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# 2023-2024 UNDERGRADUATE ACADEMIC CATALOG

**The College of Liberal Arts and Sciences & The College of Art and Design**

Academic Catalog 2023-2024

**In effect: September 1, 2023–August 31, 2024**

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

# CATALOG STATEMENT

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

## PRESIDENT'S WELCOME

### A MESSAGE FROM PRESIDENT JANET L. STEINMAYER

Welcome to Lesley! Thank you for choosing to be part of our vibrant university community.

Lesley University uniquely focuses on the art of human connection, with programs that live at the intersection of education, counseling, and the visual arts. As the largest educator of teachers and counselors in New England and with premier programs in the applied visual arts, Lesley prepares students to impact lives, strengthen communities, and act as catalysts for a more just world.

Lesley has about 6,000 students studying across four colleges—a professionally-focused liberal arts college, an independent college of art and design, a graduate school of education, and a graduate school of arts and social sciences—as well as in the Threshold Program, a residential program for students with a variety of learning differences. With campuses near both Porter Square and Harvard Square in Cambridge, Massachusetts, Lesley is located in one of the most dynamic learning environments in the country. Teaching and learning take many forms at Lesley, but a hallmark is active engagement with real-world applications that integrate theory and practice. A Lesley University education provides the academic foundation and the practical experience to equip students to become socially responsible leaders in their chosen professions.

Lesley's alumni work around the world in a wide variety of roles including as mental health counselors, educators, expressive arts therapists, business leaders, social workers, designers, and visual artists. As a Lesley graduate, you will join this global network of alumni who are improving the human experience through hands-on work to address the most pressing social challenges we face, and you'll be a valued member of a lifelong learning community.

We are glad you're here and look forward to helping you take advantage of all we have to offer!

Warm regards,

Janet L. Steinmayer

President

## **ACCREDITATIONS**

Lesley University is accredited by the New England Commission of Higher Education (NECHE), 301 Edgewater Place, Suite 210, Wakefield, MA 01880 Phone: 781-425-7785

Programs leading to educator licensure are approved by the Massachusetts Department of Elementary and Secondary Education. Massachusetts is a signatory of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. The College of Art and Design is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

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

The Bachelor of Social Work (BSW) and Masters of Social Work (MSW) are accredited by the Council on Social Work Education's Commission on Accreditation.

Within the Graduate School of Arts and Social Sciences, the Department 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 Department of Expressive Therapies is approved by the American Art Therapy Association (AATA), the North American Drama Therapy Association (NADTA), the American Music Therapy Association (AMTA), and the American Dance Therapy Association (ADTA).

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

Accreditations and approvals by state, and by program, may be found in this catalog as "Accreditations and State Approvals" and on the Lesley website at "Accreditations, Licensure and Degree-Granting Authority."

# LESLEY UNIVERSITY MISSION STATEMENT

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

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

## **Core Values:**

### **Inquiry**

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

### **Diversity**

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

### **Community**

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

### **Citizenship**

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

## **PRESIDENT & LEADERSHIP**

**President: Janet L. Steinmayer**

### **CABINET MEMBERS**

Deanna Yameen  
Interim Provost

Nathaniel Mays  
Dean of Student Life and Academic Development

Michelle Davis  
Head of University Marketing and Communications

Mary-Jane McLaughlin  
Chief Human Resources Officer

Position Being Filled  
Vice President for Advancement

Emma Stellman  
Managing Director, Office of Partnership

Position Being Filled  
Vice President of Finance and  
Chief Financial Officer

Shirin Philipp  
Vice President and General Counsel

Joanne Kossuth  
Chief Operating Officer

Gloria Noronha  
Vice President of Equity, Diversity, Inclusion, and Justice

Steve Shapiro  
Dean, College of Liberal Arts and Sciences

Jen Thorell  
Executive Director, Threshold Program

Tom Englehardt  
Vice President for Enrollment Initiatives

### **LESLEY UNIVERSITY BOARD OF TRUSTEES**

Art Bardige  
Hal Belodoff, Vice Chair  
Cecelia Fitzgibbon  
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Nina Houghton  
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Hans D. Strauch, Chair

Carol C. Moriarty, Trustee Emerita  
Donald M. Perrin, Trustee Emeritus  
Patricia R. Squire, Trustee Emerita

The members of the President's Cabinet and the Lesley University Board of Trustees may also be found at the link below:  
[lesley.edu/about/president-leadership](https://lesley.edu/about/president-leadership)

# THE CAMBRIDGE AND BOSTON ADVANTAGE

Lesley University is a close-knit academic community within the bustling cultural hub of Cambridge, a short subway or bus ride from Boston.

Lesley students benefit from the unparalleled advantages of being right in the heart of a major educational, political, technological, business, and cultural center. Greater Boston houses the highest concentration of colleges and universities in the United States. Lesley shares Cambridge with Harvard, Massachusetts Institute of Technology, and the Hult International Business School. Other neighboring institutions include Tufts, Brandeis, Wellesley, Northeastern, Boston College, Boston University, and many more. These institutions form a world-class intellectual community that Lesley students enjoy and benefit from.

Cambridge's distinctive and dynamic cultural life includes museums, theaters, concert halls, galleries, libraries, bookstores, cafés, restaurants, clubs, lectures, and sporting events for every taste and inclination. The rolling hills and spectacular mountains to the north and west and the breathtaking shoreline in the east and south situate Lesley amid great natural beauty and seasonal diversity. The riches of Cambridge and Boston, and their safe, easily accessible, and charming and vibrant neighborhoods, immeasurably enhance Lesley's student life.

## SCHOOLS OF THE UNIVERSITY

Lesley University is comprised of four schools: The College of Liberal Arts and Sciences, The College of Art and Design, The Graduate School of Education, and The Graduate School of Arts and Social Sciences. Program descriptions for the Graduate Schools can be found in the Graduate Catalog.

### THE COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences (CLAS) is an intellectually engaging teaching and learning environment. CLAS faculty and students have a work ethic and passion for learning that helps them make significant contributions to the development of just, humane, and sustainable communities locally and globally. Early access to faculty expectations, robust and coherent programs of study, compelling intellectual engagement with ideas, faculty and student peers, are hallmarks of CLAS. Intensely engaging classes permit individualized learning and collaborative pedagogical approaches in academic programs that systematically provide richer, deeper, broader and more meaningful knowledge and career opportunities. In CLAS, professional advisors and faculty mentors provide students with individualized support in preparation for their professional futures following graduation, including graduate and professional school.

Within and across CLAS to the College of Art and Design (LA+D), our goal is to educate students for life-long learning, the generation of new ideas and knowledge, and careers in the pursuit of a better world. CLAS departments offer the majority of courses in the general education curriculum. This innovative, contemporary curriculum is organized around 21st century outcomes that prepare students for a wide variety of careers, lifelong learning, and engaged global citizenship. Teacher education candidates and students with aspirations to enter PhD programs immediately or enter the world of work, will do so armed with foundational knowledge of their disciplines, applied learning within and across programs of study, and a life-long curiosity for learning and effective community engagement.

### TOWARD A FUTURE OF EXCELLENCE

Students develop academic and professional skills in an environment that supports and promotes intellectual and individual growth. Along with the students enrolled in the BFA and BA programs at the College of Art and Design, College of Liberal Arts and Sciences students live and study in a setting of 1,900 on-campus undergraduate students. Additionally, as part of a larger university that includes graduate programs, we offer students the resources of a major higher education institution of 6,000 students while providing the advantages of a small college community. Students have access to the faculty and courses of the University's various schools, including the opportunity to develop creative and independent programs of study that challenge and support their learning goals and plans. The decision to maintain a small college setting reflects the conviction that our community educates students in a personalized way, and the commitment that every Lesley student be perceived, and know, that they are a vital member of the University.

Running through the rich diversity of the college is a pervasive and unifying theme: what you do matters. The philosophy endorses the

notion that each student should be encouraged to strive for one's personal best. The curriculum and community are informed by one guiding purpose: to provide all Lesley students with an exceptional opportunity to make an impact through the development of leadership skills, creative problem solving, and solid theoretical and hands-on preparation to influence the communities and people with whom they will work.

### DEGREE PROGRAMS

More than 25 degree programs lead to either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree. These programs combine liberal arts and professional study with practical field experience that may begin in the very first year. Students choose or create majors that integrate or combine liberal arts coursework with the theoretical and practical foundations of professional preparation in their chosen field. Students also have the opportunity to explore new areas of academic study through elective courses, independent study, and experiential learning. The College also offers two graduate degrees, the Master of Business Administration (MBA) and the Master of Social Work (MSW), as well as two certificate programs, the Certificate in Holistic Health and Wellness and the Certificate in Child Homelessness Studies.

In conjunction with the Graduate School of Arts and Social Sciences, there are several accelerated and dual programs available to students: the B.S./M.A. program in Art Therapy, the B.S./M.A. program in Clinical Mental Health Counseling, the B.S./M.A. in Expressive Art Therapies: Dance Movement Therapy Specialization and Clinical Mental Health Counseling: Dance Movement, and the B.S./M.A. in Expressive Arts Therapy. In conjunction with the Graduate School of Education there are B.A./M.Ed. programs that prepare students to teach in four licensure areas. See specific program sections of this catalog and the Graduate Academic Catalog for a more detailed explanation of the curriculum and degree requirements.

### HISTORY OF THE COLLEGE OF ART AND DESIGN

The Lesley College of Art and Design was founded in 1912 as the School of Practical Arts to primarily teach commercial art skills. In 1967 the school changed its name to the Art Institute of Boston (AIB) and added fine art programs to establish itself as a professional art and design school. In 1998 the school merged with Lesley University. In 2013 AIB changed its name to Lesley University College of Art and Design in anticipation of its move from Boston to Cambridge. The Boston-Cambridge area has on average 98 cultural events per day, bringing art and design education outside the studio and classroom. In 2015, The Lesley College of Art and Design (LA+D) moved into the new Lunder Arts Center in Cambridge to join its sister colleges at Lesley. This merger and move strengthened and broadened the college's curricula as one of the few professional art and design schools within a university that provides a strong liberal arts education to complement its art and design education. Art and design students are educated, not just trained, in liberal arts courses.

An accredited member of the National Association of Schools of Art and Design and a member of the Association of Independent Colleges of Art and Design, the college's mission remains focused on providing artists and designers with rigorous studio education and training grounded in the liberal arts. Its goal to produce contributing and responsible citizens is supported by professional art and design careers and a 94% post graduate employment rate. Students are able to work in the art and design community with one of over 50



community partners, gaining experience teaching, organizing, and exhibiting their work. Three gallery spaces feature over 20 exhibitions per year by professional artists and designers, community artists, and students. Undergraduates benefit from studying with graduate students in the LA+D MFA programs, ranked in the top 20 in the United States. With 600 students, the college is not too big, not too small, but rather just right - a close, inclusive, supporting community.

## DEGREE PROGRAMS

The College of Art and Design offers fully accredited Bachelor of Fine Arts (B.F.A.) degree programs, which are: Animation, Digital Filmmaking, Fine Arts, Graphic Design, Illustration, Interactive Design, Interdisciplinary Studies, Photography, and Visual Narrative as well as Bachelor of Arts (B.A.) in Art and Bachelor of Science (B.S.) in Design for User Experience. The College also offers two types of certificate programs: Professional Certificates (60 credits) in Animation & Motion Media, Illustration and Design and Post-Baccalaureate Certificates (18 credits online) in Graphic Design, User Experience and Web Design. These are in addition to various double majors and minors available to students. The College also offers two Master of Fine Arts (M.F.A.) degrees: one full-residency MFA in Photography & Integrated Media and one low-residency program in Visual Arts. The College of Art and Design also offers a dual degree, BFA/M.Ed., in Visual Art Education for Initial License as Teacher of Visual Art for students interested in becoming an artist as well as a licensed visual art teacher in public schools (PreK-8 or 5-12). Students can begin M.Ed. coursework while completing their BFA degree.

## GRADUATE SCHOOL OF ARTS AND SOCIAL SCIENCES

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

## GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education is marked by its commitment to education reform, experiential learning and research, and its philosophy of providing lifelong learning for educators. With nationally recognized degree and certificate programs in early childhood, elementary, middle, and high school education; special education; literacy and language arts; international higher education; creative arts in learning; instructional technology; and PhD in Educational Studies, Lesley is a major source of teachers and other educational personnel for schools across the country.

## LESLEY CENTER FOR THE ADULT LEARNER (LCAL)

Lesley's Center for the Adult Learner offers personalized, professional advising and support services to adult students to assist them in balancing coursework, with ongoing work and personal responsibilities, as well as life challenges that may arise in the pursuit of a bachelor's degree. While adult students with flexible schedules

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

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

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

BS, Early Childhood Studies\* (Non-Licensure Program) - offered online

\*This program may also be taken as part of an accelerated bachelor's to master's degree

BS, Human Services - offered in partnership with Urban College of Boston.

BS, Business Management - offered online

BA, Psychology - offered online

BS, Design for User Experience - offered online

### Options for Accelerated Master's Degrees:

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

\*This program is available to students enrolled in the corresponding BS, Early Childhood Studies program

BS, Business Management to Master of Business Administration

Accelerated M.Ed. in Arts, Community, and Education (non-licensure) with specializations in Arts in Health, Integrated Arts, Multicultural Education, Theatre Studies, Visual Arts

Note: open to all adult students in any degree program

In addition to flexible and accelerated degree options and professional advising, the Center for the Adult Learner provides other supports for adults including advising on credit for college level learning earned through prior life experience through our **Prior Learning Assessment (PLA)** process and other and alternative paths to credit attainment including CLEP and ACE credits. Additionally, in conjunction with Student Activities, the Center for the Adult Learner participates in orientation for new students as well as events throughout the year geared towards providing adults opportunities to meet and network with other adults. Finally, adult learners are encouraged to enroll in a course designed for students transitioning back to higher education called "Transition Seminar: Lives in Context" (AINTD 2008) that provides support and academic guidance during a student's first semester at Lesley.

**See majors in the catalog for more details or contact the Center for Adult Learning at 617-349-8800 or [LCAL@Lesley.edu](mailto:LCAL@Lesley.edu).**

## UNIVERSITY RESOURCES

### OFFICE OF EQUITY, DIVERSITY, INCLUSION, AND JUSTICE

23 Mellen Street  
617.349.8608  
edij@lesley.edu  
Equity, Diversity, Inclusion, and Justice | Lesley University

#### **About Us**

The Office of Equity, Diversity, Inclusion, and Justice (EDIJ) builds, sustains, and grows Lesley University's EDIJ capabilities. We work with students, faculty, and professional staff, to help weave equity, diversity, inclusion, and social justice throughout all levels and functions of the University's structure. We create the conditions for everyone in the community to have an enriching and meaningful experience at Lesley. Our approach to Institutional Excellence is grounded in providing opportunities for everyone to participate equally in shaping the experience of Lesley's EDIJ culture - one that reflects a true sense of welcoming, belonging, and shared purpose.

#### **Our Departments**

##### ***Multicultural Affairs and Social Inclusion (MASI)***

We create welcoming environments that enable Lesley's diverse community of students, faculty, staff, and alumni to interact with one another through meaningful dialogue and engagement that bridge their differences and strengthen the Lesley community. This department supports affinity spaces for students, resource groups for faculty and staff, wellness and brave spaces, lectures on global topics, and various other ways for students, faculty, and staff to engage around equity, diversity, inclusion, and justice at Lesley and beyond.

##### ***Training, Education, and Development***

We create learning programs and development experiences that recognize and value diverse perspectives throughout our community. Through educational programming and resource curation we create opportunities for transformation and change at the personal, interpersonal, institutional, and cultural levels of the institution. Our aim is to make Lesley a stronger community of learners, teachers, and professionals, as well as to enable students to incorporate equity, diversity, inclusion, and justice in their lives, their communities, or wherever their paths take them.

##### ***Equal Opportunity and Title IX***

The Equal Opportunity and Title IX Office at Lesley is responsible for addressing and responding to reports of discrimination and harassment, including sexual misconduct and other forms of identity-based harm, to help create a campus where all members of our community have access to the University. In light of this mission, we work to promote equal opportunity and inclusion for all individuals. We also engage with students, faculty, and staff to give members of our community the tools they need to create the conditions that optimally support and enhance our equity and inclusion efforts.

##### ***Urban Scholars Initiative (USI)***

The Urban Scholars Initiative (USI) serves the mission of making college access and success obtainable for first-generation college students of Greater Boston. At Lesley, we know potential isn't defined by socioeconomic status. That's why USI provides tuition assistance, individualized success coaching, tutoring, as well as book and supply stipends, to support students' financial, academic, and emotional needs. Since launching in 2013, more than 100 students have graduated, and our retention rates have remained consistently high at 80%.

**SELECT CAMPUS RESOURCES LIST**

help@lesley.edu

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

SCHOOL/OFFICE	PHONE	EMAIL	URL
<b>Directory of Services</b> - an interactive online resource guide of University departments			lesley.edu/departments/search
Admissions - Graduate	617.349.8300	luadmissions@lesley.edu	lesley.edu/admissions-aid/contact-admissions-counselors/graduate-counselors
Admissions - Undergraduate and Adult Learner	617.349.8800	admissions@lesley.edu	lesley.edu/admissions-aid/contact-admissions-counselors/undergraduate-counselors
Athletics	617.349.8609		lesley.edu/department-search/athletics
Academic Advising		advising@lesley.edu	lesley.edu/students/academic-resources/advising-services
Lesley Virtual Bookstore	800.325.3252	customerservice@bncservices.com	Bookstore FAQs bncvirtual.com/lesley
Campus Dining Services Lesley Hospitality	617.349.8380	hospitality@lesley.edu	lesley.campusdish.com Lesley Fall 2023 Dining Web Page
Campus Mail and Copy Services	617.349.8980	Mailroom@lesley.edu	lesley.edu/students/campus-services/copy-and-mail-services
Campus Shuttle	617.349.8888		lesley.edu/students/transportation-parking-and-shuttle/shuttle-schedule
Cancellation of Classes	617.349.8888	publicsafety@lesley.edu	lesley.edu/faculty-staff/campus-safety-services-facilities/alert-system
Career Resource Center	617.349.8550	crcjobs@lesley.edu	lesley.edu/students/internships-careers/career-services
Center for Academic Achievement	617.349.8459	caa@lesley.edu	lesley.edu/students/academic-resources/tutoring-support
Counseling Center	617.349.8545	counselingcenter@lesley.edu	lesley.edu/students/health-wellness-safety/counseling-center
Coronavirus Disease (COVID-19) Updates		COVID_Update@lesley.edu	lesley.edu/students/health-wellness-safety/coronavirus-disease-2019-covid-19-information
Disability Support Services	617.349.8572	dss@lesley.edu	lesley.edu/students/health-wellness-safety/disability-services
Educator Certification and Licensure Office	617.349.8673	cert_off@lesley.edu	lesley.edu/education/certification/

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Emergency Assistance	911 or 617.349.8888	publicsafety@lesley.edu	lesley.edu/public-safety/
Office of Equity, Diversity, Inclusion, and Justice	617.349.8608	edij@lesley.edu	lesley.edu/students/equity-diversity-inclusion-and-justice/equity-diversity-inclusion-and-justice-initiatives
Equal Opportunity and Title IX Office	617.349.8643	equalopportunity@lesley.edu	lesley.edu/students/diversity-equity-and-inclusion/equal-opportunity-and-title-ix
Financial Aid Office	617.349.8760	help@lesley.edu	lesley.edu/financial-aid/
Fitness Center	617.349.8536		lesley.edu/students/organizations-activities/athletics-fitness
Graduate School of Arts and Social Sciences	617.349.8467	GsassDeansOffice@lesley.edu	lesley.edu/graduate-school-of-arts-and-social-sciences/
Graduate School of Education	617.349.8511	Gsoedeansoffice@lesley.edu	lesley.edu/academics/graduate-school-of-education
Immunization Records	617.349.8222	shs@lesley.edu	lesley.edu/students/health-wellness-safety/immunization-information Submit immunization documents to Lesley.Medicatconnect.com
Information Technology	617.349.8770	it@lesley.edu	lesley.edu/technology-support or support.lesley.edu
International Student Services	617.349.8323	iss@lesley.edu	lesley.edu/life-at-lesley/global-education
Lesley Card Office(including ID and Door Access Issues)	617.349.8885	lesleycard@lesley.edu	lesleycard.com/
Lesley CashLynx Account Information	888.841.3340	mycard@lesleycard.com	https://lesleycard.com/cashlynx.html
Lesley Center for the Adult Learner (LCAL)	617.349.8482	advising@lesley.edu	lesley.edu/students/academic-resources/center-for-the-adult-learner
College of Art and Design (LA+D)	617.868.9600	LA_D_OfficeoftheDean@lesley.edu	lesley.edu/academics/college-of-art-design
College of Liberal Arts & Sciences (CLAS)	617.349.8903	CLAS_OfficeoftheDean@lesley.edu	lesley.edu/academics/college-of-liberal-arts-sciences
Lesley University Library	Sherrill Library 617.349.8850 Moriarty Library 617.349.8070	Sherrill Library: libcirc@lesley.edu Moriarty Library: moriartylibrary@lesley.edu	https://research.lesley.edu
Mental Health Counselor (LMHC) Licensure Information	617.349.8561	license@lesley.edu	lesley.edu/about/accreditations-state-approvals/licensure-and-credentialing-information

Orientations	617.349.8565	orientation@lesley.edu	Graduate Orientations: lesley.edu/students/organizations-activities/graduate-orientation Undergraduate Orientations: lesley.edu/students/organizations-activities/undergraduate-orientation
Physical Plant	617.349.8881 or 617.349.8888		lesley.edu/faculty-staff/campus-safety-services-facilities/service-requests
Public Safety	617.349.8888	publicsafety@lesley.edu	lesley.edu/public-safety
Office of the University Registrar	617.349.8760	help@lesley.edu	lesley.edu/registrar
Residence Life Office	617.349.8585	reslife@lesley.edu	lesley.edu/life-at-lesley/campus-life/housing
Student Activities Office	617.349.8565	studentactivities@lesley.edu	lesley.edu/life-at-lesley/student-activities-support
Student Accounts Office	617.349.8760	help@lesley.edu	lesley.edu/student-accounts/
Student Health Service	617.349.8222	shs@lesley.edu	lesley.edu/students/health-wellness-safety/undergraduate-health-services Submit immunization documents to Lesley.Medicatconnect.com
Student Life and Academic Development, Dean's Office	617.349.8530	dsa@lesley.edu	lesley.edu/life-at-lesley
Lesley Support Hub	617.349.8760	help@lesley.edu	support.lesley.edu/support/home
Transfer Student Services	617.349.8428	transfer@lesley.edu	lesley.edu/admissions-aid/transfer-pathways
Visitor Services Center	617.349.8800	Visitorservices@lesley.edu	lesley.edu/admissions-aid/visit-lesley

## DISABILITY SUPPORT SERVICES

Dr. Daniel Newman  
Executive Director, Disability Support Services  
Deputy ADA/504 Coordinator for Students

Lesley University - Disability Support Services

The University is committed to the full participation of students in all programs. Disability Support Services (DSS) is a catalyst for facilitating students' equity and excellence in education, maximizing their potential while helping them develop and maintain independence. DSS philosophy encourages self-awareness, self-determination, self-advocacy, and independence while providing a safe, caring, and respectful environment that cultivates growth and learning.

Disability Support Services provides a range of individualized support services for students with disabilities. The office works with faculty, staff, and students, on- and off-campus, to create and implement appropriate accommodations that allow all students an equal opportunity inside the classroom and around campus.

For information about the services and support available to our students, please visit Disability Support Services at <https://lesley.edu/students/health-wellness-safety/disability-services> and Reasonable Modifications of Policies, Practices, and Procedures for Students with Disabilities at <https://lesley.edu/disability-services-policies>. Both websites provide information about eligibility for disability services, policies and procedures for requesting modifications to accommodate disabilities, examples of accommodations, our confidentiality policy, and grievance procedures.

## CENTER FOR ACADEMIC ACHIEVEMENT

Doble Hall, Suite 220  
617.349.8459 Phone  
caa@lesley.edu Email  
617-649-3704 Fax

Tutoring/Academic Coaching Services//Online Academic Support  
Lesley University - Tutoring and Support

The Center for Academic Achievement (CAA) houses Disability Support Services and Tutoring/Academic Coaching Services. The CAA encourages students to become independent, successful, and confident learners. Central to the CAA's mission is the belief that students have diverse ways of learning related to their cognitive, experiential, and cultural differences and, with support, can reach their academic goals. The Center's professional staff specialize in supporting students' academic skill development.

## Tutoring

The CAA hires, trains, and supervises current Lesley students from graduate and undergraduate programs to provide peer tutoring, tutors, academic coaches, and studio guides to all Lesley students. The CAA also partners with Brainfuse, an online tutoring platform, to deliver online content support by professional tutors to supplement its tutoring services.

Peer tutoring, studio guidance and coaching promote a collaborative learning environment in which students work as partners with their peers to gain a deeper educational experience at Lesley.

- Peer tutors provide content tutoring across many fields as well as guidance to develop better writing, reading, math, research, study, and organizational skills. Students can work on specific course requirements such as papers, projects, presentations, and exam preparation. Selected tutors work with students to prepare for the Communication and Literacy reading and writing subtests of the Massachusetts Test for Educator Licensure (MTEL).
- LA+D Studio guides support students in studio classes by supporting the development of project management, developing insight into the creative process, and preparing for critiques. Peer studio guides also support students with course work, from writing their first papers and artist statements, to excelling in content sequences, such as art history.
- Peer coaches build relationships with students to promote their agency, self-understanding, growth, effectiveness, and persistence at Lesley and beyond.
- The CAA's Professional Tutor assists graduate and doctoral students with writing assignments including literature reviews, research papers, and thesis/dissertation projects.

In-person and virtual tutoring is available to all students currently enrolled in Lesley classes. Peer support is offered by appointment during weekdays (including evening), and weekend hours during the Fall and Spring semesters. Weekday (including some evening) hours are available during January and Summer terms. Students may also come in for "drop-in" meetings with tutors (based on availability). Appointments can be scheduled on WOnline.

Live tutors are also available to students through Brainfuse for content tutoring in a variety of college level subjects. The link to Brainfuse is available on every student's myLesley homepage by selecting the "Tools" icon on the left-side menu.

All Lesley students can submit drafts of writing assignments for Lesley courses to [onlinetutoring@lesley.edu](mailto:onlinetutoring@lesley.edu) for asynchronous review. This service is also available through Brainfuse. The link to Brainfuse is available on every student's myLesley homepage by selecting the "Tools" icon on the left-side menu.

All further inquiries about tutoring and academic coaches should be sent via email to [caa@lesley.edu](mailto:caa@lesley.edu).

# ACADEMIC RESOURCES

23 Fall Term 2 ends<sup>2</sup>

While we value the intimate nature of the community we build with each incoming class, we are nevertheless committed to providing a network of academic resources whose quality is consistent with that of a much larger academic institution. Lesley students have access to the facilities of the University at-large as well as to the riches and resources just beyond our door. The position of our close-knit community at the heart of one of the world's most prestigious academic centers allows us to have the best of both worlds.

## ACADEMIC CALENDAR 2023-2024

Below are key dates in the academic year.

For much more detailed information, please see Lesley University's 2023-2024 academic calendar

### Fall 2023

September	4	Labor Day
	5	Fall Term 1 classes begin
	6	Fall Semester classes begin
	11	Deadline to add/drop courses for Fall Term 1
	12	Deadline to add/drop courses for Fall Semester
October	9	Indigenous Peoples' Day
	29	Fall Term 1 ends
	30	Fall Term 2 classes begin
November	5	Deadline to add/drop courses for Fall Term 2
	10	Veterans Day (Observed)
	22-26	Student Thanksgiving Break <sup>1</sup>
December	20	Fall Semester ends
	21- Jan 1	Student Winter Break <sup>2</sup>

<sup>1</sup>**Student Thanksgiving Break 2023:** No classes from Wednesday, 11/22 through Sunday, 11/26 (Administrative offices close at 12:00 pm on Wednesday, November 22, 2023).

<sup>2</sup>**Student Winter Break 2023:** The Fall Semester ends on Wednesday, 12/20, but Fall Term 2 ends on Saturday 12/23. Some Fall Term 2 classes may meet on 12/23.

### Spring 2024

January	2	January Mini-Semester classes begin
	15	Martin Luther King Jr. Day
	21	January Mini-Semester classes end
	22	Spring Semester begins
	22	Spring Term 1 begins
	28	Deadline to add/drop courses for Spring Semester
	28	Deadline to add/drop courses for Spring Term 1
March	11-17	Spring Student Vacation
	17	Spring Term 1 ends
	18	Spring Term 2 begins
	24	Deadline to add/drop courses for Spring Term 2
April	15	Patriots Day
May	10	Spring Semester ends

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	12	Spring Term 2 ends
	13	Summer Term 1 begins
	19	Deadline to add/drop courses for Summer Term 1
	27	Memorial Day
June	1	Summer Semester begins
	7	Deadline to add/drop courses for Summer Semester
	19	Juneteenth
July	4	Independence Day
	7	Summer Term 1 ends
	8	Summer Term 2 begins
	14	Deadline to add/drop courses for Summer Term 2
August	25	Summer Semester ends
September	1	Summer Term 2 ends



## **INFORMATION TECHNOLOGY**

Sherrill Hall - 1st Floor  
 89 Brattle Street  
 Cambridge, MA 02138  
 617.349.8770  
[it@lesley.edu](mailto:it@lesley.edu)  
[lesley.edu/technology-support](http://lesley.edu/technology-support)

For information on Information Technology Services, please visit [lesley.edu/faculty-staff/technology/information-technology](http://lesley.edu/faculty-staff/technology/information-technology)

Lesley University's Acceptable Use of Technology and Data Security policies can be found on the IT Policies page: [lesley.edu/faculty-staff/technology/information-technology/it-policies](http://lesley.edu/faculty-staff/technology/information-technology/it-policies)

## **LESLEY UNIVERSITY LIBRARY**

Library Website: [research.lesley.edu](http://research.lesley.edu)  
 Sherrill Library: 617.349.8850 [libcirc@lesley.edu](mailto:libcirc@lesley.edu)  
 Moriarty Library: 617.349.8070 [moriartylibrary@lesley.edu](mailto:moriartylibrary@lesley.edu)

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

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

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

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

The library's online research portal makes all of our journal, eBook, digital image, and streaming video databases easily accessible, even when you're off campus. Visit the library website at [research.lesley.edu](http://research.lesley.edu) to start exploring.

## **LESLEY UNIVERSITY ARCHIVES**

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

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

## OFFICE OF THE REGISTRAR

### Office of the University Registrar

The Office of the University Registrar provides services related to student course registration and records. This office processes and records course registrations, grades, graduation audits, and 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: 617.349.8760  
Fax: 617.649.4855

Visit the Support Hub: [support.lesley.edu](http://support.lesley.edu)

#### 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 (1815 Massachusetts Avenue, near the Porter Square MBTA station).

## SELF-SERVICE

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

Self-Service is a modern and robust web-based application that provides current students and applicants access to their personal and academic information.

Functions include:

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

- **Hold Status:** Find out if you have a financial (student account, library, or parking) hold on your account before registering.

- **Required Documents:** Find out what application materials the Admissions and Financial Aid Offices have received or are still required.

- **Financial Aid:** View financial aid status and award letters.

- **Test Summary:** Review scores for admissions and placement tests.

- **Graduation Application:** File application for graduation; update diploma name and mailing address; notify the Commencement Office of participation in the May ceremony.

- **Course Catalog:** Check the availability of courses by semester or term in “real-time” before registering. This feature also displays the courses, room locations, faculty, availability, capacity, etc. for course sections

- **My Progress:** This tool allows students to view their progress toward a degree and develop an academic plan to follow until completion.

- **Proxy:** This tool allows you, the student, to grant online access to another individual to view your general (notifications, required documents) or academic (grades) information using their own Self-Service login. The other person is referred to as the proxy and this person can include parents, guardians, or anyone you wish to grant access to. The proxy will only be able to view the information you authorized.

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

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

## VETERANS BENEFITS AND YELLOW RIBBON PROGRAM

### Registrar's Service for US Veterans

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

### Veteran Beneficiary Points of Contact at the University

Primary Point of Contact:

- Tom Graves, VA Certifying Official, at 617-349-8781 or [tgraves@lesley.edu](mailto:tgraves@lesley.edu)

Other VA Certifying Officials and Points of Contact:

- Financial related questions: Greg Kasabian, VA Certifying Official, 617-349-8760 or [gkasabi2@lesley.edu](mailto:gkasabi2@lesley.edu)
- Academic related questions: Adrienne Zonderman, VA Certifying Official, 617-349-8744 or [azonderm@lesley.edu](mailto:azonderm@lesley.edu)
- Disabilities Services: Holly Aldrich, 617-349-8655 or [haldric2@lesley.edu](mailto:haldric2@lesley.edu)

## Yellow Ribbon Program

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

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

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

You may qualify for the Yellow Ribbon Program if you:

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

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

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

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

\* GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at [www.va.gov/education/about-gi-bill-benefits/](http://www.va.gov/education/about-gi-bill-benefits/).

## ARCHIVED ACADEMIC CATALOGS

Archived PDF versions of previous Undergraduate and Graduate Academic Catalogs are found on the Lesley University website and contain the exact information found in each respective published catalog. For catalogs published prior to 2015-2016 contact the Support Hub at [support@lesley.edu](mailto:support@lesley.edu). Students are associated with the academic catalog in effect the academic year they matriculated at Lesley University.

# STUDENT LIFE AND ACADEMIC DEVELOPMENT

## DIVISION OF STUDENT LIFE AND ACADEMIC DEVELOPMENT

### Division of Student Life and Academic Development

37 Mellen Street  
617.349.8530

Nathaniel Mays  
Dean of Student Life and Academic Development

The Division of Student Life and Academic Development (SLAD), located at 23 Mellen Street, is responsible for monitoring the overall quality of life for undergraduate and graduate students at Lesley University and coordinates services with academic advisors and other offices to ensure student success. 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: Career Resource Center, Counseling Center, Immunization Records, Residence Life, Student Activities, Undergraduate and Graduate Orientations, and Student Health Service (undergraduate residential students). In addition, SLAD oversees the 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. At Lesley University, we take very seriously the right for all members of our community to receive an education free of harassment, discrimination, violence, and intimidation.

As a member of the Lesley community, it is important that you become familiar with University Policies, as well as our Conduct Policies, which can be found in the on-line Student Handbook. Information about the Community Standards of Conduct and other related resources can be found on the Lesley website. Individuals who believe that they or someone they know has been impacted by discrimination or harassment, including sexual misconduct or interpersonal violence, are encouraged to contact Lesley's Equal Opportunity and Title IX Coordinator using the information below:

Valerie Yeakel  
Equal Opportunity and Title IX Coordinator  
ADA/504 Coordinator  
Office of Equity, Diversity, Inclusion, and Justice  
617.349.8643  
Email: [equalopportunity@lesley.edu](mailto:equalopportunity@lesley.edu)  
Equal Opportunity and Title IX | Lesley University

or:

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

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

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

More information on Student Life and other resources can be found on the Life at Lesley | Lesley University web page.

## CAREER RESOURCE CENTER

23 Mellen, 4th floor  
[crcjobs@lesley.edu](mailto:crcjobs@lesley.edu)  
617.349.8550

Alison Angell, she/her  
Interim Director  
Career Resource Center  
Lesley University - Career Services

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

The CRC website includes information on resume and cover letter writing, interviewing, networking and graduate school exploration.

Students are encouraged to use Handshake, an online, one-stop resource, to schedule career coaching appointments, and to explore professional positions, off-campus student employment, local job fairs, internships, summer opportunities, and CRC career events and job fairs. In addition to resources found on the CRC website ([lesley.edu/students/internships-careers/career-services](http://lesley.edu/students/internships-careers/career-services)), students can find additional CRC resources on the Resource section of Handshake. To use Handshake, go to [lesley.joinhandshake.com](http://lesley.joinhandshake.com). After completing their degree, they can continue to have access to Handshake and have career coaching appointments.

The Career Resource Center is located in 23 Mellen, 4th floor, and can be reached by email at [crcjobs@lesley.edu](mailto:crcjobs@lesley.edu) or phone at 617.349.8550.

# ADMISSIONS

Information on Admissions requirements for first year, transfer, adult learner, and international students may be found at [lesley.edu/admissions-aid/how-to-apply/undergraduate-programs](http://lesley.edu/admissions-aid/how-to-apply/undergraduate-programs).

## APPLICATION PROCESS

Students come to Lesley with a desire to make a difference; they leave prepared to impact the world. We seek students who demonstrate the creativity, knowledge, and skills that will allow them to thrive and achieve success in our academic programs, art studios, on-site at internships, and in study abroad opportunities throughout the world.

We admit qualified students regardless of race, religion, gender, gender expression, national or ethnic origin, age, sexual orientation, veteran status, or disability. Students may be accepted to the college for full-time or part-time study. In any given semester, a full-time student carries a minimum of twelve credit hours, with most students taking an average of fifteen credits per semester.

### First-Year Students

	<b>Application Deadline</b>	<b>Notification of Decision</b>	<b>Candidate's Reply Date</b>
<b>Early Action</b>	December 1	January 1	May 1
<b>Regular Admission</b>	February 15 Preferred Deadline	Rolling after January 15	May 1 or within 2 weeks of acceptance after May 1
<b>Spring Semester</b>	December 1	Within 2 weeks of completed application	January 10

### Transfer Students

	<b>Application Deadline</b>	<b>Notification of Decision</b>	<b>Candidate's Reply Date</b>
<b>Fall Semester</b>	June 1 Preferred Deadline	Rolling	July 1 or within 2 weeks of acceptance after July 1
<b>Spring Semester</b>	December 1	Within 2 weeks of completed application	January 10

## FIRST-YEAR STUDENTS

Students may apply to the College of Liberal Arts and Sciences, the College of Art and Design, or both. We offer two admissions programs. The Early Action program serves students who wish to receive an early, non-binding admissions decision; the application deadline is December 1st. The Regular Admission program has a preferred deadline of February 15; however, applications will continue to be reviewed on an ongoing basis after that date. Applicants can apply to Lesley through the Common Application (first year applicants only) or through the Lesley application (all applicants). Lesley does not have a preference regarding which application an applicant submits. All first-year students must submit a completed application along with the following:

- an official copy of the high school transcript, HiSet, or GED. The high school transcript may be sent electronically through the Common Application or emailed to [ugdocs@lesley.edu](mailto:ugdocs@lesley.edu).
- one teacher or counselor recommendation

### Standardized Testing

- Lesley University is "test blind," which means submission of SAT or ACT scores are not required for admission.

### Portfolios

- Students applying to BFA programs in the College of Art and Design must submit a digital portfolio of 10-15 pieces.

### Coursework, Transcripts and Earned Credits

Successful candidates will be on track to graduate from high school, its equivalent or a program of home-schooled study with a total of at least 20 college-prep units including: 4 units of English; at least 3 units of math; at least 3 units of history/social science; and at least 3 units of science with a minimum of 2 lab courses. We strongly recommend that students take a fourth year of math, science, social science, and at least two years of a foreign language.

If you are dually enrolled in college coursework or simply taking some college level classes, you may submit official college transcripts either electronically or by mailing to the Office of Undergraduate Admissions Lesley University 29 Everett Street Cambridge, MA 02138. In order for transcripts to be considered official, they must be sent to us directly from the sending institution.

### Interviews or Portfolio Reviews

Although not required, an interview or portfolio review is strongly encouraged. Academic performance, rigor of curriculum, strength of portfolio, demonstrated motivation, along with commitment to community engagement form the basis of all admissions decisions. We reserve the right to deny admission to any candidate determined by the Admissions Committee to be inadequately prepared to succeed in Lesley's program of study.

Admissions decisions are "need blind," made without consideration as to whether a student is applying for financial assistance. Merit-based scholarships are available for both first-year and transfer students at the point of admission.

## TRANSFER STUDENTS

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A student who has completed secondary education and has matriculated into a degree program at another college or university may apply as a transfer student. The maximum number of credit hours that may be transferred into the College of Liberal Arts and Sciences is 90 credits. The maximum number of credits that may be transferred into the College of Art and Design is 66 credits.

All transfer applicants must submit a completed application along with the following credentials:

- official secondary school transcript or high school equivalency (GED or HiSet). Applicants with 24 or more earned college-level credits are waived from this requirement.
- official college transcript from each institution previously attended may be submitted electronically or by mailing to the Office of Undergraduate Admissions Lesley University 29 Everett Street Cambridge, MA 02138. For transcripts to be considered official, they must be sent to Lesley directly from the sending institution
- students who have earned college credit from an institution outside of the U.S. must have their transcripts evaluated by a credential evaluation service and forwarded to the Undergraduate Admissions Office. Agencies available to do this evaluation include: World Education Services (WES); Credential Evaluation Services (CED); or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Students applying to transfer into a BFA program within the College of Art and Design must submit a digital portfolio of 10 - 15 pieces with first-year foundation studio skills clearly demonstrated along with an artist statement.

As a general rule, accepted transfer students present a 2.5 or higher cumulative grade point average in previous college-level work.

Admissions decisions are "need blind," made without consideration as to whether a student is applying for financial assistance. Guaranteed merit-based scholarships are available for transfer students at the point of admission.

### Massachusetts Independent College Transfer Guarantee (Mass Guarantee)

Lesley University participates in the Mass Guarantee program. Any student with an associate degree from a Massachusetts community college and a minimum GPA of 2.5 is guaranteed acceptance to Lesley. There is also a guaranteed transfer of all associate degree credits earned.

## BACHELOR'S DEGREE COMPLETION PROGRAMS (ON-CAMPUS IN CAMBRIDGE AND ONLINE)

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### ADMISSIONS REQUIREMENTS:

Application instructions are online here:  
<https://lesley.edu/admissions-aid/how-to-apply/undergraduate-programs>

### REQUIRED DOCUMENTATION:

- Official Transcript from each institution previously attended may be submitted either electronically or by mailing to the Office of

Undergraduate Admissions Lesley University 29 Everett Street Cambridge, MA 02138.

- Applicants with less than 24 earned college credits must submit an official high school transcript or an official copy of their Graduate Equivalency Diploma (G.E.D. or HiSet). Transcripts must be original documents bearing the official high school stamp and date of graduation. Documents must be submitted electronically or sent to the Office of Undergraduate Admissions, Lesley University, 29 Everett Street Cambridge, MA 02138, in envelopes sealed by the granting institution.
- Students with earned college credit from an institution outside of the U.S. must have their transcripts evaluated by a credential evaluation service and forwarded to the Undergraduate Admissions Office. Agencies include: World Education Services (WES); Credential Evaluation Services (CED), or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

For credit to be reviewed for transfer the following is required:

- Official Transcripts (sent electronically or mailed directly from the granting institution to Lesley bearing the official institutional stamp) and conferred by regionally accredited colleges or universities.
- Students who have earned college credit from outside the US must submit a translated, official, course-by-course evaluation by a credential evaluation service to the Undergraduate Admissions Office. Agencies available to do this evaluation include: World Education Services (WES); Credential Evaluation Services (CED), or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
- NOTE: Catalog course descriptions or a syllabus from granting institutions may be required prior to credits being successfully transferred to Lesley University.
- Proof of English Language Proficiency is required for all applicants whose native language is not English.

### Massachusetts Independent College Transfer Guarantee (Mass Guarantee)

Lesley University participates in the Mass Guarantee program. Any student with an associate degree from a Massachusetts community college and a minimum GPA of 2.5 is guaranteed acceptance to Lesley. There is also a guaranteed transfer of all associate degree credits earned.

Applications are accepted on a rolling basis. The Office of Undergraduate Admissions works with students to complete their application file. Once all application requirements are met, the completed application is then presented to the Admissions Committee for review. Admitted students are assigned a professional Academic Advisor. The Academic Advisor will review prior learning experience and discuss the student's goals. Up to 90 transfer credits may be applied toward Lesley's 120-credit BA programs and up to 66 credits may be applied to BFA programs. Students may also earn up to 45 transfer credits (which are counted towards the maximum allowable 90 transfer credits) by documenting college-level knowledge gained via life and work experience, through our Prior Learning Assessment course (PLA).

In determining which credits may transfer, every effort is made to match courses with their Lesley degree equivalents. College-level courses with grades of C- or better are eligible for transfer credit.

Students who transfer in a full Associate's degree may receive credit for all passed courses that applied to the associate degree. Courses taken for a pass/fail grade will be eligible for transfer with a "P" grade.

Our academic advisors work with students from initial degree planning through to graduation.

## COMMUNITY COLLEGE PARTNERSHIPS

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Lesley University partners with local community colleges to provide pathways to bachelor's degree completion. Associate's degree holders from community colleges can transfer their earned credits into a corresponding bachelor's degree program offered by Lesley University and taught online, at Lesley University's Cambridge campus, or on select community college campuses.

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

Lesley University offers four bachelor's degree completion programs on the Bunker Hill campus:

- Bachelor of Science in Business Management
- Bachelor of Arts in Psychology
- Bachelor of Science in Early Childhood Studies, non-licensure program
- Bachelor of Arts in Liberal Studies, Individually Designed

\*Certificate in Child Homelessness—students in any of the majors listed above, or students in any program on the Cambridge campus, may also pursue this 15-credit certificate program, as part of their degree plan.

### Bachelor of Science Degree Completion Program on the campus of Urban College of Boston

- Bachelor of Science in Early Childhood Studies, non-licensure program
- Bachelor of Arts in Liberal Studies, Individually Designed
- Bachelor of Science in Human Services (online format only)

### Admissions Requirements:

- Students interested in pursuing one of Lesley University's degree completion programs at Bunker Hill Community College, or the Urban College of Boston, should have completed, or be in the process of completing, an associate degree.
- Students must have a 2.5 or higher cumulative academic grade point average (GPA) in their associate degree
- Apply online at [lesley.edu/admissions-aid/how-to-apply/undergraduate-programs](https://lesley.edu/admissions-aid/how-to-apply/undergraduate-programs).

The application process is the same as that described above under Bachelor's Degree Completion Programs.

Transfer credit decisions are based on Lesley's transfer policies.

## TRANSFERS BETWEEN THE COLLEGE OF LIBERAL ARTS AND SCIENCES (CLAS), LESLEY ART AND DESIGN (LA+D), AND DEGREE COMPLETION PROGRAMS ADVISED BY THE LESLEY CENTER FOR THE ADULT LEARNER (LCAL)

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Students who wish to transfer from LA+D to CLAS or vice versa should first meet with their academic advisor to clarify their academic status, transcript, and rationale for transferring. They then petition the Dean of the school to which they wish to transfer. If approved, the student is referred to their advisor to complete the process.

Traditional CLAS students who wish to transfer to LCAL should first meet with their academic advisor to clarify their academic status, transcript, and rationale for transferring. They must then petition the Associate Provost for Student Success. Upon approval, the student is referred to the appropriate academic advisor and/or Department Chair.

LCAL students who wish to transfer to CLAS traditional status should first meet with their academic advisor to clarify their academic status, transcript, and rationale for transferring. They should then petition the Associate Provost for Student Success. Upon approval, the student is assigned to the appropriate Department Chair and/or academic advisor.

Program change requests and approvals must be submitted to the Office of the University Registrar prior to the end of the add/drop period in the semester or term the change is intended to take place. Program changes submitted after the deadline will go into effect at the beginning of the following semester or term.

## INTERNATIONAL STUDENTS

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In addition to the credentials required for first-year, transfer and degree completion applicants, an international student must also submit proof of English proficiency. To ensure a student's ability to participate successfully in the Lesley curriculum, students whose native language is not English must demonstrate English proficiency through one of these six options:

1. Official TOEFL (Test of English as a Foreign Language) score of 80 on the internet-based test is required. The Lesley University code for TOEFL is 3483.
2. Official IELTS (International English Language Testing System) score of 6.5 or higher is required. To submit IELTS scores, contact the center where you took the test and request an official Test Report Form be sent to Lesley.
3. Official Cambridge English Exam. Take the Cambridge English Exam at the "Advanced" level and achieve a score of "C1" or "C2".
4. Duolingo English Test with a minimum score of 105.
5. ESL Program Partnerships in Boston  
We have partnered with six English Language Schools in Boston where you can attain English proficiency and satisfy the English language requirement for our programs. You must provide proof of successful completion of one of the programs, and a letter of reference from the program coordinator or teacher in support of your English capabilities at the college level.
  - a. ASC English in Boston  
Successful completion of "Level 5"
  - b. Boston International Academy  
Undergraduate Applicants: Successful completion of "High Advanced I Level"
  - c. Boston University Center for English Language and Orientation Programs (CELOP)  
Successful completion of "Level 7" with a GPA of 3.0 or higher

- d. Embassy English  
Successful completion of "Level C1"
  - e. FLS International  
Successful completion of "Level 15"
  - f. Stafford House International  
Complete Level 6
6. Applicants who graduate from high school, secondary school, pathway programs or associate's degree programs taught in English may qualify to have the English proficiency requirement waived. If this is not noted on your transcript, please request a letter from your school, college, or university stating that English was your language of instruction

Financial aid is not available for international freshman and transfer applicants; however, international students may be considered for merit scholarships, if applicable. Admitted students who intend to enroll must submit a certification of finances from a bank stating that sufficient funds are available to cover the cost of a Lesley education.

An I-20 form, which is required for obtaining a U.S. student visa, will be provided after the student has been accepted and has submitted both the certification of finances, the required enrollment contract and enrollment deposit (if applicable) signifying their intent to enroll. The certification of Finances must be dated and submitted no earlier than three months prior to the start of the student's first semester so as to be a current reflection of funds.

## HOME-SCHOOLED STUDENTS

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In addition to the other application requirements, home-schooled students must present the admissions committee with either a degree from an accredited post-secondary school, or successfully complete a state secondary school equivalency examination (GED or HiSET), or demonstrate they have met the requirements of their home state with respect to graduation.

## PART-TIME DEGREE STUDENTS

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

## ADMISSION DECISIONS

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### Admitted:

This category grants the applicant admission by means of an official letter of acceptance. Admission permits the applicant to enroll as a degree candidate. Formal admission is contingent upon successfully meeting all admissions criteria.

