gum bichromate, Argyrotype, Kallitype, Cyanotype, Van Dyke, platinum / palladium, Ziatype, albumen, as well as options such as pinhole, Lazertran, and hand applied emulsions. You will see how these concepts, techniques, experiments, and shared ideas will result in new directions for each individual's vision and portfolio.

IPHOT 5120 - Color: Digital (3)

This course explores the potential of digital capture and output to transform the medium of color photography both aesthetically and technically. With the creation of the camera raw file format, the traditional pre-exposure concerns of color balance and exposure have now become post-exposure choices for the artist. Color: Digital investigates the artistic implications of this malleability of image capture. The course follows through to improved controls and archival quality attainable in digital color photography.

IPHOT 5122 - Professional Directions (3)

This course is about succeeding as a photographer in the real world, and as a result, you will be treated as an art professional, not a student. In class discussions will provide the foundation for a broader understanding of what lies beyond art school, career options in photography, and strategies to make it in a variety of ways. The assignments will require you to master and demonstrate key skills for networking by developing a verbal, visual, and written self-promotional presentation and packet. In person introductions to gallery owners, established photographers and master printers will lead to understanding of how to approach potential exhibition opportunities, employers, gallerists, clients, etc. This reality check is designed to generate a desire for more learning and growth after school, whatever direction and form that might take, and begin to actively take steps to achieve your goal.

IPHOT 5130 - Special Projects in Artist's Books (3)

Bringing together majors throughout the college this class will expand upon basic book binding skills to explore new methods of presentation that go beyond conventional techniques of traditional book design and structure. Students will engage in a variety of unusual contemporary practices, such as cut paper, cutting-edge textiles, text & image, and advanced 3-D objects. Students will create work generated by their individual projects, which will investigate conceptually based ideas, embracing alternative materials that challenge the very concept of the book. This studio class will be comprised of demonstrations, critique, survey and field trips to studios, galleries and permanent collections.

IPHOT 5180 - Horror in Photography & Film (3)

This class investigates both real and fictional horror as portrayed in film and photography. Films and photographs will be reviewed weekly: classic horror films, films documenting atrocities, and the photographs of both fictionalized and documented horror. The differences in medium, artist's intent, and viewer participation are examined and discussed. Students are required to write two in depth analyses of work shown in class during the semester and create body of work that depicts an actual or metaphorical horror.

IPHOT 5200 - Color: Special Projects (3)

This studio/lecture course offers students an in-depth opportunity to explore color as content. Through lecture, discussion, and reading, we will consider color from a broad variety of physical, theoretical and aesthetic perspectives. We will also study the work of artists, both current and historical, whose work actively engages color concepts. Students will devise semester projects that may be wide-ranging in both concept and technique. These might include digital, alternative, or C-print portfolios as well as installations, papers, presentations, books, or time-based pieces.

IPHOT 5201 - Color Photography (3)

This course is an introduction to the fundamentals of color photography and color theory. We will explore the ways in which color materials respond to light as well as the cognitive, psychological, cultural, and sensory experiences of light and color. Through the use of color analog and digital materials, we will investigate the special problems and possibilities color presents to the artist/photographer. Class time will include lecture, discussion, critique and darkroom.

IPHOT 5215 - Taking In: Best of LUCAD Photography (3)

Taking In introduces students to the professional publishing world. This class focuses on the organization, production, and printing of a photographic magazine. All the preparatory steps are taught, including: digital scanning, book layout, how to communicate with commercial printers and binders, advertising, distribution and exhibition. The class also organizes: a jury to select artwork, a gallery showcase, and gala opening to celebrate the release of the Taking In publication. The class culminates in the final presentation of Taking In: the best of LUCAD Photography, at the opening release party.

IPHOT 5220 - Visual Books I (3)

Students explore the nature and possibilities of artist's books as a medium for photographers. Sequencing, theme, techniques for binding books and various forms are considered. Using photographic images and words, students create their own artist's books.

IPHOT 5221 - Visual Books II (3)

This course is for students who have taken Visual books, or who have had previous experience in making books. It gives students the opportunity to further develop the skills and techniques learned in Visual Books. This course is useful to students in developing their own writing skills, using writing with other mediums, and as a way to continue creating and inventing their own unique books. The course includes field trips to important collections, as well as visits from book artists in the Boston area.

IPHOT 5300 - Rites and Celebrations (3)

Day of the Dead: Rituals and Ceremony is a class that educates students in the intricacies of rituals and ceremony through observation and research. There are assigned reading, discussions, papers and field trips. Students are expected to produce visual assignments, and a final project based upon a major 5-day field trip to Oaxaca, Mexico for the day of the Dead. This occasion involves feasting and celebration honoring family members who have passed on, and who Mexicans believe will return home for a visit one day each year. There are candlelight processions, feasting and games in the graveyards, fireworks, parades and festivities. All students interested in taking this class are expected to be covered under a comprehensive health insurance policy. Additional travel expenses are expected to be $1000. This covers round trip air between Boston

and Mexico City to Oaxaca, lodging at the Calesa Real Hotel and meals. Limited to 12 students. By instructor's permission only.