### Conditionally Admitted:

Applicants who are conditionally admitted must meet the condition(s) as stated in their letter of admission. If they fail to meet the condition(s), they may not be allowed to enroll, will not be allowed to continue in their program, or graduate from Lesley University.

NOTE: International students who meet all academic criteria for admission but have not yet met the University's English Language proficiency requirement may be admitted with the condition of demonstrating and meeting our English language proficiency requirement. A student has up to one full year to meet the requirement, options for doing so are listed in the "International Students" section above.

### Not Admitted:

Applicants who do not meet the admission criteria will receive an official letter of notification. Applicants who have been denied admission must wait one year before reapplying for admission.

### Deferred Admission:

Accepted applicants can defer their start term to most programs for up to one year by submitting an Enrollment Contract and deposit where a deposit is required. All accepted applicants will have their documents retained in the Office of Admissions for twelve (12) months. An accepted applicant who fails to enroll within one year is required to submit a new application and supporting materials. Applicants must keep the Office of Admissions informed, in writing, of their plans for enrollment.

### Appealing an Admissions Decision:

Applicants may request an appeal in writing to [admissions@lesley.edu](mailto:admissions@lesley.edu). This request for reconsideration and review should describe any new information not already included in the original admissions application that should be considered by the Undergraduate Admissions Appeals Committee. This new, significant and/or compelling information can be related to academic performance; extracurricular activities; or a description of the extenuating circumstances which was not provided at the original point of application. Additionally, an interview with the appeals committee will be required.

The Undergraduate Admissions Appeals Committee reviews appeals to determine if the new, significant, and/or compelling information provided by the applicant warrants a different admissions decision.

The decision of the Undergraduate Admissions Appeals Committee is binding and final.

## VISITING STUDENTS

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We welcome students who have already begun their college careers at another college or university and who wish to study at Lesley as full-time non-matriculating students for either one or two semesters. In order to continue at Lesley for more than two semesters, a visiting student must complete the transfer application process and be formally admitted into a degree program. To be considered as a visiting student, applicants must complete the Visiting Student Application [lesley.edu/visiting-students](http://lesley.edu/visiting-students) and submit the following credentials:

- official college transcript from each institution previously attended
- official high school transcript or high school equivalency unless they have earned 24 or more college credits
- personal statement
- students interested in BFA programs in the College of Art and Design must present a digital portfolio of 10 - 15 pieces
- international students must demonstrate English language proficiency

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



## **PART-TIME NON-MATRICULATING STUDENTS**

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Students interested in taking coursework on a part-time basis and who are not, at that point, working toward a Lesley degree, should contact the Academic Advising Office in each undergraduate college to discuss course selection, availability, and pre-requisites (advising@lesley.edu). Once a course or courses are determined by both the Academic Advisor and student to be an appropriate fit, and if a course has the capacity to accommodate a part-time non-matriculating student, the student may then contact the Registrar's Office to enroll in the course/courses. A part-time non-matriculating student may take up to 15 credits at Lesley University. If a non-matriculated student wishes to take more than 15 credits, the student must initiate an application for admission to a degree program.

## **AWARDING OF ADVANCED CREDIT**

### **TRANSFER CREDIT**

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Most undergraduate degree programs require a minimum of 120 credits for graduation; BFA degree programs require a minimum of 120-123 credits. Students may transfer a maximum number of 90 credits into the College of Liberal Arts and Sciences and 66 credits into the College of Art and Design. Transfer credits are accepted from regionally accredited colleges/institutions. Transfer credits may not be used as a student's final credits at Lesley (students must be registered for Lesley courses in the semester in which they intend to graduate).

Transfer students receive a tentative credit evaluation within two weeks of their acceptance. Incoming freshmen who provide an official college transcript when submitting their application file will also receive a tentative credit evaluation within two weeks of acceptance. In determining which credits may transfer, every effort is made to match courses with their Lesley degree equivalents. College-level courses with grades of C- or better are eligible for transfer credit. Students who transfer in a full Associate's degree may receive credit for all passed courses that applied to the associate degree. Courses taken for a pass/fail grade will be eligible for transfer with a "P" grade.

Your credit evaluation provides an estimate of the number of credit hours and semesters needed to complete your degree program at Lesley. These calculations are the result of dividing the number of credits you have left to complete by the average number of credits taken during a typical semester at Lesley (15). This is an estimate only. It will take longer to complete your degree if you take fewer than 15 credits each semester. Course availability, prerequisites, timing of scheduled courses, completion of MTEs for Education majors, and required internships/field placements may also increase the amount of time it takes to complete your degree.

PLEASE NOTE:

15 credits = 2nd semester freshman

30 credits = 1st semester sophomore

45 credits = 2nd semester sophomore

60 credits = 1st semester junior

## **ADVANCED PLACEMENT (AP) / INTERNATIONAL BACCALAUREATE (IB) EXAMINATION CREDIT**

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College credit may be requested by students achieving scores of 4 or 5 on appropriate College Board Advanced Placement (AP) examinations. AP scores of 3 or better will be awarded credit in the AP Studio Arts Exams. This credit may be applied to either required or elective courses.

Download the AP Courses and Equivalencies PDF.

Lesley recognizes the International Baccalaureate (IB) curriculum as a challenging program of study and takes the rigor of this program into account when evaluating an applicant's record. Upon receipt of official results, students completing the IB Diploma may receive the equivalent of one semester of work (18 credits) for Diploma scores of 24-29. Students are eligible for sophomore standing (30 credits) for Diploma scores of 30-45. Additionally, students who take IB courses but do not pursue the full IB Diploma may receive three units of credit for each Higher Level (HL) IB exam with a score of 4; if the score is 5 or greater, six credits will be awarded.

Download the IB Exam Curriculum Mapping PDF.

## **GENERAL CERTIFICATE OF EDUCATION ADVANCED LEVEL - GCE A-LEVEL**

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Lesley recognizes the GCE A Level as a school leaving qualification offered by secondary schools, sixth form colleges and further education colleges in the United Kingdom, some Commonwealth countries, and at many international schools around the world.

- Six to eight credits will be awarded for each A-Level subject with a grade of C or higher
- Three to four credits will be awarded for each AS-Level subject with a grade of C or higher

## **CLEP CREDIT**

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College credit may be requested by students who present a passing score on appropriate college level examination program (CLEP) exams. This credit can be applied to either required or elective courses. Students may transfer up to 30 CLEP credits into their degree program (included in the total allowable transfer credits). CLEP credits must be presented prior to, or in, a student's last semester of attendance. CLEP credits may not be used as the final credits toward a Lesley degree. Students must be registered at Lesley in the semester in which they intend to graduate.

## **AMERICAN COUNCIL ON EDUCATION CREDIT**

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The University supports the awarding of transfer credits to students with college-level learning acquired via professional development programs, training experiences offered by an employer, community-based organizations, or military experience. If these non-college experiences have been evaluated by the American Council on Education (ACE) and college credits recommended, the University may accept these credits towards the student's degree program. The recommendation from ACE will be reviewed by the Admissions Counselors in consultation with the Academic Advisors and the Registrar's Office. Official ACE transcripts must be submitted in order

to be accepted for transfer. Credits from certain organizations that are transcribed via ACE are limited to 15 credits. Those organizations currently include StraighterLine and Study.com. ACE credits may not be used as the final credits toward a Lesley degree. Students must be registered at Lesley in the semester in which they intend to graduate.

### **ADDITIONAL PLACEMENT PROCEDURES**

All undergraduate students at Lesley University must meet competencies in writing and mathematics. A review of Accuplacer test scores, college coursework, Advanced Placement (AP), and International Baccalaureate (IB) test scores will be used to determine students' placements in writing and mathematics courses. If a student feels the course assignment may not provide appropriate challenge, the student may choose to sit for a writing and/or mathematics exam, administered by Lesley, to determine placement.

We also recognize that students may have had experiences or developed life skills related to their future careers or college-level learning outside formal classroom settings. For this reason, accepted degree candidates may participate at the point of matriculation in the University's Prior Learning Assessment Process (PLA) to petition for credit for college level learning earned through experiences that occurred between high school graduation and prior to enrolling at Lesley.

### **EARNING A SECOND BACHELOR'S DEGREE**

Students who have already earned a bachelor's or higher degree from a regionally accredited institution may apply for admissions to a program leading to a second degree of the same level provided the following requirements are met:

- The major field selected is demonstrably different in curricula and objectives from that of the first degree.
- The applicant must meet the requirements for acceptance into selected fields (i.e. portfolio review for BFA admission).
- Students must have a cumulative GPA of 2.5 or higher in their original bachelor's degree.
- A maximum of 90 credits will be transferable from the first degree; the emphasis in determining transferrable credit is to fulfill General Education requirements. Credits taken at two-year or four-year schools after the first degree was awarded may be considered in the 90 transferable-credit maximum. Official transcripts from all schools attended are required.
- Advanced Placement, International Baccalaureate, and CLEP exams that meet the minimum score requirements may be counted toward transferrable credits, but only official score reports submitted via the College Board or IB programs will be accepted.
- Students may not use units gained through Credit for Prior Learning options unless they are earned at Lesley. These units will be counted among the 90 transferrable credits.
- All new credits toward a second bachelor's degree at Lesley University must be residential credits. Once admitted to Lesley University, a second bachelor's student may not take course work at another institution and transfer it back to Lesley University.
- Students pursuing a second bachelor's degree must meet all undergraduate academic standards; second bachelor's student who fail to maintain minimum academic standards will be subject to academic review.

- Certain programs may require higher GPAs and prerequisite course work. Please check with the appropriate department for more information.
- Second bachelor's students must meet major department requirements from the catalog under which they were officially admitted. Students have ten (10) years to graduate under that catalog.
- Students in a second bachelor's degree program will be eligible for semester honors and/or Latin Honors if they meet the published criteria.
- Students in a second bachelor's degree program are not eligible to apply for a dual-degree program at Lesley University.
- Students, who have already earned a bachelor's degree, and are enrolling in an additional bachelor's degree program will be waived from all the General Education foundation requirements, including Collaborations and Applications.

### **ARTICULATION AGREEMENTS**

Students who come to the College of Liberal Arts and Sciences or the College of Art and Design through dual enrollment programs or an articulation agreement must satisfy various course requirements as described in each specific plan of study / agreement. More information about dual enrollment programs and articulation agreements is available from the Office of Undergraduate Admissions. Current articulation agreements are listed below.

#### **Community College Articulation Agreements**

##### **Bristol County Community College**

- MassGuarantee Associate Degrees: general education foundation to Lesley general education lower division foundation

##### **Bunker Hill Community College**

- AA, Business Transfer Option to BS, Business Management
- AA, English to BA, Creative Writing
- AA, English, Creative Writing Option to BA, Creative Writing
- AS, Early Childhood Development Studies to BS, Early Childhood Studies (non-licensure)
- AA, Liberal Arts to BA, Liberal Studies
- AA, Psychology to BA, Psychology
- AS, Visual Design to BFA, Graphic Design
- AS, Visual Design to BFA, Interactive Design
- MassGuarantee Associate Degrees: general education foundation to Lesley general education lower division foundation

##### **Housatonic Community College**

- AS, Graphic Design to BFA, Graphic Design

##### **Middlesex Community College**

- AS, Graphic Design to BFA, Graphic Design
- AS, Studio Art to BFA, Graphic Design
- MassGuarantee Associate Degrees: general education foundation to Lesley general education lower division foundation

#### Massasoit Community College

- AA, Emergent Technologies (Visual Arts, Graphic Design Option) to BFA in Graphic or Interactive Design
- MassGuarantee Associate Degrees: general education foundation to Lesley general education lower division foundation

#### North Shore Community College

- MassGuarantee Associate Degrees: general education foundation to Lesley general education lower division foundation

#### Quincy College

- General Associate Degree Articulation agreement (see Lesley.edu for any individual program pathways)

#### Quinsigamond Community College

- MassGuarantee Associate Degrees: general education foundation to Lesley general education lower division foundation

#### Roxbury Community College

- MassGuarantee Associate Degrees: general education foundation to Lesley general education lower division foundation

#### Urban College of Boston

- AA, Early Education to BS, Early Childhood Studies (non-licensure)

### **Organization Articulation Agreements - Learning Recognition Evaluation (LRE)**

Lesley is in the process of developing a Learning Recognition Evaluation (LRE) process that will allow students who have engaged in certain learning experiences through outside organizations to earn Lesley credits. Learning experiences will be pre-evaluated and approved by Lesley faculty for Lesley credit.

Current agreements are listed below:

- The Loop Lab (<https://www.thelooplab.org/>) and Lesley College of Art + Design  
Contact: Ingrid Stobbe, Assistant Professor, Digital Filmmaking, [ISTobbe@Lesley.edu](mailto:ISTobbe@Lesley.edu)

Lesley College of Art + Design and The Loop Lab entered into an agreement for Lesley University to award 30 prior learning assessment credits in Digital Filmmaking for a student(s) who: 1) has received a certificate of completion from The Loop Lab's full program, consisting of 800+ hours and 2) has enrolled at Lesley College Art + Design to complete a BFA degree in the Digital Filmmaking major.

- Yoga Teacher Certification Credential. Students who have earned the 200-hour Yoga Teaching Credential can submit the certificate to their advisor and the Department Chair of Psychology to be approved for 13 transfer credits.

# TUITION, FEES AND PAYMENT

## TUITION AND FEES 2023-2024 ACADEMIC YEAR

Information on Tuition and Fees is available here:  
<https://lesley.edu/students/financial-aid-bills-payments/undergraduate-tuition-fees>

### FEES AND EXPENSES

A non-refundable deposit of \$300 for non-resident students and \$600 for resident students is required when a student submits the Enrollment Deposit Contract. The enrollment deposit is deducted from tuition during the first semester.

Students can carry up to 18 credits per semester (fall/spring) at the full-time tuition rate. Students who exceed 18 credits in either semester will be assessed course overload charges.

Statement notifications for the fall semester are emailed the second week of July. Payment must be credited to your student account by August 1. Statement notifications for the spring semester are emailed the second week of November. Payment must be credited to your student account by December 15. All correspondence will be sent to your Lesley email address.

Students will not be allowed to register, be admitted to class, or gain entry into the residence hall until their student account is satisfied. The student account is considered satisfied by payment in full, full financial aid coverage, as indicated on your financial aid award letter, or an established payment plan with Nelnet.

### PAYMENT INFORMATION

Notification of tuition bills will be sent to your Lesley email address. To view your bill, you can log into the Student Account Center (SAC) through Lesley Self-Service. From Self-Serve, click on Financial Information, Student Finance, Student Activity. Tuition and fee charges can be paid online with an American Express, Discover, MasterCard or VISA credit card. All credit card and debit card payments are subject to a convenience fee. Check/ACH payments can be made online without a fee. Checks mailed to the University should be made payable to Lesley University. Please include the student's full name and Lesley ID Number to ensure proper application to the student account. It is the student's responsibility to ensure payments are made by the payment due date for each semester. Please allow at least ten business days for payments mailed to the University to avoid late payment fees.

In order to be in good standing at Lesley, you must meet your financial obligations with the Student Accounts Office by the tuition due date.

The student is responsible for updating their contact information and email address with the Support Hub.

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

If paying via wire transfer, please contact the Support Hub to obtain bank information by Flywire, [pay.flywire.com](http://pay.flywire.com).

All students must complete the Financial Responsibilities Agreement via Self-Service prior to the start of each academic year. Students

who have not completed the Financial Responsibilities Agreement or have not met their financial obligations to the University will not be allowed to register for additional courses until the balance is paid in full. Grades, transcripts, and diplomas will be withheld from students whose accounts show overdue balances. Students experiencing financial difficulties should contact the Support Hub to review the payment options available. If the unpaid balance is turned over to a collection agency, the student will be required to pay all reasonable collection costs and fees incurred while trying to collect the balance owed, including reasonable attorney's fees to the extent permitted by law. All student accounts turned over for further collection activity will be reported to all major credit bureaus.

Pending financial aid amounts shown on the student account bill are anticipated funds, not actual credits. Further action may be required on the student's part for these anticipated funds to be disbursed into the student account. Pending awarded financial aid is deducted from the balance on the first bill each semester. Please note that loan amounts may be a percentage less than the pending award amount noted on the student account statement. It is the responsibility of the student to check their Financial Aid Check List or with the Support Hub to ensure that all required documentation is complete regarding loans and other types of aid for disbursement to the student account. While the Support Hub staff is happy to assist students with determining tuition balances and arranging payment plans, it is the student's responsibility to make sure their balance is paid in full by the determined due date.

### CONFIDENTIALITY

The Support Hub communicates with you, the student. If you want or need members of the Student Accounts Office to speak with your parent(s), grandparent(s), guardian(s), aunt, uncle, or others, access must be granted by granting permission on the Student Accounts Center. We do not provide information to people who are not granted this permission.

### PAYMENT PLANS

To help students and their families manage the cost of education, the University has made arrangements with Nelnet to offer interest-free monthly payment options.

Nelnet offers a flexible payment plan option that divides tuition and fees into monthly payments. The University offers semester-based plans for the Fall, Spring and Summer. Your payment plan must be established with Nelnet prior to the tuition due date to have met your financial obligation to the University. Each plan requires a non-refundable enrollment fee due to Nelnet with the first payment. Payment Plans are established online through the Student Accounts Center (SAC). SSO access to the SAC is available through Lesley Self-Service. The University sends semester billing statements in July, August, November, December, April, and May.

Payment Plan payments are fee-free via ACH or can be made via American Express, Discover, MasterCard or Visa for an additional convenience fee.

All payment options must be completed one month prior to your graduation date. Contact the Support Hub at 617-349-8760 for further information or submit a ticket via <https://support.lesley.edu>.

## SPONSORED BILLING

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

Your sponsorship letter must:

- Be typed on company letterhead
- Include an authorized signature (not that of the student)
- Include dates of sponsorship
- Include which items will be paid (i.e. tuition and fees)
- State that Lesley University must directly invoice the sponsoring agency
- Include contact information for the sponsor:
  - Contact person name and email
  - Physical billing address

Sponsorship cannot be contingent upon grades. Please retain a copy of your sponsorship letters as you may be held responsible for tuition and fees if an authorization has expired or is invalid for any reason. Sponsorships 45 days past due will be removed, the charges added back to the student account and payment is due within 24 hours of the cancelled sponsorship. The student will be notified via email of this action. Please be sure that you actively view your Lesley email.

## TUITION REFUNDS

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The posted Refund Policies and Processes schedule is used to determine the portion of tuition that will be refunded depending upon the date a student withdraws from a course or from the University. University policy does not allow retroactive withdrawals or refunds.

## TIME OF WITHDRAWAL

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For information on refunds for term-based courses please visit the Student Accounts Refund Policies website:  
<https://www.lesley.edu/students/financial-aid-bills-payments/refund-policies-processes>.

## TUITION INSURANCE PLAN

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What happens when your education is disrupted by an unexpected injury or illness? Depending on the timing of the withdrawal, you may not be eligible to receive a refund of all your tuition and fees.

The Tuition Insurance Protection Plan helps students and their families overcome the financial losses that may result from events which force students to withdraw from the semester due to a covered medical reason. Helping families get the most out of your Lesley University experience is always our top priority. That's why we've partnered with GradGuard to make the Tuition Insurance Protection Plan available to our families.

This coverage strengthens and broadens the scope of our existing refund policy by ensuring reimbursement for tuition, housing, and other payments if a student withdraws for any covered medical reason at any time during the semester.

Please remember the deadline to enroll is the day before classes begin each semester.

Learn more at [GradGuard.com/Tuition/Lesley](http://GradGuard.com/Tuition/Lesley) or call 1.866.724.4384.

Lesley University is not compensated for this program and provides the Tuition Insurance Protection Plan as a valuable student benefit. The enrollment date is based on the academic calendar. If you are not a traditional semester-based student, sign-up dates may vary. Enrollment must be before the first day of class for your program of study.

Terms, conditions, and exclusions apply. Plans only available to U.S. residents. GradGuard is a service of Next Generation Insurance Group, LLC, the licensed agent for all insurance programs. Insurance benefits are underwritten by Jefferson Insurance Company (NY; Administrative Office: Richmond, VA), rated "A+" (Superior) by A.M. Best Co., under Jefferson Form No. 101-C series or 101-P series. Plan(s) may not be available in all jurisdictions. Allianz Global Assistance and Allianz Tuition Insurance are brands of AGA Service Company. AGA Service Company is the licensed producer and administrator of and an affiliate of Jefferson Insurance Company. The insured shall not receive any special benefit or advantage due to the affiliation between AGA Service Company and Jefferson Insurance. \*For our returning students, please note that this plan is offered through a different carrier and does not have the same opt-in/opt-out process. Please refer to the Student Account Center for further enrollment details.

\*Tuition Insurance is available to International Students as long as they use their US or college residence address when enrolling in the program. The insurance is not offered to those with addresses outside of the country. However, because the student will reside at the college during their education, they have a US residence.

## STUDENT HEALTH INSURANCE PLAN

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Massachusetts state law requires all students enrolled at least three-quarter time have adequate health insurance coverage. To read the details on this law and health insurance requirements, go to [massresources.org/student-health-insurance](http://massresources.org/student-health-insurance). Students who meet the above stipulation will be automatically enrolled in a student health insurance plan (SHIP) for coverage effective August 15 - August 14, serviced by Gallagher Student Health & Special Risk (Gallagher).

Your student account bill will include the charge for student health insurance. This charge must be waived provided you (the student) are covered by insurance of a comparable plan. Comparable plan information can be found at [lesley.edu/students/health-wellness-safety/health-and-dental-insurance](http://lesley.edu/students/health-wellness-safety/health-and-dental-insurance). Waivers must be completed online at [gallagherstudent.com/lesley](http://gallagherstudent.com/lesley). Confirmation emails are sent to your Lesley email when your waiver is received and confirmed. Retain this email for your records.

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

Students must waive the Student Health Insurance Plan if currently enrolled in a health insurance plan of comparable coverage. *Please note that Lesley reserves the right to re-enroll you in the student health insurance plan if it is determined that the plan you indicated on your waiver form is not deemed comparable coverage. The student health insurance charge will be reassessed to your student account and payment will be due immediately.*

Comparable coverage means that your current insurance plan provides access to local doctors and other health care providers in

the Cambridge area, for diagnostic testing, lab and x-ray services, prescription drugs, mental health services, inpatient and outpatient hospital services, urgent care and emergency services. Out of state Medicaid programs, Commonwealth Care, and insurance plans that do not provide coverage in Massachusetts are not comparable coverage.

The policy must be in effect from August 15 to August 14. The deadline to waive annual coverage is August 15 to avoid late payment fees. The deadline to waive spring coverage is December 15 to avoid late payment fees.

**Online Waiver Process** To waive the Student Health Insurance Plan for the academic policy year, log onto:

[www.gallagherstudent.com/lesley](http://www.gallagherstudent.com/lesley). On the left navigation, under “Student Access”, click on “Waive/Enroll”. Log-in. Your username is your Lesley email address. Your temporary password is your student ID number preceded by two leading zeroes. You will be required to reset your password for security purposes and will be sent an email to your Lesley email with a reset password link. Complete the Health Insurance Decision Form. You will immediately receive a reference number confirming the form was submitted. If you waive the Student Blue Plan, the charge for it will be removed from your Lesley Student Account within 3-5 business days.

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

## REFUNDS OF CREDIT BALANCES

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Over-payment, scholarship credits, adjustments and financial aid payments may result in a credit balance on the student account. If an account indicates a credit balance, it will be refunded to the student. Federal Stafford Loan and private loan payments resulting in a credit balance will be refunded within 10 – 14 days of the date the credit appears on the student account. Credits resulting from a Federal Parent PLUS Loan will be refunded to the parent listed as the borrower, unless otherwise noted in the application.

Lesley University students are enrolled in the Student Account Center (SAC) and eRefunding. Students are encouraged to enroll in eRefunding through the SAC. Access to the SAC is granted through Lesley Self-Service. After completion of the enrollment process, an email will be received by the student confirming the preference chosen.

## LATE PAYMENT FEE

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Lesley University reserves the right to assess late payment fees on past due balances. Students with financial aid covering their balance, enrolled in a payment plan covering their balance, or a combination of the two will not be charged a late fee.

If you want to dispute a late payment fee on your statement, contact the Support Hub by logging onto <https://support.lesley.edu> within 60 days of the bill on which the late payment fee appeared. The Support Hub will research your dispute and contact you with an explanation within 30 days of receipt of your email.

Include the following information:

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

Veteran’s Affairs eligible students:

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

## DISPUTE OF A CHARGE

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If you want to dispute a charge on your student account statement, email The Support Hub (<https://support.lesley.edu>) within 60 days of the bill on which the charge appeared. The Support Hub will research your dispute and contact you with an explanation within 30 days of the receipt of your email.

Please provide the following information in your correspondence:

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

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

## RETURNED PAYMENTS

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

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

## NON-PAYMENT OF CHARGES

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Students who have not met their financial obligations to the University will not be allowed to register for additional courses until the balance is paid in full. Grades, transcripts, and diplomas will be withheld from students whose accounts show overdue balances. Students should contact The Lesley Lynx Solution Center immediately if they are experiencing financial difficulties paying their account. If the unpaid balance is turned over to an outside collection agency or attorney, the student will be required to pay all reasonable collection costs and fees incurred while trying to collect the balance owed, including reasonable attorney’s fees to the extent permitted by law. All student accounts turned over for further collection activity will be reported to all major credit bureaus.

## **FINANCIAL ADMINISTRATIVE WITHDRAWAL POLICY**

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The University reserves the right to administratively withdraw, without prior notice, any student who does not meet the stated financial requirements of the University.

Students may be reinstated upon meeting their financial obligations to the University.

## **TUITION REIMBURSEMENT**

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

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

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

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

It is the student's responsibility to provide your full legal name and social security number, phone number and email address so the above information can be mailed to you in January of each year. You must ensure that you have an updated billing address. Students can change their address via Self-Service.

Instructions for accessing your 1098-T information can be found at [lesley.edu/students/financial-aid-bills-payments/pay-your-bill](https://lesley.edu/students/financial-aid-bills-payments/pay-your-bill).

## **QUESTIONS**

Student account questions should be directed to the Support Hub. The mailing address is:

The Support Hub  
Lesley University  
29 Everett Street  
Cambridge, MA 02138-2790

[Support.lesley.edu](mailto:Support.lesley.edu)  
800.999.1959 extension 8760  
617.349.8760  
(f) 617.649.4855  
[www.lesley.edu/studentaccounts](https://www.lesley.edu/studentaccounts)

*Students who are on campus are welcome to stop by the Support Hub on the first floor of University Hall, 1815 Massachusetts Avenue, Cambridge, MA.*

Office Hours: Monday - Friday: 11:00 AM - 5:00 PM  
Office Hours during semester based Add/Drop periods: Monday - Friday: 9:00 AM - 5:00 PM

## FINANCIAL AID

The Lesley University Financial Aid Office provides a centralized student support service available to both undergraduate and graduate students. The Financial Aid Office assists students seeking financial aid consideration; coordinates various sources of funding at the federal, state, and institutional levels; and administers and develops programs of student financial assistance including several on-campus student employment programs.

The purpose of the Financial Aid Office is to help students and their families finance their education at Lesley University. The amount of assistance awarded to a student is based on the availability of funds, the size and aggregate need of the applicant pool, and the student's measured ability to meet educational costs by means of personal and family resources. Students are expected to contribute from their assets and earnings, including appropriate borrowing against future earnings and their families are expected to contribute according to their means, taking into account their income, assets, number of dependents, and other relevant information. While the University expects that the family will assume a major responsibility for financing a college education, the Lesley University Financial Aid Office will exert every effort to assist the student in making up the difference with a combination of federal, state, institutional, and independent sources of financial assistance.

The Financial Aid Office is committed to helping students and their families receive the financial assistance for which they are eligible. The philosophy of student aid is to provide access and choice to students who without such assistance would not otherwise be able to attend Lesley University. The staff is accessible to students and willing to help. No student should discontinue their studies because of financial considerations without first consulting the Financial Aid Office.

### HOW TO APPLY FOR FINANCIAL AID CONSIDERATION AND ELIGIBILITY CRITERIA

The Free Application for Federal Student Aid (FAFSA) form is required of all applicants for financial aid consideration. It is submitted directly to the U.S. Department of Education by utilizing the studentaid.gov website. You must indicate "Lesley University, 29 Everett Street, Cambridge, MA" and the Title IV School Code "002160" on the application for the filing results to be received by the Financial Aid Office. Students and (if determined necessary by the U.S. Department of Education) parents should complete the entire FAFSA application. Lesley University will receive this information electronically from the U.S. Department of Education within three to five business days after its successful signing and completion.

#### Priority FAFSA Filing Dates

<i>Starting Semester</i>	<i>Priority Filing Date</i>
September New Students	February 15
January New Students	November 1
Currently Attending Students	April 1

The Lesley University Financial Aid Office encourages all students to apply for financial aid consideration even if the date of the application is past the above-listed priority dates. The most basic

eligibility requirements to receive need-based financial aid consideration are that you must:

- be a U.S. citizen or an eligible noncitizen (as defined by the U.S. Department of Education),
- have a valid Social Security number,
- maintain satisfactory academic progress,
- demonstrate financial need (except for certain loans),
- be accepted by the Admissions Office for enrollment as a regular student working toward a degree or certificate in an eligible academic program,
- certify that you are not in default on a federal student loan and do not owe money on a federal student grant,
- certify that you will use federal student aid only for educational purposes.

The Financial Aid Office will make every attempt to complete the application review process in a timely manner when the FAFSA application is filed prior to the above filing dates. The Financial Aid Office will notify students about their financial aid eligibility as well if the U.S. Department of Education mandates that other materials (such as copies of citizenship documentation, federal tax returns or other corroborating documentation) are required to be supplied to the Financial Aid Office before an official award announcement can be made.

In applying for financial assistance, a student is considered for all types of federal, state, and institutional aid programs for which they may qualify. A financial aid package is designed for each student and is communicated to the student in the form of a financial aid award letter. All financial aid is to be used to help the student defray the costs of tuition, fees, room and board, and other educationally related expenses incurred during the academic year. In order to receive financial aid consideration, a student must intend to be registered at least half-time (6 credits) per semester. The only exception is the Federal Pell Grant, which offers limited grant consideration to students enrolled at less than half time status. A description of the application process and a listing of applicable forms can be found at [www.Lesley.edu](http://www.Lesley.edu) under "Apply for Federal & State Financial Aid."

### HOW FINANCIAL AID IS DETERMINED

Financial aid is awarded based on demonstrated financial need as determined by the Lesley University Financial Aid Office. Financial need is the difference between Lesley University's projected educational costs for an academic year and the Estimated Family Contribution number (Educational Expense Budget - Family Contribution = Financial Need) as determined by the completion of the U.S. Department of Education's Free Application for Federal Student Aid (FAFSA) application each academic year.

### TYPES OF FINANCIAL AID

#### DEMONSTRATED NEED-BASED GRANTS

These awards are grant aid made to students who demonstrate financial need, apply by established priority dates, and meet the eligibility criteria set forth by each funding program. Grant aid does not have to be repaid. These programs include:

**Federal Pell Grants:** Federal grant aid for first bachelor's degree students who demonstrate a very high level of need. Eligibility is



determined by criteria established by the U.S. Department of Education. The amount of the grant is also based on the student's level of need and the number of credits for which the student will register. For more information, please visit <https://studentaid.ed.gov/sa/types/grants-scholarships/pell>

**Federal Supplemental Educational Opportunity Grants (FSEOG):**

This federal program provides grant assistance to first bachelor's degree students with exceptional financial need. At Lesley, priority for receiving FSEOG is given first to Federal Pell Grant eligible students who are registered for 12 or more credits each academic semester.

**TEACH Grant:** Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. For more information about the responsibilities that a student assumes in receiving this grant, please go to the Financial Aid Office website at [lesley.edu/academics/guide-financial-aid-scholarships-undergraduate-first-year-and-transfer-students](https://lesley.edu/academics/guide-financial-aid-scholarships-undergraduate-first-year-and-transfer-students) under "TEACH Grant."

**Iraq and Afghanistan Service Grant:** A student whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001 may be eligible to receive the Iraq and Afghanistan Service Grant. Additional student eligibility requirements include that the student must be ineligible for a Federal Pell Grant due only to having less financial need than is required to receive Pell funds, be under 24 years old, or be enrolled in college at least part-time at the time of the parent's or guardian's death. The grant award is equal to the amount of a maximum Pell Grant for the award year. For more information, please visit <https://studentaid.gov/understand-aid/types/grants/iraq-afghanistan-service>

**State Grants:** These are awarded directly by the state of a student's residence to first bachelor's degree students. Most states require that a student be registered for a minimum of 12 credits per semester in order to receive their respective state's grant consideration. To apply for a state grant in Massachusetts and most other states, the student completes a FAFSA by the state's priority deadline which can be confirmed at <https://studentaid.gov/apply-for-aid/fafsa/fafsa-deadlines> under "Student Aid Deadlines". Although Lesley anticipates Massachusetts state grant eligibility on the student's award letter, the student also will be notified of eligibility directly by the state.

**Massachusetts Gilbert Grants:** These are funds allocated by the Commonwealth of Massachusetts to Lesley for distribution to eligible full-time, bachelor's degree students who are permanent residents of Massachusetts with a demonstrated high level of need.

**Lesley Need Based Grants:** The Lesley Grant is provided, for up to eight semesters to students who demonstrate financial need and have applied for financial aid consideration by the established priority date.

## EMPLOYMENT

Employment programs offer students the opportunity to apply for and be hired for part time employment and earn a paycheck every two weeks. All on-campus student employment opportunities are listed and hiring requests are processed through the Financial Aid Office. Students may obtain general conditions and terms applicable as well as a listing of available positions on the Financial Aid Office

website at <https://lesley.edu/students/internships-careers/student-jobs>. Instructions regarding employment opportunities and hiring procedures are e-mailed to main campus students in August (and in January for spring semester starts). Job postings for the academic year are released over the Labor Day weekend and are maintained throughout the academic year through the end of the spring semester.

**Federal Work Study Program (FWSP):** This need-based, federally subsidized work program provides part-time employment opportunities on campus or at nearby off-campus non-profit community service sites for eligible students. Eligibility is announced in a student's financial aid award letter and instructions regarding employment application and hiring procedures are emailed to the student in August (and in January for spring semester starts). Eligible students are encouraged to choose jobs which meet their interests, relate to their course of study, and fit in with available free time. Earnings through FWSP are taxable income.

**Lesley Works Program (LWP):** Students who have not applied for financial aid or who did not receive Federal Work Study consideration are still eligible to obtain on-campus employment at Lesley through the Lesley Works program. Earnings through the LWP are taxable income.

Students may also wish to contact the Career Resource Center on the fourth floor of Doble Hall on the Doble Campus or at 617-349-8550 where a listing of off-campus employment opportunities can be found.

## LOANS

These governmentally regulated programs offer eligible students and/or parents low-interest loans to be applied to the costs of their college education. In accepting a loan, a student/parent assumes the responsibility to repay the loan under its specific terms and conditions. All students who wish to borrow federally sponsored loans will be responsible to complete entrance counseling prior to having their initial loan disbursed. Also, students who have borrowed who are leaving school or who drop below half-time status should meet with their financial aid counselor and will need to complete an exit interview session to confirm their loan terms, repayment schedules and their rights and responsibilities.

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [wsac.wa.gov/loan-advocacy](https://wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

**Federal Direct Subsidized Stafford Loan:** This federally subsidized loan (the government pays interest while a student is enrolled at least half time) is available to eligible aid applicants as determined by the Lesley University Financial Aid Office. Interest for borrowers at the time of publishing is being projected to be fixed at 4.99% with loan processing fees assessed by the U.S. Department of Education of 1.057%. Bachelor degree candidates may qualify for up to \$5,500 in subsidized Stafford loan consideration per year depending upon their completed academic credit level. Interest and principal payments begin six months after a student is no longer enrolled at least half-time (6 credits per semester). For more information, please visit <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized>.

**Federal Direct Unsubsidized Stafford Loan:** The federal unsubsidized Stafford loan is available to applicants who are not eligible for the subsidized Stafford Loan. Interest for borrowers at the time of publishing is being projected to be fixed at 4.99% with loan processing fees of 1.057%. The student is responsible for the interest that accumulates while they are enrolled and can choose to pay the interest quarterly or allow the accumulated interest to be added back into the principal balance of the loan. Bachelor degree candidates may qualify for up to \$12,500 in unsubsidized Stafford loan consideration per year depending upon their completed academic credit level, dependency status as determined by the U.S. Department of Education on the FAFSA application, and the results of the need analysis performed by the Financial Aid Office. Most of the terms and conditions of subsidized and unsubsidized Stafford loans are the same. For more information, please visit <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized>.

**Massachusetts No-Interest Loan:** This loan program is offered through the Office of Student Financial Aid (OSFA) to bachelor's degree students who are Massachusetts residents who meet eligibility requirements established by the Commonwealth of Massachusetts. No interest is accrued or charged on the principal of this loan, which enters repayment six months after the student ceases to be enrolled at least half-time. Students have ten years to repay their loan balance. For more information, please visit [www.mass.edu/osfa/programs/nointerest.asp](http://www.mass.edu/osfa/programs/nointerest.asp).

**Federal Direct Parent PLUS Loan:** The Federal Direct Parent PLUS Loan is a federally guaranteed loan available to parents of dependent undergraduate students. Eligibility is based on creditworthiness. The interest rate on the Federal PLUS Loan is projected to be at 7.54%. The rate is set every July 1st for the following academic year. The loan processing fee assessed by the U.S. Department of Education and reduced proportionally from each loan is 4.228%. Parents may borrow up to the cost of education minus other financial aid. Repayment of the Federal PLUS Loan begins 60 days after full disbursement of the loan proceeds or can be deferred by request to the U.S. Department of Education. The Federal FAFSA application must be completed by the student and their family for the Federal PLUS loan to be certified by the Financial Aid Office. For more information, please visit <https://studentaid.gov/plus-app>.

## MERIT-BASED SCHOLARSHIPS

Lesley's guaranteed merit-based scholarship opportunities were established to recognize students with strong academic performance who demonstrate potential for further success in college and who will contribute greatly to the academic life of the college. Equally important, are the ways in which these students have already influenced the lives of others through their involvement both in school and in the community. Guaranteed merit-based scholarships range from \$5,000 to full tuition. The qualifications necessary to be awarded a merit scholarship can be found online at [lesley.edu/academics/guide-financial-aid-scholarships-undergraduate-first-year-and-transfer-students](http://lesley.edu/academics/guide-financial-aid-scholarships-undergraduate-first-year-and-transfer-students) under "Scholarships & Grants".

## LESLEY DIVIDEND

Most of our students find that a master's degree is a necessary credential given the fields they enter. Students who graduate from a Lesley undergraduate program and are accepted into a Lesley master's program, will be eligible for the Lesley Dividend. The Lesley

Dividend is worth 12 free graduate credits. The first six (6) free graduate credits can be claimed in the first semester of your graduate program. Graduate Admissions will identify you as being Dividend-eligible upon acceptance into a master's degree program. The Dividend will be reflected on your first semester's billing statement as pending financial aid. The remaining six (6) free graduate credits are to be applied in your final semester. Students must submit a Dividend Petition for use of the final six (6) free graduate credits. Details can be found under "Tuition Discounts" at [lesley.edu/academics/guide-financial-aid-scholarships-graduate-doctoral-students](http://lesley.edu/academics/guide-financial-aid-scholarships-graduate-doctoral-students).

## NON-LESLEY, PRIVATELY SPONSORED SCHOLARSHIPS

Outside scholarships (scholarships awarded from non-Lesley University sources) are an important resource. When a student receives an outside scholarship, please forward photocopies of the official, non-Lesley notification letter and/or the scholarship check to: Lesley University Financial Aid Office ATTN: Outside Scholarships, 29 Everett Street, Cambridge MA 02138.

To search for outside scholarships opportunities please see "Private Scholarships" in the Scholarships & Grants section at [lesley.edu/academics/guide-financial-aid-scholarships-undergraduate-first-year-and-transfer-students](http://lesley.edu/academics/guide-financial-aid-scholarships-undergraduate-first-year-and-transfer-students).

## DISBURSEMENT OF FINANCIAL AID

For semester-based enrollment, financial aid is disbursed twice a year; at the beginning of the fall semester and at the beginning of the spring semester approximately one week after the close of Drop/Add period. For term-based enrollment, financial aid can be disbursed up to six times during an academic year: at the beginning of each term during the Fall, Spring and Summer semesters.

All financial aid, including student loans, will be applied as a credit to the student's billing account after registration is verified for that semester and/or term. It is the student's responsibility to apply for the Federal Direct Loan(s) and to complete all necessary paperwork in a timely manner. Regarding the disbursement of student loans, all Direct Stafford Loans must be accepted by the student on the Self-Service portal at [www.lesley.edu/selfservice](http://www.lesley.edu/selfservice), promissory notes must be signed, and initial entrance counseling completed for these loan funds to be credited to a student's billing account. Information about the completion of the Federal Direct Loan process can be found on the Financial Aid Office website at [www.lesley.edu/selfservice](http://www.lesley.edu/selfservice). Massachusetts No Interest Loan promissory notes and entrance counseling information and directions are e-mailed directly to awarded students and must be completed prior to disbursement. Once all financial aid is posted to the account, any remaining credit balance will be refunded to the student within ten business days by the Student Accounts Office.

Changes to enrollment status may impact the eligibility of students receiving financial aid, causing a reduction or cancellation of their financial aid award. At least half-time enrollment is required for the Direct Stafford Loan program. A student is not eligible to receive Direct Stafford Loan funds as a less-than-half-time student.

## FINANCIAL AID AND STUDY ABROAD

If you are considering a study abroad component as part of your academic experience at Lesley, it's important to consider the financial implications of such a decision. Lesley University offers a variety of study abroad programs around the globe.

Federal, State and private funding that may be used to help pay for the cost of your program abroad. University grants and scholarships, however, may be applied only if you choose to study at one of our exchange partner schools. The Financial Aid Office can help you determine which options may be best for you and assist you with the required paperwork. For more information, please visit [lesley.edu/life-at-lesley/global-education/study-abroad](http://lesley.edu/life-at-lesley/global-education/study-abroad).

## TITLE IV REFUND POLICY

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

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

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

which the student was determined to be ineligible for via the Return of Title IV Funds Calculation.

However, effective July 1, 2021 if a student is enrolled exclusively in courses that do not span the entire semester, that student is considered to be enrolled in modular courses. Students who are enrolled in modular courses are not considered to have withdrawn if they successfully complete one module that includes 49% or more of the number of days in the payment period; or a combination of modules that when combined contain 49% or more of the number of days in the payment period. Scheduled breaks of five or more consecutive days and all days between modules are excluded from the number of days in the payment period used to calculate whether the modules(s) completed by the student comprise 49% of the payment period.

If a student drops courses, we will need written confirmation of future attendance. A student must indicate a date in which they will resume attendance within 45 days. If we obtain written confirmation from the student, no adjustments will be made to their federal aid. If the student withdraws or never attends the future course, their federal aid could be subjected to R2T4 review/recalculations.

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

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

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

**Non-Attendance:** Students who never begin attendance in a payment period are marked as "never attended" by the faculty member and will have all federal Title IV funds cancelled. No Return to Title IV (R2T4) calculation will be performed.

**Failing Grades:** Title IV financial aid recipients who receive all failing grades for a semester will be identified by the Financial Aid Office and, it will be determined if the student "unofficially withdrew." The Return to Title IV (R2T4) calculation will determine if the student received unearned Title IV aid, either in a refund or as a payment for tuition, fees, room and board, etc. The student will be notified in writing of their revised financial aid award based upon the calculation performed.

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

**Post-Withdrawal Disbursements:** If the amount of earned aid calculated under the return of Title IV funds formula is greater than the amount of aid already disbursed to the student, the funds will be treated as a post-withdrawal disbursement. The post-withdrawal disbursement will be taken from Title IV grant funds before Title IV loan funds. A letter and email will be sent to the student (or the parent) within thirty (30) days of the date of Lesley University's determination that the student withdrew. The letter and email will request the student confirm they still want the type and amount of the funds. Within forty-five (45) days after determining the student's withdrawal, any amount of the post-withdrawal disbursement of Title IV loan funds not credited to the student's account will be cancelled.

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

## FINANCIAL AID AND SATISFACTORY ACADEMIC PROGRESS POLICY

### Satisfactory Academic Progress Policy

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

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

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

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

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

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

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

Online Management Students:

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

College of Art and Design Undergraduate Students:

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

All Graduate Students:

- Minimum GPA: 3.0
- Minimum Completion: 75% of Attempted Credits

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

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

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

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

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

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

## **FINANCIAL AID LEAVE OF ABSENCE POLICY**

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

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

## **FINANCIAL AID OFFICE CONTACT INFORMATION**

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

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

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

(p) 1.800.999.1959 ext. 8760  
(f) 617.649.4855

To email, submit a ticket online at [support.lesley.edu](http://support.lesley.edu)

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

University Hall  
The Support Hub, 1<sup>st</sup> Floor  
1815 Massachusetts Ave  
Cambridge, MA 02140

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

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

## UNIVERSITY POLICIES

A full list of university policies affecting enrolled students can be found in the Student Handbook.

### COMMUNITY STANDARDS OF CONDUCT

Please refer to the University Policies web page for the current Community Standards of Conduct Policy:  
<https://lesley.edu/students/policies/behavior-policies>.

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

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

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

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

#### In accordance with FERPA, students are notified of the following rights:

1. The right to inspect and review the student's education records within 45 days of the date Lesley University receives a request for access. In order to request access to a student's education records, a student should submit a written request to the University Registrar that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar will either obtain the records or advise the student of the correct official to whom the request should be addressed.
2. The right to request amendment of the student's education records that the student believes are inaccurate or misleading, or otherwise in violation of the student's privacy rights. In order to request an amendment to student education records, a student must write to the University Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the records are not maintained by the Registrar, the Registrar will advise the student of the correct official to whom the request should be addressed.

The University will review the request and decide whether to amend the record within a reasonable time after receiving the request. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing re-garding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. If the hearing does not change the result, the student may put a statement in the student's education record stating the student's disagreement with the University's decision.

3. The right to consent in writing to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Please see below for more information.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Lesley University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202

#### Disclosure of Information from Education Records without Student Consent:

FERPA regulations permit the disclosure of personally identifiable information from a student's education records without the prior written consent of the student if the disclosure meets certain conditions. Those conditions include, but are not limited to the following:

1. The information is "directory information", as permitted by FERPA and defined by Lesley University. Lesley University defines directory information to mean the following: student name, enrollment status, dates of attendance, major field of study, and degrees and awards received.

For purposes of responding to United States and City of Cambridge census requests only, the University also designates student residence hall addresses and dates of birth as directory information.

Students may request that Lesley University not release directory information to the public by completing a Request to Prevent Disclosure of Directory Information Form available in the Office of the University Registrar.

2. The information is provided to other school officials who have a legitimate educational interest in the information. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibilities for Lesley University.

A school official is a person employed by Lesley University in an administrative, supervisory, academic, research, or support staff position (including public safety personnel and health staff); a person serving on the board of trustees; a student serving on an official committee, such as a disciplinary or grievance committee; or any faculty member or administrator to whom or to whose office the student has addressed a request, application, or inquiry for which the records are needed to prepare a reply. A school official also may include a volunteer or contractor outside of Lesley University who performs an institutional service or function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, collection agent, emergency alert system, or a student volunteering to assist another school official in performing the school official's 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 their representatives from obtaining, for military recruiting purposes, entry to campus, access to students on campus, or access to directory information, nor may Lesley University institute an anti-ROTC policy. Pursuant to the Solomon Amendment, for the purpose of military recruiting, Lesley University must permit Department of Defense entities to obtain the following student information: name, address, telephone listing, age or year of birth, level of education (e.g., freshman, sophomore, or degree awarded for a recent graduate), and academic major. However, if a student has formally requested that such information be withheld from public disclosure, Lesley University may not provide such information to the Department of Defense entities. See above for the process for requesting that such information be withheld from public disclosure.

#### **FERPA Release Forms**

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) and subject to certain exceptions, the University may not release information pertaining to a student's education record to another individual unless authorized by the student.

See the Registrar's web page at <https://lesley.edu/students/policies/privacy-policy/family-educational-rights-and-privacy-act-and-related-regulations> for the FERPA release forms, to approve the release of your education records to another individual.

## **INTELLECTUAL PROPERTY**

Lesley University acknowledges the import of intellectual property ownership. As such, this policy clarifies the ambiguities surrounding intellectual property ownership and details those rights the University and its faculty, staff, and students hold.

This policy applies to all faculty, staff, and students of Lesley University. Compliance with the terms of this policy is a condition of employment for University faculty and staff and of enrollment for University students. The *Lesley University Policy on Ownership of Intellectual Property: Questions and Answers* supplements this policy. Faculty, staff, and students are strongly encouraged to refer to these two documents frequently.

This policy does not address the use of copyrighted works. A separate policy, the *Lesley University Policy on Use of Copyrighted Works*, addresses this issue. Also, this policy does not apply to any intellectual property created before someone becomes affiliated with Lesley University. Finally, any approved written contract will supersede the terms of this policy when necessary to facilitate a partnership and the chief academic officer must approve all such contracts. Lesley University highly recommends that all faculty, staff, and students contract with all co-authors and/or external sponsors, before the creation of a work, regarding intellectual property ownership.

### **I. Statement of Principles**

Lesley University is dedicated to academic freedom as a means to scholarly inquiry and academic production. As such, Lesley University encourages its faculty, staff, and students to create intellectual property and rewards them by recognizing their rights. The *Lesley University Policy on Ownership of Intellectual Property* maintains the traditional norms that foster scholarly inquiry and academic production, allowing authors to retain ownership in their intellectual property unless Lesley University has invested substantial resources or otherwise merits ownership of the intellectual property.

### **II. Definitions**

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 they are producing a patentable work and if the work relates to the faculty and staff's employment or the student's coursework, then the faculty, staff, or student 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 the author 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 Dean Mays, the Dean of Student Life and Academic Development, at [nmays@lesley.edu](mailto:nmays@lesley.edu).

# ACADEMIC POLICIES AND PROCEDURES

## ACADEMIC ADVISING

Students who enter either as first-time or transfer students are provided with individualized advising support that allows them to move beyond traditional classroom experiences to take advantage of the diversity of opportunities available through the University. Critical to student participation in any offerings at the University is careful and thoughtful academic advising that begins when a student enrolls in the first semester. Once the advising process begins, students and their advisor begin development of an advising relationship that continues throughout the student's educational experience.

All first-year students are advised by professional advisors. During this first year, students learn about the choices and opportunities available to them through the University, gain understanding of the scope of the curriculum, and identify academic areas of interest to pursue. Students who enter as First-year-traditional CLAS students are assigned to a faculty advisor in their chosen area of study in the fall of the junior year. Traditional first-semester transfer students in CLAS are generally assigned to a faculty advisor in their second semester at Lesley or after they have earned a minimum of 60 credits. LA+D students are each assigned a professional advisor until their last year when they receive a faculty advisor.

Advisors help students with course selection in their major and provide advice and mentoring on other matters relating to their education, including:

- Exploration of the academic and studio options available at Lesley, including the choice of majors, specializations, and minors;
- Exploration of course options available within each program, as well as the general electives available outside the field of special interest;
- Taking responsibility for their learning to achieve their academic, visual competencies, and professional goals;
- Building strong and trusting relationships to ensure effective communication between advisors and students, and extending to the academic support areas of the University;
- Understanding the role of co-curricular activities in relation to their academic programs of study;
- Assessing life and career goals;
- Pursuing learning opportunities such as study abroad, independent study, or other forms of experiential learning.

Adult students who are either attending classes part-time or full-time also have the benefit of a professional academic advisor through Lesley's Center for the Adult Learner (LCAL). LCAL advisors work closely with returning adult students in conjunction with program faculty to ensure an easy transition to Lesley and assist adults in navigating their paths to graduation. Students who identify themselves as adult learners to Lesley's admission counselors will be matched with an LCAL advisor who typically will remain the student's advisor throughout their time at Lesley. Certain programs will transition adult learners from LCAL advisors to faculty advisors early in the student's time at Lesley.

All students should meet regularly with their advisors to seek advice about how to successfully meet the requirements of their degree program(s). The final responsibility for fulfilling these requirements rests with the student. All students should utilize the services and resources of the appropriate undergraduate academic advising center to maximize the advising support available from their professional advisors in the centers.

## THE MISSIONS OF THE ACADEMIC ADVISING CENTERS

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Academic Advising at Lesley University facilitates student academic success through proactive advising and the promotion of self-advocacy in all of our colleges. In the College of Liberal Arts and Sciences, Faculty and Academic Advisors provide outreach and proactive initiatives to support undergraduate students in their transition to college and, in particular, their acclimation to the University as a place to discover, learn and grow. The academic advising team is committed to empowering students to take ownership of their academic, career, and personal aspirations by assisting them in the development of intentional and strategic educational plans that align with their long-term goals.

At the College of Art and Design, professional and faculty advisors assist students in developing aesthetic awareness, professional creativity, and productivity. Advisors guide students in gaining perceptual, conceptual, expressive abilities, and strong communication skills. Academic advising relationships foster student learning in the areas of problem solving activities, independent thinking, and understanding student roles and responsibilities for self-advocacy during college-life and beyond.

Advisors in the Center for the Adult Learner offer adult students across the university specialized advising based on their knowledge of the often unique needs of working adults who are balancing their busy lives and higher education.

## ACADEMIC ADVISING GOALS

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- Guide students as they explore their individual values, interests, and skills in relation to majors and academic opportunities both inside and outside of the classroom.
- Ensure that students have access to knowledgeable and informed advisors who demonstrate care and respect for human and cultural differences.
- Communicate regularly with students and provide accurate information regarding policies and procedures to make informed decisions.
- Continually assist students in understanding the relationship between a liberal arts education, academic success, and lifelong learning.
- Foster partnerships between students and advisors, recognizing that each share responsibility in the advising process.

## ADVISEE'S ROLE AND RESPONSIBILITIES

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As members of a diverse college community, students recognize that they are committed to the process of lifelong learning and strive to work with their advisors in this process.

The advisee-advisor relationship is based on a philosophy of shared responsibility. Ultimate responsibility for satisfying college and professional requirements rests with the student.

The following are responsibilities of advisees:

- Read the academic catalog carefully, be aware of degree programs and requirements at the University, and make use of all academic resources on campus
- Come to advising meetings prepared by gathering all relevant decision-making information
- Become knowledgeable about college programs, academic policies, and deadlines-and follow them!
- Accept responsibility for decisions made
- Keep advisor up to date on any changes in your academic progress and/or plans and any medical, financial, or personal issues that may affect your academic performance
- Regularly read Lesley University email and the MyLesley Advising Community website
- Communicate with your advisor; ask questions if a specific concern or an issue is not clear
- Attend pre-registration and other advising meetings
- Obtain advisor approval on course selections each semester
- Monitor progress of meeting program requirements
- Utilize university resources
- Meet deadlines as appropriate

### **ADVISOR'S ROLE AND RESPONSIBILITIES**

Professional and faculty advisors view academic advising as integral to the college's educational philosophy of being responsive to the needs of students.

The advisor-advisee relationship is based on a philosophy of shared responsibility. Ultimate responsibility for satisfying college and professional requirements and goals rests, however, with the advisee.

The following are the responsibilities of advisors:

- Help students define and develop academic and career interests/goals
- Assist students with developing an educational plan that is consistent with their goals, interests, and abilities
- Understand and effectively explain curriculum, graduation requirements, and university and college policies and procedures
- Match students' needs with available resources and make appropriate referrals
- Listen to students' concerns and respect their individual values and choices
- Monitor students' academic progress
- Be available to answer students' questions through scheduled meetings or email
- Create student-advisor collaborative relationship
- Encourage exploration across disciplines
- Promote integration of academic and life experiences
- Assist student graduation within appropriate time-line

- Support students to prepare for graduate study and/or a professional career

### **STUDENT-ATHLETE ACADEMIC SUPPORT**

Students who represent the University in intercollegiate competition are assisted with transitions to the campus and balancing athletics with college academic life. Lesley University Athletics is committed to ensuring that student-athletes meet University and NCAA standards while working on academic requirements for degree completion. Student athletes are encouraged to excel in the classroom and on the field, supported by advisors and the Student Athlete Specialist advisor. Student-athletes are encouraged to utilize tutoring and academic support services provided by the Center for Academic Achievement, which is located on the second floor in Doble Hall.

### **CHANGE OF ADVISOR**

Students requesting a change of advisor should email [Advising@Lesley.edu](mailto:Advising@Lesley.edu).

### **DECLARATION OF MAJOR**

CLAS students usually declare a major at the point of admission. Students who enter as undeclared however, must declare a major by the completion of 48 credits. Students choosing to major in Education or Art Therapy must declare their major upon the completion of 30 credits.

LA+D students usually declare a major at the point of admission. LA+D students who are unsure as to the major upon entry are recommended to choose a major upon completion of 30 credits.

### **PROGRAM PROGRESS**

Any student with a declared major has access to their program progress through Lesley's online "Student Planner" system at any time during their Lesley career. Program degree audits are maintained by the Registrar's Office and are updated as necessary. Using the information detailed through their program progress, each student is required (in most programs) to meet with their academic advisor every semester to plan an appropriate schedule for the upcoming semesters. Students and advisors should communicate any adjustments to their program progress (such as course substitutions, course waivers, or changes to the distribution of credits) to the Registrar's Office. It is the student's responsibility to schedule this appointment with their academic advisor. Failure to do so may result in an error in course selection, which could adversely affect a student's graduation date.

### **ACADEMIC PROCEDURES**

#### **CREDIT HOUR**

Lesley University follows federal guidelines in the definition of a credit hour. One credit is awarded for an amount of work represented in intended learning outcomes and verified by student achievement attained in the equivalent of approximately fifteen (15) contact hours of class time and two hours of out-of-class engaged academic time over a semester or the equivalent over a different period. Thus, a three-credit semester or term course has approximately 37.5 to 45 hours of class time scheduled with approximately two additional hours of coursework expected outside the classroom for each in-class hour.

## COURSE LOAD

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**CLAS:** The prescribed four-year course load is five to six courses per semester (15–18 credits). To meet the minimum academic requirements of 120 credits, a student must average 30 credits each year, which is 15 credits per semester. It is the student's responsibility to monitor the number of credits completed each year as they relate to progress towards graduation.

**LA+D:** Students must complete a minimum of 120-123 credits to earn the BFA (varies by program). Visual art students should take an average of 15 – 18 credits per semester. LA+D students may elect to take the minimum number of credits per semester (12) with the understanding it will take longer than four years to earn the BFA.

**LCAL:** Adult learners often find that part-time study is the best fit. Depending therefore on the number of credits transferred, the number of credits needed to complete, and the number of credits taken each semester, completion times for part-time adult learners vary significantly and depend on each student's unique situation.

## ADDITIONAL TUITION CHARGE

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Students desiring to register for more than 18 credits per semester must obtain the signature of their academic advisor before registration. A student who receives permission to carry a course overload will be charged on a per semester credit hour basis for all course credits over the normal course load (18 credits per academic semester.) Courses taken during the January term are considered part of the Spring semester. Students registering for only one semester during the academic year and carrying a course overload will also be charged on a per semester credit hour basis for all course credits over the 18-credit per semester course load.

## DOUBLE COUNTING

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**CLAS:** Students are allowed to double count up to nine credits of coursework to satisfy program requirements in more than one area. This policy does not reduce the number of credits a student must take to complete the baccalaureate program. Rather, it provides additional elective credit opportunities within the present curriculum offerings. Exceptions to this policy are so noted in the academic program section of this catalog. Students are advised to discuss their options with their faculty advisors.

**LA+D:** Due to the large number of required courses within the BFA programs, LA+D will allow students to double count up to twelve credits of coursework to satisfy minor and/or elective credit opportunities in more than one area. This policy does not reduce the number of credits a student must take to complete the baccalaureate program. Exceptions to this policy are so noted in the academic program section of this catalog. Students are advised to discuss their options with their faculty advisors.

## CROSS-COLLEGE REGISTRATION POLICY

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All students may take advantage of the resources available in the other schools of the University. Students may enroll in appropriate courses in the other schools of the University, and in selected graduate-level courses.

These credits will count toward the baccalaureate degree. Graduate courses taken towards the baccalaureate degree cannot be counted again for graduate credit should the student wish to pursue an advanced degree.

## PROVISION OF WAIVER

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Under extenuating circumstances, specific academic regulations may be waived by the appropriate department chair. Students requesting a waiver of academic requirements should petition the department chair and provide a typewritten request that gives full particulars and justification for the request.

## CLASS STANDING DEFINITION

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- First year students at Lesley are those students who have earned fewer than 30 credits that count toward the baccalaureate degree.
- Sophomores must have earned between 30 and 59.5 credits.
- Juniors must have earned between 60 and 89.5 credits.
- Seniors must have earned 90 or more credits.

## ACCESS TO RECORDS – LESLEY UNIVERSITY FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) POLICY

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Lesley University is required to notify students annually of their rights with respect to the treatment of their education records under the Family Educational Rights and Privacy Act of 1974 (FERPA, also known as the Buckley Amendment). In accordance with FERPA, students are notified of the following rights:

### 1. The right to inspect and review the student's education records within 45 days of the day Lesley University receives a request for access.

The student should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) requested. Within 10 business days of receipt of the request the Lesley University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the current official to whom the request was submitted or an appropriate designee will be present when the student examines their records.

Lesley University may deny a student access to certain information set forth in FERPA, including, without limitation, confidential letters and confidential statements of recommendation placed in the student's education records before January 1, 1975, and such letters and statements placed in the file after January 1, 1975, if the student has waived the right to inspect and review those letters and statements.

The written request for access and the date and hour of the student review will be recorded in the student file. A student may request and receive photocopies of information and documents contained in the education record. Students may not request copies of college transcripts submitted for admissions.

### 2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.

The student may ask the University to amend a record that is believed to be inaccurate or misleading. The student should write to the University official responsible for the record, clearly identify the part of the record for which a change is requested, and specify why the record is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent the FERPA authorizes disclosure without consent.**

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill their professional responsibility.

In addition, Lesley University may, at times, disclose directory information without a student's consent. Directory information includes: student name, major field of study, and degrees or awards received. If a student does not want some or all of those items designated directory information to be released to the public, the student must notify the Dean of Students in writing prior to October 1.

**4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Lesley University to comply with the requirements of FERPA.**

If a student believes that their rights under FERPA have been violated, the student may file a complaint with the executive assistant to the President of Lesley University or with the U.S. Department of Education. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-4605

*Note: Students should be aware that the definition of directory information differs between FERPA and the Solomon Amendment as described below:*

Under the Solomon Amendment, Lesley University may not in policy or practice prohibit or prevent the Secretary of Defense from obtaining, for military recruiting purposes, entry to campus, access to students on campus, access to directory information on students, or have an anti-ROTC policy. According to the Solomon Amendment, Lesley University must provide the military with access to directory information (including name, address, telephone listing, date and place of birth, level of education, academic major, degrees received, and the educational institution in which the student was most recently enrolled) unless a student has formally requested that such information be withheld from third parties.

Parents may have access to information pertaining to their child's educational records and academic standing without prior written consent of the student if they are a dependent as defined under section 152 of the IRS Code of 1954. If the student is not a dependent, as defined by the IRS Code, then the University must receive prior

written consent from the student in order to release such information to the parents.

## USE OF EMAIL

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All students are assigned an official Lesley University email address and the University views correspondence through this account as official communication between the student and the University. Students will be sent official Lesley University communications, including information related to academics and student financial accounts, to that address. Students are responsible for knowing of and complying with official communications sent to their official email address. Lesley University is not responsible for a student's failure to read or respond to emails in a timely manner, including messages that contain a deadline for a response or action. Consequently, students should frequently check their Lesley email account, even during times when classes are not in session, to ensure that they do not miss critical and time-sensitive messages. Students should also regularly check their Clutter and Spam folders in the event that official messages were inadvertently misfiled. Students who opt to forward email from their Lesley account to a non-Lesley account do so at their own risk, as Lesley University is not responsible for any such forwarded messages.

## ACADEMIC STANDARDS

### HONORS AND AWARDS

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#### Edith Lesley Wolfard Award

The Edith Lesley Wolfard Award is named for the founder of Lesley College and is chosen by a vote of the College of Liberal Arts and Sciences faculty and administrators. This award is given to a graduating senior who has achieved academic excellence and has consistently demonstrated qualities of leadership inside and beyond the Lesley community. The award recipient has exhibited a commitment to lifelong learning and professional excellence and the promise of a future best exemplifying the Lesley ideal.

#### Luke Baldwin Award

The Luke Baldwin Award was established in memory of Dr. Luke Baldwin who during his 15 years at Lesley served as an associate professor, associate dean for academic affairs, and provost. Luke came to Lesley as a faculty member in the Adult Baccalaureate program and was an advocate for the adult learner throughout his career. Lesley is proud to offer the Luke Baldwin Award each year to an adult student who has taken the risk to return to college to live Luke's ideal of lifelong learning and continued service to the community.

#### Dean's List

Each semester, full-time students who complete all attempted semester hours and who attain a semester average of 3.5 or more are eligible for the Dean's List. (Incomplete grades are not permitted.) First-year students and sophomores must carry a minimum of nine credits in letter grades, and juniors and seniors, who are not in their placement semester, must also carry a minimum of nine credits in letter grades.

In the semester when seniors and juniors are in placement — and in the case when their placement does not receive a letter grade — they must carry a minimum of 3 credits in letter grades, attain a PASS in their placement and achieve a 3.5 semester GPA.

## ACADEMIC STANDING

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A student with a cumulative Grade Point Average (GPA) of at least a 2.0 (CLAS students) or 2.3 (LA+D students) and 2.0 for LA+D first-year students is classified as being in Good Academic Standing.

### Academic Review Committee

In each college, the Academic Review Committee is responsible for monitoring students' overall performance to meet the bachelor's degree requirements and academic regulations of that college.

## ACADEMIC ALERT

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A student in Good Academic Standing is given an Academic Alert if the student obtains a semester GPA below 2.0 for CLAS and 2.3 for LA+D students and 2.0 for LA+D first-year students.

### Academic Support Following an Academic Alert

Students receiving an Academic Alert are strongly encouraged to discuss their plans for future academic success with their advisors. For example, students and their advisors should discuss the students planned use of the University's academic and personal support services, including the Academic Advising Center and the University's Center for Academic Achievement.

## ACADEMIC PROBATION

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Students are placed on Academic Probation if their cumulative GPA falls below 2.0 (CLAS) or 2.3 (LA+D) and 2.0 for first-year students (LA+D). Students in LA+D will be placed on probation if they are placed on academic alert for two consecutive semester. If, while on Academic Probation, a student earns a semester GPA of 2.0 or greater but still has a cumulative GPA below a 2.0, they will remain on Academic Probation.

The Academic Review Committee may place a student on academic probation if the student has not completed 75% of courses attempted, not met the internships/student teaching requirement of the major, or been placed under Departmental Review.

The Associate Dean of the college will notify the student by email of the Academic Review Committee's decision to place the student on academic probation. The student may appeal this decision by providing potentially significant information or evidence that was not available to, or considered by, the Academic Review committee. The student has five (5) business days from the date of the email notification to file an appeal with the Dean's office. The Dean of the college will review the decision of the Academic Review committee and all documentation both considered by the committee and provided by the student. The Dean will make the final decision on academic probation and will notify the student and the Academic Review committee of the decision. The Dean's decision is final and may not be appealed.

### Academic Support While on Alert or Probation

CLAS students on Academic Probation are strongly encouraged to consider adjusting their course loads to have 12 or fewer credits, and may be required to reduce their involvement in co-curricular activities until they have achieved satisfactory academic standards. Students should make appropriate use of the University's academic and personal support services, including the Academic Advising Center and the University's Center for Academic Achievement.

The Director of Academic Advising will assign CLAS students (non-LCAL) who are on academic probation with a Probation Advisor to serve in addition to the student's regular academic advisor. LCAL

students (on campus, off campus and online adult learners) will obtain this additional support from their academic advisor.

## ACADEMIC DISMISSAL

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The Academic Review Committee may recommend dismissal to the Dean of the College if a student:

- earns a semester GPA below a 2.0 while on Academic Probation; or
- earns a GPA of 1.0 or less during their first semester of study at Lesley; or
- does not demonstrate the ability to meet degree requirements, including the internship/student teaching requirement of the major, or the Remediation Plan required in the major.

The Dean will notify the student by email of the Academic Review committee's recommendation for dismissal and offer the student the opportunity to respond. The student will have five (5) business days from the date of the email notification to submit, by email, a detailed written response to the Dean's office. The Dean will make the final decision concerning dismissal and will notify the student by University email and the Academic Review committee of the decision. The Dean's decision is final and may not be appealed.

If a student is dismissed, the financial obligation to the college is governed by the financial regulations stated in the Financial Information section of this catalog.

## RESTRICTED PROGRAMS OF STUDY

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The following programs of study have specific academic and professional standards in addition to the College's general standards. Copies of the relevant standards are available through the departments and are distributed to the students in the programs of study.

### Education

Any junior or senior having less than a 3.0 cumulative grade point average, or who otherwise fails to meet the prerequisites, will not be accepted for the Senior Practicum. Likewise, students who do not pass all of their MTEL exams will not be accepted for the Senior Practicum, which is a required element of the Education majors. Note: for the 2020-2021 academic year, the MTEL policy is temporarily suspended, due to challenges associated with COVID-19. Effective Fall 2022, all students seeking MA licensure must take and pass the Communications & Literacy exam, and take (but not necessarily pass) all other required MTEL exams prior to registering for the Senior Practicum.

The Department's Review Committee may determine that a student who fails to meet academic and professional standards of the major will not be allowed to continue in the major. A student may appeal the decision within five working days of receiving notification if they disagree with the decision and if they can demonstrate the availability of new information or evidence that is potentially significant and was not available to the committee and therefore not considered by the committee. The dean will review the decision of the committee and all documentation considered by the committee. The dean will notify the student and the committee of their decision within five working days. The decision of the dean is final. Copies of the appeal process are also available from the dean of the college.

### Credit-Bearing Internships and Field Experiences for Students not majoring in Education

Unless otherwise stated, students must receive a grade of C- or better in any internship course, including the first year introduction to field experience course, to take subsequent internship courses.

### **Art Therapy, Counseling, Expressive Arts Therapy, Holistic Psychology, Psychology and Human Services**

Any junior or senior having less than a 2.3 cumulative grade point average in major requirements and/or an overall cumulative grade point average less than 2.0 will not be accepted for an internship.

All courses with benchmark grades that are not met must be repeated.

The Department's Review Committee may determine that a student who fails to meet academic and professional standards of the major will not be allowed to continue in that major. The Academic Notification informs the student of the Department Review Committee's concerns and may, if appropriate, include a Remediation Plan. A student may appeal the decision within five working days of receiving notification if they disagree with the decision and if they can demonstrate the availability of new information or evidence that is potentially significant and was not available to the committee and therefore not considered by the committee. The dean will review the decision of the committee and all documentation considered by the committee. The dean will notify the student and the committee of her/his decision within five working days. The decision of the dean is final. Copies of the appeal process are also available from the dean of the college.

### **Business Management**

All business management majors must achieve a grade of "C" or higher in all courses with prefixes CMGMT or CECON. Courses with grades below C must be repeated. Any exceptions must be approved by the Department Chair in order to continue to the next course sequence.

Any junior or senior having less than a 2.3 cumulative grade point average in major requirements and/or an overall cumulative grade point average of less than 2.0 will not be accepted for an internship.

A grade of "C" or better is required to move to the next internship course.

A grade of "B-" or better in the capstone course is required to meet the requirements of the major.

A cumulative grade point average of 2.3 or better in the major is required to meet the requirements of the major.

### **Within the General Education Requirements, Business Management majors are required to complete the following courses in the specified categories:**

Social Science Breadth Requirement: CECON 2101 Microeconomics and CECON 2102 Macroeconomics. This is 6 of the 9 credits required in the Social Science category.

Math Requirement: CMGMT 1590 Quantitative Modeling in Business. CMGMT 1590 satisfies Quantitative Reasoning foundations requirement.

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

Students who have studied a foreign language prior to entering Lesley University are encouraged to take the foreign language proficiency exam. Students who receive a passing score will be exempted from the language competency requirement. Competency

can be fulfilled by taking two semesters of the same foreign language at the university.

### **Social Work (BSW)**

The Bachelor of Social Work program (BSW) requires students to have earned and maintain an overall minimum GPA of 2.3. Students must complete the following prerequisite courses with a grade of "C" or better to apply: CANTH 1101, CSOCL 1101 OR CSOCL 1404, and CSWRK 2101. Students may submit an application to the BSW program during the semester they will complete these prerequisite courses. If a student is accepted to the program during this semester, it will be "pending" the successful of all prerequisite courses with a grade of "C" or better. Application to the BSW program requires students to submit an application form, an undergraduate transcript, and a resume.

Students will complete a two-semester field experience in their senior year. Students will be admitted to field if they do not have any pending "incomplete" grades, have completed all required BSW coursework and meet all previously stated admissions criteria. If students do not meet the admissions criteria, they will work with their social work faculty advisor to determine which criteria had not been met, and to develop a plan to resolve the criteria which had not been satisfied. The student and advisor will submit this plan to the BSW program director and field director who will approve or disapprove the plan. If approved, the student will have one semester to resolve the unmet criteria. If it is impossible for the student to raise their GPA to a 2.3 or to earn a "C" or greater in BSW core courses, the student will be advised to withdraw from the BSW program to ensure timely graduation. The completion of field is dependent on students earning a grade of "C" or better in the following courses: CSWRK 4702, CSWRK 4703, and CSWRK 4704.

Questions about the BSW program should be sent to the BSW Program Director Flavia Stanley (fstanley@lesley.edu). Questions about the BSW program's field experience should be sent to the BSW Field Director Megan Crowe-Rothstein (mcrorowe@lesley.edu).

### **Creative Writing, English and History**

Any junior or senior having less than a 2.3 cumulative grade point average in major requirements and/or an overall cumulative grade point average of 2.0 will not be accepted for an internship.

### **Individually Designed Major (LCAL Students)**

Adult students with transfer or PLA credits may pursue approved individually designed majors. The individually designed major leads to a BA or BS in Liberal Studies with a concentration in the student's area of interest. The concentration should be one that either is not offered through Lesley's traditional programs, nor offered at a time or format accessible to the adult student. Students should be aware that for some disciplines, students will be required to meet the same documented professional standards as outlined by the department for the major.

### **Community College Partnership Programs**

Degree completion programs run through the Community College Partnerships Office in the Center for the Adult Learner are restricted to transfer students who have earned an associate's degree. Students applying for the Lesley at Bunker Hill Community College or the Lesley at Urban College of Boston program must have completed an associate degree in a corresponding field to the Lesley program at the time of matriculation.

## PROFESSIONAL AND ACADEMIC STANDARDS

When a student appears unable to conform to the professional and academic standards of the College of Liberal Arts and Sciences or the College of Art and Design, the case will be referred to the Academic Review Committee.

## GENERAL SUSPENSION, DISMISSAL

In addition to academic dismissal, probation or alert and financial administrative withdrawal, Lesley reserves the right to suspend or dismiss from the academic programs and/or the residence halls any student who, in the opinion of the college authorities, does not conform to the Community Standards of Conduct described in the Student Handbook. Dismissal from the academic programs or the residence halls does not terminate the student's financial obligation to the college for tuition, residence fees, or other indebtedness.

## ACADEMIC INTEGRITY POLICY

The Academic Integrity Policy applies to all graduate and undergraduate students enrolled at Lesley University, including but not limited to, courses, practica, seminars, studio courses, field placements and institutes as well as participating in other educational experiences.

### I. Statement of Principles

Academic honesty and integrity are essential to the existence and growth of an academic community. Every member of the Lesley community is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lesley University.

A commitment to preserving and encouraging high standards of academic honesty may be demonstrated in many ways. At a minimum, each member of the Lesley community is charged with honoring and upholding the University's policies and procedures governing academic integrity as set forth below.

### II. Prohibited Conduct

No Lesley student will knowingly perform, attempt to perform, or assist another in performing in any act of academic dishonesty. The term "knowingly" means that the student knows that the academic work involved will be submitted for academic credit or advancement. It is still an act of academic dishonesty even if the student is not clear that the act was a violation of the University's Academic Integrity Policy.

#### Examples of Acts of Academic Dishonesty

Academic dishonesty comes in many forms. Academic dishonesty includes, but is not limited to, taking or attempting to take any of the following actions. The following list is not meant to be exhaustive and a student may be accused and found responsible of violating the University's Academic Integrity Policy for an offense not enumerated below.

- **Abuse of Academic Materials:** Intentionally or knowingly destroying, stealing, or making inaccessible library or any academic resource materials, or student work.

*Examples:* Stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so that others may not use them; destroying computer programs or files; stealing, destroying or sabotaging another student's academic work, computer software, computer programs, or experiments.

- **Cheating:** Use and/or solicitation of use if unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

*Examples:* Copying from another's paper, or receiving unauthorized assistance, such as texting, during a quiz or examination; copying reports, laboratory work, computer programs or files; soliciting and/or sending a substitute to take an examination; unauthorized collaboration on a take-home exam.

- **Complicity/Unauthorized Assistance:** Intentionally or knowingly permitting to attempting to permit another to commit an act of academic dishonesty. Giving or receiving assistance in connection with any examination or any other academic work that has not been authorized by a faculty member.

*Note:* During examinations, quizzes, lab work and similar activities, students are to assume that any assistance (books, notes, calculators, digital devices, conversations with others) is unauthorized unless a faculty member has specifically authorized it.

*Examples:* Knowingly allowing another to see or copy from a student's paper, or through text messaging, during an examination; giving or receiving answers to an examination scheduled for a later time; completing academic work for another or allowing another to complete an academic exercise for the student; collaborating on an academic work knowing that the collaboration is not authorized; submitting a group assignment or allowing that assignment to be submitted representing that the project is the work of all the members when less than all of the members assisted in its preparation.

- **Fabrication and Falsification:** Falsification is a matter of altering information; fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

*Examples:* Inventing or altering data or research results; fabricating research processes to make it appear that the results of one process are actually the results of several processes; false citation of a source; falsifying attendance records in class or at practicum or internship sites for the student at issue or someone else; having another falsify attendance records on a student's behalf; falsifying material relating to course resignation or grades; falsification; forgery, or misrepresentation of academic records or documents including admissions materials, transcripts and/or practicum or internship documentation; communication of false or misleading statements to obtain an academic advantage or to avoid academic penalty.

- **Lying/Tampering/Theft:** Giving false information in connection with the performance of any academic work or in connection with any proceeding under this Policy.

*Examples:* Giving false reasons (in advance or after the fact) for failure to complete academic work or to attend an examination; altering academic work after it has been submitted and seeking a re-grading as if it were original work submitted; damaging computer equipment or programs in order to prevent the evaluation of academic work; giving false information or testimony in connection with an investigation or hearing under this Policy; any unauthorized removal or inspection of material related to academic work (exams, grade records, forms, data, answers) from a faculty member's office or computer.

- **Multiple Submissions:** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without prior written authorization.



*Examples:* Submitting the same paper for credit in two courses without both instructors' prior permission; making minor revisions in a paper of report (including oral presentations) and submitting it again 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.

### III. Student Responsibility

Students are full members of the academic community and, as such, are obligated to uphold the University's standards for academic integrity. Students should take an active role in encouraging others to respect these standards.

Upon enrollment, each Lesley student is automatically subject to the requirements and standards of the Academic Integrity Policy and each student has a duty to become familiar with it. All students, including on-campus, visiting, off-campus and online, are responsible to respect these standards.

Ignorance of what constitutes an act of academic dishonesty cannot be used as a defense when facing a concern of academic dishonesty. Students are responsible for learning how to document sources and what constitutes plagiarism.

Lesley faculty and the staff of the Center for Academic Achievement can provide help in understanding acceptable models for academic research. When in doubt about the proper use of source material, students are expected to seek guidance. Students should also seek assistance by using the library tutorials found in the self-service portal around writing citing, and avoiding plagiarism (see: [research.lesley.edu/c.php?g=677501&p=4774695](http://research.lesley.edu/c.php?g=677501&p=4774695)).

Every student should keep notes, rough drafts, sketches, and a copy of each finished paper. If students wish to submit one piece of work for more than one course, they must request and receive written permission to do so from all instructors in the courses involved.

Any student who has direct knowledge and/or evidence of academic dishonesty by another student should meet with the faculty member responsible for that course, the Associate Dean of the student's School, or a member of the Committee on Academic Integrity in the student's school.

### IV. Faculty Responsibility

Lesley faculty are responsible for setting academic standards, for awarding academic credit, and for conferring degrees when those standards are met. Inherent in these responsibilities is a duty to preserve and transmit the values of academic integrity through example in their own academic pursuits and through the learning environment that faculty create for students. The University expects

that its faculty will instill a respect for academic integrity and will take measures to discourage academic dishonesty (See Advice to Faculty found in the Faculty Handbook).

All faculty members are expected to follow the policies stated in this Policy when academic dishonesty is suspected. Every member of the Lesley faculty must ensure that student work submitted to them for academic credit is authentic as well as consistent with established academic standards. The conferring of a grade in a student's work includes judgment by the faculty member that the student's work is free from academic dishonesty. Grades may be adversely affected by academic dishonesty.

Faculty are strongly encouraged to talk with their immediate supervisor and/or Associate Deans whenever they have questions about a student's work or the terms of this Policy.

## V. Process

### Step 1: Allegation of Academic Dishonesty

If a faculty member has reason to believe that a student has engaged in academic dishonesty they shall promptly discuss the matter with the student and will consider whether the student has violated the Policy. The faculty member then has the following options:

A. If a faculty member determines that no act of academic dishonesty has occurred, the matter shall be considered closed and shall not be reported further.

B. If the faculty member is unsure as to whether a violation has occurred, they will consult with the Associate Dean responsible for such matters or their immediate supervisor for review and discussion. In case of cross-school registration the Associate Dean must ultimately refer the matter for determination to the Associate Dean where the student is enrolled.

C. If the faculty member is persuaded that an act of academic dishonesty has occurred, they will report in writing their findings with appropriate supporting materials and a list of possible witnesses promptly to the Associate Dean for review and possible referral to the Academic Integrity Committee. The faculty member may enter SIP (Still in progress) instead of a grade if the case occurs at the end of a term or semester. In case of cross-school registration the Associate Dean must ultimately refer the matter for determination to the Associate Dean where the student is enrolled.

### Step 2: Referral to Chair of Committee on Academic Integrity Committee

Upon receipt of a report or allegation of academic dishonesty from a faculty member, the Associate Dean or the faculty co-chair of the Committee on Academic Integrity of the student's School will inform the student in writing of the allegations against the student and refer to the student to the appropriate sections of the written Academic Integrity Policy that have been violated. The student will meet (in person, by telephone, or otherwise) with the Associate Dean and/or faculty co-chair of the Committee to review the nature of the allegation, review supporting materials, and to afford the student an opportunity to respond to the allegations.

A. If the student admits culpability or otherwise does not contest the allegation of academic dishonesty, the Associate Dean and faculty co-chair may decline to refer the matter for hearing by the School's Committee on Academic Integrity and may recommend an appropriate sanction upon the student to the Dean. The Associate Dean will report the recommendation and disposition of the matter to the School's Committee on Academic Integrity for purposes of maintaining a record of the incident.

B. If the student denies the accusation that they have violated the Policy, the Associate Dean and faculty co-chair will request from the student a written response to the allegations with any relevant support for the student's position and a list of possible witnesses. The response will be submitted by the student within an appropriate timeframe determined by the Associate Dean. The Associate Dean and faculty co-chair will then send the written statements from both the student and faculty member to the School's Committee on Academic Integrity referring to the matter for hearing in accordance with the policies and procedures set forth below.

### **Committee on Academic Integrity**

The chairs of the Committee on Academic Integrity will coordinate a gathering of the academic integrity committee and invite the faculty and student of concern.

#### **Step 3: Notice to Student**

The Committee on Academic Integrity will give at least five (5) days' notice to a student of the committee's intent to hold a hearing on a report of academic dishonesty. Notice will be provided in writing and will include a summary of the allegation(s), the date and time of the hearing, a copy of the policy and hearing procedures, and notification of the student's right to bring a member of the Lesley community as an advisor/supporter.

Prior to the hearing date, the student may be asked by the Associate Dean to meet in order to obtain additional information about the allegation(s). The meeting may take place in person, by telephone, or otherwise.

No student will be permitted to withdraw from a course in which they have an allegation of an act of academic dishonesty until the case has been investigated and resolved.

**Continued Enrollment Pending Resolution:** A student may continue to attend class and to participate in University activities pending administrative resolution. However, while a question of academic misconduct is under investigation, a student may not graduate or receive a transcript without prior written approval of the Dean.

#### **Step 4: Committee Hearings**

The hearing process used by each school's Committee on Academic Integrity is intended to provide participants with a timely, fair, and orderly system for investigating and resolving allegations of academic dishonesty.

Committee hearings will be fact-finding in nature, and the focus will be to investigate the allegation. Each committee member shall have one vote and a majority vote will be required for any decision. The committee will consider information and arguments presented, make findings of fact, determine whether the student did engage in academic dishonesty, and, if so, recommend sanctions.

**Committee Membership:** Each school will have in place a Committee on Academic Integrity that is responsible for holding hearings into allegations of academic dishonesty consistent with these policies and procedures. Each school's committee will be composed of no less than three and no more than five members. The majority of committee members will be from the faculty. At least one will be a representative of the Dean's Office. Each school will determine committee terms in line with their school governance. Terms will be staggered. Student representation and voting privileges on the school-based committee will be at the discretion of each school.

**Timing:** The committee will make all reasonable effort to hold its hearing within thirty (30) working days from the date the report of academic dishonesty is referred to it for investigation and disposition. Allegations made at the end of the spring semester and during the summer semester may be investigated and reviewed by the committee within the first two months of the following fall semester. The committee should adjust the timeline for specific student needs.

**Evidence:** Formal rules of evidence do not apply in committee hearings. Committee members may consider as evidence any supporting materials that, in their discretion, contribute to their objectives of discovering the truth and resolving the allegation of dishonesty. Committee members may also exclude evidence that, in their discretion, is repetitious, irrelevant, or not of value to their deliberation. The faculty member alleging academic dishonesty is responsible for presenting materials supporting the allegations. The student is responsible for presenting any materials to support a defense.

**Appearance before Committee:** The student, affected faculty member, and witnesses who are members of the Lesley community are expected to meet with the committee in person unless compliance would result in significant and unavoidable personal hardship. If necessary, the student, referring faculty member, and witnesses may meet with the committee by telephone or by other methods deemed appropriate by the committee.

**Witnesses:** In conjunction with their initial written statements regarding the allegations, the student and the referring faculty member may submit a list of names of witnesses that committee members may question to obtain evidence. The committee will interview the witnesses it deems relevant. Witnesses are expected to give truthful testimony. During the hearing, committee members will summarize the witnesses' statements and provide each with an opportunity to respond to the statements made by the witnesses.

**Assistance:** Students may not be accompanied by an attorney in the hearing, but they may be accompanied by an administrator or faculty member from the Lesley community to advise them. The role of the Lesley representative is limited to conferring with and advising the student. The advisor is not permitted to argue, make statements, or question witnesses. The committee or student may request the participation of members of the Center for Academic Achievement, the Office of Disability Services, the Office of University Technology, or other such offices as appropriate.

**Confidentiality:** Committee hearings are closed to the public, and all present at the hearing will consider all the information presented as confidential.

**Failure to Appear:** If the student fails to appear after proper notice, the committee may reach its conclusion and set an appropriate sanction based on the evidence that is before it. A student who fails to appear at the hearing either in person, by telephone, or otherwise may not appeal the decision(s) of or the sanction(s) imposed by the committee unless there was an extreme emergency that caused their failure to appear.

**Rendering a Decision:** The committee may take any investigatory action that it deems appropriate. The committee will deliberate in private and will render a decision by majority vote. The committee will only render a decision that a violation has occurred if it is satisfied that a violation has been shown by clear and convincing evidence.

The Committee's Report: Upon conclusion of its deliberations, the committee will prepare a written report containing a summary of the allegation(s) of academic dishonesty, the student's response, the committee's findings (including its evaluation of the credibility of the student and witnesses), the evidence that supports its findings, and its recommendation for sanctions if the allegation is credited. The report will be forwarded to the school Dean within two (2) weeks of the final hearing.

#### **Step 5: Determining Sanctions for Academic Dishonesty**

All acts of academic dishonesty diminish the integrity of the University and will be addressed accordingly. Lesley reserves the right to impose any sanction for academic dishonesty that, in its discretion, it finds to be fair and appropriate. Sanctions may include, but are not limited to any one of the following or a combination of the following:

- Formal warning;
- Reduced grade including a failing grade for the assignment;
- Reduced grade including a failing grade for the entire course;
- Forfeiture of student leadership positions, and/or restrictions on participation in University activities;
- Academic probation;
- Suspension;
- Expulsion

A formal warning consists of a written reprimand for violation of acceptable standards of academic conduct. This action takes formal notice of the student's academic misconduct and provides a formal warning that a further act of academic misconduct will result in far more severe action. A formal warning will not be noted in a student's transcript but will be noted in files of the Dean's office.

In appropriate cases, a student may be allowed to perform community service as part of a sanction imposed under this Policy. If that a student accepts a community service alternative, the Dean of the student's School will approve the terms and duration of such service.

*Note: When the sanction is a lowered or failing grade is imposed, this grade may not be grieved through the School's grade grievance procedure.*

The following factors will be considered when determining the appropriate sanction(s):

- The nature and seriousness of the offense;
- The impact or damage to the University, the School, the program, or to others as result of the misconduct;
- The student's motivation, state of mind, and class status at the time of the incident;
- The student's prior academic and disciplinary record at the University;
- The student's response, attitude and demeanor after the violation;
- The student's appreciation of the nature and severity of their academic dishonesty;
- Any mitigating circumstances;
- The penalties which have been imposed in similar prior cases.

#### **Step 6: Decision of the Dean**

The school Dean will review all reports and recommendations of the committee and the documentation upon which the recommendations are based. If the student disagrees with the recommendations and believes that there is additional information that was not available to the committee and therefore not considered by it, they may submit this information in writing to the Dean within five (5) days of receipt of the recommendations. The Dean will notify the student, referring faculty member and the committee in writing of a decision within fifteen (15) working days, excluding holidays and Lesley University vacation days. The decision of the Dean is final.

Record Keeping: Committee records will be maintained for seven (7) years by the school's Office of the Dean. A copy of the committee's report will be placed in a confidential file as part of the permanent file of each student who is found responsible of academic misconduct. The report will not be shared without a FERPA waiver signed by the student.

#### **VI. Lesley University Policy and Advisory Group on Academic Integrity**

Every five years the Lesley university-wide Academic Advisory Committee (AAC) will monitor and review, with the Associate Deans, to review the academic integrity policy and process. The Associate Deans will monitor the implementation of this policy in all schools, educate the Lesley community about academic integrity, recommend changes to the policy, and develop measures to prevent academic dishonesty at Lesley University.

Approved by Board of Trustees, December 17, 1997

Approved by Academic Affairs Committee, November 5, 1997

Approved by Faculty Assembly, May 20, 1997

Revised by FAAP and AAC, May 2009

Revised by FAAP and AAC, April 2019

## **CHANGE OF STATUS**

### **LEAVE OF ABSENCE**

A Leave of Absence may be granted with the following stipulations:

1. The student must plan to return to the college at the end of the specified period of time to complete an academic degree program;
2. The student must be in good academic standing at the time the leave is requested;
3. The student must be cleared by the Financial Aid Office at the time that the leave is requested and, if receiving financial aid, the student must meet with a financial aid representative.

To be granted a Leave of Absence, the student must complete a Leave of Absence form prior to the final withdrawal deadline. The Leave of Absence form is available at [www.lesley.edu/forms/loa](http://www.lesley.edu/forms/loa) (log on with your Lesley username and password).

CLAS students must arrange to meet with the Director of Academic Advising. A student on a Leave of Absence will remain a degree candidate but will not retain the privileges of a registered student, which includes residence hall accommodations, student support services, student funded activities, and financial aid. Additionally, a student who currently has a Stafford Loan (formerly GSL) or is on deferment as a full-time student from a prior Stafford Loan or has been granted a one semester Leave of Absence is entitled to a one-time, one-semester deferment without using the grace period.

All policies and procedures regarding financial information and transcription of grades are in effect.

## **REINSTATEMENT POLICY**

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All students who have been away from Lesley for one or more semesters must apply for reinstatement prior to registration except for those students who have taken an official Leave of Absence (LOA) and register within the timeframe indicated on their LOA documentation. As indicated below, CLAS students apply for reinstatement via the CLAS advising office (or LCAL office for LCAL students) or the CLAS Dean's office; LA+D students apply for reinstatement via the LA+D advising office.

### **Returning to Lesley following a Leave of Absence:**

If a student takes an official LOA and returns during the time specified in the LOA documentation, the student needs only to register for classes within the normal registration window after consultation with their advisor or their advising office to obtain registration clearance. Students may also request an official extension of their LOA through their advising office. LOA's may be requested for one semester, one term, or two terms. If the student takes a LOA but does not return within the LOA window, the student will need to be reinstated per below sections associated with withdrawals.

### **Reinstatement for students in good academic standing following a Withdrawal:**

A student who left Lesley in good academic standing should submit to their advising office a request for reinstatement in which they,

- (a) summarize what they have been doing since leaving Lesley;
- (b) provide transcripts for course work, if any, completed during the interim period; and
- (c) discuss why they wish to be reinstated.

The director of academic advising may reinstate such students without approval of the Dean. However, if the director of academic advising has concerns about the application, the Dean will make the final decision on reinstatement.

### **Reinstatement after Academic Probation or Dismissal:**

A student who left Lesley while on academic probation, or after being academically dismissed, must apply to the Associate Dean of their undergraduate college for reinstatement per the guidelines below.

**Academic Probation:** A student who left Lesley on academic probation should submit to their Dean's office a request for reinstatement in which they,

- (a) summarize what they have been doing since leaving Lesley;
- (b) provide transcripts for course work, if any, completed during the interim period;
- (c) discuss why they wish to be reinstated; and
- (d) explain their strategies for achieving academic success at Lesley.

The Associate Dean will review the request and send a recommendation to the Dean. The Dean will make the final decision on reinstatement.

Students who are returning after a period of absence from Lesley in order to complete degree requirements must be registered at Lesley for at least 1 credit during the semester preceding degree conferral.

**Academic Dismissal:** Normally, after one semester following academic dismissal, students may apply for reinstatement to Lesley. Although additional conditions for reinstatement may be included in the dismissal documentation, to reapply for reinstatement, a student who was academically dismissed must submit to the Dean's office a request for reinstatement in which they,

- a) Summarize the issues that led to their academic dismissal;
- b) Outline what they have done since their dismissal to address these issues (and provide a transcript for any courses that they have taken elsewhere during this interim period);
- c) discuss why they wish to be reinstated;
- d) Provide evidence to support their position that they are successfully addressing these issues; and
- e) Explain what they would do differently this time to be academically successful.

To demonstrate that they are prepared to return to Lesley, students who have been academically dismissed often take three or more college courses elsewhere and achieve grades of "B" or better in each. The Associate Dean will review the request and send a recommendation to the Dean. The Dean will make the final decision on reinstatement.

To ensure consideration, students must submit requests for reinstatement by the dates listed below:

Fall Semester	August 15
Fall 1 Term (online)	August 15
Fall 2 Term (online)	October 1
Spring Semester	January 2
Spring 1 Term (online)	January 2
Spring 2 Term (online)	March 1
Summer 1 and 2 Terms (online and on campus)	May 1

## **STUDENT EXCHANGE PROGRAMS**

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Lesley University enjoys exchange relationships with universities around the world. There are unique financial and academic benefits to this type of study abroad program. Programs are not offered every year. To learn more, contact Lesley's Study Abroad Office at [studyabroad@lesley.edu](mailto:studyabroad@lesley.edu) to request a planning guide.

## WITHDRAWAL

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A CLAS student planning to withdraw from the college must make an appointment with the Director of Academic Advising to have an exit interview and to complete official withdrawal forms. A resident student is expected to vacate their room within 48 hours of the effective date of withdrawal. A resident student must make an appointment with the Resident Assistant to complete the checkout procedure.

## COURSE INFORMATION

### ACCOMMODATIONS FOR STUDENTS WITH A DOCUMENTED DISABILITY

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Students with a documented disability who require any accommodations should contact [dss@lesley.edu](mailto:dss@lesley.edu).

More information about Lesley's Disability Support Services can be found at <https://lesley.edu/students/health-wellness-safety/disability-services>.

### ADD/DROP POLICY

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#### Add/Drop Policy

All course changes must be processed through the Office of the University Registrar (or via Self-Service during the registration periods); students must adhere to the published deadlines referenced in the Academic Calendars found on the University's website ([www.lesley.edu](http://www.lesley.edu)). Students wishing to add or drop a course or change course sections must do so during the add/drop periods as outlined below:

- For all [standard semester-long courses](#) (15-week courses): Add/drop period ends at 11:59 p.m. on the seventh calendar day from the first day of the semester.
- For all [term-based courses](#) (8-week courses): Add/drop period ends at 11:59 p.m. on the seventh calendar day from the first day of the term.

#### Weekend Intensive Courses

Weekend intensive courses must adhere to either an 8-week or 15-week schedule and abide by the timelines and policies for add/drop, withdrawals, and refunds for that term or semester length. Students who officially drop a course and submit all appropriate forms should reference the refund policy outlined under the Financial Aid, Bills, & Payments section of the website at [lesley.edu/students/financial-aid-bills-payments/refund-policies-processes](http://lesley.edu/students/financial-aid-bills-payments/refund-policies-processes) and/or the "Leave of Absence/Withdrawal" section of the catalogs.

#### Short Courses, Conferences, Workshops & Travel Study

Courses with six or fewer class meetings, J-term courses, travel study courses, workshops (including MTEL workshops) and conferences, must be added or dropped prior to the start date. Once the start date has passed there is no refund.

Revised by AAC and ratified by Faculty Assembly in Spring 2020.

## COURSE WAIVER/SUBSTITUTION

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When it can be determined that a student has successfully completed a course at Lesley or at another accredited institution which is substantially the same as a required course in one of the degree programs offered in the college, a waiver or substitution may be granted. Application forms for course waiver must be initiated,

approved, and signed by the student's advisor, as well as the Department Chair or designee, and the registrar designee. Course waivers/substitutions for general education requirements must be approved by the CLAS Associate Dean. Approval of the course waiver/substitution does not reduce the total number of credits required for the awarding of the degree, but allows the student, in consultation with an advisor, to select another approved course for the same number of credits, which may then be taken in lieu of the waived or substituted course.

Students should work with their advisor on waiver requests as soon as possible once accepted into a degree or licensure program. Waiver requests must be completed prior to the beginning of the final semester before anticipated graduation.

The link to the Waiver Form is available on the Registrar's Office Forms webpage and is a faculty/staff-initiated form.

## PREREQUISITE COURSES

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**Prerequisites:** Prerequisites are indicated in the Self-Service Course Catalog. Students will be permitted to register for courses requiring prerequisites provided 1) they have already successfully completed the prerequisite or 2) they are currently registered for the prerequisite(s) at the time of registration. Students who do not successfully complete prerequisites for future courses will be removed from the course(s) for which the prerequisites are required.

## INDEPENDENT STUDY

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The University offers students the opportunity to engage in independent study with a faculty mentor to pursue interests in topics not available in the regular curriculum. An independent study may be undertaken for 1 to 6 credits. A student may take no more than three Independent Study courses for up to 9 credits in total, which may be applied to their cumulative course credits. These credits are available to any student who has earned 60 credits (or, with permission of the Chair, 30 credits), has a 3.0 cumulative GPA, and has demonstrated significant ability to work independently. The deadline to register for an independent study is the last day of the add/drop period.

Numbered as 4999, Independent Study courses are designed with consultation and consent of the faculty mentor. Once approved by the faculty mentor, the independent study contracts, including the amount of credit to be assigned, and the student's unofficial transcript are reviewed and authorized by the department chair. After approval the contract is then forwarded to the Office of the University Registrar by the student for final registration processing.

In certain, limited circumstances, an independent study for an individual or a group of students replicates a course needed for graduation; such an independent study allows students to complete program requirements even if the course is not available to the students in question as part of the regularly scheduled offerings.