IPHOT 5310 - Portrait: Traditional & Contemporary (3)

This course extends the concept of portrait to include narrative fiction, formulist interpretation, fashion, and conceptual approaches. Participants examine portraits of individuals, groups and subcultures, and self-portraits. The way in which portraiture has been realized by artists and documentarians in fine art, cinema, and multi-media is considered.

IPHOT 5321 - Documenting Village Life: Mexico (3)

Students will be placed with families in the villages of San Bartolo, Coyotepec, and Sapata in the outskirts of Oaxaca City, Mexico. Students will be given access to photograph family life, farming, and the parties that inevitably happen! Options include documenting the process of making black pottery or making tortillas, always with a chicken or child underfoot. This course will demonstrate how to gain access to subjects in foreign cultures, how to photograph the daily moments of life in a new way, and how to make strong and intimate documentary photographs. Students will learn how to deal with cultural differences and will have the option of living in the village. This course truly offers an unforgettable experience and portfolio of images.

IPHOT 5330 - Contemporary Trends in Photography (3)

This course is an introduction to the major trends in photography and in the cultural context for that photography since the 1970s. Our emphasis will be on identifying major and emerging figures in contemporary photography as well as bright young photographers just gaining attention. We will discuss the technical and philosophical strategies that photographers employ to create work and the concepts they try to tackle through photography. Our emphasis will be primarily on art-oriented and documentary photography, including visits to local museums and galleries, but will investigate photographers that are known for editorial work as well as fine art portfolios.

IPHOT 5340 - Beauty & Fact: 19th Century Photography (3)

This course introduces students to the work of major 19th century fine art and documentary photographers. The relationship between the concepts driving innovations and the practical, if often elegant, technical solutions arrived at by photography's practitioners is emphasized. Technique demonstrations are also included with various topics of discussion.

IPHOT 5365 - Journalism: Photojournalism (3)

This course involves a critical inquiry into the origins, evolution, and contemporary practice of photojournalism. The emphasis is on working methods of major photojournalists; alternative approaches to covering events; synergy of image and text; logistics and ethics of reporting; bias (cultural, national, personal) versus point of view; and the extended reach of contemporary photojournalism into the realms of broadcast news and the World Wide Web.

IPHOT 5370 - Documentary Projects (3)

This is an advanced level course designed to allow each student to work on a single documentary. Students are introduced to the techniques, planning, and practical decisions involved in a successful documentary project. There are visits by working photojournalists, viewing and discussion of documentary films and exhibitions, articles to be analyzed, and critiques of documentaries.

IPHOT 5390 - Photography and Power (3)

Photography and Power examines the influence and power of the image in our contemporary life. Through critical readings and deconstruction of photographs in the contexts of political, social and commercial campaigns, spreads, and monographs, we will explore how photographers, editors, and curators use the image to encourage viewers to ask questions, to shape public opinion, to make choices, to buy a product, or how to conduct their lives. This class is intended to look beyond the surface of images to address the decisions that were made when a photograph was taken, and put to use. We will look at the history of images as well as current events to understand the influence and power of images in the past and our present. Discussions on readings will invite critical writing and thinking skills. This class is open to all departments.

IPHOT 5440 - The Constructed Image (3)

The Constructed Image concentrates on conceptual portraiture and self-portraiture, still life, and tableau. The evolution, and evolving perceptions of photographic subject, from objective description to subjective depiction in contemporary image making are explored.

IPHOT 5460 - Cinema and Visual Reaction (3)

This course will examine and explore varied approaches to: the art of cinema, the translation of literature into film and creative visual response. Using the translation of literature into film as a starting point, this course will introduce and illuminate literary and cinematic methods of analysis and re-synthesis. Students will develop an understanding of how creative responses to art can be a source - and resource for personal work. Throughout the semester, students will cull course texts, films and group discussion for themes, concepts and methods to use as a basis for individually designed visual projects.

IPHOT 5470 - Photo Noir (3)

For serious intermediate/advanced documentary photographers who wish to participate in an experimental course that, using the still photography camera, will draw upon and expand the styles, conversations, and themes of Noir, as found in the work of such film directors as Orson Welles, Billy Wilder, Edgar Ulmer, Roman Polanski and the writing of Raymond Chandler, Dashiell Hammett, Edgar Allan Poe, and Charles Bukowski.

IPHOT 5480 - The Critical Eye (3)

A seminar for students interested in expanding ways in which we look at and understand contemporary works of art with emphasis on photography, video, and related media. Participants will read and discuss works by major writers, artists, and critics to explore more public meanings of their work beyond initial private or personal concerns. Selected readings will offer a rich frame of reference for developing concepts and also to consider how each student's work is positioned relative to a variety of contemporary trends and contexts. Some of the artists included are Jeff Wall, Bill Viola, Gilles Peress, Anselm Kiefer, Sherin Neshat, with others to be determined by the class. Readings will include current articles from arts magazines and blogs, as well as writing by authors such as Barthes, Dyer, Cotton, Levi Strauss, Grundberg, Cotter, Sontag, and Berger. Students will be invited to make presentations, author a blog, and write one substantive essay about their work. Meetings will include a guest critic and several visits to galleries.