Faculty or staff (only) may initiate the Independent Study Course Contract found on the Registrar Office Forms webpage.

## COURSE/STUDIO ASSISTANTSHIPS

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### Course Assistantships

Students may be asked to serve as a Course Assistant in a particular course that they have taken previously (or otherwise demonstrated competency). In this role, they study the process of planning, implementing, and evaluating the course, while assisting with the preparation and teaching of the course. Students who decide to serve

in this role register for CCAST-4089 and choose the number of credits (from 1-4). A Course Assistant Approval form, signed by the faculty and approved by the department chair, is required for registration.

- A student may serve as a Course Assistant for a given course once.
- A student may serve as a Course Assistant for three courses, for up to 8 credits total.
- The number of credits assigned to CCAST-4089 cannot exceed the number of credits attached to the course for which the student serves as the Course Assistant.

### Studio Assistantships

A student may be asked to serve as a Studio Assistant in a particular course that the student has taken previously (or otherwise demonstrated competency). In this role, the student studies the process of planning, implementing, and evaluating the course, while assisting with the preparation and teaching of the course. Interested students must file a Studio Assistant Approval form, signed by the faculty, and approved by the department chair in order to register by using course code ISTUD 4089.

- A student may serve as a Studio Assistant for a given course only once.
- A student may serve as a Studio Assistant for two courses, for up to 3 credits total.

Contact the appropriate Academic Advising Center for the correct forms and procedures.

### COURSE WITHDRAWAL POLICY

The policy regarding withdrawal from courses becomes effective after the add/drop period terminates. If a student withdraws from a course or from the college prior to the end of the twelfth week of the semester\* or prior to the end of the sixth week for term-based courses, they will receive a grade of "W" on their transcript. No credit will be given, nor will this be counted in computing the cumulative grade point average. A student who withdraws or discontinues studies in any course after that date will receive a grade of "F."

\* Refer to the Academic Calendar for exact dates ([lesley.edu/students/academic-resources/academic-calendars](http://lesley.edu/students/academic-resources/academic-calendars)).

### TRANSFERRING UNDERGRADUATE CREDIT-MATRICULATED STUDENTS

This section applies to currently matriculated Lesley students. Transfer of credit information for incoming students may be found in the "Admissions" section of this catalog.

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

- A total of 90 credit hours are transferable to the College of Liberal Arts and Sciences (CLAS) and 66 credit hours are transferable to the College of Art and Design (LA+D), depending on the student's program and providing certain requirements are met.

- A grade of C- (C minus) or better is necessary for transfer of credit; letter grades for transfer are not recorded on the student's permanent record. Grades of "P" (Pass) will be accepted for transfer.

- CLAS: Written approval must be obtained from the student's academic advisor and the Director of Academic Advising before a course is taken for transfer credit. Students should contact the CLAS Undergraduate Academic Advising Center for more specific information and the approval forms.

- CLAS students must meet with their advisors to determine the appropriate courses for their program of study prior to submission of the transfer approval form to the Director of Academic Advising.

- CLAS: Upon completion of courses, students must request in writing an official transcript from the college/university where courses were completed to be sent to the Lesley University Registrar's Office.

- CLAS: Credit for student teaching and other practica or internships must be approved by the appropriate Department Chair.

- LA+D: It is strongly recommended that students check with LA+D advising staff to ensure transfer credits will meet requirements before courses are taken for transfer credit.

- LA+D students need approval from the faculty internship representative.

- Upon completion of courses, students must request in writing an official transcript from the college/university where courses were completed to be sent to the Lesley University Registrar's Office.

- Students cannot complete degree requirements using transfer credits in the final semester. In order to receive a Lesley degree, students must be registered at Lesley for at least 1 credit during the semester preceding degree conferral. See the Graduation Eligibility section for more information.

### PRIOR LEARNING ASSESSMENT (PLA)

Lesley University recognizes that adult students may have had professional and life experiences that parallel college level learning.

The PLA process begins with a three (3) credit course, AWRIT 4010 Prior Learning Assessment Preparation. In this course, faculty guide students to identify and document their learning experiences into a comprehensive portfolio. AWRIT 4010 is offered on a pass/fail basis and submission of a PLA portfolio is a requirement for completion of the course, regardless of whether or not it will be assessed for credit. Students may apply for as few as three (3), and as many as forty-five (45) credits that, if awarded, will count toward degree requirements. In addition to the cost of the three-credit course, students pay a \$100 per credit assessment fee at the time they submit the PLA portfolio (students must submit this fee prior to having their portfolios assessed and regardless of how many credits are ultimately awarded).

The Assistant Vice President of College Partnerships and Transfer Initiatives selects the appropriate academic division/program or department and works in collaboration with the Dean and Chair or Director to identify the expert or experts among faculty to work on the credential review. The Dean and Chair or Director select the faculty member or members according to their experience and knowledge of the area to be reviewed. The Assistant Vice President of

College Partnerships and Transfer Initiatives, Chair or Director and selected faculty members responsible to evaluate the program meet with the director of the program to be reviewed to have a clear understanding of the rationale for transfer. Faculty members can opt out of reviewing transfer of credits.

Students wishing to appeal award decisions should contact the PLA Coordinator for instructions. All appeals will be reviewed by the Assistant Vice President for Adult Learning Programs whose decision related to credit awards will be final.

Awarded credits are incorporated into a student's degree plan as transfer credits and are calculated as part of the maximum 90 allowable transfer credits for LCAL students. PLA credits may be applied to requirements in the major, general education, or electives in the BS/BA in Liberal Studies program. (Approval may be required for some credits to count towards traditional CLAS majors.)

Students interested in earning credit through PLA should discuss their eligibility with their advisor early in their degree planning. Potential PLA credits should be considered and discussed as part of a student's transfer credits at the time of enrollment; credits through PLA are ideally taken in, and no later than, the third semester of a student's plan. Students wishing to learn more about the process should contact their advisor or the PLA coordinator in the Center for the Adult Learner, Julianne Corey at [jcorey2@lesley.edu](mailto:jcorey2@lesley.edu).

## DEGREE CONFERRAL

Lesley University holds one commencement ceremony in May of each year. Degrees are conferred three times each year: September, January, and May.

Graduation is not automatic. Students who complete their course of study and expect to graduate must file a Graduation Application via Student Self-Service by the deadline stated for each conferral. If requirements are not completed, the Graduation Application will be moved to the next conferral period only one time. No additional extensions will be permitted, and a new Graduation Application must be submitted when the student is ready to graduate and has completed all degree requirements.

Students must file online by the published conferral deadlines, regardless of whether or not they intend to participate in the May commencement ceremony. All students who complete degree programs during the September or January conferral dates are invited to participate in the following May commencement ceremony. All financial obligations, including fines for overdue library materials, must be met prior to graduation.

Responsibility for meeting the requirements for graduation rests primarily with the student. The individual student should become acquainted with the various requirements of general education, liberal arts, and their professional program. Before filing the online graduation application, students should review their progress with their advisor and/or program director to determine that they have satisfactorily completed all degree requirements needed for graduation.

### REGISTRATION REQUIREMENTS FOR GRADUATION ELIGIBILITY

Most students are enrolled at least half-time status (6 credits for undergraduates, 3 credits for graduate students) in order to maintain eligibility for Federal Financial Aid, and some students, such as international students, must be registered at full-time (12 undergraduate, 9 graduate) throughout their enrollment, including

their final semester prior to graduation. Doctoral students should be registered as continuing students every semester until completion of their degrees.

Only students who are actively enrolled at Lesley University are eligible to graduate from Lesley University in any conferral period. Therefore, students may not complete degree requirements through transfer credits, CLEP exams, or other external credits alone. Students who have not attended Lesley University for a semester or more must be registered for at least one academic credit at Lesley University during the semester proceeding degree conferral (i.e. - spring registration is required for May conferral, summer registration is required for September conferral, and fall registration is required for January conferral).

Study abroad is not allowed in the final semester at Lesley University.

## REQUIREMENTS COMPLETED TRANSCRIPT

Students who complete degree programs between conferral dates may request a Requirements Completed Transcript. See "Request a Transcript" on the Transcript web page at [lesley.edu/transcripts](http://lesley.edu/transcripts). A Requirements Completed Transcript is an official transcript with a date verifying that all degree requirements are met. The statement on the transcript will serve as official confirmation of degree completion prior to the next conferral date. Requirements Completed Transcripts are acceptable to the Massachusetts Department of Elementary and Secondary Education (DESE) and by most other state departments of education and school systems.

## LATIN HONORS AT GRADUATION

Latin Honors for official transcripts, diplomas, and reader cards at the May Commencement Ceremony are based on the final semester cumulative G.P.A. standings. However, the Commencement Programs are printed before May degree candidates' final semester grades have been received from the faculty. Therefore, the Latin Honor status for the Commencement Program is determined based on the graduation residency requirement (i.e., 30 credits for B.S./B.S.W./B.A./B.A.L. degrees and 57 credits for B.F.A. degrees) and the cumulative grade point average at the end of the last Fall or penultimate semester.

To graduate with Latin honors a student must have met the graduation residency requirement outlined above and must have achieved the following minimum cumulative grade point average:

Summa Cum Laude	3.90
Magna Cum Laude	3.75
Cum Laude	3.50

Only undergraduate students receiving degrees will be recognized for Latin Honors. All degree requirements must be fulfilled to be recognized with Latin Honors.

## REQUEST TO PARTICIPATE IN COMMENCEMENT CEREMONIES WITH OUTSTANDING CREDITS

To participate in May commencement exercises, students must complete all degree requirements of their programs and fulfill all financial obligations to the University. Students with up to 6 credits of outstanding coursework will be invited to participate in commencement with "march only" status. To participate in the commencement ceremony, students must also file an electronic

Graduation Application via Self-Service ([www.lesley.edu/selfservice](http://www.lesley.edu/selfservice)) by the appropriate deadline listed on the academic calendar.

## ASSESSMENT AND PROGRAM EVALUATION

Lesley faculty and staff focus on continuous improvement in academic quality through ongoing assessment of student learning outcomes in courses and programs. Regular student evaluation of courses is implemented at the end of each course, and program reviews, involving self-study and external reviewers, are conducted at regular intervals.

## DEGREE REQUIREMENTS

A student who satisfactorily meets the following requirements is awarded a degree of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Arts in Liberal Studies, Bachelor of Social Work or Bachelor of Science. All majors incorporate liberal arts coursework and experiential learning opportunities or professional preparation. In accordance with Massachusetts regulations, Education students must have a liberal arts major to qualify for initial licensure in the Commonwealth of Massachusetts and have NASDTEC contract endorsement. Successful completion of the program meets certification requirements in 48 states. Both the College of Liberal Arts and Sciences and the College of Art and Design are regionally accredited by the New England Commission of Higher Education, and the College of Art and Design is also an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

## PROFESSIONAL AND PERSONAL REQUIREMENTS

**Professional Goals:** Demonstrate and maintain a sense of direction and commitment to a career in one's chosen profession.

**Professional Competence:** Demonstrate a high level of performance or potential in the practical application or chosen area of professional preparation as defined by the program of study.

**Personal:** Demonstrate a high level of social and emotional adjustment, which may indicate ability to serve effectively in one's chosen field or major.

## ACADEMIC REQUIREMENTS

### Credits:

**Bachelor of Arts (CLAS):** Earn a minimum of 120 credits with a cumulative grade point average of no less than 2.0. Ninety (90) credits must be earned in courses designated as liberal arts. Specific majors may have additional or more specific requirements for the Bachelor of Arts degree. A minimum of thirty (30) credits must be earned at Lesley University.

**Bachelor of Arts (LA+D):** Earn a minimum of 120 credits with a cumulative grade point average of no less than 2.3. Fifty one (51) credits must be earned in studio and art history required courses and sixty nine (69) must be earned in general education and electives.

**Bachelor of Fine Arts:** Earn a minimum of 120-123 credits (varies by program) with a cumulative grade point average of no less than 2.3. Eighty one (81) credits must be earned in studio required courses and electives and forty two (42) credits must be earned in course comprising of general education, liberal arts and art history. Fifty Seven (57) credits must be earned at Lesley University.

**Bachelor of Science:** Earn a minimum of 120 credits with a cumulative grade point average of no less than 2.0. Sixty (60) credits must be earned in the liberal arts. Specific majors may have additional or more specific requirements for the Bachelor of Science degree. A minimum of thirty (30) credits must be earned at Lesley University.

**Communication Skills:** Demonstrate capacity to employ basic communication skills (e.g., listening, speaking, writing) sufficient for effective performance in chosen professional career.

**Competencies:** Fulfill all competencies assigned to competency-based courses.

## TEACHER LICENSURE

Successful completion of graduation requirements as well as approved majors in Early Childhood, Elementary, Middle School, Secondary Education, and Special Education provide Lesley undergraduates with eligibility for Initial licensure in the Commonwealth of Massachusetts. The requirements of each licensure program are outlined under the degree requirements for Education majors. Students must also pass state examinations in order to be licensed.

Massachusetts has a multi-stage licensure process. Initial licensure is obtained upon successful completion of a Department of Elementary and Secondary Education (ESE) approved program. The second stage, professional licensure, is reached after additional coursework and at least three years of appropriate teaching experience.

### Educator Licensure Regulations

The educational programs at Lesley fulfill the Massachusetts educator licensure regulations overseen by the Massachusetts Department of Elementary and Secondary Education (ESE). Because of this approval, Lesley programs are also recognized by the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement 2020-2025. Massachusetts is a member state of the NASDTEC and a signatory of the NASDTEC Interstate Agreement, which facilitates the transfer of educator licensure between member states (not necessarily immediate reciprocity). Depending on your professional goals, where you plan to reside or teach, and the licensure structures that exist within that state, there are different pathways to licensure that may be relevant, including additional coursework, required tests, assessments, and classroom experience.

We strongly encourage prospective applicants who intend to pursue licensure to review Licensure Information documents for their respective programs of interest prior to applying to the program. This is in accordance with Lesley University's participation in SARA (State Authorization Reciprocity Agreement) and with federal regulations.

The Lesley Educator License and Certification website, [www.lesley.edu/certification](http://www.lesley.edu/certification) is the primary source for information on educator licensure. This website has MTEL workshop and math course schedules and registration instructions. The process for applying for Initial and Professional license, and frequently asked questions for both licensure and Massachusetts Tests for Educator Licensure (MTEL) are highlighted. Information regarding license renewal and licensure regulations outside Massachusetts is also available, along with the latest MTEL information and study resources. Specific links to the Massachusetts Department of Elementary and Secondary Education keep the Lesley community aware of changes to regulations and procedures.



The Lesley Certification and Educator Licensure Office is located in the Graduate School of Education, 1815 Massachusetts Avenue, Cambridge, MA, 617.349.8427. The Massachusetts Department of Elementary and Secondary Education is at 75 Pleasant Street, Malden, MA, 02148-5023, or call 781.338.6600, M-F, 9am – 1 pm and 2 pm – 5 pm.

### **Massachusetts Educator Licensure Requirements:**

#### **Educator Licensure and Renewal (ELAR) Account**

ELAR is the state's online portal for completing most licensure-related transactions. Through ELAR, candidates apply for or advance a license online, renew a Professional license, check the status of a license/application, make a payment, upload transcripts, 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, <https://gateway.edu.state.ma.us/elar/common/EducatorWelcomePagePageControl.ser>, and receives a unique Massachusetts Educator Personnel ID number, or MEPID, which must be reported to Lesley. For more detailed information about how to set up the required electronic account, obtain a MEPID, and submit it to Lesley, visit Lesley's Certification and Educator Licensure website.

#### **Sheltered English Immersion (SEI) Endorsement**

Because candidates for Initial teacher and reading specialist licenses are required to have an SEI endorsement, all of Lesley's Initial licensure programs include a MA ESE approved Sheltered English Instruction course.

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

#### **Massachusetts Tests for Educator Licensure (MTEL)**

Candidates seeking Initial license as a teacher, specialist, or counselor are required by the state to pass Massachusetts Tests for Educator Licensure (MTEL), a series of pass/fail tests designed to measure readiness for educator licensure. The Communication and Literacy Skills MTEL (or equivalent) has a reading subtest and writing subtest, is required for all educator licenses, and is offered year-round as a computer-based test and through online proctoring. 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. As of July 2021, there are additional test options available to meet the Communication and Literacy reading and writing test requirement, as well as an MTEL Flex option for some individuals within one standard error of measurement to the passing score (available for some, not all, MTELS).

Subject matter tests are required for teaching and specialist licenses (not for counseling or Instructional Technology Specialist), and some licenses require the Foundations of Reading MTEL. The Massachusetts Department of Elementary and Secondary Education (ESE) website contains a list of required MTEL exams for each license area, as does Lesley's MTEL Student Guide.

## **ATTENDANCE POLICY**

### **Revised Attendance Statement (Effective Fall 2020)**

Students are expected to attend and participate fully in all class meetings and associated activities. Faculty members set attendance requirements for their courses which are delineated in each course syllabus. Some programs may determine specific attendance requirements. It is the student's responsibility to review the course syllabus, and to communicate with faculty in the event of an unanticipated absence. Absences will adversely affect learning and may impact grades.

## **GRADING INFORMATION**

### **GRADING INFORMATION FOR ALL SCHOOLS**

**Grading and GPA:** Most courses offer evaluation of student performance according to the grade and the quality point system listed in the "Grade and Transcript Key." In some courses, students will receive a pass/fail grade instead of a letter grade. Grades submitted by faculty on Self-Service are final grades. Faculty members should discuss in each course the criteria and evaluation system used for grading. No grade changes are accepted after graduation. It is the student's responsibility to make sure they understand the expectations of course requirements and grading procedures.

To compute a GPA, the student may use the key to the transcript to translate letter grades into quality points (for example, a three-credit course with a grade of "B" [3.0] is worth nine quality points), add all quality points earned, and divide the total by the number of credits attempted. The grades "P" (pass), "I" (incomplete), "W" (withdrawal), "AW" (administrative withdrawal), and "NA" (never attended) are not included, but "F" (failing) is always included in calculating the grade point average, except when the course is repeated.

**CLAS Students:** Two elective courses per academic year may be taken for a pass/fail rather than for a letter grade. The student must request authorization from the instructor to take the course on a pass/fail basis no later than the close of add/drop. The request may be granted or denied at the discretion of the course instructor. The pass/fail option can only be used with courses that are considered "free electives" (course credits not specially applied to a program of study or general education requirements) and the terms of the option for pass/fail grading cannot be retracted once they are submitted.

**Veteran's Administration Beneficiaries** may take courses on a pass/fail grading basis only if pass/fail grading is the sole grading option. If VA beneficiaries are given a choice between pass/fail and grades on the A-F scale, they should always choose grades on the A-F scale.

Graduate degree students at the master's, certificate of advanced graduate study, or Ph.D. levels must earn a grade of "B-" or better in all core or required courses for the course to count toward degree requirements. A student must re-take core or required courses for which a grade of "C+" or below was earned.

Graduate students may earn a maximum of three (3) credits of "C+" grades in elective courses to apply the courses toward degree requirements. A grade of "C" or below in elective courses is considered a failing grade and will not be applicable toward degree requirements. Elective courses may be repeated or another elective course may be added as a substitute. All grades will be recorded and appear on a transcript.

If a required course is failed, the course must be repeated or an equivalent course taken. No credit is accrued with a grade of "F". If a student repeats the same course, both grades will be recorded on the official transcript, but only the second grade will be used to compute the cumulative GPA.

**Final Grades:** Students may view their final grades via Self-Service. at the close of each semester. Grades are available in Self-Service to students in real-time, after the faculty member has entered them electronically. FERPA does not permit the posting or displaying of student grades.

**Grade Submission:** Faculty members submit grades via Self-Service at [lesley.edu/selfservice](https://lesley.edu/selfservice) to the Office of the University Registrar. Grades are due within 7 days after the final end date of the semester or term. All grade submission deadlines can be found on the academic calendar at [lesley.edu/students/academic-resources/academic-calendars](https://lesley.edu/students/academic-resources/academic-calendars).

**Grade Changes:** Once final grades are submitted to the Office of the University Registrar they can only be changed by submitting the change of grade form available to faculty on the Provost's web page. Questions regarding grade changes should be submitted to the Registrar's Officer via the Support Hub at [support.lesley.edu](https://support.lesley.edu)

### Repeating Courses

A student may repeat any course once unless the student has earned a B- or greater in this course. A student will accrue no credit for courses in which the student receives a grade of "F" and a student will receive credit for a course only once. If a student repeats a course, both grades will be recorded on the student's permanent academic transcript, but only the most recent (not necessarily the highest) grade will be used to compute the student's GPA.

**Note:** Yellow Ribbon, GI Bill®, or other students receiving veteran's benefits are not necessarily eligible to repeat courses that were previously passed. These students should check with the University's VA Certifying Official, Thomas Graves ([tgraves@lesley.edu](mailto:tgraves@lesley.edu) or 617.349.8781), before electing to repeat a course.

### Auditing Classes

Students who wish to audit classes (no grade/no credit) may do so with the following stipulations:

- Students may change their status from credit to audit by the end of the add/drop period;
- Students who wish to change from audit to credit must do so by the end of the add/drop period and must pay the balance of the tuition cost at that time;
- Classes taken as audits may not be applied toward degree or certificate requirements.

### Requesting Transcripts

Students may request that an official transcript of their academic record be sent to the recipient(s) of their choice via the National Student Clearinghouse at [studentclearinghouse.org](https://studentclearinghouse.org) or view an unofficial transcript online through their Self-Service account.

**GRADE AND TRANSCRIPT KEY**

**GRADE AND TRANSCRIPT KEY Graduate & Undergraduate Programs**

Letter Grade	Point System
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

To compute their GPA, the student should use the table above to translate their letter grades into credit points, add all credit points, and divide the total by the number of credits completed. In computing grade point averages, Pass (P) is not included, but a Fail (F) is always included except when the course has been repeated.

**Additional Grades/Codes**(not included in cumulative average)

P	= Pass
CR	= Credit
NC	= Not for Credit
AUD	= Audit
I	= Incomplete*
ATT	= Attended
ABS	= Absent

\* "I" followed by a grade signifies a prior incomplete which has subsequently been graded This is only used for undergraduate courses in Fall 1996-Spring 2013. Grade point scale above applies.

**Special Codes**

AW	= Administrative Withdrawal	NA	= Never Attended
		SIP	= Still in Progress
		TR	= Transfer Credit
		W	= Withdrawal
		RR	= Repeated Course*
		WV	= Waiver
		YL	= Year Long Course

\* If a student repeats a course in which a grade other than "F" was received, both grades remain on the official transcript, but only the second grade will be used to compute the cumulative GPA.

**Fail (F):** If a required course is failed, the course must be repeated or an equivalent course taken. No credit is accrued with a grade of "F." If a student repeats the same course, both grades will be recorded on the official transcript, but only the second grade will be used to compute the cumulative GPA.

**Pass (P):** This grade applies only to courses that are offered on a pass/fail basis and to courses in which the student elects the pass/fail option. Minimum passing grades vary among the schools. To earn a grade of "Pass" at the graduate level one must receive a B- or better. At the undergraduate level one must earn a C- or better for courses taken as pass/fail.

**Incomplete (I):** Students who have successfully completed a majority of course requirements (as determined by instructor) but are unable to complete all requirements due to extenuating circumstances may request a temporary grade of "I" (incomplete). The course instructor will determine whether a student is eligible for an Incomplete. Incomplete grades are not guaranteed.

**Withdrawal (W):** Students who withdraw from a course after the add/drop period terminates will receive a "W" grade on their transcripts. Students may not withdraw from a standard 15-week course during the last three weeks of the semester. Students may not withdraw from a term-based 8-week course during the last two weeks of the term.

**Administrative Withdrawal (AW):** This is an administrative grade assigned to students who have attended no more than the first two classes, but who have not officially dropped or withdrawn from the course. Students who stop attending after the second class, but who fail to withdraw by the published University withdrawal deadline must be assigned a letter grade. If student conduct in class rises to a level where it interferes with the ability of the faculty member to teach, the Dean of the College reserves the right to administratively withdraw, with prior written notice, any student who interferes with the teaching/learning process. The grade "AW" is recorded on the transcript, but the student's grade point average is not affected.

**Never Attended (NA):** “NA” is an administrative grade assigned to students who are officially registered for the course and whose name appears on the grade roster, but who have never attended class. The grade “NA” is recorded on the transcript, but the student’s grade point average is not affected. Beginning fall of 2022 “NA” grades are no longer recorded on a student’s transcript for non-attendance marked by faculty.

**Still in Progress (SIP):** An “SIP” grade is a placeholder grade for courses extending beyond the semester or term for which the course is scheduled, such as thesis, research, and field study. The grade “SIP” is recorded on the transcript, but the student’s grade point average is not affected. “SIP” grades are converted to final grades after the course sequence concludes with a final grade.

## **INCOMPLETE GRADE POLICY - UNDERGRADUATE**

**Incomplete (I):** Students may be eligible for an incomplete grade (I) if they experience serious or unavoidable circumstances past the deadline to withdraw from the course and have satisfactorily completed a substantial part of the course work as determined by the instructor. Examples of such circumstances include verifiable cases of illness, death or serious illness in the family, significant accident or other grave circumstances beyond a student’s control. Students must speak with the instructor before making a formal request and may be asked to provide documentation of their circumstances. The course instructor will determine: a) whether a student is eligible for an Incomplete; b) what outstanding work the student is able to complete; c) and when the outstanding course requirements are due.

Requests for an Incomplete grade must be formalized through a Contract for Completion of Incomplete Coursework available on the Office of the University Registrar webpage. Remaining course requirements must be completed in accordance with the Incomplete Contract.

### **Steps in Process**

. Before an Incomplete is requested, the student should speak with the instructor to determine their current grade, remaining course requirements, and grade student would receive if they did not complete remaining course requirements. The student can then decide if they wish to request an Incomplete or accept the grade they would earn if they did not request an Incomplete.

. If the student wishes to request an Incomplete, they must initiate the contract no later than the last day of the final examination period or by a date set by the instructor in the course syllabus.

. If approved by the instructor, the instructor completes remaining sections of the contract (e.g., outstanding requirements, deadlines, and grade student would receive if they did not complete remaining course requirements).

The deadline by which students must submit outstanding course requirements is at the end of the fifth week of the subsequent semester/term. Fall term 1 incomplete grades must be changed by the grading deadline in the Academic Calendar for fall term 2 courses).

Course instructors may set a deadline for the completion and submission of outstanding course requirements that is earlier than this final date. It is the student’s responsibility to ensure that all work is completed and submitted within the established deadlines.

Faculty must grade the submitted work and change the student’s grade from an I to the grade earned by mid-semester so the student can make informed decisions about their course selection for the following semester. Grades are changed via a Grade Change dynamic form.

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 an Incomplete Course Contract Extension form. 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. The only exception to this policy may be made in regard to a course or set of courses offered in an unusually designed program that requires a unique treatment of “incomplete” grades for the success of the program. In such cases, the Dean of the school/college, in which the course resides, must submit a written petition to the Provost justifying an exception to this policy and offering a proposal for resolving the “incomplete” grade. The petition must be submitted to the Provost prior to the scheduling of the course or courses.

**~Policy effective as of Fall 2023. Approved by Academic Advisory Committee on January 12, 2023**

## **UNDERGRADUATE GRADE MONITORING**

### **Early Alerts**

LA+D and CLAS: Early Alerts are required for all students who are at-risk by the 3rd week of semester-based classes, or the 1st week of term-based classes. Faculty members submit the early alert via Advise, Lesley’s online retention system.

### **Mid-Semester Evaluations**

LA+D and CLAS: Mid-semester evaluation forms are recommended for all students and are required for students with a grade-to-date of C- or below by the 7th week of semester-based classes, or the 3rd week of term-based classes. Faculty members submit mid-semester evaluations electronically via Advise to notify students of poor progress in their course(s).

Mid-semester evaluations do not appear on the student's permanent academic record. Copies of the report are automatically sent electronically to the students and their advisors.

### **Midterm Grading**

LA+D: Students receive midterm grades if the academic status at midterm is C- or lower. Students can check midterm grades using Self-Service. Some LA+D faculty post grades for all academic

performance at midterm but the general rule is that no midterm grade means academic performance is satisfactory at the semester midpoint.

CLAS: It is recommended that CLAS faculty post midterm grades.

## GRADE GRIEVANCE POLICY

Lesley is committed to delivering quality academic services, including fair grading to all students. We recognize that day-to-day problems affecting students in their classes will normally be resolved between the students and the instructor. Such matters shall not be deemed grievances.

The Grade Grievance Policy provides students with a mechanism to appeal grades which they believe constitute an unfair or incorrect application of the grading policy as outlined by the faculty member in their syllabus, or are the result of a perceived lack of requested reasonable accommodation for a documented disability.

This grievance procedure will be instituted only after the student has made attempts to resolve the issue through informal discussion with the faculty member, but still believes the grading outcome to be unacceptable. In the event that the student has made every reasonable effort to contact the faculty member for an informal discussion of the grade, either in person or on the telephone, but has been unable to do so, then the student may proceed to Level I.

All records related to this policy will be maintained in the College of Liberal Arts and Sciences or the College of Art and Design Dean's Office for a period of seven (7) years following the resolution of the grievance. The case records of the committee remain confidential under the provisions of the Family Educational Rights and Privacy Act, commonly known as the Buckley Amendment.

**Level I – Filing of Written Complaint** Within thirty (30) calendar days of the beginning of the semester following the one in which the student received the disputed final grade, the student shall present a written complaint to the department chair who supervises the course instructor, and to the course instructor. The written complaint must include the title of the course, the dates of the course, the grade received, the reasons why the student believes the grade is incorrect, and the outcome the student seeks.

The student should attach with the complaint any course-related materials that support the complaint.

**Level II – Third Party Facilitation** Upon receipt of a formal written complaint grieving a grade, the department chair will ascertain that an informal meeting between the student and faculty member has taken place, or that reasonable efforts by the student to discuss the issue formally with the faculty member have been unsuccessful. When this requirement has been met, the department chair will convene a meeting with the student and the instructor as quickly as possible, but no later than fourteen (14) calendar days, excluding University vacation days, after receiving the complaint. If the instructor or student is unavailable to meet on campus, then the meeting will take place via telephone conference. The student may be accompanied at this meeting with the faculty advisor or another faculty member of the student's choice who will serve in a non-participatory role.

During this meeting, the role of the department chair is to act as a facilitator who may make recommendations, but does not render a decision. As a facilitator, the department chair will review the written complaint and supporting documents and will work with the student and the instructor in an effort to resolve the dispute. If the basis of

the grade grievance is that requested reasonable accommodation was not made for the student with a documented disability, the Coordinator of Disability Services for the college or a representative from the Center for Academic Achievement, as appropriate, will also participate in this meeting. Within seven (7) days from the conclusion of this meeting the department chair or Academic Dean will reconfirm in writing to the student and faculty member the outcome of the Level II meeting. If a satisfactory resolution has not been reached at this level, then the student may initiate Level III of the process.

*Note: The department chair who supervises the faculty member serves as facilitator.*

**Level III – Grade Grievance Committee** The College of Liberal Arts and Sciences maintain the Grade Grievance Committee for issues that deal with grade grievances. The College of Art and Design maintains the Academic Review Committee.

If a student seeks to continue the grievance process after Level II, then within seven (7) calendar days after receiving the written confirmation of the outcome of the Level II meeting, excluding University vacation days, they shall request in writing that the department chair notify the Academic Dean.

The student's written request should also include a brief description of the complaint and of the Level I outcome and the Level II outcome. The department chair forwards the student's letter and any materials relevant to the appeal to the Associate Dean within one week. A Grade Grievance Committee is formed by three people from the respective College. In conjunction with the department chair (non-related case), the Academic Dean appoints a faculty member. One person (faculty/administrator with faculty rank) will be appointed by the student. The third person will be a department chair (non-related case). If the basis for the dispute is that a requested reasonable accommodation was not made for a student with a documented disability, then the Coordinator of Disability Services or a representative from the Center for Academic Achievement, as appropriate, will serve on the committee in a non-voting capacity.

The Associate Dean will promptly send the written complaint and supporting documents to the Grade Grievance Committee for distribution. The committee will review the submitted materials, take any other investigatory action it deems appropriate, and render a recommendation by majority vote. The Grade Grievance Committee will make every effort to complete its work within thirty (30) calendar days of the date of the initiation of Level III, and no later than the end of the semester following the one in which the grade was received. Along with its recommendations, the committee will produce a written report setting forth its investigatory process, its reasoning, and the facts upon which it based its recommendation. The recommendation(s) and summary will be sent to the student and the faculty member. During the review process the student and faculty member agree to a mutually satisfactory resolution of the grievance and the process concludes.

**Level IV – Appeal to Dean** The student and/or faculty member may appeal the recommendations of the committee to the Dean within seven (7) days of receipt of the committee's decision. The request for this additional review shall be in writing and should include the reasons why the student or faculty member believes the committee erred in its recommendations.

The Dean will review the materials submitted to the committee, the committee's recommendations, and its written summary. Within fourteen (14) calendar days, the Dean will inform the student and faculty member in writing of their decision, with copies to the

committee. In the event that the Dean makes a final decision that is different from the committee's recommendations, then they will inform the committee in writing of the reasons for their decision. If, subsequent to the final decision, a student or faculty member wishes to include a written statement for the file, they may do so. The Dean's decision is final and binding within Lesley University.

The case records of the Grade Grievance Committee remain confidential under the provisions of the Family Educational Rights and Privacy Act, commonly known as the Buckley Amendment.

## INTERNATIONAL STUDENT RECORDS

**IMPORTANT:** Information regarding F-1 status international student enrollment is reported to the Department of Homeland Security (DHS) via the Student Exchange Visitor Information System (SEVIS). International students on a Lesley sponsored Form I-20 are required to keep the Lesley International Student Advisor apprised of any changes related to address or status within ten (10) days of change. They must maintain a full course of study every fall and spring semester with limited on-line classes, except during official school breaks or unless approved under a specific exception in advance by the Lesley Office of International Student Services (ISS). International students not sponsored by the Lesley F-1 program should consult with their immigration attorney on compliance questions specific to their status. Lesley's ISS is also able to provide an immigration attorney referral list upon request. It is the international student's responsibility to maintain legal non-immigrant status.

Please contact International Student Services at [iss@lesley.edu](mailto:iss@lesley.edu) for more information.

## REQUIRED EXAMINATIONS

Midterm and final examinations or other evaluation activities are required in most non-studio courses. Absences from examinations are excused only in cases of severe illness, death in the immediate family, or occasions of equal exigency and make-up exams or work are granted at the discretion of the individual faculty member.

## SYLLABUS STATEMENTS

### LESLEY UNIVERSITY SYLLABUS STATEMENTS

#### Learning Community Statement:

Faculty, staff and students are all responsible for advancing a campus and classroom climate that creates and values a diversity of ideas, perspectives, experiences and identities. As such, we aspire to engage together in a community where each person is respected and empowered to express themselves and be heard.

We commit to creating an environment and developing course content that recognizes the learning experience of every student with dignity and respect, regardless of differences that include, but are not limited to: race, socio-economic status, ethnicity, indigenous background, immigration status, nationality, gender identity/expression, language, abilities and accommodations, religion/spirituality, sexual orientation, veteran status or membership in uniformed services, political views, age and physical appearance.

Lesley University's Mission Statement ([lesley.edu/about/mission-history](http://lesley.edu/about/mission-history)) states that "...Lesley prepares socially responsible graduates with the knowledge, skills, understanding and ethical judgment to be catalysts shaping a more just, humane, and sustainable world."

Among many experts in the field, Diane Goodman has described the following competencies: (1) Building self-awareness, (2) Understanding and valuing others, (3) Knowledge of societal inequities, (4) Interacting effectively with a diversity of people in different contexts, and (5) Fostering equity and inclusion. Our mission and these competencies are embedded in our curricula and our classrooms. They provide a foundation for transformative teaching and learning, and approaches to social justice.

#### Disability Statement:

Lesley University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and to benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and must provide documentation of the disability. Eligibility for reasonable accommodations will be based on the documentation provided.

If you are a student with a documented disability, or feel that you may have a disability, please contact the appropriate disability administrator.

For On-Campus Students with Learning Disabilities, Attention Disorders and Autism/Asperger's Syndrome:

Kimberly J. Johnson, Director LD/ADD Academic Support Program

Doble Hall, 2nd floor

Phone: 617.349.8462 • Fax: 617.649.3704

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

For On-Campus Students with Physical, Sensory, and Psychiatric Disabilities:

Daniel Newman, Executive Director Academic Support Services, Lesley University ADA/504 Coordinator for Students

Phone: 617.349.8572 via Relay 711 • Fax: 617.649.3704

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

For All Off-Campus Students:

Daniel Newman, Executive Director Academic Support Services, Lesley University ADA/504 Coordinator for Students

Phone: 617.349.8572 via Relay 711 • Fax: 617.649.3704

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

The contact persons play the role of facilitator between the student's needs, faculty requirements, and administrative guidelines of the University. Disability-related information is not shared without the permission of the student.

#### Equal Opportunity and Title IX Statement:

Lesley University is committed to preventing discrimination and promoting equal opportunity and inclusion for all current and prospective students, faculty and staff. Accordingly, 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"). Lesley also prohibits retaliation against any person who submits a report of discrimination

or harassment or against anyone who cooperates in an investigation or related proceeding.

Additionally, pursuant to Title IX, Lesley University does not discriminate on the basis of sex in its educational programs and activities that it operates, which extends to admission to and employment with the University.

Lesley's Discrimination, Harassment, and Sexual Violence 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. The Discrimination, Harassment, and Sexual Violence Policy, along with the Discrimination and Harassment Complaint Procedure, can be found online at [lesley.edu/eoandtitleix](http://lesley.edu/eoandtitleix).

If you would like to make a report of discrimination or harassment, including sexual misconduct and sexual violence, students can do so online at Lesley's Equal Opportunity and Title IX webpage. Alternatively, any member of the Lesley community can contact the Equal Opportunity and Title IX Office directly by contacting the Equal Opportunity and Title IX Coordinator using the information below:

Valerie Yeakel  
Equal Opportunity and Title IX Coordinator  
ADA/504 Coordinator  
Office of Equity, Diversity, Inclusion, and Justice  
Phone: 617.349.8643

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

### **Camera Use During Online Class Sessions:**

The Provost at Lesley University supports faculty requirements about the use of cameras during online class sessions. Faculty may decide to require that cameras be on in their class sessions and will communicate that decision directly to the students in their syllabus.

### **Lesley University Library Services:**

The Library Research Portal ([research.lesley.edu](http://research.lesley.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. The Lesley University Library encourages students and faculty to use these academic resources for their assignments:

- Our Ask-A-Librarian page lets you chat, text, call, e-mail, or request a meeting with a librarian!
- Visit our two libraries for drop-in help, course reserves, computers/Wi-Fi, printing, new magazines and journals, and (of course) books!
- Sherrill Library, the main University library, South Campus, 617-349-8850
- Moriarty Library, the arts library, Porter Campus, 617-349-8070

### **Academic Freedom Statement**

Academic freedom is essential in institutions of higher education. It is the freedom to engage in teaching, research, scholarship, or other

creative work as the basis for expanding knowledge, promulgating research findings, and teaching and learning in an atmosphere of free inquiry and expression.

The rights of faculty and students to academic freedom carry with them duties and responsibilities. Faculty and students are entitled to freedom of inquiry and discussion in teaching and learning, to freedom of investigation in research, and to freedom of publication regarding research, scholarship, and creative work. Since discussing different points of view is an essential aspect of free academic inquiry and teaching, it is appropriate for faculty to incorporate both their knowledge and beliefs into their teaching. Concomitant with these freedoms must be a commitment to accuracy and integrity.

Faculty members are private citizens, professionals, and members of an educational institution. Faculty, recognizing that the public may judge an institution by their utterances, should indicate when they are speaking as official representatives of the University.  
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

## ACCREDITATIONS AND STATE APPROVALS

Lesley University was founded in 1909 and is recognized as a nonprofit organization under Massachusetts law and as a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code.

Lesley University is accredited by the New England Commission of Higher Education (NECHE) [www.necche.org](http://www.necche.org). Many individual programs are also accredited or approved by the Commonwealth of Massachusetts and other organizations. The Massachusetts Department of Higher Education ([www.mass.edu/home.asp](http://www.mass.edu/home.asp)) has granted Lesley University degree-granting authority for: Bachelor of Fine Arts, Bachelor, Master, Master of Fine Arts in Visual Arts and Master of Fine Arts in Creative Writing, Certificate of Advanced Graduate Study, education leading to the degree of Associate in education and human services, and Doctor of Philosophy in: Expressive Therapies, Educational Studies, and Counseling and Psychology. See school-by-school accreditation information: [lesley.edu/about/accreditations-state-approvals](http://lesley.edu/about/accreditations-state-approvals).

### State Authorization Reciprocity Agreements

Lesley University is an approved SARA institution. As described by the Massachusetts Department of Higher Education, the SARA portal entity for Massachusetts, SARA is an acronym for the State Authorization Reciprocity Agreement, which is an interstate agreement that allows colleges and universities located in a SARA member state to offer online classes in other SARA member states without needing to obtain authorization to do so from each state individually. SARA consists of a national network of member states, districts, and territories that agree to comply with the rules, policies, and procedures set forth by the National Council for State Authorization Reciprocity Agreements (NC-SARA). According to NC-SARA, membership in SARA includes 49 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands, and California is the only state that has not joined SARA.

### California

Lesley University's online education programs are offered to residents of California.

Lesley University is approved to operate pursuant to California Education Code (CEC) section 94890(a)(1), which approves Lesley University due to its accreditation by the New England Commission of Higher Education.

### Programs Leading to Professional Licensure

Lesley offers programs approved by the Massachusetts Department of Elementary and Secondary Education (DESE) that meet current educational requirements for Initial, Professional, Specialist and Educator Licensure and Endorsements in the Commonwealth of Massachusetts. Massachusetts is a member state of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and a signatory of the NASDTEC Interstate Agreement, which facilitates the transfer educator licensure between member states (not necessarily immediate reciprocity). Therefore, a Massachusetts educator license is highly transferable. Depending on your professional goals, where you reside or plan to teach, and the licensure structures that exist within that state, there are diverse pathways to licensure that may be relevant and some may require additional coursework, required tests, assessments, and/or

classroom experiences. State licensing boards complete their own review of licensure applications and determine eligibility.

We strongly encourage prospective applicants who intend to pursue licensure or credentialing to review these Licensure and Credentialing Information documents for their respective programs of interest prior to applying to the program. This is in accordance with Lesley University's participation in SARA (State Authorization Reciprocity Agreement) and with federal regulations.

### Complaint Process for Online and Low-Residency Students

At Lesley, we strive to resolve student complaints within our academic and administrative departments. Online and low-residency students who have a complaint about a University process or procedure may submit a written complaint at [feedback@lesley.edu](mailto:feedback@lesley.edu). We'll forward the complaint to the appropriate academic or administrative department and email you to let know that the complaint been received and is being reviewed. We'll attempt to resolve the complaint as quickly as possible. Please note that this type of complaint is not confidential.

The Massachusetts Department of Higher Education (DHE) reviews and evaluates student complaints regarding online and distance learning programs offered by Massachusetts-based institutions that are members of SARA. Students must first attempt to resolve their complaints using Lesley's internal complaint process. After exhausting this process, students may submit a complaint to the Massachusetts DHE.

### For Online or Low-Residency Students located in SARA Member States and Territories

If you are located in a SARA member state or territory (other than Massachusetts) and your complaint is not resolved at the institutional level, you may proceed to the DHE's SARA complaint form. **Complaints about student grades and student conduct violations are expressly excluded from SARA review.**

### For Online or Low-Residency Students in Massachusetts or Non-SARA Member States and Territories

If you are located in Massachusetts or in a non-SARA member state or territory (like California or Guam), and your complaint is not resolved using the complaint procedures available through Lesley University, you may proceed to the Massachusetts Department of Higher Education Consumer Complaint Form .

More information about DHE's complaint processes can be found [here](#).

Information about complaint procedures is available in the "Additional State Approvals" section for enrolled students from California and other specifically stated programs that are operating beyond the scope of SARA. If your complaint is based on an incident involving discrimination or harassment, including sexual misconduct and sexual violence, we encourage you to complete the Community Incident Report or send an email to the Equal Opportunity and Title IX Office at [equalopportunity@lesley.edu](mailto:equalopportunity@lesley.edu).



Students residing in California may also file a complaint about distance education as follows:

California Department of Consumer Affairs

Consumer Information Center

1625 North Market Blvd., Suite N-112

Sacramento, CA 95834

Telephone: 833-942-1120

dca@dca.ca.gov

[www.dca.ca.gov/consumers/complaints/oos\\_students.shtml](http://www.dca.ca.gov/consumers/complaints/oos_students.shtml)

[www.dca.ca.gov/consumers/complaints/compl-ccru.pdf](http://www.dca.ca.gov/consumers/complaints/compl-ccru.pdf)

If you are located in a SARA member state (other than Massachusetts) or territory and your complaint is not resolved at the institutional level, you may proceed to the DHE's SARA complaint form. Complaints about student grades and student conduct violations are expressly excluded from SARA review.

#### **Additional State Approvals**

The most up to date information on additional state approvals can be found at "Accreditations, Licensure and Degree-Granting Authority."

#### **Colorado**

Colorado participates in the National Council for State Authorization Reciprocity Agreements. Lesley University is recognized by the Colorado Commission on Higher Education under state statutes (23-1-101 et seq., C.R.S. 1973, amended 1981) to award degrees and degree credit in Colorado based on Lesley's ongoing accreditation by the New England Association of Schools and Colleges.

Colorado consumer complaint process: [higher.ed.colorado.gov/](http://higher.ed.colorado.gov/)

Colorado Department of Higher Education

1560 Broadway, Suite 1600, Denver, CO 80202

Phone: 303.866.2723; 303.866.4266

#### **Idaho**

Idaho participates in the National Council for State Authorization Reciprocity Agreements. Lesley University holds a Certificate of Registration certifying that it is registered, as required by law, with the Idaho State Board of Education as an accredited post-secondary institution to offer the Master of Education in Curriculum and Instruction with a Specialization in Integrated Teaching through the Arts.

Idaho consumer complaint process:

<https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/>

Idaho State Board of Education

PO Box 83720, Boise, ID 03720-0037

208.332.1587

#### **Maine**

Maine participates in the National Council for State Authorization Reciprocity Agreements.

The Maine State Board of Education has approved authorization to Lesley University to offer the following programs: Curriculum and Instruction with a Specialization in Integrated Teaching through the Arts M.Ed. and Curriculum and Instruction: Individually Designed M.Ed.

Maine consumer complaint information: <http://www.maine.gov/doe/>

Maine Department of Education

Attention: Complaint Investigator

23 State House Station, Augusta, ME 04333-0023

207.624.6846

#### **Massachusetts**

Lesley University is recognized as a nonprofit organization under Massachusetts law and as a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code. The Massachusetts Department of Higher Education has granted Lesley University degree-granting authority for: Bachelor of Fine Arts, Bachelor, Master, Master of Fine Arts in Visual Arts and Master of Fine Arts in Creative Writing, Certificate of Advanced Graduate Study, education leading to the degree of Associate in education and human services, and Doctor of Philosophy in: Expressive Therapies, Educational Studies, and Counseling and Psychology.

Massachusetts consumer complaint process:

<http://www.mass.edu/forstufam/complaints/complaints.asp>

Massachusetts Department of Higher Education

One Ashburton Place, Room 1401, Boston, MA 02108

617.994.6913

#### **Montana**

Montana participates in the National Council for State Authorization Reciprocity Agreements. The Montana Board of Regents grants Lesley University exemption due to accreditation by the New England Commission of Higher Education (NECHE)

Montana consumer complaint process:

<https://app.doj.mt.gov/apps/Oscar/default.aspx>

Montana Board of Regents, Office of Commissioner of Higher Education

Montana University System

2500 Broadway Street, PO Box 203201, Helena, MT 59620-3201

406.444.6570

#### **New Hampshire**

New Hampshire participates in the National Council for State Authorization Reciprocity Agreements. The State of New Hampshire Higher Education Commission authorizes Lesley University continuing approval to offer post-secondary programs to any educator at any school site in the State of New Hampshire. All site locations must be approved by the Executive Director based on compliance with all regulations and requirements of the Commission.

New Hampshire consumer complaint process:

<https://www.education.nh.gov/>

New Hampshire Division of Higher Education

101 Pleasant Street, Concord, NH 03301-3493

Phone: 603.271.2555 ext. 350

South Carolina

South Carolina participates in the National Council for State Authorization Reciprocity Agreements. Licensed by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201, Tel. 803-737-2260. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality.

South Carolina consumer complaint process: form found here  
South Carolina Commission on Higher Education  
1333 Main St., Suite 200, Columbia, SC 29201  
Phone: 803.737.2260 | Fax: 803.737.2297

Washington

Washington participates in the National Council for State Authorization Reciprocity Agreements.

Lesley University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Lesley University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at [degreeauthorization@wsac.wa.gov](mailto:degreeauthorization@wsac.wa.gov).

The transferability of credits earned at Lesley University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Lesley University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Lesley University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Lesley University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit <https://www.wsac.wa.gov/student-complaints> for information regarding the WSAC complaint process.

**School-by-School Accreditation and Approval Information****Graduate School of Education**

- All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education (NECHE)

**Graduate School of Arts and Social Sciences**

- All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education (NECHE)

Program Accreditation and Approvals for the Department of Expressive Therapy:

- The Clinical Mental Health Counseling: Art Therapy is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Accreditation Council for Art Therapy Education (ACATE)
- The Clinical Mental Health Counseling: Dance Therapy Program by the American Dance Therapy Association
- The Clinical Mental Health Counseling: Drama Therapy Program by the North American Drama Therapy Association
- The Clinical Mental Health Counseling: Music Therapy by the American Music Therapy Association

**College of Liberal Arts and Sciences**

- All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education (NECHE).
- The baccalaureate Business Management program is fully accredited by the Accreditation Council for Business Schools & Programs (ACBSP).
- The Bachelor of Social Work (BSW) is accredited by the Council on Social Work Education's Commission on Accreditation.
- The Master of Social Work (MSW) is accredited by the Council on Social Work Education's Commission on Accreditation. **College of Art and Design**
- All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education and the National Association of Schools of Art and Design
- Member of the Association of Independent Colleges of Art and Design

Email: [state.approvals@lesley.edu](mailto:state.approvals@lesley.edu) with questions about Lesley University accreditations and state approvals.