IPHOT 5510 - Digital Media I (3)

Digital Media I is an intermediate level requirement / elective dedicated to on-screen digital image manipulation. This course serves as an introduction of digital media options for expression of creative ideas. Tools such as Flash, streaming media, audio clips and Photoshop are used to produce screen-based fine art. Students develop fundamental web-based skills by creating an uncomplicated web gallery of work. Individual creative intentions and processes, through digital media experimentation, are strongly encouraged.

IPHOT 5540 - Still in Motion (3)

From the beginning of photographic practice, the displacement and reconsideration of the still image has been an ongoing intention. In a studio context this course explores the relationships formed between the still image and dynamic and evolving time-based works as illustrated by artists such as Muybridge, the Bechers, Etienne Jules Marey, Duane Michals, and Sam Taylor-Wood. The course will also encompass the contemporary use of still-based video as generated by contemporary artists in a methodology far different from cinema. The overall intent of the course is to explore the myriad possibilities, both technical and aesthetic, the still image encounters in its relationship to the moving image.

IPHOT 5560 - Digital Printing I (3)

The potential of the computer to transform the medium of photography has become an issue as central to craft as to aesthetics. Blending traditional and digital processes can provide remarkable flexibility, control, and expressive freedom. This course explores the interaction of old and new in a variety of key areas. The full range of photographic modalities can be addressed. There are no restrictions on format, style, or intent. Classroom sessions provide opportunities for exploration, evaluation, and discussion of the implications of digital technology within the individual student's aesthetic.

IPHOT 5565 - Fine Digital Photography (3)

Fine Digital Photography builds the foundation of skills for taking Photography into the 21st century. The course emphasizes developing fast, efficient, and consistent work in the digital darkroom, adapting concepts originating from film based shooting to a data management strategy. We explore, in depth, the nature of the camera RAW file and build a powerful way of working with these files while seeing how it changes our individual photographic vision. Using the best equipment available and a deep understanding of the process, we define and explore the future of Photography.

IPHOT 5580 - The Web as an Art Form (3)

Web art, a uniquely dematerialized art form, is among the newest of new media art. The class explores precursors to web art, various web art genres, past and current trends in web art, and web technology for newbies. The unique aesthetics, limitations, and social contexts associated with web art are investigated. The impact on this innovative art form, resulting from the recognition by art authorities of the Internet as a viable art venue is explored.

IPHOT 5581 - Media + Society (3)

Analyzes the content, structure, and context of media in society. The class critically examines the profound influence of the image in our contemporary lives. Through analytical readings and discussions of photographs, videos, and films we will explore the numerous strategies at work within our culture that shape public opinion and personal choice in a wide variety of situations: political, social, economic, and cultural. Discussions are based on current topics that might include political and commercial campaigns, news, social networks, editorial and fashion spreads, the Internet, censorship, gender and race, war and conflict. This class is intended to look beyond the surface of images to address their influence on both individual and social identity. Discussions on readings will invite critical writing and thinking skills. This class is open to all departments.

IPHOT 5585 - Video Projects & Installation (3)

This class examines how new genres, such as video installation, interact with more traditional art practice. Students are encouraged to develop projects inside and outside of LUCAD that explore narrative work, through installation, performance and other non-traditional art techniques, with the goal of creating narrative, interactive, and abstract projects in new genres. Students learn basic video-editing techniques, along with the opportunity to experiment with and incorporate elements of performance art, such as spectacle, confrontation, and storytelling. Class time includes critique, in-class assignments, studio time, discussion of related contemporary artwork, and may include studio visits and guest lecturers.

IPHOT 5600 - Advanced Printing (3)

This course focuses on developing mastery of black and white printing techniques and processes in order to explore the potential for expressive interpretation of the negative. Once sufficient mastery is attained, students are asked to pursue the direction best suited to their own goals for fine art, commercial, or documentary photography.

IPHOT 5610 - Advanced Printing II: Digital (3)

Blending traditional and digital processes can provide remarkable flexibility, control, and expressive freedom. This course explores this interaction of old and new through digital proof-sheets and archives; high quality negative scanning techniques; creating digital masks for conventional processes and enlarged negatives for non-silver and alternative process printing; and printing both black and white (Piezography quadtone) and color via inkjet media. There are no restrictions on format, style, or intent. This class is designed to increase awareness and explore opportunities of a rapidly expanding digital world.

IPHOT 5625 - Seeing: Photography & Science (3)

This course is a dynamic survey of scientific principles and the photographic works they energize, ranging from macroscopic considerations of the nature of space and time, to microscopic issues of the chemistry of human emotions. Students will gain confidence in their own ability to think about science, will learn basic principles underlying scientific inquiry and modes of knowing, and will directly connect those to their own work as photographers. They will demonstrate this understanding through photographic work, collaborative art/science experiments, and in-class discussions and projects.

IPHOT 5660 - Advanced Commercial Projects (3)

This course covers the practical, professional, and business aspects of a functioning, professional photography studio through individual and group projects and jobs. Through simulated and actual jobs and projects, students will collaborate to make a variety of work that draws inspiration from current marketing and trends. Practical topics to be examined include: basics of studio photography equipment, materials, facility, personnel; portfolio; supportive and self-employment: pros & cons; bookkeeping/computer databases; law and ethics, and other subject matter. Included in the various discussions are guest photographers and people in the industry.

IPHOT 5680 - Conceptual Editorial Photography (3)

An intermediate level course which explores areas of professional photography outside of advertising, such as magazine covers and editorial illustrations; compact disc and cassette covers; brochures, calendars, and posters; fashion, food, industrial, travel, and stock photography. Students are encouraged to create innovative as well as traditional solutions.

IPHOT 5700 - Landscape & Architecture (3)

This course examines the techniques and expressive possibilities in photographing land and cityscapes, and interior environment with the large format camera. Field trips, classroom critiques and presentations by outside photographer are included.

IPHOT 5715 - Landscape of Memory: Histories (3)

Landscape of Memory: Histories is a portfolio seminar that discusses the significance of past events in the context of individual and collective memory. Ruins, landscapes and the urban environment will serve as platforms for investigating experiences that are of historical, political, socio-economic, environmental or cultural importance. Students will be encouraged to situate themselves within the work of artists who have dealt with these themes such as Shimon Attie, Alfredo Jaar, An My Li, Sophie Ristelhueber, Richard Misrach, Kara Walker, Mark Klett, Sally Mann, W.G. Sebald, Anselm Kiefer, Gerhard Richter, Claude Lanzmann, and Susan Meiselas. Students will be encouraged to verbally and visually articulate the significance of an experience of the past and its impact on understanding the present in order to enable students to understand the complexities of cultural and individual inheritance. Video, installation, photography, fine art, or mixed media are encouraged.

IPHOT 5740 - Art in Context (3)

This team taught course is designed for more advanced students interested in exploring the contemporary art scene in Boston, New England, and New York. Established guest artists from Boston and beyond will visit the class over the semester to discuss their careers, talk with us about current projects, provide students with critiques, and make suggestions about future directions, which will provide students with critiques, and make suggestions about future directions, which will provide students with new ways of thinking about their work and will be the basis for discussion about a variety of ways they can present their work. Students will be encouraged to see and assess their work from the viewpoint of those they will be approaching after graduation (curators, dealers, agents, etc.) and to consider a variety of possibilities for their career in the arts. The course will include trips to students, galleries, and museums to see work, visit collections, and meet artists, curators, and collectors. This class is structured like a seminar to all for trips to Brown, RISD, as well as one major trip to New York for visits to the MoMA, the ICP, Whitney, Metropolitan, and selected galleries. For more information visit: www.aibartincontext.blogspot.com

IPHOT 5745 - Photography & Identities (3)

This course explores contemporary discourses of identity as manifested in photographic practices underscoring the global ramifications of those discourses. It will shed light on the complexities of current identity politics and examine the role of cultural specificities against the backdrop of a globalizing world. Students will critically engage with the works of relevant artists giving special attention to photo-based practices. The course will be comprised of readings, written responses, photographic exercises, critiques and a final portfolio of student work.

IGRPH 6100 - Graduate Studio Seminar and Critical Studies I (6)

This course is the first of four required Graduate Studio seminars. Seminar I consists of a full day of activity on a weekly basis, and is a team-taught course that includes scheduled meetings with the Visiting Artists each semester. Based upon a foundation of personal work in progress, students will be consistently producing and refining their portfolios in Seminar, while simultaneously relating their work, and process, to critical, historical and contemporary concerns. Each week will focus on group critique and discussion of conceptual issues and response to course readings. New work will be expected for each critique session, and subject to class response. A multi-day field trip to New York will be part of each fall semester. Through all four semesters of Graduate Studio Seminar, students will be expected to produce a graduate level body of work that will solidly support their Thesis Studio project, writing, and graduate exhibition.

IGRPH 6200 - Graduate Studio Seminar and Critical Studies II (6)

This course is the second of four required Graduate Studio seminars. Seminar II consists of a full day of activity on a weekly basis, and is a team-taught course that includes scheduled meetings with the Visiting Artists each semester. Based upon a foundation of personal work in progress, students will be consistently producing and refining their portfolios in Seminar, while simultaneously relating their work, and process, to critical, historical and contemporary concerns. Each week will focus on group critique and discussion of conceptual issues and response to course readings. New work will be expected for each critique session, and subject to class response. A multi-day field trip to New York will be part of each fall semester. Through all four semesters of Graduate Studio Seminar, students will be expected to produce a graduate level body of work that will solidly support their Thesis Studio project, writing, and graduate exhibition.