# UNDERGRADUATE PROGRAMS AND COURSES

## WELCOME TO THE COLLEGE OF LIBERAL ARTS AND SCIENCES (CLAS)

With our mix of liberal arts and professional majors and a general education curriculum organized around 21st century learning competencies, CLAS offers a wealth of academic experiences that will inspire your curiosity, foster your intellectual development, and prepare you for an ever-changing world and job market. In a challenging and supportive environment, we encourage you to take risks, ask questions, seek resources, share your ideas, and explore different areas of study.

Founded in 1909 to educate teachers, we've long been known as a university leader for education. Today, undergraduate students continue to come to the College of Liberal Arts and Sciences at Lesley to earn degrees in education. But we also offer programs in over 30 other subject areas including Counseling and Psychology, Business Management, Social Work, Biology, and History. Some of our programs are quite distinctive, areas that are more typical at the graduate level. These include Holistic Psychology and Wellness, Art Therapy, and Creative Writing. Within CLAS, students can also obtain graduate degrees, saving time and money, through dual degree and accelerated programs in several areas.

Lesley University provides all undergraduate students with a strong foundation in the liberal arts, primarily through our new general education curriculum. This new curriculum is organized around learning outcomes aligned with courses from areas of inquiry such as, "Ethical Reasoning, Social Action, and Civic Engagement," "Examining Power & Inequity," "Local and Global Connections," "Create, Perform, Design," and "Human Relationships to the Natural and Physical World," in addition to fundamental skills such as, "Analysis," "Communication," "Collaboration," and "Quantitative Reasoning." The general education curriculum culminates with an interdisciplinary, project-based course on a critical issue to help students reflect on the general education outcomes and apply them to real-world problems. This unique curriculum supplements all of our undergraduate majors, preparing students to seek inventive answers to human problems and cultivate just, humane, and sustainable communities. We educate the people—the teachers, counselors, therapists, social workers, artists, scientists, policymakers, writers, and business leaders—who change lives and affect social change.

And, we're lucky to call Cambridge, Massachusetts home. It's one of the most dynamic environments for students in the nation. In between and all around us is the Cambridge and Boston area—a vibrant hub of internships, professional opportunity, service work, culture, and fun few other cities can match.

## WELCOME TO THE COLLEGE OF ART AND DESIGN

Hello future BFA, BA, and BS Candidates,

Welcome to the College of Art and Design at Lesley University [LA+D] – the place where creativity and imagination thrive. For more than 100 years, we've been shaping the careers of professional artists,

designers, innovators, and inventors just like you. Our journey began in 1912 when Roy Davidson founded the School of Practical Art with a mission to train students to become professional artists, ready to work rewarding creative fields. Today, we uphold this commitment to nurturing a new generation of imaginative professionals who are creative and innovative thinkers.

The faculty are world-renowned artists and designers who live and breathe their craft. Through a rigorous studio practice, you'll dive into experimentation, take risks, and let your creativity run wild to come up with unique and curious ideas. We'll teach you techniques and tools that adapt to what the industry needs, ensuring you're always ahead of the game.

Our studio learning extends beyond the classroom. As a student in Cambridge/Boston, you'll be surrounded by a vibrant arts environment. These historic cities will be your playground, offering endless opportunities for growth and professional development. You have access to world-class museums and galleries to inspire your artistic exploration and cultural enrichment. Furthermore, our campus is situated within a hub of key industries including healthcare, technology, and education. This provides opportunities for networking and internships in areas that align with your creative passions.

Moreover, your art and design education will play a crucial role in shaping cultural and social identity. Creativity has the power to advocate for diversity and inclusivity, give voice to marginalized groups, and celebrate unique perspectives. As creative ambassadors, we're all about raising awareness, promoting diverse narratives, and making the world a more inclusive and culturally vibrant place.

Throughout your time here, you'll create an amazing body of work, exploring, experimenting, and thinking in new and different ways. This will culminate in a portfolio that will propel you toward a successful future. We can't wait to see what you'll achieve!

Excitedly yours,

Heather Shaw

Associate Dean and Head of Art + Design

## ACADEMIC PROGRAMS

### DESIGNING THE BACCALAUREATE PROGRAM - COLLEGE OF ART AND DESIGN

Lesley University College of Art and Design (LA+D) offers several Bachelor of Fine Arts (BFA) degree options including double majors, as well as a BA in Art. and BS in Design for User Experience. Each of our majors aims for the high professional standard that its designation implies. First, we expect our students to receive a well-rounded, high quality education that prepares them for life-long learning and for the many creative art-making challenges they will face. Second, we expect them to become experts in their chosen area of professional practice: to achieve a level of professional mastery in some area of their major or in related interdisciplinary activities. Third, we expect students to foster a critical and historical perspective on their work and to develop writing and speaking skills that allow them to clearly communicate that perspective. Fourth, we expect them to learn about business and professional practices in their major area of interest through course work, internships, and other professional contacts and experiences. Finally, we expect students to synthesize their studio and general education experiences as the capstone to their studies. This is accomplished

through the presentation of a portfolio or exhibition evaluated by outside professionals and faculty.

All LA+D BFA majors incorporate 42 credits of liberal arts coursework, roughly 2/3 of their load in required studio-based programming, and field-based experiences through the internship program, and professional development coursework appropriate to the specific program of study. University-wide General Education Standards are designed to expand students' knowledge and experiences, not only through classroom learning, but through external experiences and interdisciplinary opportunities as well. These standards were developed 10 years ago with participation of all University faculty members. Each undergraduate program at Lesley University, including the studio BFA programs, strives to meet those standards with specific competencies through a combination of student experiences. Our General Education and Liberal Arts components are offered and taught by Lesley University faculty.

### DESIGNING THE BACCALAUREATE PROGRAM - COLLEGE OF LIBERAL ARTS AND SCIENCES

Every student in the College of Liberal Arts and Sciences completes a major that combines theory and practice by incorporating study in the liberal arts with field-based experience appropriate to the program of study. Education students seeking initial licensure in the Commonwealth of Massachusetts are required to have a liberal arts major in addition to their education major. The solid grounding in the content disciplines that students will teach better prepares them with the knowledge and predispositions to be effective teachers. Education students complete the Education Field Placement, in place of the Experiential Learning component of their liberal arts major. Non-education majors may also choose to double-major in two liberal arts disciplines, again by completing the requirements of each major. Liberal arts double-majors complete the Experiential Learning component for the major that has the greater number of credits. One of the internships should reflect the competencies of the second major. Students considering two majors should contact the respective departments to determine the feasibility of their specific combination.

All majors incorporate liberal arts coursework and field-based experience appropriate to the program of study. The curriculum in all majors is designed to provide each student with in-depth professional and liberal arts preparation in one's chosen field of interest. Students may also combine majors and minors to develop skills and knowledge in multiple areas. Self-designed majors provide opportunities for self-directed individuals to fashion a unique program of study that best satisfies their interests and goals.

### GENERAL EDUCATION AT LESLEY UNIVERSITY

The general education program at Lesley University prepares graduates for life, advanced degrees, and careers in our complex and rapidly changing world. Courses are arranged according to a set of nine relevant 21st century outcomes that reflect Lesley's mission of promoting community, justice, and sustainability.

To achieve each outcome, students choose from a menu of courses that address the specified outcome. Advisors will help students select courses based on their academic interests and personal and professional development goals. The program also invites students to explore a breadth of inquiry within the major liberal arts disciplines to understand different ways of asking questions, constructing knowledge, and critically evaluating information. The program culminates in a transdisciplinary, project-based course (3

credits) in which students reflect on the outcomes and apply them to a big contemporary problem.

The revised general education program is required for all students who enter Lesley in fall 2021 and beyond. It does not apply to any students who enrolled in Lesley prior to Fall 2021.

### General Education Outcomes

#### FOUNDATIONS

1. **Analysis:** Critically analyze, interpret, and evaluate written, oral, and visual texts.
2. **Communication:** Construct written, oral, and visual texts through the iterative process of editing and revision, in order to communicate a message to an audience.
3. **Collaboration:** Develop teamwork and leadership skills to engage in diverse partnerships.
4. **Quantitative Reasoning:** Evaluate quantitative arguments and their visual representations in order to reason and solve problems.

#### PERSPECTIVES

1. **Ethical Reasoning, Social Action, Civic Engagement:** Apply ethical frameworks to engage in social and civic action.
2. **Examining Power & Inequity:** Critically explore societal, political, and cultural systems to challenge power, privilege, and oppression.
3. **Local & Global Connections:** Examine self and community within the globalized world through explorations of political, cultural, and linguistic diversity.
4. **Create, Perform, Design:** Create and critique original work to express, inquire or inspire.
5. **Human Relationships to the Natural and Physical World:** Examine the complex and interdependent relationship among humans, our societies, and the Earth.

### Introductory Course Placement

Students may demonstrate they have met introductory-level course requirements and have a "sufficient base of knowledge" in Humanities, Science and Math, or Social Sciences through such vehicles as AP credit or previous college courses. Students are also eligible to place out of English Composition (CWRIT 1101) through an AP score of 4 or higher. All students are required to complete Writing and Literary Arts (CLITR 1100). Students with a mathematics SAT score below 510 must satisfy a quantitative reasoning requirement prior to their math requirement. Students with AP credits for studio art or pre-college art classes may qualify for studio elective credit.

All other students will be advised into the appropriate introductory-level courses to prepare them for advanced breadth and depth of study in the liberal arts disciplines. Visual art students will be enrolled in mandatory foundation courses the first year of study.

### Academic and Artistic Freedom Policy for Students:

Lesley University supports an atmosphere of academic and artistic freedom in all artistic and scholastic endeavors, and believes that the suppression of free speech or artistic expression is unacceptable where educational inquiry is encouraged. Within such an educational framework, no idea or expression can be forbidden unless it is in violation of federal, state, or local laws. Individual statements and philosophies expressed by students in their work, whether displayed

on campus or in the community, should be taken as the statements and philosophies of individuals, not as University sanctioned ideas. In the same spirit, the University encourages an attitude of respect toward all student work, and will take disciplinary action against theft or violation of student artwork or projects.

## EXPERIENTIAL LEARNING

From Lesley University's founding, when Edith Lesley and her colleagues brought their life experiences to develop the Lesley School for training Kindergarten teachers, Lesley has embraced the core intentions of integrating theory with practice and learning from doing.

What is unique about this "experiential learning" today is that it is integrated into the student's overall program of study. All students complete their General Education requirements, the academic requirements of their major, and the experiential learning component of their major. In this way, all Lesley undergraduates are realizing Edith Lesley's vision of integrating theory and practice.

There are several modalities of experiential learning available to students (the specific requirements for each major can be found in the Majors section of the catalog):

### Internships

An internship is a structured, supervised, credit-bearing work experience designed to enrich and complement the students' academic program. By interning, students are able to examine their field of study in depth and develop clear career goals. Internships provide students with a greater level of professionalism, opportunities to develop networking and self-promotion skills, to learn new techniques, and gain industry knowledge. Most important, students gain practical skills that can be applied directly to future professional goals.

Students from all majors are required to complete internships. In CLAS, many first-year students engage in an introduction to field experiences; internships are available during the sophomore, junior and senior years. In LA+D, internships are generally completed during the end of sophomore year or throughout junior year. Internship sponsors benefit from the internship arrangement by having the on-site technical skills and expertise provided by the student interns. Students receive supervision from both site supervisor and faculty representative, thereby allowing students opportunities to gain a greater understanding of a current field of interest from both academic and professional perspectives.

### The Internship Office

What is the Lesley University internship experience?

Lesley's internship professionals are dedicated to assisting and supporting students throughout the entire process of securing internships. Internship staff work with students to ensure that they have the best possible experiences by guiding them to internship opportunities that match their interests and professional goals. Along with the Career Resource Center staff, the Internship staff prepare students to meet with potential supervisors by sharpening their résumé writing and interviewing skills.

All students in the College of Liberal Arts and Sciences (CLAS) complete credit-bearing internships (optional for Adult Learners in the Liberal Studies program). On-site hours requirements vary by major, but range from 6-18 hours/week. Lesley has over 250 partnerships in the Cambridge area, including major hospitals,

community agencies, for-profit/not-for-profit businesses, media affiliations (print/TV/radio), local museums, arts programs, libraries, and more. Students may also have an opportunity to complete internships in other parts of the United States and in other countries around the world. The Internship Office is constantly adding new and exciting internship opportunities to its existing approved list of internship options. To ensure a successful experience, CLAS students must obtain a Lesley-approved internship no later than two weeks prior to the start of the internship seminar course.

At the College of Art and Design, students have multiple options to fulfill their internship requirements and gain professional experience. In several programs students take specific Internship Seminars to develop their hiring materials and better understand their industry, and then work with their Seminar Professor or the Internship Coordinator to secure an internship. Internships vary from student to student – all comprising 120-180 hours, in sites from large companies to small organizations and single artists. In other programs students have the option of taking specific professionally focused courses to fulfill their internship requirements. These courses are designed to place students in direct contact with industry professionals and prepare them for successful careers. Art + Design students have been interns in sites such as Puma North America, Hill Holiday, Tufts Medical Center, American Repertory Theater, Boston Symphony Orchestra, Digital Silver Imaging, Boston Magazine, WGBH, Griffin Museum of Photography, The Guild of Boston Artists, Museum of Fine Arts, Boston Printmakers, Whitney Museum, Photographic Resource Center, Massachusetts Museum of Contemporary Art, Hasbro, Soup2Nuts, CloudKid, FableVision Studios, Public Art Boston, Anthropologie and many more.

### Why internships make a difference?

Students graduate with more than a degree. After completing their internships, students will have gained valuable first-hand experiences in their field, building a stronger résumé and better preparing them for graduate school. Additionally, through networking at their internship sites, Lesley students will have established several professional contacts in their field prior to graduation.

For more information on CLAS Internships, please contact:

Dr. Jan Wall  
Director, College of Liberal Arts and Sciences Internship Office  
jwall2@lesley.edu, 617-349-8902

Dan Walker  
Assistant Director, College of Liberal Arts and Sciences Internship Office  
dwalker4@lesley.edu, 617-349-8939

For more information on LA+D Internships, please contact:

Stuart Steck, Interim Associate Dean, College of Art and Design  
ssteck@lesley.edu

## Study Abroad

Study abroad cultivates understanding of the social, cultural, economic, political, and technological forces that shape today's global society, while also building self-knowledge and appreciation for multiple perspectives. While abroad, students engage in meaningful cultural exchanges and language-learning. They build confidence and analytical skills. The experience also enhances creativity, as well as career potential.

For more information, visit <https://lesley.edu/life-at-lesley/global-education/study-abroad>. Or contact the Study Abroad Office at [studyabroad@lesley.edu](mailto:studyabroad@lesley.edu).

## LA+D Domestic Exchange and Residencies

Association of Independent Colleges of Art and Design (AICAD) New York Studio Residency Program: Qualified students who are interested in participating in the AICAD New York Studio Residency Program (NYSRP) may contact the Advising Office for assistance in submitting an application. The program is located in DUMBO Brooklyn, New York. Participating students receive individual studio spaces at the NYSRP, weekly critique sessions, and a diverse seminar/visiting artist program that includes a comprehensive introduction to the New York art world. The School of Visual Arts provides off-site administrative services for the NYSRP including digital printing facilities, access to the SVA library and student identification cards. Students earn sixteen credits and a letter grade towards their undergraduate or graduate degree.

Association of Independent Colleges of Art and Design (AICAD) Mobility Program: Schools in the AICAD consortium offer students an exchange opportunity, which allows them to attend another member school for one semester. Interested students should contact the Academic Advising Office for assistance with the application process

## CLAS EDUCATION FIELD PLACEMENT OFFICE

The College of Liberal Arts and Sciences (CLAS) Education Field Placement Office guides students as they individually plan and implement first year, sophomore, junior and senior pre-practicum and/or full practicum field experiences. Students will complete a field application to share their specific classroom preferences and curriculum interests. The team will secure a variety of unique experiences and support is available and provided throughout their time at Lesley. A field liaison from the College of Liberal Arts and Sciences also provides ongoing support. These experiences are integrated into the education coursework, and the course professors and the field placement team collaboratively support students as they develop their emerging teaching practice. For further information, see *Programs of Study* for specific course and practicum requirements. For more information, please contact:

Cheryl Haberman, Ed.M.  
Director, Field Placement Office  
Undergraduate Education Department  
[haberman@lesley.edu](mailto:haberman@lesley.edu)

Wendy Kennedy, M.Ed.  
Assistant Director, Field Placement Office  
Undergraduate Education Department  
[wkennedy@lesley.edu](mailto:wkennedy@lesley.edu)

Yvonne Zollman Mosca, M.Ed.  
CLAS Field Liaison  
Field Placement Office  
Undergraduate Education Department  
[yvosca@lesley.edu](mailto:yvosca@lesley.edu)

## HONORS PROGRAMS

### College of Liberal Arts and Sciences Honors Program

Lesley University has a tradition of applied social justice and the CLAS Honors Program with its focus on critical community engagement seeks to build on this tradition. Many Honors Programs claim to train students to take the reins of power to guide the future. At Lesley, we seek to train students to break the reins of power that oppress so many communities and to rebuild them in more just and humane ways.

Students with a record of academic promise and leadership in high school apply to join the Honors Program when they apply to enter the College of Liberal Arts and Sciences. Others are invited to join afterward, on the basis of their academic record. The goals of the Lesley University Honors Program can be separated into four pillars: forming a close-knit intellectual community, fostering scholarly independence, developing close interaction with faculty, and integrating this intellectual work with “critical community engagement.” All students will be taught reflexive practices not only to work effectively with other people but also to recognize their own privileges and vulnerabilities and analyze how these create power inequities that affect their interactions.

The CLAS Honors Program seeks to create a strong intellectual community from the start. Most students come into the program in their first year and take a set of linked Honors courses. Students in each section of these linked courses take both classes with the same students, helping them get to know the other entering Honors students quickly. CLAS Honors students take the course Doing Good or Looking Good. This seminar gives Honors students practice applying the ethics, theories, and principles of social justice to community engagement. The community engagement component offers students critical hands-on experience with campaigns for different aspects of social justice. A number of course assignments and presentations require students to reflect critically on their community engagement experience and the course thematizes how differences in power and privileges affect the practice of working with diverse communities locally and globally. Students take Hon Seminar II (usually in the Spring of their second year) to continue to further build the relationships among students in the Honors program and further explore some area of social justice. Students also get together for social events every semester, including attending plays, visiting museums, attending dinners, and attending talks with faculty.

The Lesley Honors program also facilitates Honors students' ability to develop into independent scholars through close interaction with faculty. Students have the option of turning any of their regular coursework into an Honors Contract by proposing to complete an Honors Project. Planning and completing this project builds relationships between the faculty and the Honors students and requires these students to do additional independent research. Students pursue their passions in close consultation with experts in those fields.

Students complete senior year having built lasting friendships among Honors students and the wider Lesley community. Having completed the requirements of five Honors courses, they leave having developed

the skills and practice of independent scholars that can plan and execute well-designed research projects that often engage with the community outside the walls of Lesley's campuses. They leave having developed close relationships with faculty who have guided their intellectual pursuits and mentored them in how to use those skills and talents in their future careers and their future advocacy efforts.

For more information on the Honors Program, contact:

Dr. Michael Illuzzi  
Associate Professor of Political Science  
Director, Honors Program  
The College of Liberal Arts and Sciences  
University Hall 2-095  
617.349.8257  
milluzzi@lesley.edu

### **Lesley Art+Design Honors Program**

Students who wish to engage in rigorous, interdisciplinary coursework and dialogue are invited to participate in LA+D's Honor's Program.

Students who participate in this program can expect added rigor in project-based courses, integrated and interdisciplinary practice with group project dynamics, and collaborative experiences both inside and outside the classroom. Focused critiques and special events serve to support the development of students' skills as they prepare for lives as creative professionals and active participants in visual culture.

Students will be expected to take an Honors Seminar in their first and second years. First year students who are interested in participating in the Honors program can simply enroll in the Foundation Honors Seminar (INTGR 1000). For more information, please contact First Year Experience Coordinator, Leah Craig, lcraig@lesley.edu.

Students can also petition to take Honors-based courses through CLAS by contacting Michael Illuzzi (info above.)

### **PRE-LAW AT LESLEY UNIVERSITY**

Law schools do not require a specific undergraduate major for admission. Rather, they strongly suggest that students major in a liberal arts discipline such as political science, sociology, literature, history, or philosophy. They further recommend that students select coursework in their undergraduate studies that emphasize writing, critical thinking, research, and related analytical skills. Students who wish to apply to law school should take a broad range of challenging courses in their area of interest. They should share their interest with their advisor early in their Lesley experience and meet with Dr. Michael Illuzzi, the Pre-Law advisor, by the beginning of their junior year. Students should share their intention to go into a career in law with the Internship Coordinators who can help students identify appropriate internship learning opportunities.

Contact Information:

Dr. Michael Illuzzi, Associate Professor of Political Science,  
(milluzzi@lesley.edu; 617.349.8257)

### **PRE-MED AT LESLEY UNIVERSITY**

The Natural Science and Mathematics (NSM) department at Lesley has developed a strong and rigorous program to support students who are interested in attending medical, veterinary or dental school or who want to pursue other health professions such as physical

therapy, occupational therapy, physician's assistant, pharmacy, optometry, or psychiatry. In addition to our BS in Biology which is great 'pre-health' preparation for any of these professions, we have a Health Science major for those students who do not want to be a biology major but who still plan to go on to medical or other health professional school after graduation. Preparing for any health-related school requires careful planning beginning in the first year and completion of all required courses, and our dedicated Health Science advisor and mentor, Dr. Grace Ferris, will help guide and coach you through the progress.

Contact information:

Dr. Grace Ferris, Assistant Professor of Chemistry,  
(gferris@lesley.edu)

Dr. David Morimoto, Chair of the Department of Natural Sciences and Mathematics, (morimoto@lesley.edu; 617.349.8226)

### **GENERAL EDUCATION PROGRAM**

General education at Lesley is organized according to outcomes designed to define what it means to be an educated person in the 21st century. These outcomes encompass faculty's shared vision of what students will gain through their coursework. As students progress through the program, they develop skills and perspectives to shape a more just, humane, and sustainable world. The general education program at Lesley is divided into 3 components.

The four Foundations outcomes are intended to strengthen students' bedrock academic skills. For many learners, these outcomes are associated with required first-year courses. In their first-year seminar courses, students build Collaboration skills to investigate contemporary issues. Through literature, writing, and math courses, students will improve their skills in Analysis, Communication, and Quantitative Reasoning.

In the Breadth & Perspectives component of the program, students will take courses aligned with the five Perspectives outcomes while also working to satisfy their Breadth of Inquiry requirement. In this way students will gain experience in the outcomes, while also experiencing the different ways of asking questions and gaining knowledge that are fundamental to each liberal arts discipline. Every course within this part of the general education program also builds upon one or more Foundations outcomes to ensure students continue to develop these fundamental skills.

A student's general education experience culminates with the completion of an Applications course. These are transdisciplinary, project-based courses that will require students to apply knowledge and skills from the general education program to a social problem of critical importance. In addition, students will be asked to reflect upon their experience in general education at Lesley and its applicability to their personal and career goals.

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## College of Liberal Arts and Sciences Requirements

### OUTCOMES

#### Foundations Outcomes (12 credits)

Communication	CWRIT 1101
Analysis	CLITR 1100
Quantitative Reasoning	CMATH 1009, CMATH 1010, CMATH 1500, CMATH 1501, CMATH 1515, CMATH 1522, CMATH 1590, CMATH 1990, CMATH 2140, CMATH 2144, or CMGMT 1590
Collaboration	Choice of specific First Year Seminar (FYS) FYS classes or AINTD 2008

Students must take one course for each of the above Foundation Outcomes.

First year students take First Year Seminar (FYS) classes to fulfill the Collaboration Outcome. Certain transfer students take AINTD 2008 Transition Seminar: Lives in Context to fulfill the Collaboration Outcome or may transfer an FYS collaboration equivalency.

#### Perspectives Outcomes (21 credits)

Local and Global Connections

Examining Power & Inequity

Ethical Reasoning, Social Action & Civic Engagement

Create, Perform, Design

Human Relationships to the Physical & Natural World

Students must take a minimum of one course in each Perspectives Outcome (15 credits) and two courses in their choice of Perspectives Outcomes (6 credits).

Students can fulfill these outcomes with designated courses within or outside their primary major.

#### Applications Course (3 credits)

Students must take a designated Applications Course. Students should complete 60 credits before enrolling in an Applications course.

### BREADTH OF INQUIRY

#### Liberal Arts Traditions (27 credits)

Arts & Humanities	9 credits
Social Sciences	9 credits
Math & Science	9 credits

Students may double count any of their courses with Breadth of Inquiry requirements except Foundations Outcomes courses and the Applications course.

In some majors, such as Education, certification, licensure or accreditation requirements may specify particular courses in each area of study.

#### Arts & Humanities (9 credits)

Choose from at least TWO different course prefixes:

IAHIS, CDANC, CDRAM, CHIST, CHUMS, CMUSC, CLANG, CLITR, CPHIL, CRELS or, CCRWT

Does not include CLITR 1100

For Elementary and Special Education majors, 2 of the 3 courses must be history courses: 1 must be US History (CHIST 2121 or CHIST 2330), 1 must be World History (CHIST 1501 or CHIST 1502).

#### Social Sciences (9 credits)

Choose from at least TWO different course prefixes:

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

Business Management majors must take CECON 2101 and 2102

#### Math & Science (9 credits)

Choose from at least TWO different course prefixes:

CMATH, CBIOL, CHLTH, CNSCI or CPHYS

At least one of these courses (3 credits) must be a CMATH course [excluding CMATH 1009 or CMATH 1010].

Students who take a math course at a level higher than CMATH 1009 or 1010 for their Quantitative Reasoning Foundation Outcome have satisfied the CMATH requirement and may substitute those 3 credits with any other liberal arts elective.

Elementary and Special Education majors must take a science course that includes lab.

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## College of Art and Design Requirements

### OUTCOMES

#### Applications Course (3 credits)

Students must take a designated Applications Course. Students should complete 60 credits before enrolling in an Applications course.

#### Foundations Outcomes (12 credits)

Communication	CWRIT 1101
Analysis	CLITR 1100
Quantitative Reasoning	CMATH 1009, CMATH 1010, CMATH 1500, CMATH 1501, CMATH 1515, CMATH 1522, CMATH 1590, CMATH 1990, CMATH 2140, CMATH 2144, or CMGMT 1590
Collaboration	INTGR 1665, IDESN 1600 or AINTD 2008

Students must take one course for each of the above Foundation Outcomes.

Students in BFA programs and the BA in Art take INTGR 1665 to fulfill the Collaboration Outcome.



Students in the Bachelor of Science for User Experience program take IDESN 1600 User Experience Research Methods to fulfill the Collaboration Outcome.

Certain transfer students are also eligible to take AINTD 2008 Transition Seminar: Lives in Context to fulfill the Collaboration Outcome or may transfer a First Year Seminar collaboration equivalency.

**Perspectives Outcomes (15 credits)**

Local and Global Connections

Examining Power & Inequity

Ethical Reasoning, Social Action & Civic Engagement

Create, Perform, Design

Human Relationships to the Physical & Natural World

Students must take one course to fulfill each Perspectives Outcome.

Students can fulfill these outcomes with designated courses within or outside their major.

**BREADTH OF INQUIRY**

**Liberal Arts Traditions (27 credits)**

Art History	12 credits
Arts & Humanities	3 credits
Social Sciences	6 credits
Math & Science	6 credits

Students may double count any of their courses with Breadth of Inquiry requirements except Foundations Outcomes courses and the Applications course.

**Art History (12 credits)**

All BFA students are required to take at least five Art History (IAHIS) courses to fulfill their program requirements. Four of these Art History courses (12 credits) automatically count toward the Breadth of Inquiry requirement.

BS in User Experience majors and BA in Art majors are required to take 12 credits of Art History (IAHIS), all of which count toward the Breadth of Inquiry requirement.

Please see individual program information for specific courses.

**Social Sciences (6 credits)**

Choose two courses from the following course prefixes: CANTH, CECON, CGEOG, CGLST, CPOLS, CPSYC, CPLCY, CSOCS or, CSOCL

BS in User Experience majors take 9 credits of Social Sciences. It is recommended that 6 credits be fulfilled by the following courses: CPSYC 1101 and CPSYC 3439.

**Math & Science (6 credits)**

Choose two courses from the following course prefixes: CMATH, CBIOL, CHLTH, CNSCI or CPHYS

**Arts & Humanities (3 credits)**

Choose one course from the following course prefixes: CDANC, CDRAM, CHIST, CHUMS, CMUSC, CLANG, CLITR, CPHIL, CRELS or CCRWT

Does not include CLITR 1100

BFA Digital Filmmaking majors must take CCRWT 2070.

BFA Animation majors and double majors (BFA Animation/Design and BFA Animation/Illustration) must take a choice of CCRWT 2000, 2070, 2300, or 2400.

BFA Visual Effects majors must take a choice of CCRWT 2000, 2070, 2080, 2090, 2200, 2300, 2310 or 2400.

**General Education Information for Transfer Students**

**Students with a Bachelor's Degree:** Students, who have already earned a bachelor's degree, and are enrolling in an additional bachelor's degree program will be waived from all the General Education foundation requirements, including Collaborations and Applications.

**Students with an Associate Degree:** Students eligible for The Massachusetts Independent College Transfer Guarantee (have an associate of arts or sciences from a Massachusetts community college that is eligible for MassTransfer) or have an AA or AS from any accredited community college, will have met the General Education curriculum in its entirety with the possible addition of up to 6 credits based on a student's program and transfer credits. Certain programs in the College of Art & Design have additional Art History requirements.

**Transfer students without an associate degree** will have equivalent transfer courses applied to the General Education curriculum.

**GE Equivalencies:** If a transfer course is the equivalent of a Lesley course that meets a General Education Foundation or Perspectives outcome, the transfer course will also be deemed to meet the Lesley General Education outcome. Students wishing to have elective transfer courses (courses without an exact Lesley equivalency) reviewed to meet general education requirements will complete a request by the CLAS Dean's designee.

**Meeting the Applications Course Requirement:** All transfer students (with associate degrees or not) will take a General Education Gen Ed Applications course as part of their Lesley general education program.

**MAJORS**

**College of Liberal Arts and Sciences**

**Art Therapy**

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**Mathematics** (p. 120)**Political Science****Psychology** (p. 122)**Self-Designed** (p. 126)**Bachelor of Social Work****Master of Social Work****Sociology and Social Change****College of Art and Design****Animation & Motion Media** (p. 129)**Animation & MM and Design** (p. 129)**Animation & MM and Illustration** (p. 130)**Game Design & Immersive Technologies** (p. 131)**Visual Effects** (p. 132)**Design for User Experience** (p. 132)(p. 133) (p. 133) (p. 133) **Graphic Design** (p. 133)**Interactive Design** (p. 133)**Design and Fine Arts** (p. 134)**Design and Illustration** (p. 135)**Digital Filmmaking** (p. 136)**Art (BA)** (p. 136)**Fine Arts****Illustration****Visual Narrative** (p. 139)**Illustration and Fine Arts** (p. 139)**Photography****Photography and Design** (p. 140)**Self-Designed Major in Interdisciplinary Studies** (p. 141)**Game Art (BA)****Game Audio (BA)****Game Design (BA)****Game Development & Programming (BA)****Game Production & Management (BA)****COLLEGE OF LIBERAL ARTS AND SCIENCES****Art Therapy - Bachelor of Science (39 Credits)****(45 credits plus 19 credits of experiential learning)**

The professional major in Art Therapy is designed for students interested in using visual art modalities in working with adults and children in a variety of settings. It prepares students for entry-level positions in a number of human services settings, such as social service agencies, childcare programs or specialized school programs, and other community settings. It is also designed to prepare students for entry into a professional master's degree program in Art Therapy and/or Expressive Art Therapies. This major combines pre-professional courses in the human services with substantial coursework in psychology and studio art. Students will complete over 400 hours in the field. In order to qualify for professional licensure, students must continue into graduate level preparation in Art Therapy. *Optional specialization: Holistic Psychology.*

**To successfully meet the requirements of the Art Therapy major, students will:**

- develop values that integrate the identity of a visual artist and that of a helping professional.
- integrate the concepts of art therapy within a context of the helping profession, through engagement in experiential learning.
- be able to critically analyze social science research to enhance their development within the field of art therapy.
- demonstrate an understanding of psychological development across the range of human experience.
- display a capacity to utilize multicultural perspectives in their approach to understanding art therapy practice.
- develop knowledge and abilities integrating hands-on learning with studies of psychology and applied therapies through exploring career development, cultural humility, self-reflective skills, communication skills, ethics, and self-care.

**Academic & Professional Standards of the Art Therapy Major**

The Department of Psychology & Applied Therapies understands the commitment to self-awareness and self-management that comes with development as a helping professional. Students' capacity to engage with empathic understanding of self and other is of great importance for successful completion of the internship courses and many other aspects of the program. Due to the applied nature of our graduates' work in the field, students' understanding of areas for growth and their own commitment to work on both personal challenges and professional competencies is essential to moving forward in the major.

Department pedagogy is substantially based on students' attendance and participation with the course materials, in activities that require consistent collaboration with others, which itself is based in the ability to take other's perspectives and present one's own opinions respectfully.

Below are listed other specific competencies and professional behaviors that students will be assessed on as they progress through their program of study. Students will be given feedback when issues arise related to these competencies and allowed an opportunity to improve on suggested areas in order to assist them to successfully complete their chosen major. Students failing to reach benchmarked academic standards and professional competencies over time will enter the Department's academic review process. For more specific descriptions of these competencies and the academic review process, please see Department Manual.

**Professional Standards Competencies**

A student's ability to function effectively within the context of helping relationships will be continually assessed by the faculty. Among the competencies that will be evaluated, in accordance with a student's experience, are:

- Appropriate work comportment including: attendance; punctuality; sound judgment; quality of work; ability to take initiative; attitude, knowledge or application of agency policy;
- Understanding of, and sensitivity to, the power dynamic in the worker/client relationship and the impact of class, ethnicity, gender, physical ability, race, religion/spirituality, and sexual orientation;
- Awareness of how one's own biases will affect one's understanding of and regard for another;
- Capacity to be a participant and observer in one's helping relationships with others;
- Recognition of and ability to deal with issues relating to how one's own feelings may impact work with clients, agency personnel, and supervisors;
- Ability to interview/converse with clients in order to assess their social and emotional needs;
- Ability to use appropriate verbal and non-verbal communication skills;
- The ability to maintain appropriate and ethically required boundaries, which includes but is not limited to dual relationships, sexual conduct with clients or staff and sexual harassment;

- The appropriate use of self-disclosures;
- Awareness of the scope and limits of one's expertise, including but not limited to identification as interns;
- Understanding of an ability to adapt treatment plans to meet the needs of diverse clinical populations;
- Understanding of and ability to discuss ethical issues as they arise.

**DEGREE REQUIREMENTS**

**I. Required Core (18 Credits):**

CPSYC 1401	Lifespan Development	3
CARTH 2423	Principles in Art Therapy	3
CPSYC 3405	Understanding Psychological Diagnoses	3
CSOCS 3444	Research Methods in the Social Sciences	3
CARTH 3523	Art Therapy Applications	3
CARTH 4523	Studio-Based Art Therapy	3

Recommend taking CMATH 1522 before CSOCS 3444. Minimum grade requirement of "C" in CSOCS 3444 and CARTH 4523 to complete the major.

**II. Required Studio / Survey Arts (21 Credits):**

**A. Art History (3 Credits) - Choose ONE. The following Art History courses are recommended by The Department of Psychology and Applied Therapies' Art Therapy faculty OR choose another 1000 or 2000 level Art History (IAHIS) course with your advisor:**

IAHIS 1800	Art Across Borders	3
IAHIS 2200	History of Photography	3
IAHIS 2600	Art, Representation and Identities	3
IAHIS 2625	Visual Narratives Across Time and Media	3
IAHIS 3600	Art Since 1945	3

**B. Studio Art Courses (18 Credits):**

The foundation courses are designed to give art therapy majors a broad experience in 2D and 3D studio work. Electives are intended to build depth and breadth in various media.

Students planning to apply for the dual-degree program or graduate school will need most of the studio art courses completed by mid-junior year, as well as 3 additional credits in psychology.

**Required Courses (6 Credits):**

IFINE 1630	Drawing Intensive	3
IFINE 1210	Introduction to Painting	3

**Choose ONE (3 Credits):**

IFINE 1320	Introduction to Sculpture	3
IFINE 2445	Core Clay I	3
IFINE 1670	3D Concepts	3

**Studio Art Electives (9 Credits):**

Choose 3 additional studio-arts courses (at least 2 at the 2000-level or above)

**Required Internship Sequence Coursework (13 Credits):**

CPSYC 1551	Foundations and Systems in the Helping Professions	3
CPSYC 2551	Concepts & Skills in Professional Practice	4
CARTH 3501	Art Therapy Internship and Seminar I	6

Please note: Minimum grade requirement of C for all internship sequence courses.

**Advanced Electives (6 Credits)**

Choose 6 credits

CARTH 3423	Materials as Metaphors in Art Therapy	3
CARTH 3425	Advocacy & Wellbeing with Photography	3
CARTH 3426	Art Therapy, Social Justice & Community Engagement	3
CARTH 3888	Selected Topics: Art Therapy	3
CPSYC 2421	Introduction to Counseling	3
CPSYC 3425	Applied Group Dynamics	3
CPSYC 3426	Multicultural Counseling	3
CARTH 4501	Art Therapy Internship and Seminar II	6

Minimum grade of C is required in CARTH 4501 to complete the course.

**Holistic Psychology Specialization (12 Credits)**

The Holistic Psychology Specialization is an option designed for Art Therapy majors who want to incorporate elements of a holistic perspective into their professional studies. All students in this specialization must complete the program requirements for the Art Therapy major, as well as the following specialization requirements.

**REQUIREMENTS****Required Courses (6 Credits):**

CPSYC 1451	Holistic Approach to Healing	3
CPSYC 3451	Holistic Psychology	3

**And choose TWO (6 Credits):**

CHLTH 3310	Complementary, Integrative and Alternative Medicine	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 4405	Transpersonal Psychology	3
CSOCS 3452	Yoga: Theory, Culture and Practice	3

**Dual Degree Art Therapy****Bachelor of Science/Master of Arts in Clinical Mental Health Counseling: Art Therapy\***

**Please note: Both the undergraduate and graduate degrees are awarded at the completion of the joint program.**

\* Students interested in these dual degree programs must speak to the Undergraduate Expressive Arts Therapy Coordinator, Dr. Nancy Jo Cardillo.

The accelerated Master's pathway in Art Therapy is an honors level program designed for exceptional students. The integrated B.S./M.A. program is developed for students who are recommended as capable of accelerating their educational experience in a program combining the curriculum of the undergraduate art therapy major and a

graduate program in Art Therapy and Clinical Mental Health Counseling.

The program is designed for students who demonstrate a high level of maturity, academic potential and visual art proficiency. This integrated program demands that students be able to achieve the academic rigor of graduate education and be grounded in visual arts technique and materials by the time they reach their junior year (55-65 credits) of traditional undergraduate study. Students in this accelerated program must be able to achieve a level of introspection and cultural awareness necessary to engage in clinical work at a relatively young chronological age.

The dual degree graduate licensure program (60 credits) is approximately 2 years beyond the 4 year undergraduate program due to 2 years of required graduate level internships. Students may earn up to 24-27 graduate credits while still taking undergraduate courses; all undergraduate requirements should be completed by the end of the fourth year of undergraduate study or 120 credits. For more details speak to the dual degree coordinator for Art Therapy or the Chair of Psychology and Applied Therapies. All students interested in applying should attend one of the regularly offered information sessions offered by the Department of Psychology and Applied Therapies and must meet individually with the Dual Degree Coordinator.

Qualified students express interest early in their art therapy program if recommended, apply by early October of their junior year (approximately 55-65 credits). They must be accepted for admission by the Expressive Therapies Department, Graduate School of Arts and Social Sciences. This deadline may be altered for students who transfer to Lesley and should be explored as they transfer by contacting the Dual Degree Coordinator.

The qualities looked for upon admission include, but are not limited to:

- Ability to empathize and be compassionate within a therapeutic environment
- Demonstrated psychological strength to work with different clinical populations
- Well-organized, independent, motivated, takes initiative
- Ability to handle complexity
- Works well under stress
- Ability to integrate theory and practice
- Demonstrated conceptual literacy
- Willingness to take creative risks in studio work
- Proficiency and disciplined commitment in art making
- Evidence of a range of experience using a variety of art materials and processes

Students are advised jointly until the end of the undergraduate program by the coordinator of the undergraduate Art Therapy program and a graduate school advisor designated for the dual degree program.

**Admissions Criteria for Dual Degree Art Therapy Candidates**

Typically students will apply for the master's program in the fall of their junior year (around 60 completed credits). Transfer students may follow an alternate timeline. At least half of the prerequisite

courses and credits listed below (including psychology and studio art) should be completed by the time of application.

1. 3.3 GPA required at the time of application
2. 12 credits in psychology, including Understanding Psychological Diagnoses and Developmental Psychology with grades of B or better
3. 18 credits of studio art courses mostly complete by fall of junior year with grades of B or better in all courses
4. A Portfolio submitted online with 15 slides of their artwork. The slides should represent a variety of media, including two- and three-dimensional works demonstrating the applicant's technical abilities and the range of their self-expression.
5. One 3 credit course in Principles of Art Therapy or an art therapy course that includes the history and survey of the profession, different theoretical approaches to art therapy, and its application to various populations.
6. 3 letters of academic support from undergraduate faculty advisor or the Art Therapy undergraduate program coordinator, or from core faculty in your department in consultation with the Art Therapy program coordinator. One of these letters of recommendation should be from an internship site supervisor or work supervisor in human services setting.
7. Successful completion of an admissions interview and review process through the Expressive Therapies Department.

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### Accelerated Master's: BS in Art Therapy & MA in Mindfulness Studies

The accelerated masters program in Mindfulness Studies & Art Therapy BS/MA is designed for the exceptional students recommended as capable of accelerating their education experience by combining the curriculum in the undergraduate major and the master's program in Mindfulness Studies. For Art Therapy majors seeking a non-clinical master's, utilizing some of the art therapy field's new emphasis in mindful artistic creation, this may be a path towards post graduate practice in similar health and wellness settings that do not require licensure. In this accelerated program students complete 9 credits of the 36 credit master's program (and a residency) starting in their senior year which allows them to complete the low residency master's in online or hybrid courses approximately 4 semesters after the bachelor's degree. Student apply to this accelerated program in Spring of their junior year (90 credits must be completed at the end of their junior year).

#### Master's Program Description:

Academically and experientially rigorous, the M.A. in Mindfulness Studies is the first graduate program of its kind in the United States. Students are immersed in the theory and practice of mindfulness, mindful communications, mindful leadership and social engagement, and the roots of contemplative practice in Buddhist traditions, as well as emerging research on effects of mindfulness on the brain.

This two-year program is offered in a low-residency format, in which students attend a 4-day residency at the beginning of the program. During the residency students participate in daily meditation, interact with faculty members, program-related workshops, network with peers, and participate in community-building events. Other coursework is completed online or in hybrid modalities.

Accelerated Pathways Description: Students eligible for this program demonstrate a high level of maturity, superior academic

achievement, and demonstrated interest in and understanding of the potential of a career with this master's degree. The integrated program requires that students can engage in the academic rigor of a graduate education by the time they reach senior year in the undergraduate program in Art Therapy. Qualified students apply in the spring of their junior year, must be on track to complete 90 credits (at the end of the junior year) and must be accepted by meeting the admissions standards of the MA program in Mindfulness studies.

#### Admissions Criteria for Accelerated Master's Program in Mindfulness Studies:

- 3.3 GPA
- Transcript documenting 90 credits and coursework by the end of their junior year
- Completed Application
- 3 recommendation letters, including one from an internship; one from undergrad faculty stating readiness for accelerated master's program
- Written personal statement following master's program questions and guidelines
- An academic writing sample
- Program information meeting with the Associate Director of Advising and Student Services in the Mindfulness Program
- Interview with Director or other master's program core faculty as designated by the Mindfulness Studies program

#### Course Sequencing for the Accelerated Master's Degree in Mindfulness:

Upon acceptance to the program by the determined admission criteria in the junior year (90 completed credits by the end of their junior year) accelerated master's students would take the graduate level course sequence below beginning the following fall. These courses would count for undergraduate elective credit – and reduce the total number of master's-level credits taken post-graduation by 9 credits.

Fall, Senior Year:

GMIND 6032: Graduate Academic Writing

GMIND 6042: Mindfulness: Practice, Theory and Science

GMIND 6064: Mindfulness Residency (required noncredit experience)

Spring, Senior Year:

GMIND 6047 Mindful Communication

Students are not permitted to register for any additional coursework until GMIND 6042 and the residency requirement is met (current program policy).

**For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.**

## Associate in Arts in Liberal Studies

This degree program fulfills Lesley's general education requirement. Already matriculated students design their elective choices individually with an advisor.

Area of Study Requirements	Credits
General Education Requirements (p. 72)	42
Electives (advisor approved)	18
Total Credits Required	60

Students may transfer credits for up to a total of 30 credits (of which 15 may be Prior Learning Credits) of the degree if they align with required credit distributions. A minimum of 30 credits must be completed at Lesley University to earn the Associate in Arts in Liberal Studies degree.

### Biology Programs

The Biology major at Lesley prepares students for entry into a wide variety of graduate level programs in the life sciences as well as the many professional programs in the medical, health, and environmental fields. It also prepares students for direct employment in a number of areas, including the rapidly growing biotech, pharmaceutical, clinical medical and health research industries, as well as for careers in teaching, natural resources, and in relevant government agencies. The many linkages with a solid liberal arts education open the door for Biology majors to explore and pursue a wide variety of non-science careers that benefit from a deep scientific perspective.

The existence of both Bachelor of Arts and Bachelor of Science options offers students great flexibility in exploring biology related careers.

As in all Lesley programs, the emphasis of the Biology major is on student-centered and student-engaged learning and on making connections among disciplines and to the pressing topics of the times. The Biology major includes a required capstone research course and an off campus internship, and it also provides opportunities for independent research with faculty. Laboratory and fieldwork are integral to the major. Honors students also have the opportunity to do a literature-based or research-based senior honors thesis project. Study abroad is also possible and encouraged.

#### Learning Goals of the Biology Major:

##### I. Develop Critical Thinking and Scientific Inquiry Skills

- Demonstrate the ability to synthesize and analyze information from multiple sources
- Demonstrate the ability to explore nature scientifically: make observations, generate novel questions, bring existing ideas to bear on possible explanations, develop investigations to test predictions, evaluate evidence in light of questions and predictions
- Perform a scientific investigation from inception to presentation of results in oral/visual and written format

##### II. Develop Scientific Literacy

- Demonstrate breadth and depth of knowledge in Biology and related disciplines
- Demonstrate understanding of the complexity of living systems from the perspectives of molecular, cellular, organismal, ecological, and evolutionary biology
- Demonstrate an integrative understanding of life's complexity from the multiple perspectives of the biological sciences

##### III. Understand the Application of Science to Issues of Social Concern

- Document participation in field-based projects and course assignments that integrate civic engagement and social responsibility with scientific approaches to problems by involving the local community or focusing on scientific issues related to community health and environment
- Understand the causes and consequences of human activity in environmental/ecological systems

##### IV. Understand from Multiple Perspectives (including a historical perspective) the Breadth of Human Diversity

- Demonstrate an understanding of the origins and importance of biological diversity in human and other living systems

##### V. Prepare for Future Careers and Learning

- Demonstrate the potential for lifelong learning by applying knowledge within field placements; seeking opportunities to grow professionally, exploring current scholarship, and reflecting on one's own practice

### Marine Studies Consortium (MSC)

This consortium is an association of 17 Massachusetts higher education and research institutions. MSC courses offer unique learning opportunities in marine and aquatic sciences, environmental Policy, and environmental management. The courses are potential choices for Biology majors, The Biology of Fishes course, offered at the New England Aquarium, may be the only ichthyology course in the world where students use the resources of a major aquarium at every class meeting. Other courses, such as the Biology of Whales are offered nowhere else in New England at the undergraduate level. Courses, which include an additional consortium tuition fee, are held during the evenings on the campuses of our member institutions. MSC course descriptions can be found in the course descriptions section of this catalog. Students wishing to take MSC courses should contact David Morimoto, Department Chair, Natural Sciences and Mathematics, College of Liberal Arts and Sciences at 617.349.8226, or morimoto@lesley.edu. Full information about the MSC can be found at <https://marinestudiesconsortium.org/courses.php>.

## Biology - Bachelor of Arts (48-50 Credits)

### (42-44 credits for Education majors)

The BA in Biology is designed for students who want to become teachers, or for those who seek entry into a professional program, or direct employment in the life sciences after graduation. It is another choice for students who might want to pursue post-baccalaureate training or certification courses or interdisciplinary graduate programs such as those in public/community health, natural resources, or nursing. Since it has fewer credits than the BS in Biology, the BA is a great choice for combining with another major or minor, as students do with Education when they are preparing to be

teachers. There exist many possible pairings of the BA in Biology with other majors or minors that can give students unique experiences relevant to any number of possible careers. Students can explore the options and combine the BA in Biology with English or Creative Writing for careers in the exciting field of science writing. They can combine Biology with Earth and Environmental Science for jobs in natural resource management or environmental engineering, and they can also use that combination for graduate school preparation in related environmental science fields. Or, a student may want to pair the BA in Biology with Business Management, perhaps with a specialization in nonprofit management, if they want to explore green business opportunities or a career in marketing for the booming biotech, medical research, healthcare, and pharmaceutical fields. Combined with Political Science, the BA in Biology could lead to a career in law, in the nonprofit sector, or in government services and public administration. Students may choose to combine the BA in Biology (or psychology) with a minor in Cognitive Neuroscience, to prepare them for this fast growing field of study.