IGRPH 7089 - Studio Assistantship (3)

The student assists a faculty member with the weekly preparation and instruction of a class. Duties may include research, slide show preparation, demonstrations, instructing and assisting in critiques. This position provides valuable experience and insight into the teaching profession, and strengthens the student's abilities to articulate and communicate visual concepts. Additionally, this position provides the opportunity for developing mentor relationships. Participation in this course is limited to students selected by the faculty of the specific course and/or the Department Chair. Permission of the Director of MFA in Photography Department required.

IGRPH 7300 - Graduate Studio and Critical Studies Seminar III (6)

This course is the third of four required Graduate Studio seminars. Seminar III consists of a full day of activity on a weekly basis, and is a team-taught course that includes scheduled meetings with the Visiting Artists each semester. Based upon a foundation of personal work in progress, students will be consistently producing and refining their portfolios in Seminar, while simultaneously relating their work, and process, to critical, historical and contemporary concerns. Each week will focus on group critique and discussion of conceptual issues and response to course readings. New work will be expected for each critique session, and subject to class response. A multi-day field trip to New York will be part of each fall semester. Through all four semesters of Graduate Studio Seminar, students will be expected to produce a graduate level body of work that will solidly support their Thesis Studio project, writing, and graduate exhibition.

IGRPH 7400 - Graduate Studio and Critical Studies Seminar IV (6)

This course is the fourth of four required Graduate Studio seminars. Seminar IV consists of a full day of activity on a weekly basis, and is a team-taught course that includes scheduled meetings with the Visiting Artists each semester. Based upon a foundation of personal work in progress, students will be consistently producing and refining their portfolios in Seminar, while simultaneously relating their work, and process, to critical, historical and contemporary concerns. Each week will focus on group critique and discussion of conceptual issues and response to course readings. New work will be expected for each critique session, and subject to class response. A multi-day field trip to New York will be part of each fall semester. Through all four semesters of Graduate Studio Seminar, students will be expected to produce a graduate level body of work that will solidly support their Thesis Studio project, writing, and graduate exhibition.

IGRPH 7880 - Internship (3)

An Internship provides graduate Photography students with experience in a professional environment, helping to prepare them for entry into the professional world. Interns put their technical and creative knowledge to work and have the chance to make professional connections within the photography community. Students must formally apply; positions generally last 15 weeks. All Internships must be approved by the Director of the MFA in Photography program before registration, with a detailed proposal stating internship site and mentor, project goal, method of execution, and timeline for the project.

IGRPH 7992 - Teaching Fellowship (3)

Graduate students granted a Teaching Fellowship gain a direct hands-on classroom experience teaching an undergraduate Photography course related to their research or creative interests. Students are responsible for the development of syllabi, assignments, lectures and grading. Assignment decisions are based on evaluations of each student's proficiency in photography, preparation, teaching experience, and satisfactory academic standing. This opportunity provides graduate students valuable experience and insight into the teaching profession, and strengthens the student's abilities to articulate and communicate visual concepts. Participation in this course is limited to students selected by the Director of the MFA in Photography program and the Photography Department Chair. Recipients of Teaching Fellowships will meet with the Director of the MFA in Photography program for an orientation regarding the individual, and departmental, expectations of the course before the Teaching Fellow begins teaching. A LUCAD faculty member will meet with teaching fellows weekly throughout the semester regarding the teaching experience, current issues, and on-going course development. At the conclusion of the semester, Teaching Fellows will meet with the Director of the MFA Photography program to present documentation of their course development and evolution, including: syllabi; assignments; lectures and examples of student work.

IGRPH 7999 - Independent Study (variable)

Independent Studies are an opportunity for graduate students to pursue a specific area of interest through a supervised project for credit. Graduate students work independently but with tutorial supervision by either LUCAD faculty member(s) or artists/professionals/faculty not affiliated with LUCAD. All Independent Studies must be approved by the Director of the MFA in Photography program before registration, with a detailed proposal stating the project goal, method of execution, relevancy to education, timeline for the project and review with their mentor.

ITHPH - MFA PHOTOGRAPHY

ITHPH 7500 - Thesis Studio Seminar (6)

Students will propose a thesis topic during the mid- year critique at the end of the third semester that must be approved by the jury including the Director of the MFA in Photography, faculty, and visiting artist(s). The approval of the thesis topic by the jury in the mid-year critique will be the gateway to the thesis. Students will work with a thesis advisor(s) in their fourth and final semester to produce a 5,000 to 10,000 word written thesis and visual portfolio. Combining a variety of research on multiple aspects of historical and contemporary art, the written thesis is a comprehensive and contextual examination of ideas and interests presented in the visual thesis exhibition. Integrating the critical, historical, and cultural concepts that inform their own life experience and artistic production, this thesis locates their work within the current cultural/historical continuum and reflects the previous semesters of investigation. The thesis paper is submitted for review to be assessed by a jury of core faculty and visiting artist scholars, and is considered an integral element of the degree. The written and visual components of the thesis are dependent upon one another and successful completion of both is requisites for graduation.