**DEGREE REQUIREMENTS**

**I. Required Core (39-40 Credits)**

CBIOL 1101	Biology 1 with Lab	4
CPHYS 1250	Physics I with Lab: Forces, Sound, Momentum & Energy	4
CPHYS 1308	General Chemistry I with Lab	4
CBIOL 2101	Biology II with Lab	4
CBIOL 2202	Genetics and Ethics	3
CBIOL 2211	Cell and Molecular Biology	3
CBIOL 2505	Ecology with Lab	4
CPHYS 2102	General Chemistry II with Lab	4
CMATH 3522	Inferential Statistics	3
CNSCI 4550	Directed Research Capstone: Science	3

CBIOL 1101, CPHYS 1308 and CPHYS 1250: waived w/ AP ≥4

**Choose ONE:**

CBIOL 2205	Botany with Lab	4
CBIOL 3100	Animal Behavior with Lab	4
CBIOL 3210	Evolution and the History of Life	3

**II. Electives (Choose ONE)**

CBIOL 2203	Anatomy and Physiology I with Lab	4
CBIOL 2204	Anatomy and Physiology II with Lab	4
CBIOL 2502	Essentials of Health	3
CBIOL 3300	Infectious Diseases	3
CBIOL 3311	Cellular Neurobiology	3
CBIOL 3330	Research Methods in Biology	4
CBIOL 3600	Epidemiology	3
CNSCI 2101	Mapping Our World with GIS	3
CNSCI 3500	New England Field Studies	3
CPHYS 2011	Biological Chemistry I	3
CPHYS 2250	Physics II with Lab: Electricity, Magnetism, Atoms & Light	4

**III. Internship (6 Credits)**

NOT required of Education Majors, or students who move from an education licensure program into an education minor.

CNSCI 4100	Research Internship and Seminar	3-6
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**Biology - Bachelor of Science (64-66 Credits)**

The BS in Biology fulfills entrance requirements for a variety of pre-health careers, including medical school, dental school, veterinary

school, as well as occupational therapy, physical therapy, physician’s assistant, podiatry, and chiropractor school, among other health professions. Students wanting to be an LPN or to enter nursing school after graduation can also benefit from the BS. A designated Pre-Health Advisor will mentor students and help them navigate and prepare for their professional school exams and applications.

The BS in Biology also prepares students well for graduate school in the life sciences, as well as for direct employment or entry into technical programs in a wide variety of biology related careers, from biotech and pharmaceutical to healthcare and medicine, natural resource management and public or community health. The BS in Biology is a great choice for students wanting to pursue biology related careers in research, academia, private enterprise or government service.

Students completing the BS in Biology along with their General Education courses and carefully chosen electives will graduate with a solid foundation in biological science and a broad liberal arts background that adds value to students’ educational preparation and eventual success beyond graduation.

**DEGREE REQUIREMENTS**

**I. Required Core: Biology (28-30 Credits)**

CBIOL 1101	Biology 1 with Lab	4
CBIOL 2101	Biology II with Lab	4
CBIOL 2202	Genetics and Ethics	3
CBIOL 2211	Cell and Molecular Biology	3
CBIOL 2505	Ecology with Lab	4
CBIOL 3330	Research Methods in Biology	4

**Choose ONE:**

CBIOL 2205	Botany with Lab	4
CBIOL 3100	Animal Behavior with Lab	4
CBIOL 3210	Evolution and the History of Life	3

**Choose ONE:**

CBIOL 2100	Introduction to Marine Mammals (Marine Studies Consortium course)	3
CBIOL 2203	Anatomy and Physiology I with Lab	4
CBIOL 2204	Anatomy and Physiology II with Lab	4
CBIOL 2205	Botany with Lab	4
CBIOL 2502	Essentials of Health	3
CBIOL 3100	Animal Behavior with Lab	4
CBIOL 3210	Evolution and the History of Life	3
CBIOL 3330	Research Methods in Biology	4
CBIOL 3311	Cellular Neurobiology	3
CBIOL 3330	Research Methods in Biology	4
CBIOL 3888	Selected Topics in Biology	3-4
CBIOL 4100	Biology of Whales (Marine Studies Consortium course)	3
CBIOL 4110	Biology of Fishes (Marine Studies Consortium Course)	3
CNSCI 2101	Mapping Our World with GIS	3
CNSCI 2210	Water Resources Planning and Management	3
CNSCI 3500	New England Field Studies	3
CNSCI 4100	Research Internship and Seminar	3-6
CPHYS 1104	Earth Science and Planetary Geology with Lab	4
CPHYS 2011	Biological Chemistry I	3

CPHYS 2250 Physics II with Lab: Electricity, Magnetism, Atoms & Light 4

CPHYS 1104 Earth Science w/lab (Available as an elective for Education majors only).

Marine Studies Consortium Courses (maximum of 3 credits unless pre-approved by advisor and Department Chair)

## II. Required Core: Chemistry, Physics, Mathematics (27 Credits)

CPHYS 1250 Physics I with Lab: Forces, Sound, Momentum & Energy 4

CPHYS 1308 General Chemistry I with Lab 4

CPHYS 2102 General Chemistry II with Lab 4

CPHYS 2308 Organic Chemistry I with Lab 4

CPHYS 3308 Organic Chemistry II w/Lab 4

CMATH 1990 Concepts and Applications of Calculus I 4

CMATH 3522 Inferential Statistics 3

CPHYS 1250 Physics I w/Lab and 1308 General Chemistry I w/Lab, waived w/AP  $\geq 4$

## III. Research Capstone (3 Credits)

CNSCI 4550 Directed Research Capstone: Science 3

## IV. Internship (6 Credits)

(NOT required of Education Majors)

Education majors are exempt from the Internship Component of this major. Middle School General Science Education majors and Early Childhood, Elementary, Special Education majors follow the same structure as secondary education majors, but must take CPHYS 1104 Earth Science with lab as their one elective.

CNSCI 4100 Research Internship and Seminar 3-6

## Business Management - Bachelor of Science (44 credits)

**(44 credits plus 10 credits of experiential learning)**

### Mission of the Bachelor of Science in Business Management Program

The business management major prepares students for positions of leadership in private, public, and not-for-profit organizations. The business management major cultivates each student's capacity to think and act with creativity and innovation. Students master the broad definition of business, while focusing on management. Students learn not only the essential knowledge and skills to manage effectively and efficiently, but also to develop a sense of moral responsibility in professional practice inside and outside of organizations, whatever their size or purpose.

### The Curriculum

The Business Management major at Lesley, fully accredited by the Accreditation Council for Business Schools & Programs (ACBSP), prepares students to meet the challenges of a dynamic and multicultural workplace. Students explore entrepreneurship and small business management with a particular focus on innovative and creative managerial decision making. Ethical leadership is a core value of the major whether in organizations, communities, or the global marketplace. Finally, students examine why and how organizations change over time and how individuals manage change.

The Business Management major seeks to foster the development of students' skills in the areas of communication, innovative problem-

solving, and technology. The curriculum encourages integration of the Liberal Arts with the field of Business Management to enhance students' conceptual skills and ability to connect various disciplines to sound, transformative practice. Using these competencies, students learn to recognize, diagnose, and solve problems critical to organizational performance as well as seek out opportunities for new ventures and shifts in strategy. Students learn how technology is used by organizations to create competitive advantage, as well as how social and psychological factors influence professional development and organizational success. The flexibility of the program design allows students to pursue more in-depth study in areas of special interest.

### Experiential Learning

The Business Management major emphasizes the value of experience as an integral part of learning and utilizes field experiences and internships to link theory and practice. First year students are introduced to a variety of organizations in the Boston-Cambridge area through tours of facilities and presentations by organizational leaders.

Junior and senior year Business Management majors spend over 200 hours in the field where students undertake a variety of projects and activities as part of the day-to-day operations of participating organizations. Students work under the supervision of experienced professionals in private, public, and not-for-profit organizations approved by the internship coordinator and overseen by the internship faculty advisor. A critical component of the internship experience is the participation in weekly seminars where students discuss and reflect on their experiences to gain a broader view of the workplace, contemporary issues, and organizational trends. At the same time, students are exploring and assessing their own developing skills, abilities and career interests. Internship experiences often lead to job opportunities after graduation.

### Program Specific Requirements

All business management majors must achieve a grade of "C" or higher in all courses with prefixes CMGMT or CECON. Courses with grades below C must be repeated. Any exceptions must be approved by the Department Chair in order to continue to the next course sequence.

Any junior or senior having less than a 2.3 cumulative grade point average in major requirements and/or an overall cumulative grade point average of less than 2.0 will not be accepted for an internship.

A grade of "C" or better is required to move to the next internship course.

A grade of "B-" or better in the capstone course is required to meet the requirements of the major.

A cumulative grade point average of 2.3 or better in the major is required to meet the requirements of the major.

**Math Requirement:** CMGMT 1590 Quantitative Modeling for Business or CMATH 1590 Patterns and Functions.

**Within the General Education Requirements, Business Management majors are required to be complete the following courses in the specified categories:**

**Quantitative Reasoning Requirement:** CMGMT 1590 Quantitative Modeling for Business



**Social Science Breadth Requirement:** CECON 2101 Microeconomics and CECON 2102 Macroeconomics may contribute to the Social Sciences Breadth Requirement.

**Business Management Majors are required to demonstrate a foreign language competency.**

Students who have studied a foreign language prior to entering Lesley University are encouraged to take the foreign language proficiency exam. Students who receive a passing score will be exempted from the language competency requirement. Competency can be fulfilled by taking two semesters of the same foreign language at the university.

**Learning Goals of the Bachelor of Science in Business Management**

1. Students will be able to recognize business terms and apply business concepts
2. Students will be able to understand and apply concepts in management
3. Students will be able to evaluate the global business environment, identifying problems and effectively communicating their proposed strategies

**DEGREE REQUIREMENTS**

**Required Core (44 Credits):**

CMGMT 1451	Introduction to Business Management	4
CMGMT 2455	Financial Accounting	3
CMGMT 2457	Managerial Accounting	3
CMGMT 2550	Business Analytics I	3
CMGMT 2551	Business Analytics II	3
CMGMT 3202	Business in a Legal Context	3
CMGMT 3460	Corporate Finance I	3
CMGMT 3464	Marketing Strategies	3
CMGMT 3468	Management Information Systems	3
CMGMT 3469	Organizational Behavior and Ethics	3
CMGMT 3560	Operations Management	3
CMGMT 3470	Human Resource Management	3
CMGMT 4300	Managing in the Global Economy	3
CMGMT 4900	Strategic Management Capstone	4

**Required Internships (10 Credits):**

CMGMT 2701	Leader and Professional Development II	2
CMGMT 3702	Management Internship and Seminar I	3
CMGMT 4732	Business Management Internship Seminar II	4

Increase 2701 from 2 to 3 credits.

**Business Management Specializations**

In the Business Management major, specializations allow students the opportunity to focus their programs of study more deeply in particular organizational areas. One of the internships must be conducted in the area of the students' specialization. Courses may not be double-counted with requirements in the major.

**Sports Marketing and Management (18 Credits)**

The Sports Marketing and Management Specialization cultivates students' knowledge of and skills in managing sports organizations across the private, public and not-for-profit sectors. Students explore

the complex demands placed on sports organizations, including the challenges of balancing multiple organizational objectives. Students examine the role of sports in society and the broader socio-cultural and economic environments within which sports organizations operate. In addition, students explore the connections among human behavior, motivation, and sport.

**Learning Goals of the Sports Marketing and Management Specialization:**

1. Students will be able to understand, and apply concepts in sport management
2. Students will be able to use common quantitative tools and approaches to locate, analyze, and report information to solve problems
3. Students will be able to recognize business terms and apply business concepts

**REQUIREMENTS**

**Required Core (18 Credits):**

CMGMT 3444	Sport Management	3
CMGMT 3540	Services Marketing	3
CMGMT 3546	Sports Marketing	3
CPSYC 2429	Sport Psychology	3
CMGMT 3706	Public Relations	3
CMGMT 3720	Sports Ethics	3

**Business Management - Bachelor of Science (Online)**

The Business Management major is designed to prepare students for positions of leadership in private, public, and not-for-profit organizations. This major seeks to cultivate each student's capacity to think and act with creativity and innovation. Students master the broad definition of business, while focusing on management - "managing people" - which is the key business function in the global economy. Students learn not only the essential knowledge and skills to manage effectively and efficiently, but also develop a sense of moral responsibility in professional practice inside and outside of organizations, whatever their size or purpose. Ethical leadership is a core value of the major whether in organizations, communities, or the global marketplace. The curriculum encourages integration of the Liberal Arts with the field of Business Management to enhance students' conceptual skills and ability to connect various disciplines to sound transformative practice. The flexibility of the program's design allows students to pursue more in-depth study in areas of special interest.

**REQUIREMENTS**

**Required Core (47 Credits)**

CMGMT 1451	Introduction to Business Management	4
CMGMT 2455	Financial Accounting	3
CMGMT 2457	Managerial Accounting	3
CMGMT 2550	Business Analytics I	3
CMGMT 2551	Business Analytics II	3
CMGMT 3202	Business in a Legal Context	3
CMGMT 3460	Corporate Finance I	3
CMGMT 3464	Marketing Strategies	3
CMGMT 3469	Organizational Behavior and Ethics	3
CMGMT 3470	Human Resource Management	3
CMGMT 3468	Management Information Systems	3
CMGMT 3560	Operations Management	3
CMGMT 4300	Managing in the Global Economy	3

CMGMT 4105	Becoming a Reflective Practitioner	3
CMGMT 4900	Strategic Management Capstone	4

Social Science Requirement: CECON 2101 Microeconomics  
 Liberal Arts Electives Requirement: CECON 2102 Macroeconomics

### Business Management - Bachelor of Science (at Bunker Hill CC)

In Lesley's Bachelor of Science in Business Management program at Bunker Hill Community College, students take dynamic business-focused classes in a range of areas, including business analytics, corporate finance, and strategic management, as well as courses that fulfill general education requirements. Students develop skills in communication, innovative problem solving, research, presentation, and technology that are needed to work in dynamic and multicultural workplaces. This hybrid program enables students to take the majority of major courses online and select electives and general education courses right on the Bunker Hill Community College campus in Charlestown, MA. All courses in the program are taught by renowned Lesley University faculty.

#### REQUIREMENTS

##### Business Management Major Courses (44 Credits)

CMGMT 1451	Introduction to Business Management	4
CMGMT 2457	Managerial Accounting	3
CMGMT 2550	Business Analytics I	3
CMGMT 2551	Business Analytics II	3
CMGMT 3202	Business in a Legal Context	3
CMGMT 3460	Corporate Finance I	3
CMGMT 3464	Marketing Strategies	3
CMGMT 3469	Organizational Behavior and Ethics	3
CMGMT 3468	Management Information Systems	3
CMGMT 3470	Human Resource Management	3
CMGMT 3560	Operations Management	3
CMGMT 4105	Becoming a Reflective Practitioner	3
CMGMT 4300	Managing in the Global Economy	3
CMGMT 4900	Strategic Management Capstone	4

### Business Management - Bachelor of Science (at New Bedford DeMello Center)

In Lesley's Bachelor of Science in Business Management program at the DeMello International Center in New Bedford, MA, students take dynamic business-focused classes in a range of areas, including business analytics, corporate finance, and strategic management, as well as courses that fulfill general education requirements. Students develop skills in communication, innovative problem solving, research, presentation, and technology that are needed to work in dynamic and multicultural workplaces. This hybrid program enables students to take the majority of major courses online and select electives and general education courses right on the DeMello International Center in downtown New Bedford, MA. All courses in the program are taught by renowned Lesley University faculty.

#### REQUIREMENTS

##### Business Management Major Courses (44 Credits)

CMGMT 1451	Introduction to Business Management	4
CMGMT 2457	Managerial Accounting	3
CMGMT 2550	Business Analytics I	3
CMGMT 2551	Business Analytics II	3
CMGMT 3202	Business in a Legal Context	3
CMGMT 3460	Corporate Finance I	3

CMGMT 3464	Marketing Strategies	3
CMGMT 3468	Management Information Systems	3
CMGMT 3469	Organizational Behavior and Ethics	3
CMGMT 3470	Human Resource Management	3
CMGMT 3560	Operations Management	3
CMGMT 4105	Becoming a Reflective Practitioner	3
CMGMT 4300	Managing in the Global Economy	3
CMGMT 4900	Strategic Management Capstone	4

### Accelerated Master of Business Administration

This program gives qualified undergraduates the opportunity to complete the master's degree (MBA) in an accelerated fashion. Students accepted into this accelerated master's program begin taking graduate courses in their senior year, fulfilling both the undergraduate and graduate requirements. These students will be ready to take the graduate management courses required for specialization in the fifth year. Students also benefit from the Lesley Dividend Program) by receiving 12 free graduate credits toward their MBA – 6 at the beginning and 6 at the conclusion of their program.

The accelerated program offers:

- Both a bachelor and master degree at the end of 5 years
- Greater in-depth preparation
- Assurance to employers of outstanding applicants, since the criteria for admission to this program are rigorous
- Opportunity to include a specialization in one or more management fields through a combination of undergraduate and graduate study
- A more financially attractive program than a traditional two-phase model (B.S. then MBA)
- Immersion in integrated undergraduate and graduate training allows the students to concentrate their efforts in a continuous program incorporating theory and practice throughout their five years
- Strength and support afforded a student through development of long-term professional relationships with faculty members

#### Application Process:

Students interested in the accelerated ("4 + 1") MBA program should apply by the end of their sixth semester. The application form can be found here: [www.lesley.edu/mba-apply](http://www.lesley.edu/mba-apply).

Log in using your Lesley username (minus "@lesley.edu") and password to access the form. Once accepted, students may begin to plan when to begin taking up to 9 credits in MBA courses during their senior undergraduate year. These courses must be fit into the UG degree plan as free electives and will later also be applied to the student's graduate degree plan toward their MBA degree. Students may take any of the listed graduate-level MBA courses – except for the Practicum sequence – during the undergraduate segment of the Accelerated MBA Program.

#### Academic Standards:

Candidates must meet the academic standards of the College of Liberal Arts & Sciences and maintain at least a 3.0 cumulative GPA. In order to be awarded the Master of Business Administration, students must have a cumulative GPA of at least 3.0 GPA in all the graduate courses attempted.

**Financial Aid:**

Student in this program are eligible for undergraduate financial aid until they have accumulated 120 credits. Students are eligible for graduate financial aid thereafter.

**Tuition:**

Tuition is assessed at the undergraduate rate for the first four years and at the graduate rate thereafter.

**Registration:**

Students follow the registration procedures for the College of Liberal Arts & Sciences. Students must follow the program of study for the accelerated program.

THE LESLEY MBA PROGRAM OF STUDY

**MBA Core Curriculum**

CMGMT 6700	Leading and Managing in the 21st Century	3
CMGMT 6710	What Outstanding Organizations Do Differently	3
CMGMT 6462	Managerial Accounting for Decision Making	3
CMGMT 6463	Technology and Operations Management	3
CMGMT 6464	Managerial Economics & Finance	3
CMGMT 6465	Marketing Management	3

**Practicum**

CMGMT 7496	Practicum I: Personal Branding and Career Management	1.5
CMGMT 7497	Practicum II: Mess to Model	1.5
CMGMT 7498	Practicum III: Model to Insight	1.5
CMGMT 7499	Practicum IV: Insight to Impact	1.5

SPECIALIZATIONS

**General Management (15 Credits)**

CMGMT 6770	Business Models	3
CMGMT 6760	Measuring Success	3
CMGMT 6780	Customer Value	3
CMGMT 6790	Global Emerging Markets	3
CMGMT 6800	Simplicity/Innovation/Disruption	3

**Master of Business Administration (39 credits)**

The Lesley MBA 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 MBA 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 MBA reflects the velocity of how “good” organizations become “great” organizations and how “great” organizations execute in the 21st Century. The Lesley University MBA graduate will identify opportunities, leverage customer data and insights to maximize the organizations assets and execute swiftly. That is how the Lesley

MBA 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.

**For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.**

REQUIREMENTS

**Required Core (18 Credits)**

CMGMT 6700	Leading and Managing in the 21st Century	3
CMGMT 6710	What Outstanding Organizations Do Differently	3
CMGMT 6462	Managerial Accounting for Decision Making	3
CMGMT 6463	Technology and Operations Management	3
CMGMT 6464	Managerial Economics & Finance	3
CMGMT 6465	Marketing Management	3

**Specializations**

**General Management (15 Credits)**

CMGMT 6770	Business Models	3
CMGMT 6760	Measuring Success	3
CMGMT 6780	Customer Value	3
CMGMT 6790	Global Emerging Markets	3
CMGMT 6800	Simplicity/Innovation/Disruption	3

**Practicum (6 credits)**

CMGMT 7496	Practicum I: Personal Branding and Career Management	1.5
CMGMT 7497	Practicum II: Mess to Model	1.5
CMGMT 7498	Practicum III: Model to Insight	1.5
CMGMT 7499	Practicum IV: Insight to Impact	1.5

**Children, Youth, & Family Studies - Bachelor of Arts (30 Credits)**

**(30 credits plus 12 credits of experiential learning; licensure requires additional credits)**

This major is designed to engage students in the study of children, youth, and family within the framework of multiple, interconnected contexts: community, culture and society. The major integrates multicultural perspectives throughout the course of study as students learn about the influence of class, race and ethnicity, gender, and culture on human development and family patterns. Students may choose to focus on children, adolescents, emerging adults, and/or the family development across the lifespan.

The major provides a deep foundation in theoretical and practical knowledge and integrates supervised experiential learning with knowledge acquired in classes.

Students may specialize in: Early Intervention (working with children birth to 3 years old with special needs and their families); and Teaching Infants and Toddlers for students interested in obtaining state certification as lead teacher in early child care settings.

The program provides students with a strong foundation in family and developmental studies that will prepare them for graduate studies and work in a broad range of professions.

Students will be able to:

- critically analyze and assess key interdisciplinary theories of child, youth, and family studies.
- examine the impact of social institutions, structures and processes on childhood and youth.
- critically analyze the influence of class, race and ethnicity, gender, sexuality and culture on childhood and family patterns.
- demonstrate the ability to present knowledge acquired, arguments, and analyses effectively in both oral and written forms.
- critically evaluate and conduct social science research on childhood, youth, and family issues.

Please note: a minimum grade of "C" is required in the internship seminars and the capstone course to progress in the major.

#### DEGREE REQUIREMENTS

##### I. Required Core (15 Credits):

CSOCS 1441	Children and Society	3
CSOCL 2402	Sociology of Family	3
CSOCL 3445	Sociological Lens on Systemic Inequities	3
CSOCS 3444	Research Methods in the Social Sciences	3
CSOCS 4444	Senior Capstone Seminar: Current Issues in Social Science	3

##### II. Electives in major (15 Credits)

- At least three courses from this category should be 3000 level or above.
- No more than two CPSYC courses can be chosen from this category.
- Optional specializations in Early Intervention\* and Teaching Infants and Toddlers\*\* may be substituted for this category of electives

CHLTH 3300	Child and Adolescent Health	3
CPLCY 3552	Social Policy	3
CPSYC 2401	Child Psychology	3
CPSYC 2437	Equity & Inclusion for Children with Disabilities	3
CPSYC 3407	Critical Issues in Infancy	3
CPSYC 3411	Adult Development	3
CPSYC 3413	Psychology of Women	3
CPSYC 3424	Counseling Children, Adolescents and Young Adults	3
CPSYC 3427	Family Interventions	3
CSOCL 2115	Politicizing Sex, Gender & Race: Transnational Perspectives	3
CSOCL 3016	Social Issues in Aging	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	6
CSOCL 4130	Gender and Globalization	3
CSWRK 2401	Allyship for Disability Justice	3
CSWRK 3450	Child Welfare: Challenges and Solutions	3

Some courses may have minimum grade requirements and/or prerequisites.

##### III. Experiential Component (12 Credits)

Double majors in Education are waived from the internship requirements in this major.

##### Pre-Internship Seminar (3 credits)

Take one of the following

CHMSR 1551	Foundations and Systems in the Helping Professions	3
CEDUC 1352	Teaching, Learning and Social Responsibility	4
CGLST 1200	Global Issues and Challenges	3
CMGMT 1451	Introduction to Business Management	4

##### Internship Seminars (9 credits)

CSOCS 3401	Social Science Internship and Seminar I	3
CSOCS 4401	Social Science Internship and Seminar II	6

#### Counseling - Bachelor of Science (36 Credits)

##### (36 credits plus 13 credits of experiential learning)

The professional major in Counseling is designed to prepare students at the undergraduate level for work in counseling settings or for further graduate education leading to a career as a counselor. It prepares students for entry-level positions in a number of human services settings where counseling skills are necessary. It is also designed to prepare students for entry into a professional master's degree program in Counseling Psychology and/or the dual-degree programs in Clinical Mental Health Counseling. Students will complete over 400 hours in the field. *Optional specializations: Expressive Arts Therapy; Holistic Psychology, Spanish for the Professions: Community Engagement minor*

##### To successfully meet the requirements of the Counseling major, students will:

- utilize theories of human behavior in assessing clinical problems and in developing appropriate skills and interventions.
- be able to apply multi-cultural and global perspectives in their approach to counseling practice.
- demonstrate an understanding of psychological development across the range of human experience.
- critically assess and utilize social science research to further their development as counseling professionals.
- engage in behaviors and practices which conform to professional values, ethics, and standards.
- develop knowledge and abilities integrating hands-on learning with studies of psychology and applied therapies through exploring career development, cultural humility, self-reflective skills, communication skills, ethics, and self-care.

##### Academic & Professional Standards of the Counseling Major

The Department of Psychology & Applied Therapies understands the commitment to self-awareness and self-management that comes with development as a helping professional. Students' capacity to engage with empathic understanding of self and other is of great importance for successful completion of the internship courses and

many other aspects of the program. Due to the applied nature of our graduates' work in the field, students' understanding of areas for growth and their own commitment to work on both personal challenges and professional competencies is essential to moving forward in the major.

Department pedagogy is substantially based on students' attendance and participation with the course materials, in activities that require consistent collaboration with others, which itself is based in the ability to take other's perspectives and present one's own opinions respectfully.

Below are listed other specific competencies and professional behaviors that students will be assessed on as they progress through their program of study. Students will be given feedback when issues arise related to these competencies and allowed an opportunity to improve on suggested areas in order to assist them to successfully complete their chosen major. Students failing to reach benchmarked academic standards and professional competencies over time will enter the Department's academic review process. For more specific descriptions of these competencies and the academic review process, please see Department Manual.

**Professional Standards Competencies**

A student's ability to function effectively within the context of helping relationships will be continually assessed by the faculty. Among the competencies that will be evaluated, in accordance with a student's experience, are:

- Appropriate work comportment including: attendance; punctuality; sound judgment; quality of work; ability to take initiative; attitude, knowledge or application of agency policy;
- Understanding of, and sensitivity to, the power dynamic in the worker/client relationship and the impact of class, ethnicity, gender, physical ability, race, religion/spirituality, and sexual orientation;
- Awareness of how one's own biases will affect one's understanding of and regard for another;
- Capacity to be a participant and observer in one's helping relationships with others;
- Recognition of and ability to deal with issues relating to how one's own feelings may impact work with clients, agency personnel, and supervisors;
- Ability to interview/converse with clients in order to assess their social and emotional needs;
- Ability to use appropriate verbal and non-verbal communication skills;
- The ability to maintain appropriate and ethically required boundaries, which includes but is not limited to dual relationships, sexual conduct with clients or staff and sexual harassment;
- The appropriate use of self-disclosures;
- Awareness of the scope and limits of one's expertise, including but not limited to identification as interns;
- Understanding of an ability to adapt treatment plans to meet the needs of diverse clinical populations;
- Understanding of and ability to discuss ethical issues as they arise.

DEGREE REQUIREMENTS

**I. Required Core (21 Credits):**

CPSYC 1401	Lifespan Development	3
CPSYC 2403	Theories of Personality	3
CPSYC 2421	Introduction to Counseling	3
CPSYC 3405	Understanding Psychological Diagnoses	3
CSOCS 3444	Research Methods in the Social Sciences	3
CPLCY 3552	Social Policy	3
CPSYC 4881	Contemporary Issues in Counseling & Human Services	3

Minimum grade of "C" in CSOCS 3444 and CPSYC 4881 required to complete the major.

Recommended course: CMATH 1522 Introduction to Statistics, should be taken prior to CSOCS 3444 Research Methods in the Social Sciences.

**II. Required Counseling Courses (6 Credits):**

Choose TWO

CPSYC 3422	Trauma and Crisis	3
CPSYC 3424	Counseling Children, Adolescents and Young Adults	3
CPSYC 3425	Applied Group Dynamics	3
CPSYC 3426	Multicultural Counseling	3
CPSYC 3427	Family Interventions	3
CPSYC 3429	Understanding Addictions	3
CPSYC 4426	Imaginative and Embodied Counseling Techniques	3

**III. Required Internship Courses (13 credits)**

A minimum grade of "C" for all internship sequence courses above.

CPSYC 1551	Foundations and Systems in the Helping Professions	3
CPSYC 2551	Concepts & Skills in Professional Practice	4
CCOUN 3601	Counseling Internship and Seminar I	6

**IV. Applied Counseling Electives (6 credits)**

Choose 6 credits, either two additional classes from required counseling courses list or choose CCOUN 4601 Internship and Seminar II.

V. PSYCHOLOGY CHOICE COURSE (3 CREDITS)

Choose any psychology course.

Optional Counseling Specializations

**Expressive Arts Therapy Specialization (12 Credits)**

The Expressive Arts Therapy Specialization is designed for Counseling majors who want to understand and include elements of the arts and the creative process into their work. All students in this specialization must complete the program requirements for the Counseling major, as well as the following specialization requirements.

## REQUIREMENTS

**Required Courses (6 Credits):**

Take CEXTH 2623, and then choose either CEXTH 3506 <b>or</b> CEXTH 3623		
CEXTH 2623	Principles of Expressive Arts Therapy	3
CEXTH 3506	Integrated Arts Approaches	3
CEXTH 3623	Expressive Arts Therapy Studio	3

**Two Additional Arts Choice Courses (6 Credits):****Choose one course each from two different arts choice categories in the Expressive Arts Therapy major.**

Note: Please refer to the course listing of expressive arts therapy arts choice courses in the Expressive Arts Therapy major for options.

Beginning in junior year, students may choose from a variety of graduate level expressive therapy courses, It is recommended that you discuss these choices with your advisor and have permission of the graduate course instructor.

**Required Internships:**

**Students in this specialization must take two internships for their Counseling Major.** One of these internships must be in an approved site using the arts in a clinical situation.

CCOUN 3601	Counseling Internship and Seminar I	6
CCOUN 4601	Counseling Internship and Seminar II	6

**Holistic Psychology Specialization (12 Credits)**

The Holistic Psychology Specialization is designed for Counseling majors who want to incorporate elements of a holistic perspective into their professional studies. All students in this specialization must complete the program requirements for the Counseling major, as well as the following specialization requirements.

## REQUIREMENTS

**Required Courses (12 Credits):**

CPSYC 1451	Holistic Approach to Healing	3
CPSYC 3451	Holistic Psychology	3

**And choose TWO:**

CHLTH 3310	Complementary, Integrative and Alternative Medicine	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 4405	Transpersonal Psychology	3
CSOCS 3452	Yoga: Theory, Culture and Practice	3

**Counseling Dual Degree Program****Bachelor of Science/Master of Arts in Clinical Mental Health Counseling\***

*(Both the undergraduate and graduate degrees are awarded at the completion of the joint program.)*

\* Students interested in this dual degree program should speak to the Dual Degree Coordinator for Counseling, Dr. Katherine Barone.

**Description of the Program**

The integrated dual degree honors-level program has been developed for exceptional students who are recommended as capable of accelerating their educational experience in a program combining the curriculum of the undergraduate Counseling major and a graduate program in Clinical Mental Health Counseling (60 credits – licensure oriented program). Students should carefully explore the graduate-level program with the coordinator and the

graduate school liaison before applying. Graduates of the dual degree program will have met the academic requirements but not all field based learning requirements for professional licensure in Massachusetts and most states, at the completion of the program at Lesley.

The 4+2 program is designed for students who demonstrate a high level of maturity and academic potential. The integrated programs demand that students be able to achieve the academic rigor of graduate education by the time they reach their junior year (approximately 60 credits) of traditional undergraduate study. Students should have completed at least one internship or work with clients in a direct service role and should have completed at least half of their undergraduate academic requirements, including the counseling major requirements.

Students in the accelerated program must be able to achieve a level of introspection and cultural awareness necessary to engage in clinical work at a relatively young chronological age. Qualified students who express interest early in their counseling program, will be reviewed by Psychology & Applied Therapies Department faculty and if recommended, apply by early to mid-October of their junior year (or when approximately 55-65 credits are completed). Students will take both undergraduate and graduate courses over the last 3 semesters of their undergraduate program.

**Admissions**

Students will be eligible to apply for programs having completed at least 60 credits and with a least one semester of undergraduate study at Lesley; transfer students and adult learners should consult with the coordinator as soon as possible if interested in this program. All applicants should attend one of the regularly offered information sessions offered by the Department of Psychology and Applied Therapies and must meet individually with the Dual Degree Coordinator.

Admission criteria include:

- achievement of a cumulative GPA 3.3;
- letter of academic support from Dual Degree coordinator;
- recommendations by Psychology & Applied Therapies Department core faculty;
- a recommendation letter from a site based supervisor or internship supervisor;
- completion of a standardized test as recommended by the graduation program (this criterion is under review by the graduate school at the time of catalog publication - please speak to the undergraduate coordinator for more information);
- completing a graduate school group information session;
- and successful completion of an interview with a graduate school Counseling Psychology faculty member.

Please note: All applications items must be submitted an interview will be granted.

Transfer students who wish to be eligible to enter this program should follow the requirements for the Counseling major and strive to take client focused (non-administrative) internships or seek work in a human services type setting for summer jobs before applying to Lesley. Adult learners may be able to apply to this program after one semester at Lesley, if they meet all other application requirements. Transfer students should contact the Dual degree coordinator as early as possible prior to enrolling with 60 or more credits into Lesley.

Once accepted into the program, a student will work closely with the Dual Degree Coordinator and their Graduate school advisor to choose an appropriate course sequence.

**Creative Writing - Bachelor of Arts (30 Credits)**

**(30 credits plus 11 credits of experiential learning)**

Focusing on the genres of Fiction, Non-Fiction, Poetry, Writing for Children and Young Adults and Scriptwriting, the Creative Writing Major allows students to integrate theory and practice in a course of study that blends critical writing, creative writing, professional experience and emphasis on publication. Students work closely with faculty on strategies for composition and revision, while approaching the work of master writers through craft-based analysis. Intimate classroom settings foster a collaborative approach to learning via the interaction between peers and faculty where students and faculty push each other to achieve the best and most honest work possible.

The College of Liberal Arts and Sciences offers a course in Magazine Production that yields our Literary Arts Magazine, *Commonthought*. Students have the chance to participate in all aspects of the publication process from submission to editing to layout to final publication. Students also have access to a variety of professional internships in a wide range of settings, including literary arts magazines, arts organizations, and publishers, which offer opportunities to explore careers in writing in the greater Boston area.

**Outcomes of the Creative Writing Major:**

- Students will study and analyze accomplished works of literature from multiple identities and cultures.
- Students will read and write in multiple genres through art and craft courses at the introductory and advanced levels.
- Students will engage in critical, collaborative workshops and learn to apply feedback in order to draft and revise their work.
- Students will practice and gain confidence in sharing their work in both classroom and public settings.
- Students will gain and apply experience in various creative and professional settings.

**DEGREE REQUIREMENTS**

**Required Core (12 Credits):**

CCRWT 1400	Introduction to Creative Writing	3
CCRWT 3900	Junior Seminar in Creative Writing	3
CCRWT 4000	Senior Seminar in Creative Writing	3
CLITR 2400	Power and Identity: Literature in English	3

**Support Courses (6 Credits):**

Choose CLITR or CHUMS courses at the 3000-Level and above, with at least 3 credits focusing on your genre of study from the following:

CLITR 3028	United States Drama Since 1900	3
CLITR 3312	The Plays of Shakespeare	3
CLITR 3313	Seriously Funny: Comedy on Stage & Screen	3
CLITR 3314	Seriously Tragic: Tragedy on Stage & Screen	3
CLITR 3315	Contemporary Latin American Women Writers	3
CLITR 3317	Marriage and Dangerous Liaisons in the Novel	3
CLITR 3320	The Power of Words: The English	3

CLITR 3329	Language Then and Now Race, Ethnicity, Identity in United States Literature	3
CLITR 3337	Short Fiction and Novella	3
CLITR 3400	Major Authors	3
CLITR 3670	Bildungsroman: Novel of Self-Development	3
CHUMS 3300	Travel/Study London	3
CHUMS 3317	Romanticism in the Arts: Literature, Painting, and Music	3
CHUMS 3331	The Shock of the New: European and American Culture at the Turn of the 20th Century	3
CHUMS 3500	Postcolonial History, Literature, Ethics	3

**Creative Writing Craft and Reflection (12 Credits):**

Choose TWELVE credits from the following, of which THREE must be 3000 level or higher and SIX must be in the study of your chosen genre.

CCRWT 2000	Art and Craft of Creative Non-Fiction	3
CCRWT 2070	The Art and Craft of Screenwriting	3
CCRWT 2100	Art & Craft of Comedy Writing	3
CCRWT 2300	Art and Craft of Short Fiction	3
CCRWT 2310	Art and Craft of Poetry	3
CCRWT 2400	Art and Craft of Writing Children's and Young Adult Literature	3
CCRWT 2430	Magazine Production	3
CCRWT 3000	Advanced Poetry	3
CCRWT 3001	Advanced Scriptwriting	3
CCRWT 3201	Advanced Short Fiction	3
CCRWT 3300	Autobiographical Writing	3
CCRWT 3400	Genre Fiction Seminar	3
CCRWT 4349	Senior Thesis in Creative Writing	4

Creative Writing majors must declare one primary genre by the end of second semester sophomore year. In consultation with faculty advisor and/or a Creative Writing faculty mentor, genre choice may be determined according to number of courses taken in a genre and/or academic or career goals. Creative Writing majors write a capstone work in their chosen genre in the Creative Writing Senior Seminar. Students must complete the advanced, 3000-level course in their chosen genre prior to enrolling in the Senior Seminar.

**Professional / Experiential Component (11 Credits):**

If the student declares an Education Major or Minor, the internship requirement is satisfied with student teaching in the Major or Minor.

**All Education majors must select CCRWT 2430 in their Craft and Reflection choices.**

If the student declares any other double major, the internship requirement must be satisfied in the major with the greater number of credits in its experiential component. If they're the same, the student may choose one. Every effort will be made to have one of the internships encompass the objectives of the other major.

Students may choose to do an additional internship in their other major.

CCRWT 2430	Magazine Production	3
CHUMS 2200	Internship Planning and Preparation	1
CHUMS 3100	Field Work and Seminar in the Humanities I	3
CHUMS 4100	Humanities Field Work and Seminar II	4-6

CHUMS 2200 or any other 1000-level field-based course (e.g. CEDUC 1352, CHMSR 1551, CMGMT 1451, CMGMT 1701).  
CHUMS 4100 only needs to be taken at 4 credits.

### Other Requirements: Foreign Language Competency

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

1. taking two semesters of American Sign Language, French, German, Italian, Portuguese or Spanish at the university level.
2. If students enter Lesley with the proficiency to take American Sign Language II, French II, German II, Italian II, Portuguese II or Spanish II, and they pass that course, this will also satisfy the foreign language competency.
3. Students who have already achieved a proficiency equal to two full semesters of college language instruction before entering Lesley have the following options for satisfying this requirement:
  - Before entering Lesley, students may take an AP language exam or CLEP exam and satisfy the language requirement if they score a grade of four or higher (AP) or 50 or above (CLEP).
  - After entering Lesley, students who wish to demonstrate language competency will be referred to the Foreign Language Coordinator.
  - Students may take a competency exam in any of the languages offered at Lesley under the supervision of the Foreign Language Coordinator. This exam will be equivalent to a final exam given to students in American Sign Language II, French II, German II, Italian II, Portuguese II, or Spanish II. A grade of B or higher in this test will waive the language requirement; a grade ranging from C to B- will place student at the second semester level.
  - Students who wish to demonstrate language competency in any other foreign language must take the CLEP or an equivalent exam as approved by the Foreign Language Coordinator.

## Earth and Environmental Science - Bachelor of Arts (37+ Credits)

The Earth and Environmental Science major prepares individuals for graduate-level training in environmental sciences, or for entry-level employment in a broad and growing spectrum of environmental careers. Students who complete this major will gain scientific literacy and both broad and deep knowledge of biology, earth sciences, or health within the context of the complex environmental challenges facing humanity today. An Integrated Science Track designed specifically for future Middle School, Elementary, Early Childhood, and Special Education teachers allows students to meet teacher licensure requirements for Middle School General Science and leads to comprehensive understanding of environmental issues and the science associated with them. Students wishing to focus on Middle School Mathematics should declare the Mathematics major. A focus on research and field experience in all tracks provides students with first-hand research experiences and helps them develop the essential thinking skills necessary for understanding and studying the environment from multiple perspectives. Student research may involve civic engagement and contribute to the understanding of local urban ecosystems. Immersion in the field will lead to transformative thinking about humans and their complex relations with their environment. The major will lead to the development of a sense of place and a sense of social responsibility informed by a deep

understanding of nature, the history of life and humanity, and the complexities of human-environment interactions.

### Learning Goals

- Develop Critical Thinking and Inquiry Skills
- Develop Scientific Literacy
- Understand the Application of Science to Issues of Social Concern
- Understand from Multiple Perspectives (including a historical perspective) the Breadth of Human Diversity
- Prepare for Future Careers and Learning

### PROGRAM TRACKS

The Earth and Environmental Science major provides students with the opportunity, working with their advisors and science faculty members, to develop concentrations in biology and earth science. A separate track exists for students who want to pursue the growing field of environmental health. Education majors, including Middle School (separate sub-track), Early Childhood, Elementary, and Special Education Majors, also have a separate track of study. All students will work closely with advisors to choose courses (science, foundation, free elective) that contribute to a comprehensive program of study.

#### I. Required Core (26 Credits):

##### Choose ONE:

CNSCI 2100	Humans in the Environment	3
CPHYS 3010	Our Changing Climate	3

##### Choose ONE:

CBIOL 1101	Biology 1 with Lab	4
CBIOL 2101	Biology II with Lab	4

CBIOL 1101: Students who have completed AP Biology with a score of 4 or higher must take CBIOL 2101 in the place of CBIOL 1101

##### Required:

CPHYS 1104	Earth Science and Planetary Geology with Lab OR	4
CPHYS 1110	Environmental Science w/Lab	4
CPHYS 1250	Physics I with Lab: Forces, Sound, Momentum & Energy	4
CPHYS 1308	General Chemistry I with Lab	4
CMATH 1990	Concepts and Applications of Calculus I	4
CMATH 3522	Inferential Statistics	3

#### II. Electives (9-12+ Credits):

Choose 4 courses from CPHYS, CBIOL, CNSCI with at least 1 at 3000 level or above (Education majors MUST take CNSCI 4550 Directed Research Capstone: Science for 3 of the 12 credits).

#### III. Research/Field (6 Credits):

NOT required of Education Majors (except for CNSCI 4550, which MUST be taken under Category II by education majors).

CNSCI 4550	Directed Research Capstone: Science	3
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##### Choose ONE:

CNSCI 3500	New England Field Studies	3
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**IV. Internship (6 Credits):**

NOT required of Education Majors, or students who move from an education licensure program into an education minor. Non-Education Majors must take CNSCI 4100 for 6 credits.

CNSCI 4100	Research Internship and Seminar	3-6
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**Optional Health Track (9 Credits):**

Students in this track may replace the 3 courses above in section III with the two courses below plus 1 additional CHLTH course.

CBIOL 2502	Essentials of Health	3
CHLTH 4410	Health and the Environment	3
CHLTH xxxx	(Additional Health Course)	3

**Marine Studies Consortium (MSC)**

This consortium is an association of 17 Massachusetts higher education and research institutions. MSC courses offer unique learning opportunities in marine and aquatic sciences, environmental policy, and environmental management. The courses are potential choices for Environmental Science majors, as well as Education majors. The Biology of Fishes course, offered at the New England Aquarium, may be the only ichthyology course in the world where students use the resources of a major aquarium at every class meeting. Other courses, such as the Biology of Whales and Water Resources Management, are offered nowhere else in New England at the undergraduate level. Courses, which include an additional consortium tuition fee, are held during the evenings on the campuses of our member institutions. MSC course descriptions can be found in the course descriptions section of this catalog. Students wishing to take MSC courses should contact David Morimoto, Department Chair, Natural Sciences and Mathematics, College of Liberal Arts and Sciences at 617.349.8226, or morimoto@lesley.edu. For additional information and offerings, visit the consortium’s website at <https://www.marinestudiesconsortium.org/>.

**Education Programs**

**Leading to Initial Licensure**

Students in Education programs may concentrate their study toward licensure in one of five areas: Early Childhood Education, Elementary Education, Middle School Education, Secondary Education, and Special Education. This study may be extended through various specializations that enhance students’ marketability and efficacy in the educational setting. Some students may elect to minor in Education. In addition, students may apply for acceptance in one of several dual degree programs.

The instructional coursework for each program is designed to prepare students for teaching in a multicultural society and it is based upon a process or clinical approach. Throughout the Lesley curriculum, theory is combined with competency-based practical field work with children and adolescents. Methodologies used include formal lectures, round table discussions and/or seminars, and cooperative learning groups. These are combined with collaborative student and faculty interaction to find solutions to the daily problems that aspiring teachers may encounter in their work with students. Appropriate field experiences are arranged in the first, sophomore, and junior years culminating in an intensive student teaching practicum during the senior year.\* In this capstone experience, viewed as a synthesis of all that has been learned, students assume their greatest responsibility as future teachers.

Students select a program according to their professional interests and determine the teaching license for which they plan to qualify.\*\*

The **Early Childhood Education major** leads to licensure as an early childhood teacher, grades PreK–2.

The **Elementary Education major** leads to licensure as an elementary teacher, grades 1–6.

The **Middle School Education major** leads to licensure as a middle school teacher, grades 5–8 for Mathematics and General Science majors. History and English majors lead to licensure grades 5-12.

The **Secondary School Education major** leads to licensure as a high school teacher, grades 8–12 for Mathematics majors. History and English majors lead to licensure grades 5-12.

The **Special Education major** leads to licensure as a teacher of students with moderate disabilities, grades PreK–8.

*\*The College accepts reasonable responsibility for providing accessible field placements for any handicapped students and for ensuring that the cooperating school understands the student’s handicap.*

*\*\*Teaching licenses described in the catalog are based on the initial licensure requirements of the Commonwealth of Massachusetts.*

**Requirements for Progression in Education Majors**

The College of Liberal Arts and Sciences curriculum is designed to ensure that at the point of graduation Education majors are ready to be effective classroom teachers and meet the requirements of the Massachusetts Educator Tests. Passing these tests is required of all students applying for teacher licensure in Massachusetts, and similar tests are required of students seeking certification in most other states.

As students progress through their coursework at Lesley they must meet specific criteria that indicate their readiness to move to a higher level of teacher preparation within their licensure program. Beginning with their first year, the program is designed to give students feedback with regard to a variety of skills needed for success as a teacher. This ensures that students have an accurate picture of their skill level as they progress through the program, and may therefore address any areas that need improvement as early as possible.

**First Year**

In order to receive preliminary acceptance into the Education major a student must:

- receive a grade of C or higher and successfully complete the field experience in the first year education course: CEDUC 1352 Teaching, Learning and Social Responsibility

A student who does not meet the above requirement embarks on the Course of Action approved by the Department Chair for Education. Upon successful completion of this Course of Action, the student will receive preliminary acceptance into the Education major.

**Sophomore Year**

In order to receive full acceptance into the Education major a student must:

- receive a grade of C+ or higher and successfully complete the field experience in the appropriate sophomore core class: Early Childhood Education, Elementary Education, Middle School Education, or Special Education

- receive a grade of C+ or higher in Literacy Learning or Content Area Reading in Grades 5–12
- pass the Massachusetts Educator Communication and Literacy Skills Test

A student who does not meet the above sophomore requirements embarks on the Preparation Plan approved by the Department Chair for Education. Upon successful completion of the Preparation Plan, a student will receive full acceptance into the Education major.

### Junior Year

In order to be eligible for the Junior Practicum and Seminar in Early Childhood Education (Early Childhood Education Majors) or the Junior Practicum and Seminar in Early Intervention (Early Childhood Education Majors with a Specialization in Early Intervention) an Early Childhood student must:

- receive full acceptance into the Education major
- have a cumulative grade point average of 3.0 or higher

In order to be eligible for the Senior Practicum and Seminar a student must:

- receive full acceptance into the Education major
- receive a grade of C+ or higher and successfully complete the field experience in High School Education
- receive a grade of C+ or higher in Teaching Mathematics for Elementary School Teachers (Elementary Education Majors and Special Education Majors)
- receive a passing grade in Junior Practicum and Seminar in Early Childhood Education (Early Childhood Education Majors) or Junior Practicum and Seminar in Early Intervention (Early Childhood Education Majors with a Specialization in Early Intervention)
- have a cumulative grade point average of 3.0 or higher
- pass the Massachusetts Educator Foundations of Reading Test if majoring in Early Childhood Education, Elementary Education, or Special Education
- pass the subject area portion of the Massachusetts Educator Test

### Senior Year

To successfully complete the Education major a student must:

- receive a passing grade in the Senior Practicum and Seminar and Sheltered English Instruction.

### College of Liberal Arts and Sciences MTEL Policy

In order to be eligible for senior student teaching a student must pass all portions of the Massachusetts Tests for Educator Licensure (MTEL) required for their license ([www.lesley.edu/certification](http://www.lesley.edu/certification)).

A general timeline for taking the MTEL is outlined in the Requirements for Progression in Education Majors.

### Non-Licensure

Students wishing to pursue the Education major without MA licensure endorsement may select the Applied Track. The Applied Track provides students with a culminating class and internship experience (CEDUC 3721) in an educational setting that may include, but is not limited to: museum, educational publishing company, policy and advocacy organization, and not-for-profit community organization. Students in the Applied Track will have the opportunity

to utilize 5 Education elective credits and select relevant courses in consultation with their advisor(s).