IAHIS - ART HISTORY

IAHIS 5025 - Cinema Eye, Cinema Art: A History of Film (3)

A survey of masterpieces by major film directors, this course situates each film within the historical and cultural context of its time. Topics will include cinematography, mis-en-scene, montage, narrative strategies, and genre. Classes are organized around the personal style and innovation of directors such as Welles, Hitchcock, Fellini, Coppola, Kubrick, Zhang, and Almodovar. Students will develop narrative sequences of their own using a medium of choice (drawing, animation, photography, or video), in addition to engaging in film screenings, class discussions, and written essays.

IAHIS 5043 - Curators, Critics & Collectors (3)

This course provides an introduction to the principle institutions that play an ever-increasing part in supporting and shaping the art world of today. During the semester students will read and discuss critical essays on museology and display, patronage and the art market, the role of critics and the art press, and art in the public sphere. The students will visit museums and galleries and meet with curators, gallerists, collectors and critics: encounters that allow them to apply theoretical principles to the real world.

IAHIS 5100 - Issues in Art History and Visual Culture (3)

This course focuses on the interrelationship between art and society. Accordingly, students examine the role of visual culture and artistic practice within the context of everyday life. To accomplish this task, we address a wide range of issues relating to the many connections between art and society. Special Attention will be paid to the prevalence of photography and photographic images since the 19th century. To help tackle these issues, we read essays by artists, critics, and theoreticians who have been instrumental in defining our understanding of visual culture over the past three decades. LC/LUCAD undergrads may take this course by permission of instructor.

IAHIS 5200 - History of Photography (3)

This course examines the primary issues in the history of photography from the medium's invention in the 1830s until the appearance of Postmodernism in the 1970s, including the dynamic interaction between technological and aesthetic discovery. Through slide lectures, critical readings, class presentations and discussions, students will gain a comprehensive understanding of the formative history of the medium within the era's social, cultural and theoretical context.

IAHIS 5220 - Representing Representation (3)

This course begins from the premise that all images are mediated by pre-existing images. Through a wide variety of case studies, ranging from Velazquez' "Las Meninas" to MAD Magazine, it examines how artists have confronted the question of cross-references of visual images in different eras; how they have produced new fictions by exploiting illusions of mirrors, imaging themselves, making statements about the enterprise of art making, and quoting other images quite openly.

IAHIS 5211 - Testament: A History of Documentary (3)

Since its inception, photography has had the dubious distinction of being the principal documentarian of modern historical events and cultural movements. The documentary tradition in photography that has developed over the past hundred and seventy years has created iconic images that have defined and helped shape the world they describe. This course will examine the evolution of documentary photography from its earliest days to the digital present, taking into account historic trends and technological advances, and including contemporary debate regarding the medium's ability to provide an objective record.

IAHIS 5220 - The Power of German Film & Photography (3)

This course explores visual and cultural meanings in German film and photography of the 20th century. The history of modern Germany has been marked by tremendous social and political upheaval, including economic depression, two devastating world wars, and a country divided from 1945 until 1989. The re-united Germany now struggles with an identity that seeks to come to terms with the shame of the past while looking to the future. This course will study the work of German photographers and filmmakers in the light of this complex history. Discussions about their artistic productions will be complemented by relevant philosophical, literary and critical texts. Highlights of the course will include work by August Sander, Fritz Lang, Leni Riefenstahl, Rainer Werner Fassbinder, Wim Wenders, Werner Herzog, Anselm Kiefer, Thomas Struth, Thomas Ruff and Andres Gursky.

IAHIS 5290 - Art & Photography in Contemporary China (3)

This course exposes students to the historical and aesthetic conditions that have come to define contemporary Chinese Art. Students will become familiar with traditional art forms and methodologies (including a range of painting, printmaking, ceramics and sculpture) as well as more recent social and political contexts that have influenced current Chinese work. Students will visit four cities, a number of museums, galleries and cultural sites, and several art schools.

IAHIS 5311 - Gender in Focus: History Women in Photography (3)

Women photographers play a major role in defining the contemporary landscape of photography, but the history of women in photography is filled with varying modes of representation and expression. In this one semester advanced photo course, we will examine the social and cultural shifts regarding women and photography, including how the portrayal of women changes with the power to use the camera to self-express. Divided into two sections, the initial half, The First Century, will serve to inform how historical constructs help define the female photographer and images of women in The Modern Era.

IAHIS 5313 - Photography and the Multicultural (3)

From early images made within the colonialist framework to the work of contemporary photographers such as Yasumasa Morimura and Dawoud Bey, the representation of multicultural peoples has paralleled global social and political shifts. Examining the photograph as a means of power and control as well as self-expression, this course will explore the many complexities of image making in the multicultural context.

IAHIS 5380 - History of New Media (3)

Digital, audio/video installation, and performance art are becoming ever-greater parts of the experience of art making and viewing. Rather than being seen as oppositional to traditional forms of art making, these media can act as tools for students and artists. They can be understood as opportunities for the next movements in art, with the option of working in conjunction with traditional media.

IAHIS 5460 - History of Animation (3)

No longer perceived as "a children's media," animation has a rich, diverse history and is now experiencing an exciting revival. In this course, animation and the evolution of the art form are viewed and examined, from early Disney works to contemporary hits like The Simpsons, Ren & Stimpy, and MTV.

IAHIS 5500 - Art and Popular Culture (3)

The objective of the course is to survey and analyze the changing relationships between contemporary art and popular culture. Underlying the course are three themes: the relationship and blurring of boundaries between art and popular culture, the relationship of art and history, and postmodern identity. Key topics and figures include Kitsch and Art, Joseph Cornell, Walter Benjamin, Andy Warhol, the Beatles, Bill Viola, and Dr. Seuss.

IAHIS 5600 - Art Since 1945 (3)

This course explores the rapidly changing work of post-war art, emphasizing developments in the United States. After an introductory overview of the formative early modern period in Europe and American, in particular the rise of abstraction and the emergence of surrealism, the course examines such artistic movements as Abstract Expressionism, Pop, Minimalism, Earth Art, Realism, Conceptual Art, Performance Art and Video Art. In addition to the artistic movements themselves, the course also considers such issues as the place of art and the artist in contemporary society.

IAHIS 5605 - Postmodernism (3)

This course examines the term "postmodern" in light of the seminal changes in the production and consumption of visual cultures of the recent decades. Its primary aim is to trace the implications of this concept in the shaping of a contemporary artist's awareness. A series of critical readings and discussions provides insight into the historical background and the global character of the postmodern experience. In this context, the course also questions the reductive connotations of the buzzword "postmodernism," treating it instead as an umbrella term that accommodates a range of overlapping as well as conflicting ideas and theories.

IAHIS 5610 - Design Discourse (3)

Is the purpose of design to communicate clearly, to advocate for a particular point of view, or to sell specific products? Does a designer have any responsibility to society, beyond the normally accepted boundaries of ethical behavior? Is legibility a moral issue or simply a practical virtue? These are just a few of the issues we research, discuss, analyze, and write about in this course. The emphasis is on constructing a coherent written argument and developing a personal point of view about contemporary issues that inform design practice.

IAHIS 5620 - Hyperculture - Art & Technology (3)

This course focuses on the changes that have occurred in how we think about and respond to new technological transformations, such as digital computer technology and Internet communications. We consider the ways in which artists have appropriated these technologies to create new art forms, e.g. cyberpunk and science fiction, in visual and literary art forms. The goal of the course is to inform student understanding of these new art forms and to encourage creative experimentation.

IAHIS 5900 - Alternating Currents: Experimental Film (3)

This is an inter-disciplinary course that invites students to engage with film and video made by directors and artists working outside and in opposition to the established norms or conditions of mainstream film culture. Experimental cinema has been associated with avant-garde, non-linear, poetic filmmaking and embraces works by artists (Leger, Ray, Cornell, Paik, Schnabel), auteur-directors (Deren, Snow, Hutton, Berliner), and videographers (Tanaka, Viola, Nehshat). We will explore the diverse genres of avant garde, compare modern and postmodern approaches, and consider new directions and innovations. Combining theory and practice, classes are structured to include presentations, screenings, and workshops. Students are offered the option of an emphasis in Production of Videos/Films or Critical Thinking/Writing on Artist's Works.

IAHIS 5910 - Critical Theory (3)

This course introduces students to the main currents of contemporary critical theory, including phenomenology, post-structuralism, and deconstruction. Discussion focuses on artists working in mediums of painting, installation art, performance art, new media, cinema, and poetry. Readings offered in the course help students to become active as they locate themselves in analysis and critical response.

GMIND - MINDFULNESS STUDIES

GMIND 5888 - Special Topics in Mindfulness Studies (3)

Special Topics in Mindfulness Studies is a one-time offering or pilot course, based on student or faculty interest.

GMIND 5999 - Independent Study ()

GMIND 6032 - Graduate Academic Writing (3)

In this course students hone their graduate level research and writing skills. They engage in online research. Through various writing exercises, they demonstrate their ability to integrate thoughtful reflection and critical analysis of subject matter. They develop an annotated bibliography and a literature review, toward the completion of a 15-page research paper on a topic of particular interest using APA style.

GMIND 6042 - Mindfulness: Practice, Theory, and Science (3)

This course engages students in the theory and practice of mindfulness meditation. Mindfulness draws on the wisdom of our minds and bodies to develop calm, concentration, and insight. Students engage in several forms of mindfulness practice, and discuss related literature, including studies reporting on potential benefits of practice to improve health, to enhance overall well-being, and to promote neuroplasticity. Students focus on the application of these practices in their daily, academic, and/or professional lives.

GMIND 6047 - Mindful Communication: Theory and Practice of Insight Dialogue (3)

This course is designed to explore and critique the theory, practice, and potential of Insight Dialogue, or interpersonal mindfulness, and its roots in the Buddhist concept of "right speech." The potential of Insight Dialogue for enhancing communication will be examined in relation to mirror neuron theory and empathy. Insight Dialogue will be contextualized within examination of prominent philosophies of dialogue and dialogic practices intended to promote communication across race, class, gender, and ideology.