### E-Portfolios

All education majors must enroll in LiveText. Students who enroll in CEDUC 2351, CEDUC 2352, CEDUC 2360, and CSPED 2354 must also simultaneously enroll in CPORT 2000.87. This is a requirement for all education majors. Education minors and students on non-licensure tracks are exempted from using LiveText.

### Guidelines for Academic and Professional Behavior

Consistent with Lesley University's mission, it is our aim to ensure that educator candidates are entering the field as well-prepared and effective teachers, able to support student learning and development through "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities." These professional behaviors affect student learning, motivation and development as well as the educator's own professional growth (National Council for the Accreditation of Teacher Education).

The undergraduate Education Department firmly believes that these dispositions are connected not only to behaviors observed within the field experience but the attitudes and interactions in the university classroom. All teacher candidates are expected to be knowledgeable of the CLAS expectations concerning academic and professional conduct.

Appropriate and professional behavior is expected from students at all times when communicating with faculty, staff, students, and other members of the University community. Students exhibiting concerning or inappropriate behaviors may be referred to meet with the Department Review Committee in order to discuss a remediation plan or dismissal from the major. Repeated and/or egregious offenses may result in a student's dismissal from the teacher education program.

### Dispositional Expectations for Lesley Classrooms, Interactions with Faculty and Supervisors and Field-Based Classrooms.

Lesley University expects that you will exhibit behavior that:

#### A. Professional Conduct & Tone

1. Uses an appropriate tone in written and oral communication. Demonstrates thoughtful, effective verbal and nonverbal communication and responsive listening.
2. Exhibits professional behavior, including regular attendance, punctuality, appropriate dress and demeanor, and timely completion of required work.
3. Demonstrates responsibility in the appropriate use of technology in both university classroom and PreK-12 classroom settings and in communication with students, families, colleagues and faculty.
4. Maintains appropriate boundaries when interacting with students, families, colleagues and others.

#### B. Caring and Respect

1. Demonstrates sensitivity to community and cultural norms, and engages in and supports appropriate and culturally-responsive professional practices for self and colleagues.
2. Treats all students, colleagues, and members of the University community fairly, equitably and respectfully, valuing individual differences and experiences.

3. Demonstrates sensitive, caring, and respectful behavior toward all students and their families.
4. Respects students' and families' privacy and confidentiality of information.

**C. Engagement**

1. Demonstrates enthusiasm for teaching and the discipline(s) taught.
2. Demonstrates interest and engagement with new ideas and developments in the field.
3. Takes initiative in both university classrooms and PreK-12 classroom settings.

**D. Flexibility**

1. Demonstrates flexibility and is open to adjustment and revision based on needs and changing circumstances.
2. Demonstrates ability to receive and integrate constructive feedback into work and teaching practices.

**E. Collaboration**

1. Demonstrates willingness and ability to collaborate with other professionals and families to improve the overall learning environment for students.
2. Demonstrates concern for the attitudes, beliefs, feelings and welfare of others.

**F. Professional Practices**

1. Demonstrates high expectations for all students and willingness to adapt instruction to meet varying needs and abilities.
2. Demonstrates behavior that supports the safety of all students.
3. Works proactively to create a positive learning experience in pre-service and field based classrooms.
4. Engages in self-reflection regarding one's pedagogical practices and gauges impact on student learning and well-being.
5. Projects self-confidence and leadership in assuming the role of the teacher.

**G. Legal/Ethical Conduct**

1. Engages in ethical conduct as defined by professional educational organizations.
2. Maintains privacy and confidentiality of student and family information according to FERPA regulations.
3. Abides by Lesley University Community Standards of Conduct.

**GUIDELINES FOR FILING AN ACADEMIC NOTIFICATION**

The reasons for filing an academic notification reflect an instructor's concerns about a student in terms of academic performance, and/or professional behavior, and/or Education Department competencies.

An academic notification is a means of informing a student that there are concerns about the student's performance and that either dismissal from the major or a plan for remediation is warranted.

Ordinarily the concern(s) noted in the academic notification would reflect concerns that the instructor has already communicated to the student.

**Step A**

1. Instructor submits to the Department Chair the academic notification form articulating the concern.
2. Within 5 working days of the receipt of the academic notification the Department Chair will:
  - a. consult with the course instructor.
  - b. send a letter of notification to the student, requiring the student to attend a meeting with the Department Review Committee which will include the Department Chair, the instructor, and one additional faculty member in the Department.
  - c. send a copy of the academic notification to the faculty advisor.

**Step B**

1. The Department Review Committee and the student will meet and consult regarding the issues of concern within 5 working days of the receipt of the academic notification. The Committee will then meet to either recommend steps for remediation and a time line for implementation of the recommendations or dismissal from the major.
2. The Department Chair sends notification of either dismissal from the major or a copy of the plan for remediation to the student, the Department Review Committee, the faculty advisor, and to the Director of Academic Advising within 5 working days of this meeting.
3. If the student does not participate fully in the academic notification process, the matter will be referred to the CLAS Dean.

**Step C**

If the Department Review Committee dismisses the student from the major, the student may appeal to the Dean of the College of Liberal Arts and Sciences.

If the Department Review Committee recommends remediation, the Department Chair will determine the status of precipitating issues, and will take one of the following actions:

1. If the issues have been satisfactorily resolved according to the remediation plan, the academic notification will be determined closed with no further action.
2. If it is determined that the issues may be resolved within a reasonable time frame, such as the next semester, a date will be determined for subsequent review and closure.
3. If it is determined that the student has not made sufficient progress according to the remediation plan, or has not participated fully in the academic notification process, the matter will be referred to the CLAS Dean.

Licensure Programs in Education

**Early Childhood Teacher - Bachelor of Science (45 Credits)**

**Early Childhood/ Early Intervention 51 credits**

This major leads to initial licensure as a teacher of early childhood, grades PreK-2. Students completing the major may qualify for a variety of positions involving work with young children in nursery schools, kindergartens, and grades one through two. Within the

major, students study ways of meeting children's special needs in regular early childhood settings.

Students in the Early Childhood Major must choose a liberal arts major to complement their professional study. Students may choose from thirteen liberal arts fields:

- Biology
- Children, Youth, & Family Studies
- Creative Writing
- English
- Earth and Environmental Science
- Environmental Studies
- Global Studies: Politics, Culture, and Society
- History
- Mathematical Studies
- Political Science
- Psychology
- Sociology and Social Change

This program requires a minimum of 150 hours of practicum work at the preschool/kindergarten level OR a minimum of 200 hours of practicum work in grade 1 or 2 during the junior year. The senior practicum is a semester experience at the level not chosen for the junior practicum.

Students working toward an Early Childhood Education licensure with an Early Intervention Specialization should refer to the Education Specializations section (p. 96).

**DEGREE REQUIREMENTS**

**I. Required core:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2351	Early Childhood Education	4
CEDUC 2401	Literacy Learning	3
CEDUC 3373	Developmental Experiences in Mathematics and Science	3
CEDUC 3395	Literature for Children	3
CEDUC 3420	Language Arts, Social Studies and Technology	3
CEDUC 4188	Sheltered English Instruction: Pre-K - 6	4
CEDUC 4360	Wkg/Parents&Chld Integ Setting	3
CEDUC 4721	Senior Practicum and Seminar in Early Childhood Education	9

Required benchmark grades:

CEDUC 1352: C or higher  
 CEDUC 2351 and CEDUC 2401: C+ or higher

**Choose ONE:**

CEDUC 3702	Junior Practicum and Seminar in Early Childhood Education	3
CEDUC 3704	Junior Practicum and Seminar in Early Intervention	9

CEDUC 3702 must be taken concurrently with CEDUC 3373 and CEDUC 4360  
 CEDUC 3704 must be taken concurrently with CEDUC 3429 and

CEDUC 3373

Students specializing in Early Intervention must take CEDUC 3704  
 CEDUC 3704 has required benchmark grades

**II. Liberal Arts Support Courses:**

CPSYC 2401	Child Psychology	3
CPSYC 2437	Equity & Inclusion for Children with Disabilities	3

**Elementary Teacher - Bachelor of Science (48 Credits)**

This major leads to initial licensure as an elementary teacher, grades 1–6. Students will be especially well qualified to serve as teachers in public and private elementary schools. Within the major, the student will consider the mainstreamed special child in the regular classroom.

The senior practicum will be a semester experience at one level within the 1–6 grade range. Coursework in grades 1–6 gives the student experience with children of different ages and a variety of curricula, organizational studies, and grouping strategies characteristic of the elementary school.

Students in the Elementary Major must choose a liberal arts major to complement their professional study. Students may choose from eleven liberal arts fields:

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

**DEGREE REQUIREMENTS**

**I. Required Core:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2352	Elementary Education	4
CEDUC 2401	Literacy Learning	3
CEDUC 2710	Effective Classroom Climate Strategies for Pre K-6	3
CEDUC 3374	Teaching Mathematics for the Elementary School Teachers	3
CEDUC 3379	Teaching Geometry, Measurement, and Data	3
CEDUC 3410	Teaching Social Studies and Science from a Problem-Centered Approach	3
CEDUC 3415	Teaching Language Arts and Literature	3
CEDUC 4188	Sheltered English Instruction: Pre-K - 6	4
CEDUC 4350	Embracing Diversity in Classroom Communities	3
CEDUC 4722	Senior Practicum and Seminar in Elementary Education	9

Required benchmark grades:

CEDUC 1352: C or higher  
 CEDUC 2352, CEDUC 2401, and CEDUC 3374: C+ or higher  
 Can take either CEDUC 4188 or CEDUC 4189

**II. Liberal Arts Support Courses:**

CPSYC 2401	Child Psychology	3
CPSYC 2437	Equity & Inclusion for Children with Disabilities	3

Courses Required for Elementary Education Majors to Meet General Education Distributions.

- **Arts and Humanities:** 3 Credits in American History, 3 credits in World History (1 or 2), 3 credits (in consultation with advisor).
- **Math/Science (Mathematics):** It is recommended that students choose one of the following courses: CMATH 1501 Problem Solving, CMATH 5100 Functions & Algebra, CMATH 6101 Number Theory, CMATH 6107 Number & Operations. Students planning to major in Mathematics may choose any mathematics course for which they have met the prerequisites. Six additional credits (selected in consultation with advisor)
- **Social Sciences:** 9 credits (in consultation with advisor)
- **Liberal Arts Electives:** One prefix must be CMATH.

**Middle School Teacher - Bachelor of Arts (42+ Credits)**

This major leads to initial licensure as a teacher of General Science and Mathematics in grades 5-8 and licensure in English, and History in grades 5-12. Students may qualify for positions involving work with middle school-aged children in a variety of middle school settings. The education of teachers for middle schools focuses on teaching the whole child — drawing on the psychology of early adolescence to develop teaching techniques, materials, and curricula particularly relevant to children at this stage of development.

The senior practicum will be a semester experience in one setting within the 5–8 grade range. Coursework within grades 5–8 gives the student experience with both children of different ages and a variety of curricula, organizational structures, and grouping strategies characteristic of the middle school.

Students must choose a liberal arts major to complement this major. Students may choose from four liberal arts fields:

- English
- Earth and Environmental Science
- History
- Mathematics

**TEACHER OF GENERAL SCIENCE (5-8) (42 CREDITS)**

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

**I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2360	Middle School Education	4
CEDUC 2402	Content Area Reading in Grades 5-12	3
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4350	Embracing Diversity in Classroom Communities	3
EEDUC 5013	Curriculum, Instruction, and	3

EEDUC 6215	Assessment in General Science	3
	Effective Management of Secondary Inclusive Classrooms	
CEDUC 4732	Senior Practicum & Seminar: Middle School Teacher Of Science	9
	An additional elective at the 2000 level or above in the Earth and Environmental Science Major	3

Required benchmark grades:

CEDUC 1352: C or higher  
 CEDUC 2360 and CEDUC 2402: C+ or higher

**II. Liberal Arts Support Courses:**

CPSYC 2437	Equity & Inclusion for Children with Disabilities	3
CPSYC 3409	Psychology of Preadolescence and Adolescence	3

**TEACHER OF ENGLISH (5-12) (49 CREDITS)**

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

**Choose ONE (3 credits):**

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

Required Benchmark Grades:

CEDUC 2402 and EEDUC 6170: C+ or higher

**I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2360	Middle School Education	4
CEDUC 2714	Young Adult Literature in the Middle/Secondary Classroom	3
CEDUC 3451	High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4350	Embracing Diversity in Classroom Communities	3
CEDUC 4731	Senior Practicum & Seminar: Middle School Teacher Of English	9
EEDUC 5060	Teaching English Language Arts in Grades 5-12	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

Required Benchmark Grades:

CEDUC 1352: C or higher  
 CEDUC 2360 and CEDUC 3451: C+ or higher

**Choose ONE (3 credits):**

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development	3

With the approval of their advisor or the chair of the undergraduate Education Department, juniors and senior may take graduate courses (EEDUC, ESPED, ECOMP) in the School of Education in those programs that lead to initial licensure. Once enrolled, they must meet all course requirements as outlined on the syllabus.

**Choose ONE (3 credits):**

CPSYC 2437	Equity & Inclusion for Children with Disabilities	3
EINSE 5100	Inclusion, Social Justice, and Disability	3

## TEACHER OF HISTORY (5-12) (43 CREDITS)

Students preparing to teach History must choose the liberal arts major in History and the Education major.

**Choose ONE (3 credits):**

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development	3

**Choose ONE (3 credits):**

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

Required benchmark grades:

CEDUC 2402 and EEDUC 6170: C+ or higher

**I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2360	Middle School Education	4
CEDUC 3451	High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4350	Embracing Diversity in Classroom Communities	3
EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
CEDUC 4733	Senior Practicum & Seminar: Middle School Teacher Of History	9

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 2360 and CEDUC 3451: C+ or higher

**Choose ONE (3 credits):**

CPSYC 2437	Equity & Inclusion for Children with Disabilities	3
EINSE 5100	Inclusion, Social Justice, and Disability	3

## TEACHER OF MATHEMATICS (5-8) (48 CREDITS)

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

**I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2360	Middle School Education	4
CEDUC 3374	Teaching Mathematics for the Elementary School Teachers	3
CEDUC 3379	Teaching Geometry, Measurement, and Data	3
CEDUC 3450	Teaching Middle/Secondary Mathematics: Exploring Connections	3
CEDUC 4189	Sheltered English Instruction: 5-12	4
EEDUC 5110	Teaching Mathematics in Grades 5-8	3
EEDUC 6154	Meeting Diverse Needs in the Mathematics Classroom	3

EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
CEDUC 4734	Senior Practicum & Seminar: Middle School Teacher Of Math	9

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 2360: C+ or higher

**Choose ONE (3 credits):**

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

Required benchmark grades:

CEDUC 2402 and EEDUC 6170: C+ or higher

**II. Support Courses:**

Choose ONE (3 credits):

CPSYC 2437	Equity & Inclusion for Children with Disabilities	3
EINSE 5100	Inclusion, Social Justice, and Disability	3

**Choose ONE (3 credits):**

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development	3

With the approval of their advisor or the chair of the undergraduate Education Department, juniors and seniors may take graduate courses (EEDUC, ESPED, ECOMP) in the School of Education in those programs that lead to initial licensure. Once enrolled, they must meet all course requirements as outlined on the syllabus.

**Secondary School Teacher - Bachelor of Arts (43+ Credits)**

This major leads to initial licensure as a teacher of English (5-12), History (5-12) or Mathematics (8-12). Students may qualify for positions involving work with high school students in a variety of secondary school settings. The education of teachers for secondary school draws on the psychology of adolescence to develop teaching techniques, materials, and curricula particularly relevant to students at this stage of development.

The senior practicum will be a semester experience in one setting within the 8–12 grade range. Coursework within grades 8–12 gives the student experience with both adolescents of different ages and a variety of curricula, organizational structures, and grouping strategies characteristic of the secondary school.

Students must choose a liberal arts major to complement this major. Students may choose from three liberal arts fields:

- English
- History
- Mathematics

## TEACHER OF ENGLISH (5-12) (49 CREDITS)

Students must choose the liberal arts major in English and the Education major.

**I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2360	Middle School Education	4

CEDUC 2714	Young Adult Literature in the Middle/Secondary Classroom	3
CEDUC 3451	High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4350	Embracing Diversity in Classroom Communities	3
CEDUC 4736	Senior Practicum & Seminar: High School Teacher Of English	9
EEDUC 5060	Teaching English Language Arts in Grades 5-12	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 2360 and CEDUC 3451: C+ or higher

**Choose ONE (3 credits):**

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

Required benchmark grades:

CEDUC 2402 and EEDUC 6170: C+ or higher

**Choose ONE (3 credits):**

CPSYC 2437	Equity & Inclusion for Children with Disabilities	3
EINSE 5100	Inclusion, Social Justice, and Disability	3

**Choose ONE (3 credits):**

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development	3

With the approval of their advisor or the chair of the undergraduate Education Department, juniors and seniors may take graduate courses (EEDUC, ESPED, ECOMP) in the School of Education in those programs that lead to initial licensure. Once enrolled, they must meet all course requirements as outlined on the syllabus.

**TEACHER OF HISTORY (5-12) (43 CREDITS)**

Students preparing to teach History must choose the liberal arts major in History and the Education major.

**I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2360	Middle School Education	4
CEDUC 3451	High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4350	Embracing Diversity in Classroom Communities	3
EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
CEDUC 4737	Senior Practicum & Seminar: High School Teacher Of History	9

Required benchmark grades:

CEDUC 1352: C or higher CEDUC 2360 and CEDUC 3451: C+ or higher

**Choose ONE (3 credits):**

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

Required benchmark grades:

CEDUC 2402 and EEDUC 6170: C+ or higher

**II. Support Courses**

**Choose ONE (3 credits):**

CPSYC 2437	Equity & Inclusion for Children with Disabilities	3
EINSE 5100	Inclusion, Social Justice, and Disability	3

**Choose ONE (3 credits):**

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development	3

Juniors and seniors may take graduate courses (EEDUC, ESPED, ECOMP) in the School of Education in those programs that lead to initial licensure with the approval of their advisor or the chair of the undergraduate Education Department. Once enrolled, they must meet all course requirements as outlined on the syllabus.

**TEACHER OF MATHEMATICS (8-12) (42 CREDITS)**

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

**I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 3450	Teaching Middle/Secondary Mathematics: Exploring Connections	3
CEDUC 3451	High School Education	4
CEDUC 4189	Sheltered English Instruction: 5-12	4
CEDUC 4738	Senior Practicum & Seminar: High School Teacher Of Math	9
EEDUC 6154	Meeting Diverse Needs in the Mathematics Classroom	3
EEDUC 6202	Teaching Mathematics in Grades 8-12	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 3451: C+ or higher

**Choose ONE (3 credits):**

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

Required benchmark grades:

CEDUC 2402 and EEDUC 6170: C+ or higher

**II. Support Courses**

**Choose ONE (3 credits):**

CPSYC 2437	Equity & Inclusion for Children with Disabilities	3
EINSE 5100	Inclusion, Social Justice, and Disability	3

**Choose ONE (3 credits):**

CPSYC 3409	Psychology of Preadolescence and Adolescence	3
EEDUC 6100	Adolescent Development	3

With the approval of their advisor or the chair of the undergraduate Education Department, juniors and seniors may take graduate courses (EEDUC, ESPED, ECOMP) in the School of Education in those programs that lead to initial licensure. Once enrolled, they must meet all course requirements as outlined on the syllabus.

**Special Education Teacher - Bachelor of Science (48 Credits)**

This major leads to initial licensure as a Teacher of Students with Moderate Disabilities (PreK–8). This program focuses on the development of students' potential in an inclusive learning community. Prospective teachers in this major develop expertise in assessment, curriculum design, and instructional techniques that provide access to the learning environment. There is an emphasis on the development of skills that lead to the successful collaboration between special and general education.

The senior practicum will be a full semester experience at one level within a PreK–8 setting serving students with special needs.

Students in the Special Education major must choose a liberal arts major to complement their professional study. Students may choose from twelve liberal arts fields:

- Biology
- Children, Youth and Family Studies
- Creative Writing
- English
- Earth and Environmental Science
- Environmental Studies
- Global Studies: Politics, Culture, and Society
- History
- Mathematics or Mathematical Studies
- Political Science
- Psychology

**DEGREE REQUIREMENTS****I. Required Courses:**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 2401	Literacy Learning	3
CEDUC 3374	Teaching Mathematics for the Elementary School Teachers	3
CEDUC 3379	Teaching Geometry, Measurement, and Data	3
CEDUC 3410	Teaching Social Studies and Science from a Problem-Centered Approach	3
CSPED 2354	Special Education	4
CSPED 3300	Developing Accessible Instruction for Struggling Readers and Writers	3
CSPED 3320	Assessment that Develops Potential: Diversity in Cognition and Learning	3
CEDUC 4188	Sheltered English Instruction: Pre-K - 6	4

CSPED 4420	Curriculum Adaptation and Technology	3
CSPED 4724	Senior Practicum and Seminar in Special Education	9

Required benchmark grades:

CEDUC 1352: C or higher

CEDUC 2401, CEDUC 3374, and CSPED 2354: C+ or higher

Can take either CEDUC 4188 or CEDUC 4189

**II. Liberal Arts Support Courses:**

CPSYC 2401	Child Psychology	3
CPSYC 2437	Equity & Inclusion for Children with Disabilities	3

Courses Required for Special Education Majors to Meet General Education Distributions.

- **Arts and Humanities:** 3 Credits in American History, 3 credits in World History (1 or 2), 3 credits (in consultation with advisor).
- **Math/Science (Mathematics):** It is recommended that students choose one of the following courses: CMATH 1501 Problem Solving, CMATH 5100 Functions & Algebra, CMATH 6101 Number Theory, CMATH 6107 Number & Operations. Students planning to major in Mathematics may choose any mathematics course for which they have met the prerequisites. Six additional credits (selected in consultation with advisor)
- **Social Sciences:** 9 credits (in consultation with advisor)
- **Liberal Arts Electives:** One prefix must be CMATH.

**Teaching Specializations**

The following specializations allow students opportunities for in-depth study in the teaching of a particular subject or population. Any student may take additional courses as long as prerequisites are met. Although specializations enhance a student's professional qualifications, specializations do not lead to additional teacher licenses.

**Early Care and Education (12 credits)**

This specialization is open to students majoring or minoring in Early Childhood Education. As part of their work, students will focus on curriculum planning in daycare with infants and toddlers, or preschoolers or school-age children. Included in the administration course is a one-day-a-week practicum with a daycare administrator, advocate, or policy planner. In completing this specialization, the student will have completed the coursework to be Director I qualified (Massachusetts Office of Child Services Regulations).

**REQUIREMENTS****I. Required core:**

CEDUC 3360	Learning Environments for Infants and Toddlers	3
CEDUC 3702	Junior Practicum and Seminar in Early Childhood Education	3
CEDUC 4357	Problems and Issues in Early Care and Education	3
CEDUC 4358	Administration and Leadership in Programs Providing Early Care and Education	3

**II. Practicum:**

One practicum experience must be in a daycare setting.



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## Early Intervention (12 Credits)

This specialization is open to students majoring in Early Childhood Education who wish to work as Early Intervention Specialists with infants and toddlers with special needs and their families in early intervention/home-based settings. Students may apply for certification with advanced standing as Early Intervention Specialists through the Department of Public Health.

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## General Early Childhood

### REQUIREMENTS

#### I. Liberal Arts Major:

Liberal Arts major must be Children, Youth, & Family Studies.

CPSYC 3407	Critical Issues in Infancy	3
CPSYC 3427	Family Interventions	3

Both courses must be taken as part of the major course of study.

#### II. Required Core:

CEDUC 3360	Learning Environments for Infants and Toddlers	3
CEDUC 3429	Early Intervention: Theory and Practice	3

#### III. Practicum:

The CEDUC 3704 course requirement cannot be waived for students enrolled in this specialization.

The full-time practicum for students in this specialization, CEDUC 4721, should be split between two placements: a minimum of 100 hours at preschool level (3 or 4 year olds) or kindergarten level, and a minimum of 200 hours at the first or second grade level.

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## Explorations in the Reggio Emilia Approach (12 Credits)

This specialization is open to students majoring or minoring in Early Childhood Education. Students develop a deeper understanding of long-term investigations, documentation, and the use of symbolic materials in learning through the Reggio approach.

### REQUIREMENTS

#### I. Required Core:

CEDUC 3702	Junior Practicum and Seminar in Early Childhood Education	3
EEDUC 5300	Environment and Materials in Reggio-Inspired Teaching and Learning	3
EEDUC 5815	Innovative Pedagogies in Early Childhood Education Seminar	3

#### Choose ONE (3 Credits):

CARTS 3440	Intermediate Drawing and Painting	3
EARED 5010	Creative Movement: Kinesthetic Learning Across the Curriculum	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARTS 5351	Cultural History Through Storytelling	3
EARTS 6105	Multiple Perspectives Through Music	3

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## Individually Designed (10 Credits)

This specialization provides students with the opportunity to explore areas of teaching not covered by more prescribed specializations. Students directly integrate fieldwork with coursework and draw upon the expertise of a particular faculty member.

### REQUIREMENTS

#### I. Required Core:

CEDUC 3721	Field Experiences in Learning Environments	4
	Two courses chosen in consultation with an Education faculty member	6

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## Mathematics Education (9 or 12 Credits)

This specialization is designed to provide future classroom teachers with particular preparation in the teaching of mathematics. A graduate with this specialization is well qualified to serve as a building resource person and to assume a leadership role in the development of instructional activities in school mathematics.

### REQUIREMENTS

#### I. Required Core:

CEDUC 4392	Content and Analysis of School Mathematics Curricula	3
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#### Choose ONE (0 or 3 Credits):

(If not already included within the Education major requirements.)

CEDUC 3374	Teaching Mathematics for the Elementary School Teachers	3
EEDUC 5110	Teaching Mathematics in Grades 5-8	3

#### Choose TWO (6 Credits):

CMATH 1501	Problem Solving	3
CMATH xxxx	Any course with a CMATH prefix	3

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## Multicultural Education (9 Credits)

This specialization is designed for students wishing additional preparation in addressing the challenges and opportunities involved in teaching in a diverse society. Aspiring teachers will have the chance to deepen their knowledge and develop strategies to examine significant issues. These include class, culture, ethnicity, gender, language, sexual orientation, and religion.

### REQUIREMENTS

#### I. Required Core:

CSOCL 2119	Race and Ethnic Relations	3
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#### Choose TWO:

CPSYC 1201	Cross-Cultural Psychology	3
EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3
EEDUC 6111	Constructing the Equitable Classroom: From Theory to Practice	3

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## Reading Specializations

### Emergent Literacy (12 Credits)

This specialization is open to students majoring or minoring in Early Childhood Education who wish to gain more in-depth knowledge about young children's oral language development and their interactions with reading and writing.

### REQUIREMENTS

#### I. Required Core:

CEDUC 3395	Literature for Children	3
CEDUC 3420	Language Arts, Social Studies and	3

CEDEC 3702	Technology Junior Practicum and Seminar in Early Childhood Education	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3

### Teaching Reading (12 Credits)

This specialization provides in-depth training in the teaching of reading. Graduates in this area are well qualified to assume instructional responsibilities for the teaching of reading and language arts in self-contained classrooms or in team teaching situations. Students must achieve a grade of B or higher in all coursework taken for this specialization.

#### REQUIREMENTS

##### I. Required Core:

CEDEC 2401	Literacy Learning	3
CSPED 3300	Developing Accessible Instruction for Struggling Readers and Writers	3

##### Choose ONE (3 Credits):

CEDEC 3395	Literature for Children	3
CEDEC 3415	Teaching Language Arts and Literature	3

##### Choose ONE (3 Credits):

CEDEC 2402	Content Area Reading in Grades 5-12	3
EEDUC 6101	Content Literacy	3
EEDUC 6402	Clay's Observation Survey of Early Literacy Achievement	2- 3

### Science Education (9 Credits)

This specialization is designed to provide future classroom teachers with particular preparation in the teaching of science. A graduate with this specialization is well qualified to serve as a resource person and to assume a leadership role in the development of instructional activities in school science.

#### REQUIREMENTS

##### I. Required Core:

##### Choose TWO (6 Credits):

CNSCI 3102	Science and Ethics of Gardening (Fall and Spring)	1.5
EEDUC 6080	Urban Ecology Field Studies: Implementing Field Research in Schools	3
CEDEC 3410	Teaching Social Studies and Science from a Problem-Centered Approach Any course with a CBIOL or CPHYS prefix.	3

### Special Education (15 Credits)

The specialization in Special Education is open to all students who are taking a major or minor in general education. Students choose a track, dependent on their licensure program. The coursework in this specialization strengthens the general educator's ability to meet the diverse learning needs of students in today's inclusive classrooms. The required courses provide *additional study* in alternative assessment, curriculum adaptation, and instructional strategies for students with special learning needs.

### EARLY CHILDHOOD EDUCATION TRACK (15 CREDITS)

#### I. Required Core:

##### Choose ONE:

CEDEC 2710	Effective Classroom Climate Strategies for Pre K-6	3
EEDUC 5057	Introduction to D.I.R. (Floortime): A Developmental Model for the Special Child	3

##### Choose ONE:

CARTH 2423	Principles in Art Therapy	3
CEXTH 2623	Principles of Expressive Arts Therapy	3

##### Choose THREE:

CEXTH 3504	Guitar for Therapy and Education	3
CLANG 1701	American Sign Language	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2- 3

Or one of the courses not taken above  
as part of the required core

### ELEMENTARY EDUCATION, MIDDLE SCHOOL EDUCATION, AND SECONDARY EDUCATION TRACK (15 CREDITS)

#### I. Required Core:

CSPED 3300	Developing Accessible Instruction for Struggling Readers and Writers	3
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CSPED 3300: Middle school and secondary majors must take CEDEC 2401 Literacy Learning as a pre-requisite for CSPED 3300 above. For these students, CEDEC 2401 will count as 3 of the 9 credits required for this section of the specialization.

##### Choose ONE:

CARTH 2423	Principles in Art Therapy	3
CEXTH 2623	Principles of Expressive Arts Therapy	3

##### Choose THREE:

CEXTH 3504	Guitar for Therapy and Education	3
EINSE 6124	Formal Assessment in Special Education	3
EINSE 6134	Developing IEPs in Collaboration with Schools and Families	3
EINSE 6121	Classroom Management and Behavior Support	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2- 3
EINSE 6128	Targeted Math and Science Instruction: Access and Fluency	3

EINSE 6134: This course requires EINSE 6124, Assessment in Special Education, as a prerequisite.

### Teaching English Language Learners (13 Credits)

This specialization provides students with more focused study in the issues faced by English language learners and specific ways to better address their learning needs. Students who complete this specialization meet the Massachusetts Department of Elementary and Secondary Education requirements for English Language Learner Categorical Training in Category 1: Second Language Learning and Teaching, Category 2: Sheltered Content Instruction, and Category 4: Reading and Writing in Sheltered Content Classrooms.

REQUIREMENTS

**I. Required Core:**

EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3

**Choose ONE:**

CEDUC 4188	Sheltered English Instruction: Pre-K - 6	4
CEDUC 4189	Sheltered English Instruction: 5-12	4

**Choose ONE:**

EECLD 6001	Culturally Responsive Teaching	3
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Dual Degree Programs

The dual degree programs provide opportunities for students to meet requirements for a bachelor's degree and a master's degree in an accelerated program. Full-time students can usually complete a dual degree program in five years. The dual degree programs are designed for students who demonstrate a high degree of maturity and academic potential. They require students to meet high standards of academic achievement in both their undergraduate and graduate level coursework. Students admitted to the College of Liberal Arts and Sciences may apply for admission to the dual degree programs at the end of their sophomore year. In order to be accepted into these programs, students must have maintained a cumulative GPA of 3.3 or higher during the first four semesters of college. Formal application involves creating a portfolio application which is reviewed by a team of undergraduate and graduate faculty. Transfer students should consult their department chair about the application. Students interested in pursuing a dual degree should contact their advisor or the department chair in order to obtain further information.

Currently, four dual degree programs are available for Education students:

- Dual Degree Program for Early Childhood or Elementary Education Majors: Master of Education Degree - Teacher of Students with Moderate Disabilities (PreK-8) Leading to Initial Licensure
- Dual Degree Program for Early Childhood or Elementary Education Majors: Master of Education Degree in Curriculum and Instruction with a Specialization in Integrated Teaching through the Arts leading to Professional Licensure
- Dual Degree Program for Special Education Majors: Master of Education Degree in Elementary Education Leading to Initial Licensure
- Dual Degree Program for Elementary or Special Education Majors: Master of Education in English as a Second Language (PreK-6) Leading to Initial Licensure
- Dual Degree Program for Middle and Secondary Education Majors: M.Ed. Leading to Initial Licensure as Teacher of Students with Moderate Disabilities (5- 12)
- Dual Degree Program for Early Childhood Education Majors: M.Ed. in Early Childhood Education Leading to Professional Licensure

Educator Licensure

**Educator Licensure Regulations**

Programs leading to educator licensure at Lesley University are approved by the Massachusetts Department of Elementary and

Secondary Education (ESE). Massachusetts is a member state of the NASDTEC and a signatory of the NASDTEC Interstate Agreement, which facilitates the transfer of educator licensure between member states (not necessarily immediate reciprocity). Depending on your professional goals, where you plan to reside or teach, and the licensure structures that exist within that state, there are different pathways to licensure that may be relevant, including additional coursework, required tests, assessments, and classroom experience.

We strongly encourage prospective applicants who intend to pursue licensure to review Licensure Information documents for their respective programs of interest prior to applying to the program. This is in accordance with Lesley University's participation in SARA (State Authorization Reciprocity Agreement) and with federal regulations.

The Lesley Certification and Educator Licensure Office is located within the Graduate School of Education, 1815 Massachusetts Avenue, Cambridge. The Certification and Educator Licensure website, [www.lesley.edu/certification](http://www.lesley.edu/certification) is the primary source for information on educator licensure. This website has MTEL workshops and MTEL math course schedules and registration instructions. The process for applying for Initial and Professional licenses, and frequently asked questions for both licensure and Massachusetts Tests for Educator Licensure (MTEL) are highlighted. Information regarding license renewal and licensure regulations outside Massachusetts is also available, along with the latest MTEL information and study resources. Specific links to the Massachusetts Department of Elementary and Secondary Education keep the Lesley community aware of changes to regulations and procedures.

All teacher licensure programs are aligned to the Professional Standards for Teachers (PSTs) and subject matter knowledge (SMK) standards. Programs are subject to revision based on ESE guidance and changes to Regulations

The Massachusetts Department of Elementary and Secondary Education (MA ESE) is located at 75 Pleasant Street, Malden, MA. Due to COVID-19 precautions ESE's Walk-in Welcome Center Service Counter may be closed. Candidates are advised to call 781.338.6600, Monday through Friday 9:00 am - 12:00 pm or 2:00 pm - 5:00 pm (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.

Amy Stratman, the Certification and Regulatory Affairs Officer, can be reached at [cert\\_off@lesley.edu](mailto:cert_off@lesley.edu).

**Massachusetts Educator Licensure Requirements:**

Educator Licensure and Recruitment (ELAR) Account

ELAR is the state's online portal for completing most licensure-related transactions. Through ELAR, candidates apply for or advance a license online, renew a Professional license, check the status of a license/application, make a payment, upload transcripts, 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](#), <https://gateway.edu.state.ma.us/elar/common/EducatorWelcomePagePageControl.ser>, and receives a unique Massachusetts Educator Personnel ID number, or MEPID, which must be reported to Lesley.

For more detailed information about how to set up the required electronic account, obtain a MEPID, and submit it to Lesley, visit [Lesley's Certification and Educator Licensure website](#).

### **Sheltered English Immersion (SEI) Endorsement**

Because candidates for Initial teacher and Reading Specialist licenses are required to have an SEI endorsement, all of Lesley's Initial licensure programs include a MA ESE approved Sheltered English Instruction course.

Professional license renewals will require at least 15 Professional Development Points (PDPs) related to SEI or English as a second language and at least 15 PDPs related to training strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles. Remaining PDPs may be earned through a combination of subject-related activities.

### **Massachusetts Tests for Educator Licensure (MTEL)**

Candidates seeking Initial license as a teacher, specialist, or counselor are required by the state to pass Massachusetts Tests for Educator Licensure (MTEL), a series of pass/fail tests designed to measure communication and literacy skills and content knowledge for educator licensure. All MTEL exams are computer-based and many MTELs are now available at home with Online Proctoring. You will need to ensure you have the right equipment, run a system test and adhere to all testing guidelines. The Communication and Literacy Skills MTEL (or equivalent), required for all educator licenses, has a reading subtest and writing subtest. 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. As of July 2021, there are additional test options available to meet the Communication and Literacy reading and writing test requirement, as well as an MTEL Flex option for some individuals within one standard error of measurement to the passing score (available for some, not all, MTELs).

Subject matter tests are required for teaching and specialist licenses (not for counseling, digital literacy and computer science, or instructional technology), and some licenses require the Foundations of Reading MTEL. The Massachusetts Department of Elementary and Secondary Education website contains a list of required MTEL exams for each license area, as does Lesley's MTEL Student Guide, which can be found on the MTEL page.

### **Massachusetts Educator License Renewal**

Lesley University is a state-approved professional development provider, offering courses, seminars, institutes, workshops, and other activities that fulfill Massachusetts renewal requirements. Professional development activities are available in a wide range of formats--on weekends, weekdays, and evenings, both on campus and at school sites. See [www.lesley.edu/professional-development-and-continuing-education](http://www.lesley.edu/professional-development-and-continuing-education) for information on Lesley's offerings.

For professional license renewal, you must earn: at least 15 PDPs in content (subject matter knowledge); at least 15 PDPs in pedagogy (professional skills and knowledge); at least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL); at least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles. The remaining required 90 PDPs may be earned through any combination of elective activities that address other educational issues and topics that improve student learning, additional content, or pedagogy. The renewal of

each additional area license(s) will require 30 PDPs, of which 15 out of the 30 must be content related.

### **Massachusetts Tests for Educator Licensure Policy Memo**

Taking MTELS early and passing all required exams before the practicum provides educator licensure candidates with early identification of issues that potentially could affect their ability to be licensed. The university is committed to providing students with information and resources that will help them address any academic needs identified by the results of this test(s) or by other evaluative tools in the academic programs.

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

Teacher candidates are strongly encouraged to take the Communications & Literacy Reading and Writing MTELS by the end of the first semester. Candidates must have passed Communication and Literacy Reading and Writing MTELS and have taken (though not necessarily passed) all remaining required MTEL exams prior to applying for Practicum.

Teacher candidates who have not passed all MTELS by the application deadline may be eligible to proceed with Practicum.

Note: Candidates will not be eligible for Massachusetts Department of Elementary and Secondary Education licensure until all MTEL requirements are complete.

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

Teacher candidates are strongly encouraged to take the Communications & Literacy Reading and Writing MTELS by the end of sophomore year. Candidates must have passed Communication and Literacy Reading and Writing MTELS and have taken (though not necessarily passed) all remaining required MTEL exams prior to applying for Senior Practicum. Teacher candidates who have not passed all MTELS by the application deadline may be eligible to waive some MTEL requirements and proceed with Senior Practicum.

Transfer students who bring in 60+ credits must take the Communications & Literacy Reading & Writing MTELS by the end of their first year at Lesley.

### **Field Experiences and Practicum**

Lesley University offers students the opportunity to gain field-based experience prior to their senior full-time student teaching. This component of the Education program is an essential way to integrate coursework and application. As part of the first-year course, CEDUC 1352 Teaching, Learning, and Social Responsibility, students interested in becoming teachers in Pre-K through 12 are placed in classroom settings with a Supervising Practitioner one day each week, for approximately 10 weeks. A similar early field experience is an integral part of CEDUC 2351 Early Childhood Education, CEDUC 2352 Elementary Education, CEDUC 2360 Middle School Education, CEDUC 3451 High School Education, and CSPED 2354 Special Education, with students participating in field placements one day each week throughout the semester. Early Childhood Education majors complete CEDUC 3702 Junior Practicum & Seminar in ECE in their third year, which includes a two-day/week practicum experience. Students who choose to complete an Education major

without licensure or an Education minor register for CEDUC 3721 Field Experiences in Learning Environments, which affords students opportunities in educational settings such as classrooms, museums, libraries, government offices, and other teaching and learning environments. To secure these placements, the CLAS Field Placement Office team or Internship Office team works with students according to their goals and programs.

Education faculty and administrators enjoy a cooperative relationship with many school districts in Massachusetts. The superintendents, principals, directors, and experienced teachers in the metropolitan and suburban districts work collaboratively with Lesley. The following school districts reflect a sample

### Early Childhood Studies - Bachelor of Science (Non-Licensure Program)

This program is intended primarily to meet the needs of adult students currently working in the field, as early childhood teachers (infant/toddler through preschool in programs outside of the public schools). The program addresses the current movement in early childhood education towards requiring teachers to hold a bachelor's degree. This Early Childhood Studies program is designed to meet this need and also to provide currently employed teachers with the rich resources that exist at the College of Liberal Arts and Sciences, the Graduate School of Education, and in the Creative Arts in Learning program. Students completing this 30-credit Early Childhood Studies program, along with a liberal arts concentration and the general education requirements of the College of Liberal Arts and Sciences, would be eligible to earn a bachelor of science degree.

This program resides within the Education Department at 27 Mellen Street, Cambridge. All student inquiries and concerns should be directed to Lisa Fiore, Chair; lfiore@lesley.edu.

#### REQUIREMENTS

##### I. Required Early Childhood Studies Courses (19 Credits):

CEDUC 4188	Sheltered English Instruction: Pre-K - 6	4
EEDUC 5131	Developments in Cultural Contexts	3
EEDUC 5138	Literacy, Literature, and the Arts in the Early Childhood Classroom	3
EEDUC 6109	Observation, Documentation, and Assessment	3
EEDUC 5139	Learning Mathematics in Early Childhood	3

##### Choose ONE:

EEDUC 6058	Anti-Bias Communities in Early Childhood	3
	OR	
CEDUC 4350	Embracing Diversity in Classroom Communities	3

##### II. Field Experience (4 Credits):

CEDUC 3721	Field Experiences in Learning Environments	4
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##### III. Early Childhood Studies Specialization (9 Credits):

Select three courses in one of the specialization areas listed. One of the courses should be EEDUC 5120 or EARED 6002.

##### Working with Infants and Toddlers

EEDUC 5120	Young Children with Special Needs	3
CEDUC 4360	Wkg/Parents&Chld Integ Setting	3

CEDUC 3360	Learning Environments for Infants and Toddlers	3
CPSYC 3407	Critical Issues in Infancy	3

##### Working with Children with Special Needs

CEDUC 2710	Effective Classroom Climate Strategies for Pre K-6	3
EEDUC 5057	Introduction to D.I.R. (Floortime): A Developmental Model for the Special Child	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
CPSYC 3407	Critical Issues in Infancy	3

##### Working with Preschool Children

EEDUC 5815	Innovative Pedagogies in Early Childhood Education Seminar	3
EEDUC 5300	Environment and Materials in Reggio-Inspired Teaching and Learning	3
EEDUC 6139	A Pedagogy of Play	3
EEDUC 5130	Early Childhood STEAM and Health	3
EEDUC 5120	Young Children with Special Needs OR	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
CEDUC 2710	Effective Classroom Climate Strategies for Pre K-6	3

EEDUC 5120 and EARED 6002: Only one of EEDUC 5120 or EARED 6002 may be taken to fulfill this specialization requirement.

##### Integrated Teaching through the Arts

EARED 6002	Integrated Arts Strategies for Inclusive Settings	2-3
EARED 5010	Creative Movement: Kinesthetic Learning Across the Curriculum	3
EARTS 5351	Cultural History Through Storytelling	3
EARTS 6105	Multiple Perspectives Through Music	3
EARED 6116	Early Childhood Arts, History and Social Science	3

##### IV. Liberal Arts Concentration (15 Credits):

AINTD 2008	Transition Seminar: Lives in Context	3
CWRIT 2250	Writing Workshop	3
CPSYC 2401	Child Psychology	3
CPSYC 2421	Introduction to Counseling	3
CPSYC 3427	Family Interventions	3

AINTD 2008: required for LCAL students who opt to complete the Liberal Studies degree or concentration.

CWRIT 2250: Students may transfer in writing or have met the writing requirement and be able to waive this course. However, students who have been out of school for a while or with insufficient writing skills are encouraged to take this course. The PLA course also requires a high level of writing as students are required to write essays to document prior learning.

AWRIT 4010: The PLA Prep course and process is an additional option for students to gain credits for their work and life experiences. Students may receive up to 45 credits through this method, including a maximum of 15 credits in the Early Childhood Studies major. Portfolios are reviewed and assessed for final credit awards.

Remaining General Electives (via online, PLA, transfer or other)	31
Total Required Credits for Degree	120

### Early Childhood Studies - Bachelor of Science (Non-Licensure Program; Community College Partnerships)\*

The Lesley University bachelor's degree programs at Bunker Hill Community College (BHCC) and Urban College of Boston are designed for students who have completed an associate's degree in Early Childhood Development to successfully transition into Lesley University's Bachelor of Science in Early Childhood Studies program. Students will primarily take face-to-face courses with Lesley faculty on site at the community colleges but will also have the flexibility of selecting online or Cambridge based courses for elective and general education credit. Students will also take courses (face to face or online) leading to Lesley's Child Homelessness Initiative Certificate (considered a minor within the Early Childhood Studies major).

#### REQUIREMENTS

##### Early Childhood Major Courses (24 credits)

CEDUC 2712	Writing for Educators	3
CEDUC 3360	Learning Environments for Infants and Toddlers	3
CEDUC 3373	Developmental Experiences in Mathematics and Science	3
CEDUC 3420	Language Arts, Social Studies and Technology	3
CEDUC 4358	Administration and Leadership in Programs Providing Early Care and Education	3
CEDUC 4580	Enhancing Quality Early Childhood Programs: A Field Experience	3
CEDUC 3395	Literature for Children	3
CPSYC 2437	Equity & Inclusion for Children with Disabilities	3

CEDUC 3395 and CPSYC 2437 are required unless taken as part of an associate degree

##### Minor: Child Homelessness Certificate (15 Credits)\*\*

CPSYC 2421	Introduction to Counseling	3
CPSYC 2402	Child Homelessness	3
CPSYC 3407	Critical Issues in Infancy	3
CPSYC 3422	Trauma and Crisis	3
CSOCS 3050	Parenting Resilience	3

##### General Education/Electives

Students will be required to complete Lesley's general education curriculum (through transfer or courses taken at Lesley) and any remaining electives in order to earn the required 120 credits for the bachelor's degree. Students will select electives in conjunction with an advisor.

\*An Associate degree in early childhood education is a requirement for admission.

\*\*The minor may be waived for students for whom completing would require credits in excess of the required 120. Permission from the Department Chair is required.

### English - Bachelor of Arts (30 credits)

#### (30 credits plus 10-12 credits of experiential learning)

The English major introduces the student to significant writers and works of English, American, and Anglophone literatures from the Old English period to the contemporary age, and offers exposure as well to preeminent authors and texts of European and world literatures. Survey courses offer broader overviews, while upper-level courses allow for more focused study of different themes, literary periods, genres, and authors, allowing students to pursue questions that interest them in more depth.

The study of literature is valuable as a way of learning more about human cultures and societies of the past; it also provides ways of better understanding the present world and oneself through engaging with the ideas of some of the most interesting thinkers of human history.

In addition to development of this broader literary, cultural, and personal knowledge, the English major also cultivates those capacities and skills so important to any future profession. The close analysis of texts develops the ability to respond critically to the written word and the ideas it conveys; the attention given to writing different kinds and lengths of papers develops the ability to communicate clearly and persuasively in written form; the emphasis on discussion and oral presentations helps develop the ability to speak cogently and with ease within and before groups.

#### Outcomes of the English Major:

- Students will demonstrate breadth and depth of knowledge in English and American literatures
- Students will demonstrate research skills appropriate to the discipline, including the following:
  - ability to posit a succinct and arguable thesis
  - ability to organize and analyze evidence from multiple sources
  - ability to adhere to genre and disciplinary conventions
- Students will demonstrate conversancy with different schools and methods of literary interpretation
- Students will develop the ability to communicate effectively and clearly in written and oral assignments
- Students will apply their skills in an appropriate internship setting
- Students will explore opportunities for graduate study as indicated by number of students applying to graduate programs

#### DEGREE REQUIREMENTS

##### I. Required Core (12 Credits):

CLITR 2400	Power and Identity: Literature in English	3
CLITR 2500	Constructing the Self: Literature in Translation	3
CLITR 3900	Junior Writing Seminar on a Major Author	3
CLITR 4340	Senior Seminar in Literary Criticism	3

**II. Additional CLITR and CHUMS courses (18 Credits):**

At least 12 credits must be at 3000-level or above. Students may take up to 4 credits of studio courses (CCRWT, CDRAM 2042 or CDRAM 2050). \*EXCEPT CHUMS 2100, 2200 and 3400.

**III. Professional/Experiential Component (10 Credits):**

If the student declares an Education major or minor, the internship requirement is satisfied with student teaching in the major or minor.

CHUMS 2200	Internship Planning and Preparation	1
CHUMS 3100	Field Work and Seminar in the Humanities I	3
CHUMS 4100	Humanities Field Work and Seminar II	4-6

CHUMS 2200 or any other 1000-level field-based course (e.g. CEDUC 1352, CHMSR 1551, CMGMT 1451, CMGMT 1701)

CHUMS 4100 must be taken at 6 credits

If the student declares any other double major, the internship requirement must be satisfied in the major with the greater number of credits in its experiential component. If they are the same, the student may choose one. Every effort will be made to have one of the internships encompass the objectives of the other major.

Students may choose to do an additional internship in their other major.