GMIND 6048 - Mindful Leadership and Social Engagement (3)

Students explore contemporary leadership discourse, with focus on the inner aspects of being a leader. An understanding of leadership is built from the inside out through reflections on self as leader, scholarly investigation of leadership principles and theory, and relevant application in the 21st century. Students will investigate fundamental principles of mindfulness through individual practice and personal insight. Students will gain an understanding of ethical principles of mindfulness from wisdom traditions and current mindfulness texts.

GMIND 6049 - Foundations of Contemplative Practice: The Buddhist Traditions (3)

This course investigates foundational Buddhist principles, praxis, and diverse forms still evolving today. We will explore 'awakening' for the Buddha and his followers, and also for later generations and schools. We will consider classical texts and more recent expressions of the dharma in order to locate key perspectives -- particularly concepts and practices of mindfulness within our own experience. We'll examine Buddhist understandings as they evolve in Sri Lanka, China, Japan, Tibet, the west, and modernity.

GMIND 6050 - Mindful Self-Leadership and Social Engagement (3)

This course provides students with an opportunity to explore how Buddhist ideas underlying mindfulness can be extended into the realm of leadership and engagement with the contemporary world. Students will gain understanding of principles of mindful leadership through readings of classsical Buddhist teachings, current mindfulness texts, and neuroscientific studies demonstrating that meditation practice increases compassion. Students will investigate these teachings through direct experience and apply them to social, cultural, historical, organizational, and political case studies.

GMIND 6056 - Mindful Internship: Mindfulness as Social Engagement (3)

In this course students integrate theoretical perspectives and formal mindfulness practice with social engagement, as interns serving in community settings. In applying their mindfulness training, students draw on foundational concepts of required courses and their

electives. In serving as mindful citizens in a service capacity, students deepen their ability to sustain mindfulness in interactions with diverse populations, while engaging in ongoing examination of their daily life.

Prerequisite: GMIND 6057.

GMIND 6057 - Insight Meditation Retreat: Toward Concentration and Wisdom (3)

At the center of this course is a 5-8 day silent retreat intended to systematically deepen students' practice of meditation. The retreat builds on the meditation practice undertaken in GMIND 6042 Mindfulness: Theory, Practice, and Science. Students engage in analysis of, and critical reflection upon oral and written mindfulness teachings, synthesizing these with the development of their own formal meditation practice and practice in daily life for the betterment of self and others.

Prerequisite: GMIND 6042 and a GMIND course of Student's Choice.

GMIND 6058 - Meditation and the Brain: Introduction to Contemplative Neuroscience (3)

This course investigates the field of contemplative neuroscience, surveying peer reviewed scientific research on how meditation affects the brain and body. Students will learn aspects of the scientific method, experimental design, and basic neuroscience concepts, focusing on current debates and future directions for the field. The course also emphasizes critical evaluation of scientific findings and related media reports. Incorporating primary and secondary literature and lectures, students integrate knowledge through written reflection, discussion, and meditation practice.

GMIND 6059 - Mindful Education (3)

In this course, professionals will cultivate the knowledge and skills to integrate mindfulness-based best practices into curricula, classrooms and other PreK-university educational settings. Course participants will investigate topics central to the field such as: social-emotional development, the neurobiology of mindfulness, self-care, and mindful movement. The course includes critical examination of mindful education literature and research; and opportunities for independent projects and small group collaboration.

GMIND 6127 - Restorative Justice (3)

The course provides an understanding of the basic principles and values of Restorative Justice. It introduces some of the existing models of restorative Justice in different social and cultural contexts. Finally, the course explores the practice of Restorative Justice as a way of life and as a way of seeking justice.

Cross-Listed as: GINTD 6127.

GMIND 6888 - Special Topics in Mindfulness Studies (3)

Special Topics in Mindfulness studies is a one-time offering or pilot course, based on student or faculty interest.

GMIND 6999 - Independent Study ()

GMIND 7001 - Introduction to Research Methods and Design (3)

Framed by guiding tenets, this course is structured to provide students an overview of research methods and design through readings, application exercises, and reflections to cultivate a thoughtful and open research mindset (includes being mindful and addressing fixed mindsets and biases). Students articulate their thesis question and its foundation, explore research design and techniques, and culminate their coursework in a comprehensive Thesis proposal (typically 10-20 pages) with a methods section.

Prerequisite: Completion of 30 GMIND credits.

GMIND 7500 - Thesis/Capstone (3)

Students work individually with a thesis advisor to complete a culminating thesis or capstone project. They may choose to write a research paper, including a literature review, on a topic of particular interest they have developed during the Program. Alternatively, students may create a workshop or other offering accompanied by a shorter, supportive rationale/research paper. Primary research, such as interviews and focus groups, is encouraged, along with secondary research.

GMIND 7888 - Special Topics in Mindfulness Studies (3)

Special Topics in Mindfulness Studies is a one-time offering or pilot course, based on student or faculty interest.

GMIND 7999 - Independent Study ()

- Studio Elective (3)