Other Requirements: Foreign Language Competency

Competencies in foreign language for the English Major are fulfilled by

1. taking two semesters of American Sign Language, Chinese, French, German, Italian, Portuguese, or Spanish at the university level.
2. If students enter Lesley with the proficiency to take American Sign Language II, Chinese II, French II, German II, Italian II, Portuguese II, or Spanish II, and they pass that course, this will also satisfy the foreign language competency.
3. Students who have already achieved a proficiency equal to two full semesters of college language instruction before entering Lesley have the following options for satisfying this requirement:
  - Before entering Lesley, students may take an AP language exam or CLEP exam and satisfy the language requirement if they score a grade of four or higher (AP) or 50 or above (CLEP).
  - After entering Lesley, students who wish to demonstrate language competency will be referred to the Foreign Language Coordinator.
  - Students may take a competency exam in any of the languages offered at Lesley under the supervision of the Foreign Language Coordinator. This exam will be equivalent to a final exam given to students in American Sign Language II, Chinese II, French II, German II, Italian II, Portuguese II, or Spanish II. A grade of B or higher in this test will waive the language requirement; a grade ranging from C to B- will place student at the second semester level.
  - Students who wish to demonstrate language competency in any other foreign language must take the CLEP or an equivalent exam as approved by the Foreign Language Coordinator.

**Environmental Science - Bachelor of Science (56+ credits)****(56+ credits plus 6 credits experiential learning)**

The Environmental Science Bachelor of Science degree is a rigorous 62+ credit program of study that prepares students for direct employment after graduation or for graduate school, where students can pursue master's or PhD degrees. Environmental Science is an interdisciplinary field with a broad and rapidly growing job sector that is projected to grow by 8% percent from 2019 to 2029, a rate that is much faster than the average job growth rate for all occupations, and with highly competitive salaries. With widespread and heightened public interest in the state of our environment, for example with respect to urbanization, population growth, health, food systems, and climate change, the demand for environmental scientists and specialists is growing rapidly. Students can combine courses in business, communications, and other areas to leverage their environmental science expertise in business enterprise and journalism. Environmental Science is also a good background for specialized lawyers, and for the fields of environmental writing and environmental history. The GIS component of the major makes graduates highly marketable.

<https://www.mendeley.com/careers/news/careers-jobs-field/top-careers-environmental-science>

<https://www.indeed.com/career-advice/finding-a-job/environmental-science-degree-jobs>

**Learning Goals**

1. Development of critical thinking, inquiry skills, and scientific literacy.
  - A. Demonstrate a mastery of the ability to synthesize information from multiple sources and to place objective analysis in the context of a position of advocacy (separate values from data).
  - B. Demonstrate a mastery of the ability to explore nature scientifically (make novel observations, raise questions, bring existing ideas to bear on possible explanations, develop investigations to test predictions, evaluate evidence in light of questions and predictions); to perform a scientific investigation from inception to presentation of results in oral/visual and written format.
2. Integration of civic engagement and social responsibility with scientific research.
3. Development of quantitative analytical skills, including designing experimental design, data collection, and analysis.
4. Understanding the complexity and interdependence of ecological systems, inclusive of human systems; understanding the impact of humans on environment and environment on humans (the complex interplay of human and nonhuman systems).
5. Development of an environmental ethic and a philosophy that includes humans in nature and a sense of place and social responsibility.
6. Understanding the historical development of ecosystems and the evolutionary development of life on Earth.
7. Understanding (from multiple scientific perspectives, and including an historical perspective) our local ecology through repeated observation and study.
8. Development of strategies and interests for lifelong learning.



9. Preparation to obtain an entry level position in environmental sciences, or to be admitted to graduate study in a scientific field.

#### Career and Occupation Paths for Graduates in this Program

The field is large and growing with many possible jobs. The major also combines well with minors and foci in business, communications, biology, and more. The major is great preparation for graduate study as well. Some jobs include:

- Biochemist/Environmental Chemist
- Commercial horticulturist
- Environmental consultant
- Environmental education officer
- Environmental/Civil Engineer
- Environmental Health Officer
- Environmental technician
- Environmental Specialist
- Environmental Manager
- Environmental Protection Manager
- Environmental Science Teacher
- Geological technician/Environmental geologist
- Hydrologist/Water engineer
- Minerals surveyor
- Nature conservation officer
- Petroleum Engineer
- Post-secondary teacher
- Recycling officer
- Meteorologist
- Sustainability consultant
- Waste management officer
- Water quality scientist
- Wildlife Biologist/Marine Biologist
- Environmental health practitioner
- GIS technician/specialist
- Geographer
- Horticultural consultant
- Landscape architect
- Natural Science Manager
- Town/Urban planner
- Toxicologist

Opportunities for environmental science graduates can be found in the environmental science and wider biology sectors. Typical employers include local authorities, environmental protection

agencies such as the Environment Protection Agency and agencies at regional (e.g. TVA), state and local levels, government departments, environmental monitoring organizations, environmental consultancies, nature conservation organizations, and organizations such as the MA Natural Heritage and Endangered Species Program. There are also opportunities available in the utilities sector with water companies and waste management companies, in planning and surveying, the media, and in environmental education and research, as well as in agriculture, energy and utilities, and other job sectors.

See also: <https://www.bestcolleges.com/careers/science-and-engineering/enviromental-science/> for starting salary ranges for certain Environmental Science careers as well as information on master's and PhD programs in the field.

#### DEGREE REQUIREMENTS

##### Required Core (41 Credits)

CPHYS 1110	Environmental Science w/Lab	4
CBIOL 2505	Ecology with Lab	4
CNSCI 2101	Mapping Our World with GIS	3
CPHYS 3010	Our Changing Climate	3
CPHYS 1308	General Chemistry I with Lab	4
CPHYS 2102	General Chemistry II with Lab	4
CPHYS 2308	Organic Chemistry I with Lab	4
CPHYS 3308	Organic Chemistry II w/Lab	4
CPHYS 1250	Physics I with Lab: Forces, Sound, Momentum & Energy	4
CMATH 1990	Concepts and Applications of Calculus I	4
CMATH 3522	Inferential Statistics	3

CPHYS 3010 Our Changing Climate is a choice. Choose CPHYS 3010 Our Changing Climate OR CNSCI 2100 Humans in the Environment

##### Electives (9-12 credits)

Choose an additional three courses from among the following list, for a total of 9-12 credits.

CBIOL 1400	Research Experiences in Natural Science	3
CNSCI 2100	Humans in the Environment	3
CPHYS 2106	Oceanography	3
CPHYS 2104	Meteorology	3
CPHYS 2510	Astronomy	3
CPHYS 2011	Biological Chemistry I	3
CBIOL 2205	Botany with Lab	4
CPHYS 3010	Our Changing Climate	3
CBIOL 3210	Evolution and the History of Life	3
CNSCI 3500	New England Field Studies	3
CNSCI 3101	Advanced Topics in GIS	3
CNSCI 3130	Urban Design for Sustainability	3
CNSCI 3888	Selected Topics in Natural Science	3
CNSCI 2210	Water Resources Planning and Management	3
CNSCI 2140	Coastal Zone Management (Marine Studies Consortium Course)	3
CBIOL 2100	Introduction to Marine Mammals (Marine Studies Consortium course)	3
CBIOL 4110	Biology of Fishes (Marine Studies Consortium Course)	3
CBIOL 4100	Biology of Whales (Marine Studies Consortium course)	3



**Elective (3 credits)**

Choose once course from the following list:

CPOLS 3302	Environmental Politics and Policy	3
CPSYC 3410	Ecopsychology	3
CSOCL 3551	Activism and Change in Communities	3
IILLU 3140	Natural History Drawing	3
CHLTH 4410	Health and the Environment	3

**Required Research Capstone (3 credits)**

CNSCI 4550	Directed Research Capstone: Science	3
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**Required Internship (6 credits)**

CNSCI 4100	Research Internship and Seminar	3-6
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If two 90 hour, 3 credit internships are preferred to one 180 hour 6 credit internship, a student can take CNSCI 3100 and CNSCI 4100 each for 3 credits.

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**Environmental Studies - Bachelor of Arts (31 Credits)**

**(31 credits plus 9 credits experiential learning. Students majoring in Environmental Studies must either minor in a related field or complete a second major.)**

The interdisciplinary field of environmental studies explores the complex relationship between humans and the physical environment. This timely major allows students to gain a broad and deep understanding of our dependencies on the natural world, and the pressing environmental challenges facing us and future generations. Students complete a broad core of courses (31 credits) exploring the environment through the various lenses of Social Sciences, Natural Sciences, Humanities, Policy, Business Management, Psychology, Health, and Fine Arts. Students are required to pair this major with a related minor or complete a second major, strengthening their ability to apply an environmental perspective to an outside field. Throughout the program, a systems-based perspective and active engagement in environmental issues are emphasized. Students will explore solutions to environmental problems by using scientific inquiry, promoting government action and collective effort, and realizing personal initiative. The combination of this set of perspectives and approaches will lead to a deep understanding of, and appreciation for, the complexity of human-environment interactions.

**Learning Goals**

- Articulate the interrelationships between the scientific, political, economic, social, and spiritual forces that connect individuals and societies to the Earth
- Conceptualize sustainable solutions for critical environmental issues (e.g. implement best practices for the continued survival of the Earth’s biosphere)
- Identify the social forces that impact the definitions of environmental problems and notions of risk, and use quantitative and qualitative data to create solutions and design policy proposals that address natural, social and intercultural challenges
- Draw connections between ethics, literature, writing, and art in describing the fundamental role of nature in human ecology, behavior and culture

- Demonstrate interdisciplinary competency by analyzing the intersectionality of environmental, ethical, and social justice issues through the lenses of science, business management and politics

**Recommended paired majors/minors by career interests** (these are suggestions only and not intended to be comprehensive)

- Teachers/Educators
  - Early Childhood
  - Elementary Education
  - Special Education
- Community Activists, Aspiring Politicians and Non-Profit Organizers
  - Political Science
  - Communications
  - Earth and Environmental Science
  - Business Management
  - Sociology and Social Change
- Therapists, Social Workers, Advocates
  - Holistic Psychology
  - Psychology
  - Art Therapy
- Entrepreneurs
  - Business Management
- Journalists and Science Writers
  - English
  - History
  - Environmental Science
- Naturalists
  - Earth and Environmental Science
  - Biology
- Forest Service, EPA and other Government Positions
  - Earth and environmental Science
  - Biology
  - Political Science
  - Sociology and Social Change
- Artists and Media Professionals
  - Fine Arts programs through LA+D

**DEGREE REQUIREMENTS**

NB: Education (Early Childhood, Elementary, SPED) majors are waived from 6 of the 9 research internship credits. Middle School Education majors would need to take Biology, Chemistry, and Physics in addition to the courses for the Environmental Studies major.

Students complete a total of 12 credits (4 courses) from sections II-III, two courses per section, and at least one course at the 3000 level or above.

### I. Required Core (31 Credits):

CNSCI 2100	Humans in the Environment	3
CPHYS 1110	Environmental Science w/Lab OR	4
CBIOL 2505	Ecology with Lab	4
CHUMS 3201	Why Nature?	3
CPOLS 3302	Environmental Politics and Policy	3
CPHYS 3010	Our Changing Climate	3
CSOCS 4444	Senior Capstone Seminar: Current Issues in Social Science OR	3
CNSCI 4550	Directed Research Capstone: Science	3

Note: Students will be required to take CMATH 1522 Intro to Statistics to fulfill their math general education curriculum as it is a prerequisite for the capstone courses.

### Choose FOUR:

#### Must be from at least 2 different prefixes

CGEOG 1001	World Geography	3
CPSYC 3410	Ecopsychology	3
CNSCI 2101	Mapping Our World with GIS	3
CNSCI 3130	Urban Design for Sustainability	3
CHLTH 4410	Health and the Environment	3
IILLU 3140	Natural History Drawing and	3
CSOCL 3551	Activism and Change in Communities	3
IAHIS 3200	Art and Nature	3
CNSCI 2140	Coastal Zone Management (Marine Studies Consortium Course)	3
CNSCI 2210	Water Resources Planning and Management	3
CNSCI 4200	Wetlands: Ecology, Hydrology, Restoration (Marine Studies Consortium Course)	3

Note: Env Science and Ecology can serve as elective choices, depending which course is chosen in core above

### Marine Studies Consortium

This consortium is an association of 17 Massachusetts higher education and research institutions. Marine Studies Consortium (MSC) courses offer unique learning opportunities in marine and aquatic sciences, environmental Policy, and environmental management. The courses are potential choices for Earth and Environmental Studies majors, as well as Education majors. The Biology of Fishes course, offered at the New England Aquarium, may be the only ichthyology course in the world where students use the resources of a major aquarium at every class meeting. Other courses, such as the Biology of Whales are offered nowhere else in New England at the undergraduate level. Courses, which include an additional consortium tuition fee, are held during the evenings on the campuses of our member institutions. MSC course descriptions can be found in the course descriptions section of this catalog. Students wishing to take MSC courses should contact David Morimoto, Department Chair, Natural Sciences and Mathematics, College of Liberal Arts and Sciences at 617.349.8226, or morimoto@lesley.edu. Full information about the MSC can be found at <https://marinestudiesconsortium.org/courses.php>.

### II. Internship (9 Credits):

CNSCI 3100	Internship and Seminar	3-6
	AND	
CNSCI 4100	Research Internship and Seminar	3-6
	OR	
CSOCS 3401	Social Science Internship and Seminar I	3
	AND	
CSOCS 4401	Social Science Internship and Seminar II	6

NOT required of Education Majors, or students who move from an education licensure program into an education minor.  
Note: one internship can be substituted with mentored research with Lesley faculty with permission from advisor.

CMGMT 3xxx Business, Sustainability, and Environment is in development and will be added to the core requirement for the major in the future, and the number of elective choices in the major will then be adjusted down to choose THREE (instead of FOUR) courses.

## Expressive Arts Therapy - Bachelor of Science (36 Credits)

### (36 credits plus 13 credits of experiential learning)

The professional major in Expressive Arts Therapy is designed for students interested in learning about the theory and philosophy of expressive arts therapy and how professionals utilize expressive arts therapy modalities of dance/movement, drama, creative writing, music, poetry and the visual arts in integrated ways in working with children and adults in a variety of settings.

This major prepares students for entry-level positions in a number of human services settings, such as social service agencies, child care programs or specialized school programs, and other community settings. It is also designed to prepare students for entry into a professional, Master of Arts degree licensure program in Expressive Therapies and Mental Health Counseling. This program combines pre-professional courses in the human services with substantial coursework in psychology and the arts. Students will complete 270-350 hours in the field. *Optional specializations: Holistic Psychology, Dance/Movement Therapy, Spanish for the Professions: Community Engagement minor.*

### To successfully meet the requirements of the Expressive Arts Therapy major, students will:

- develop multimodal proficiency, synthesizing the identity of an integrated artist with that of a helping professional.
- demonstrate an understanding of modality-specific applications of Expressive Therapies within a context of the helping profession, through engagement in experiential learning.
- be able to critically analyze social science research and utilize their understanding to enhance their development within the field of Expressive Art Therapy.
- show an understanding of psychological development within a cultural context.
- demonstrate a capacity to utilize multicultural global perspectives in their approach to understanding Expressive Arts Therapy practice.

- develop knowledge and abilities integrating hands-on learning with studies of psychology and applied therapies through exploring career development, cultural humility, self-reflective skills, communication skills, ethics, and self-care.

**Academic & Professional Standards of the Expressive Arts Therapy Major**

The Department of Psychology & Applied Therapies understands the commitment to self-awareness and self-management that comes with development as a helping professional. Students' capacity to engage with empathic understanding of self and other is of great importance for successful completion of the internship courses and many other aspects of the program. Due to the applied nature of our graduates' work in the field, students' understanding of areas for growth and their own commitment to work on both personal challenges and professional competencies is essential to moving forward in the major.

Department pedagogy is substantially based on students' attendance and participation with the course materials, in activities that require consistent collaboration with others, which itself is based in the ability to take other's perspectives and present one's own opinions respectfully.

Below are listed other specific competencies and professional behaviors that students will be assessed on as they progress through their program of study. Students will be given feedback when issues arise related to these competencies and allowed an opportunity to improve on suggested areas in order to assist them to successfully complete their chosen major. Students failing to reach benchmarked academic standards and professional competencies over time will enter the Department's academic review process. For more specific descriptions of these competencies and the academic review process, please see Department Manual.

**Professional Standards Competencies**

A student's ability to function effectively within the context of helping relationships will be continually assessed by the faculty. Among the competencies that will be evaluated, in accordance with a student's experience, are:

- Appropriate work comportment including: attendance; punctuality; sound judgment; quality of work; ability to take initiative; attitude, knowledge or application of agency policy;
- Understanding of, and sensitivity to, the power dynamic in the worker/client relationship and the impact of class, ethnicity, gender, physical ability, race, religion/spirituality, and sexual orientation;
- Awareness of how one's own biases will affect one's understanding of and regard for another;
- Capacity to be a participant and observer in one's helping relationships with others;
- Recognition of and ability to deal with issues relating to how one's own feelings may impact work with clients, agency personnel, and supervisors;
- Ability to interview/converse with clients in order to assess their social and emotional needs;
- Ability to use appropriate verbal and non-verbal communication skills;
- The ability to maintain appropriate and ethically required boundaries, which includes but is not limited to dual

relationships, sexual conduct with clients or staff and sexual harassment;

- The appropriate use of self-disclosures;
- Awareness of the scope and limits of one's expertise, including but not limited to identification as interns;
- Understanding of an ability to adapt treatment plans to meet the needs of diverse clinical populations;
- Understanding of and ability to discuss ethical issues as they arise.

**DEGREE REQUIREMENTS**

**I. Required Core (21 Credits):**

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

Recommended: Take CMATH 1522 Introduction to Statistics before CSOCS 3444 Research Methods in the Social Sciences.

There is a minimum grade requirement of "C" in both CSOCS 3444 and CEXTH 4623 to complete the major.

**II. Arts Courses (9 Credits):**

Choose ONE course from 3 different categories.

Advisors may substitute CARTH 3888 or CEXTH 3888 as appropriate in areas below.

**Visual Arts**

CARTH 2423	Principles in Art Therapy	3
CARTH 3423	Materials as Metaphors in Art Therapy	3
CARTH 3425	Advocacy & Wellbeing with Photography	3
CARTH 3426	Art Therapy, Social Justice & Community Engagement	3
GEXTH 5045	Arts and Healing	3
GEXTH 6360	Drawing from Within: A Studio Course	3

**Music**

CEXTH 3502	Music Therapy: History, Theory, and Application	3
CEXTH 3504	Guitar for Therapy and Education	3
GEXTH 6020	Music, Imagery and Psychotherapy	3
GEXTH 6200	Principles and Practices of Music Therapy	3

**Theater / Drama**

CEXTH 3304	Psychodrama and Sociometry: Making the Invisible Visible	3
GEXTH 5047	Principles and Practices of Drama Therapy	3
GEXTH 6009	Developmental Transformations with Children and Adults	3

**Dance / Movement**

CEXTH 3404	Nia: Mind-Body Movement	3
CEXTH 3406	Dance/Movement Therapy: A Kinesthetic Approach to Healing	3
GEXTH 5250	Introduction to Dance/Movement Therapy	3
GEXTH 6254	Dance Movement Therapy with Children	3
GEXTH 6255	Jungian Dance and Drama Therapy	3
GEXTH 5029	Body-Oriented Psychotherapy With Adults	3
GEXTH 6259	Movement and Healing: Dance Therapy with Adults	3

**Literary Arts**

CEXTH 3302	Writing from the Body	3
GEXTH 6005	Storytelling in Therapy	3

NOTE: Graduate courses (GEXTH prefix) are available to Juniors or Seniors who must have permission from their academic advisor and course instructor to enroll.

NOTE: Students planning to apply for the dual degree program in Expressive Therapies will need 3 additional credits from any of the above arts courses and must show evidence of competency in at least one art form.

**Required Internship Sequence Coursework (13 Credits):**

There is a minimum grade requirement of C in all internship sequence courses.

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

**Advanced Expressive Arts Therapy Electives (6 credits)**

**Take two additional CEXTH courses, or one CEXTH and one CARTH course, from arts choice list, or take CEXTH 4801 Internship and Seminar II.**

**Recommended Humanities and Fine Arts courses**

These courses can develop technique in arts areas. *With ET coordinator permission one course from those below might be subbed into an arts category of major.*

IFINE 1210	Introduction to Painting	3
IFINE 1630	Drawing Intensive	3
IFINE 1670	3D Concepts	3
INTDS 2340	Interdisciplinary Installation	3
IPHOT 1220	Introduction to Photo: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
CPMUS 1340	Introductory Piano	3
CPMUS 2400	Secondary Piano	3
CPMUS 2345	Concert Choir	1
CDRAM 2042	Play Production Projects	4
CDRAM 2050	Play Production: Shakespeare	4
CDRAM 2060	Introduction to Voice and Acting	3
CDRAM 2070	Movement and Improvisation for the Actor	3
CDRAM 2080	Art & Craft of Directing & Stage	3

CDRAM 2200	Management	4
CDRAM 3000	Art & Craft of Musical Theater Writing	3
CDANC 2000	Acting II	3
CDANC 2002	Modern Dance I	3
CDANC 2005	Modern Dance II	3
CCRWT 1400	Swing Dance	3
CCRWT 2000	Introduction to Creative Writing	3
CCRWT 2300	Art and Craft of Creative Non-Fiction	3
CCRWT 2310	The Art and Craft of the Short Story	3
CCRWT 2400	The Art and Craft of Poetry	3
	Art and Craft of Writing Children's and Young Adult Literature	3

**Recommended Psychology Courses**

CPSYC 2421	Introduction to Counseling	3
CPSYC 3425	Applied Group Dynamics	3
CPSYC 4426	Imaginative and Embodied Counseling Techniques	3

**Optional Expressive Arts Therapy Specializations****Dance/Movement Therapy Specialization (11-12 Credits)**

The Dance/Movement Therapy Specialization is designed for Expressive Arts Therapy majors who want to expand their knowledge base to include the elements of dance and movement in their work. All students in this specialization must complete the program requirements for the Expressive Arts Therapy major, as well as the following specialization requirements.

**REQUIREMENTS****Required Core (6 Credits)**

Take two		
CEXTH 3404	Nia: Mind-Body Movement	3
	AND	
CEXTH 3406	Dance/Movement Therapy: A Kinesthetic Approach to Healing	3
	OR	
GEXTH 5250	Introduction to Dance/Movement Therapy	3

**Dance and Movement-Based Electives (5-6 Credits)**

The American Dance Therapy Association looks for a diverse movement background spanning improvisation, cultural and classical forms.

CDRAM 2070	Movement and Improvisation for the Actor	3
CPSYC 2451	Yoga for Mental and Emotional Health	3
CEXTH 3302	Writing from the Body	3
CSOCS 3452	Yoga: Theory, Culture and Practice	3
EARED 5010	Creative Movement: Kinesthetic Learning Across the Curriculum	3
GEXTH 5029	Body-Oriented Psychotherapy With Adults	3
GEXTH 6254	Dance Movement Therapy with Children	3
GEXTH 6255	Jungian Dance and Drama Therapy	3
GEXTH 6259	Movement and Healing: Dance Therapy with Adults	3

**Studio Dance electives**

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

Note: Courses with the GEXTH prefix are graduate courses and available to juniors or seniors only and with permission from academic advisor and course instructor.

**Holistic Psychology Specialization (12 credits)**

The Holistic Psychology Specialization is an option designed for Expressive Arts Therapy majors who want to incorporate elements of a holistic perspective into their professional studies. All students in this specialization must complete the program requirements for the Expressive Arts Therapy major, as well as the following specialization requirements.

REQUIREMENTS

**Required Courses (6 Credits):**

CPSYC 1451	Holistic Approach to Healing	3
CPSYC 3451	Holistic Psychology	3

**And choose TWO (6 Credits):**

CHLTH 3310	Complementary, Integrative and Alternative Medicine	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 4405	Transpersonal Psychology	3
CSOCS 3452	Yoga: Theory, Culture and Practice	3

**Dual Degree Options in Expressive Arts Therapy\***

**BACHELOR OF SCIENCE /MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING: EXPRESSIVE ARTS THERAPY**

**BACHELOR OF SCIENCE /MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING: DANCE/MOVEMENT THERAPY**

*Please note: Both bachelor and master degrees are awarded at the end of the dual degree programs.*

\* Students interested in these dual degree programs must speak to the Undergraduate Expressive Arts Therapy Coordinator, Dr. Nancy Jo Cardillo.

The accelerated programs in Expressive Arts Therapy are honors-level programs designed for exceptional students. The integrated B.S./M.A. programs are developed for students who are recommended as capable of accelerating their educational experience in a program combining the curriculum of the Undergraduate Expressive Arts Therapy major and a graduate program in Clinical Mental Health Counseling and Expressive Therapies. Two accelerated programs exist: the Expressive Arts Therapy program and the Dance/Movement Therapy program for students who have taken the Dance/Movement Therapy specialization and have significant previous dance experience.

The programs are designed for students who demonstrate a high level of maturity, academic potential and arts proficiency. Essentially honors programs, they demand that students be able to achieve the academic rigor of graduate education by the time they reach their junior year of traditional undergraduate study (55-65 credits

completed). Students in these accelerated programs must be able to achieve a level of introspection and cultural awareness necessary to engage in clinical work, potentially at a relatively young chronological age. Qualified students who express interest early in their expressive art therapy program, are reviewed by the faculty and if recommended, must apply by early October of their junior year (55-65 credits already completed). They must be accepted for admission by the graduate Expressive Therapies Department. This time may be altered for students transferring to Lesley; transfer applicants need to have completed at least one semester at Lesley before applying. Please speak to the coordinator as soon as you can about the possibility.

These dual degree graduate licensure programs (60 credits) are approximately 2 years beyond the 4 year undergraduate program - due to 2 years of required graduate level internships. Students may earn up to 24-27 graduate credits while still taking undergraduate courses; all undergraduate requirements should be completed by the end of the fourth year of undergraduate study or 120 credits. For more details speak to the Dual Degree Coordinator, or the Chair of Psychology and Applied Therapies. All students interested in applying should attend one of the regularly offered information sessions offered by the Department of Psychology and Applied Therapies and must meet individually with the Dual Degree Coordinator.

The qualities looked for upon admission include, but are not limited to:

- Ability to empathize and be compassionate within an educational and therapeutic environment
- Demonstrated psychological strength to work with different clinical populations
- Well-organized, independent, motivated, takes initiative
- Ability to handle complexity
- Works well under stress
- Ability to integrate theory and practice
- Demonstrated conceptual literacy
- Willingness to take creative risks
- Proficiency and disciplined commitment to an arts practice
- Evidence of a range of experience using a variety of art forms

Students are advised jointly until the end of their undergraduate program by the Coordinator of the Dual Degree Expressive Arts Therapy program and a Graduate School Advisor designated for the dual degree program.

**Admissions Criteria for Dual Degree Expressive Arts Therapy Candidates**

Students will apply for the master's program in the early fall of their junior year (approximately 55-65 credits completed). Transfer students may follow an alternate timeline. At least half of all prerequisite courses listed below should be complete at the time of application.

1. 3.3 cumulative GPA required at time of application.
2. 3 credits in Understanding Psychological Diagnoses and 3 credits in a Developmental Psychology course with grades of B or better.
3. 12 credits of arts courses with grades of B or better in all courses.

4. Evidence of proficiency in some form of creative expression – this should be presented either as a video clip of dance/movement performance (for dance/movement specialization), and for the integrated arts program, a video clip of dramatic, music, or dance performance, a slide show portfolio of visual art work, and/or a collection of poetry or examples of creative writing. Applicants should have a basic familiarity with the full experience of the creative process in at least one art form. See coordinator and graduate school admissions website for specific details.
5. 3 letters of academic support including the undergraduate Expressive Arts Therapy Program Coordinator, or a recommendation from core faculty in your department in consultation with the Expressive Arts Therapy Program Coordinator. A letter of recommendation from an internship site supervisor or work supervisor in human services setting is required.
6. Successful completion of an admissions interview and review process through the Expressive Therapies Department, Graduate School of Arts and Social Sciences.

#### **Admissions Criteria for Dual Degree Dance/Movement Therapy Candidates**

Students will apply for the master's program in the early fall of their junior year (approximately 55-65 credits completed). Transfer students may follow an alternate timeline. At least half of all prerequisite courses listed below and most of the Dance/movement specialization courses should be complete at the time of application.

1. 3.3 cumulative GPA required at time of application
2. 3 credits in Understanding Psychological Diagnoses and 3 credits in a Developmental Psychology course with grades of B or better
3. Anatomy and Kinesiology course prerequisite
4. 12 credits of arts courses, with grades of B or better in all courses.
5. Expertise in at least two different dance or movement forms
6. Demonstrate an ability to move in a connected and kinesthetically informed way through video portfolio submission
7. 3 letters of academic support including the undergraduate Expressive Arts Therapy Program Coordinator, or a recommendation from core faculty in your department in consultation with the Expressive Arts Therapy Program Coordinator. A letter of recommendation from an internship site supervisor or work supervisor in human services setting is required.
8. Successful completion of an admissions interview and review process through the Expressive Therapies Department, Graduate School of Arts and Social Sciences.

#### **Licensure/Certification Information:**

When students graduate from our MA in Clinical Mental Health Counseling: Expressive Arts Therapies or Dance/Movement Therapy Specialization in Expressive Arts Therapy and Mental Health Counseling they have met the educational requirements\* for both Expressive Arts Therapy registration (REAT) by the International Expressive Arts Therapy Association (IEATA) or Dance/Movement Therapy registration (R-DMT) by the American Dance Therapy Association (ADTA) as well as licensure as a Mental Health Counselor in the state of Massachusetts (LMHC).

(\*IEATA requires 100 hours of personal expressive arts therapy. This may be done as individual or group expressive arts therapy, not including personal process as required in master's classes or course work. One's expressive arts therapist cannot be the same person as their supervisor, teacher or head of training program. Lesley does not provide this service, this must be completed outside of Lesley's requirements.)

**For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.**

*Note: Students pursuing licensure must have their program of study approved by the Program Advisor in the Department of Expressive Therapies.*

## **Global Studies: Politics, Culture and Society - Bachelor of Arts (30 Credits)**

### **(30 credits plus 12 credits of experiential learning)**

The Global Studies major offers students the opportunity to study individuals, societies, institutions and processes globally— their historical development, cultural orientation, behavior and environment. Based on a foundation in the social sciences, this interdisciplinary approach enables students to integrate theory and research so as to understand the complex nature of political, cultural and economic global issues. The value of experience and the application of theory to practice serve as integral components of the program: Students participate in at least two internships in varied settings— including government; advocacy organizations, and non-governmental organizations— addressing issues ranging from climate change to human rights to refugee crises. In this way, they can begin to shape their career interests and develop the professional skills vital to work in the global domain.

Coursework will include a focus on the following interdisciplinary areas:

- Political, economic and cultural globalization
- Global social change regarding people, institutions and systems
- Social justice and human rights
- Cultural and environmental transformation
- Policy and Advocacy

The Global Studies major is well suited to students wishing to pursue graduate studies, planning careers with an international and/or multicultural orientation, and for those interested in law, policy, and advocacy. The major meets the Massachusetts teacher licensure requirements for certification in Early Childhood Education, Elementary Education and Special Education.

Students will be able to:

- design, conduct and evaluate interdisciplinary social science research in global studies.
- analyze international policies and processes and their impacts on local, national and global communities.
- assess the theories and components (e.g. geographic, historical, cultural, ecological, political and economic) of globalization.
- assess issues of rights, advocacy and social responsibility from local, national and global perspectives.
- integrate and apply theory to experiential and emerging professional practice.

- demonstrate clarity and precision in written and oral communication.

**Language Study**

Given the importance of language proficiency for those preparing to work internationally, all students majoring in Global Studies are strongly advised to take two semesters of courses in a foreign language as part of their program of study. These courses may be taken to fulfill General Education requirements, with the credits applied to either the Humanities or the Liberal Arts Electives categories in General Education.

**Travel Study**

Global Studies majors are encouraged to participate in a global travel/ study program during their studies at Lesley. Coursework taken abroad may be applied to the Global Studies major if approved by the Chair of Social Sciences Department.

**Sequence of Courses**

Global Studies majors should take the following core courses in this sequence. Please pay attention to course pre-requisites and the semester a course is offered. The typical year a course is to be taken is also listed:

- CGLST 1200 Global Issues and Challenges (Spring) Year 1
- CGLST 2200 Introduction to Globalization (Spring) Year 2
- CGLST 2320 Comparative Political Economy (Fall) Year 3
- CGLST 4400 Senior Capstone Seminar: Global Social Change (Spring) Year 4

Please note: A minimum grade of "C" is required in the internship seminars and the capstone course to progress in the major.

PROGRAM OF STUDY FOR GLOBAL STUDIES MAJORS

**I. Required Core (12 Credits):**

CANTH 1101	Cultural Anthropology	3
CGLST 2320	Comparative Political Economy	3
CPOLS 1101	Introduction to Political Science	3
CHIST 1501	World History I	3
	OR	
CHIST 1502	World History II	3

**II. Required Interdisciplinary Courses (9 Credits):**

CGLST 2200	Introduction to Globalization	3
CGLST 4400	Senior Capstone Seminar: Global Social Change	3
CSOCS 3444	Research Methods in the Social Sciences	3

**III. Electives (9 Credits):**

Choose courses with at least TWO different prefixes, at least 6 credits must be taken at the 3000-level or above.

CANTH 2502	Film, Culture and Society	3
CANTH 3101	Anthropology of the Caribbean	3
CANTH 3201	Anthropology of Media	3
CANTH 3301	Global Lives in a Transnational Age	3
CHIST 3360	Africa in World History	3
CHIST 3450	History of International Humanitarian Organizations	3
CHIST 3600	Africa in Film	3
CHLTH 3400	Health in the Developing World	3
CHUMS 3500	Postcolonial History, Literature, Ethics	3

CPOLS 2401	Drug Wars	3
CPOLS 3131	Perspectives on International Relations	3
CPOLS 3202	U.S. Foreign Policy	3
CPOLS 3300	Violence, Markets and Globalization	3
CPOLS 3302	Environmental Politics and Policy	3
CPOLS 3401	Latin American Politics	3
CSOCL 2115	Politicizing Sex, Gender & Race: Transnational Perspectives	3

**IV. Professional/Experiential Component (12 Credits):**

All Students with a dual major in Education are exempted from this component of the major.

CGLST 1200	Global Issues and Challenges	3
CHMSR 1551	Foundations and Systems in the Helping Professions	3
CEDUC 1352	Teaching, Learning and Social Responsibility	4
CMGMT 1451	Introduction to Business Management	4

**Pre-Internship Seminar (3 credits)**

Take one of the following

CHMSR 1551	Foundations and Systems in the Helping Professions	3
CEDUC 1352	Teaching, Learning and Social Responsibility	4
CGLST 1200	Global Issues and Challenges	3
CMGMT 1451	Introduction to Business Management	4

It is strongly suggested that any student considering the Global Studies major take CLGST 1200.

**Internship Seminars (9 credits)**

CGLST 3100	Global Studies Internship and Seminar	3
CGLST 4100	Global Studies Internship and Seminar	6

NOTE: Only one of the two required internship seminars may be taken online.

**Health Science (35+ Credits)**

The Health Science major is the choice for students who plan to enter the professional fields of Psychiatry, Medicine, Veterinary Medicine, Pharmacology, Optometry, or Dentistry or who want to pursue careers in Occupational Therapy, Physical Therapy, or as a Physician's Assistant. All students taking this major will need a second major (NB: this major cannot be used with the Biology major, Education major, Mathematical Studies major, or Chemistry minor). This major is essentially the minimum core requirement for medical school according to the American Association of Medical Colleges (<https://students-residents.aamc.org/applying-medical-school/article/admission-requirements/>). Not everyone who goes to Medical School is a Biology major, although Biology is the most frequent choice. Medical schools are looking for candidates with unique perspectives and broad understandings, so majoring in another discipline may garner more interest, all else being equal. For example, with 25% of the MCAT devoted to psychology and sociology, now with their own test section, these majors may be fruitful choices.

Students will work closely with advisors, including their designated major advisor and the Pre-Health advisor, to ensure that their General Education (Liberal Arts Foundation) courses align with the other Pre-Health requirements such as English, Psychology, Social Science, and Mathematics, which vary with the profession and particular Pre-Health pathway.

## REQUIREMENTS

**Required Core (32 Credits)**

CBIOL 1101	Biology 1 with Lab	4
CBIOL 2101	Biology II with Lab	4
CPHYS 1308	General Chemistry I with Lab	4
CPHYS 2102	General Chemistry II with Lab	4
CPHYS 2308	Organic Chemistry I with Lab	4
CPHYS 3308	Organic Chemistry II w/Lab	4
CPHYS 1250	Physics I with Lab: Forces, Sound, Momentum & Energy	4
CPHYS 2250	Physics II with Lab: Electricity, Magnetism, Atoms & Light	4

**Electives (3-6 Credits)**

Every health-related post baccalaureate program, from medical, veterinary, optometry, pharmacy, and dental school to graduate programs in physical therapy (PT), occupational therapy (OT), psychiatry, and physician's assistant (PA), requires courses beyond the minimal science core offered by the Health Science major. The particular requirements vary from program to program and even from school to school, but they all require at least one and usually two semesters of English, one semester of Mathematics (most often Statistics), and at least one semester each of social science and psychology. Students can generally take these courses as part of your liberal arts core foundation ('Gen Ed').

Grace Ferris (gferris@lesley.edu), the Pre-Health Advisor, helps students choose electives that best meet their interests and needs.

**Capstone and Internship Courses (9 Credits)**

Students can choose which of their two majors' capstone and internships courses to take. Most health professions emphasize the importance of volunteer or internship experience in the field during college or prior to entering professional school. If you choose to do these things in the Health Science major, then you would take CNSCI 4550 Directed Research Capstone (3 credits) and a STEM-based Internship (CNSCI 4100) for 6 credits.

**History - Bachelor of Arts (30 Credits)****(30 credits plus 10 credits of experiential learning)**

Historians are explorers and storytellers. The past is our world, and history is our craft. The study of history trains students to uncover the forgotten voices and diverse perspectives of the past and explain their relevance to society today. It prepares students to make critical evaluations of long-term transformations that continue to shape the contemporary world, like industrialization, imperialism, globalization, racism, and environmental change. History majors develop skills that are vital to meaningful careers and engaged citizenship. They become adept at locating and analyzing primary sources; formulating arguments supported by evidence; and presenting their findings through cogent writing, oral communication, and public presentations.

Majors begin their studies with introductory courses in United States, European, and world history, then move toward greater depth through upper-level electives of their choice. These elective courses allow students to focus on specific topics that interest them, such as genocide and transnational social movements; African and African American history; or women and gender inequality. Courses integrate interdisciplinary analyses through film, art, culture, and travel. Students gain direct experience in the field by interning at museums, archives, and other public history sites. Majors also produce a substantive piece of original scholarship in the junior writing seminar

and have the option to write an Honors thesis during their senior year. The major culminates in a capstone seminar focused on the craft of historical scholarship and education.

**Learning Goals: History Major**

- Students will demonstrate breadth of knowledge in United States, European, and world history, and depth of knowledge in subject areas of their choice.
- Students will demonstrate research skills appropriate to the discipline, including the following:
  - Posit a succinct and arguable thesis
  - Organize and analyze evidence from multiple sources
  - Adhere to genre and disciplinary conventions
  - Demonstrate conversancy with different schools and methods of historical interpretation
  - Communicate effectively and clearly in written and oral assignments
  - Apply their skills in an appropriate internship setting
  - Explore opportunities for graduate study

## DEGREE REQUIREMENTS

**I. Required Core (21 Credits):**

CHIST 1501	World History I	3
CHIST 1502	World History II	3
CHIST 2121	United States History to 1865	3
CHIST 2330	United States History from 1865	3
CHIST 2317	Power and Inequity in Modern Europe	3
CHIST 3800	Junior Writing Seminar in History	3
CHIST 4800	Senior Seminar in History	3

**II. Electives (9 Credits):**

CHIST 3200	Human Rights, Social Justice, and the Constitution in America	3
CHIST 3250	Black/Brown Power! Rethinking the Civil Rights Movement	3
CHIST 3322	African American History	3
CHIST 3328	America Since World War II	3
CHIST 3350	Latin America Since 1900	3
CHIST 3360	Africa in World History	3
CHIST 3425	World War I in Global Perspective: Power & Inequity	3
CHIST 3450	International Humanitarianism: History and Ethics	3
CHIST 3500	History of Boston	3
CHIST 3600	Africa in Film	3
CHIST 3700	Travels in History	3
CHIST 3888	Selected Topics in History	3
CHIST 4349	Senior Thesis in History	4
CHUMS 3331	The Shock of the New: European and American Culture at the Turn of the 20th Century	3
CHUMS 3500	Postcolonial History, Literature, Ethics	3
CHUMS 3700	Study-Travel: Paris at the Crossroads	3

**III. Professional/Experiential Component (10 Credits):**

If the student declares an Education Major or Minor, the internship requirement is satisfied with student teaching in the Major or Minor. If the student declares any other double major, the internship



requirement must be satisfied in the major with the greater number of credits in its experiential component. If they are the same, the student may choose one. Every effort will be made to have one of the internships encompass the objectives of the other major. Students may choose to do an additional internship in their other major.

CHUMS 2200	Internship Planning and Preparation	1
CHUMS 3100	Field Work and Seminar in the Humanities I	3
CHUMS 4100	Humanities Field Work and Seminar II	4-6

\*CHUMS 2200 or any 1000-level field-based course (e.g., CEDUC 1352, CHMSR 1551, CMGMT 1451; CMGMT 1701).

CHUMS 4100 must be taken at 6 credits

**Other Requirements: Foreign Language competency**

1. Taking two semesters of American Sign Language, Chinese, French, German Italian, Portuguese or Spanish at the university level.
2. If students enter Lesley with the proficiency to take American Sign Language II, Chinese II, French II, German II, Italian II or Spanish II, Portuguese II, and they pass that course, this will also satisfy the foreign language competency.
3. Students who have already achieved a proficiency equal to two full semesters of college language instruction before entering Lesley have the following options for satisfying this requirement:
  - Before entering Lesley, students may take an AP language exam or CLEP exam and satisfy the language requirement if they score a grade of four or higher (AP) or 50 or above (CLEP).
  - After entering Lesley, students who wish to demonstrate language competency will be referred the Foreign Language Coordinator.
  - Students may take a competency exam in any of the languages offered at Lesley under the supervision of the Foreign Language Coordinator. This exam will be equivalent to a final exam given to students in American Sign Language II, Chinese II, French II, German II, Italian II, Portuguese II, or Spanish II. A grade of B or higher in this test will waive the language requirement; a grade ranging from C to B- will place student at the second semester level.
  - Students who wish to demonstrate language competency in any other foreign language must take the CLEP or an equivalent exam as approved by the Foreign Language Coordinator.

**Holistic Psychology and Wellness - Bachelor of Arts (30 Credits)**

**(30 credits plus 13 credits of professional / experiential learning)**

The liberal arts major in Holistic Psychology and Wellness is designed to offer students a foundation in the study of psychology from a holistic perspective. Grounded in the concept that mind, body, and spirit are integrally connected, and in cross-cultural perspectives, students gain an understanding of topics in psychology including methodology, states of consciousness, perception, cognition, and identity. This major prepares students for entry-level positions in a number of human services settings where counseling and/or art therapy or expressive arts therapy skills are necessary. It is also designed to prepare students for entry into master's programs in Psychology or Counseling.

Students choose one of the following tracks: Counseling; Art Therapy; or Expressive Arts Therapy.

*Honors level students may wish to consider the Accelerated Master's program in Mindfulness Studies.*

**To successfully meet the requirements of the Holistic Psychology and Wellness major, students will:**

- demonstrate the ability to utilize theories of Holistic Psychology in order to understand the ways that mind, body and spirit are integrally connected.
- develop the capacity to utilize cross cultural and global perspectives to understand psychological well-being and distress.
- meet pre-professional competencies in holistic practices, such as yoga, mindfulness, and somatic healing through coursework and internship experience.
- be able to utilize, critically assess, and apply traditional approaches to psychological research to the practices within the field of Holistic Psychology.
- develop knowledge and abilities integrating hands-on learning with studies of psychology and applied therapies through exploring career development, cultural humility, self-reflective skills, communication skills, ethics, and self-care.

**Academic & Professional Standards of the Holistic Psychology & Wellness Major**

The Department of Psychology & Applied Therapies understands the commitment to self-awareness and self-management that comes with development as a helping professional. Students' capacity to engage with empathic understanding of self and other is of great importance for successful completion of the internship courses and many other aspects of the program. Due to the applied nature of our graduates' work in the field, students' understanding of areas for growth and their own commitment to work on both personal challenges and professional competencies is essential to moving forward in the major.

Department pedagogy is substantially based on students' attendance and participation with the course materials, in activities that require consistent collaboration with others, which itself is based in the ability to take other's perspectives and present one's own opinions respectfully.

Below are listed other specific competencies and professional behaviors that students will be assessed on as they progress through their program of study. Students will be given feedback when issues arise related to these competencies and allowed an opportunity to improve on suggested areas in order to assist them to successfully complete their chosen major. Students failing to reach benchmarked academic standards and professional competencies over time will enter the Department's academic review process. For more specific descriptions of these competencies and the academic review process, please see Department Manual.

**Professional standards competencies**

A student's ability to function effectively within the context of helping relationships will be continually assessed by the faculty. Among the competencies that will be evaluated, in accordance with a student's experience, are:

- Appropriate work comportment including: attendance; punctuality; sound judgment; quality of work; ability to take initiative; attitude, knowledge or application of agency policy;
- Understanding of, and sensitivity to, the power dynamic in the worker/client relationship and the impact of class, ethnicity, gender, physical ability, race, religion/spirituality, and sexual orientation;
- Awareness of how one's own biases will affect one's understanding of and regard for another;
- Capacity to be a participant and observer in one's helping relationships with others;
- Recognition of and ability to deal with issues relating to how one's own feelings may impact work with clients, agency personnel, and supervisors;
- Ability to interview/converse with clients in order to assess their social and emotional needs;
- Ability to use appropriate verbal and non-verbal communication skills;
- The ability to maintain appropriate and ethically required boundaries, which includes but is not limited to dual relationships, sexual conduct with clients or staff and sexual harassment;
- The appropriate use of self-disclosures;
- Awareness of the scope and limits of one's expertise, including but not limited to identification as interns;
- Understanding of an ability to adapt treatment plans to meet the needs of diverse clinical populations;
- Understanding of and ability to discuss ethical issues as they arise.

## DEGREE REQUIREMENTS

### I. Required Core (24 Credits):

CPSYC 1451	Holistic Approach to Healing	3
CPSYC 1201	Cross-Cultural Psychology	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 3405	Understanding Psychological Diagnoses	3
CPSYC 3410	Ecopsychology	3
CPSYC 3451	Holistic Psychology	3
CPSYC 4451	Seminar in Holistic Psychology	3
CSOCS 3444	Research Methods in the Social Sciences	3

There is a minimum grade requirement of "C" in both CSOCS 3444 and CPSYC 4451 to complete the major.  
Recommended: CMATH 1522 should be taken prior to CSOCS 3444.

### II. Mind (3 Credits) Choose ONE:

CPSYC 1401	Lifespan Development	3
CPSYC 2403	Theories of Personality	3

Note: Students planning on going to graduate school in psychology should take both these courses.

### III. Body Focus (3 Credits):

CBIOL 2203	Anatomy and Physiology I with Lab	4
CBIOL 2502	Essentials of Health	3
CBIOL 2602	Applied Nutrition	3

CEXTH 3404	Nia: Mind-Body Movement	3
CEXTH 3406	Dance/Movement Therapy: A Kinesthetic Approach to Healing	3
CHLTH 3310	Complementary, Integrative and Alternative Medicine	3
CPSYC 2451	Yoga for Mental and Emotional Health	3
GEXTH 5029	Body-Oriented Psychotherapy With Adults	3
GEXTH 6259	Movement and Healing: Dance Therapy with Adults	3
GEXTH 6400	Holistic Approach to Pain and Stress	3

Students with 60 or more credits may access graduate level classes (GEXTH) depending on their availability.

### IV. Spirit Focus (3 Credits):

CRELS 2330	World Religions	3
CSOCS 3452	Yoga: Theory, Culture and Practice	3
CPSYC 4405	Transpersonal Psychology	3
CPSYC 4452	Psychology of Yoga: East Indian Understanding of Mind, Self and Society	3
CEXTH 3302	Writing from the Body	3
CPSYC 2453	Mindfulness and Mental Health	3
GEXTH 5038	Spirituality: Resource for Psychological & Social Well-Being	3
GEXTH 6019	Storytelling and Healing: A Lifespan Approach	3
GEXTH 6020	Music, Imagery and Psychotherapy	3
GEXTH 6255	Jungian Dance and Drama Therapy	3

Students with 60 or more credits may access graduate level classes (GEXTH) depending on their availability.

### V. Required Internship Sequence Coursework (7 Credits):

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

There is a minimum grade requirement of "C" in both of these internship courses required to complete the major.

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

#### Counseling Track:

CPSYC 2421	Introduction to Counseling	3
CCOUN 3601	Counseling Internship and Seminar I	6

There is a minimum grade requirement of "C" in CCOUN 3601 to complete the major.

#### Art Therapy Track:

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

There is a minimum grade requirement of "C" in CARTH 3501 to complete the major.

#### Expressive Arts Therapy Track:

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

There is a minimum grade requirement of "C" in CEXTH 3801 to complete the major.

## Accelerated Master's: BA in Holistic Psychology & Wellness & MA in Mindfulness Studies

The Accelerated Master's Degree in Mindfulness Studies & Holistic Psychology & Wellness BA/MA is designed for the exceptional students recommended as capable of accelerating their education experience by combining the curriculum in the undergraduate major and the master's program in Mindfulness Studies. For Holistic Psychology & Wellness students, this offering will uniquely suit their strengths and passions in the areas of holistic health and wellness and eastern traditions of healing. In this accelerated program students complete 9 credits of the 36 credit master's program (and a residency) starting in their senior year which allows them to complete the low residency master's in online or hybrid courses approximately 4 semesters after completion of the BA degree. Students apply in junior year and must be on track to complete 90 credits by the end of their junior year.

### Master's Program Description:

Academically and experientially rigorous, the M.A. in Mindfulness Studies is the first graduate program of its kind in the United States. Students are immersed in the theory and practice of mindfulness, mindful communications, mindful leadership and social engagement, and the roots of contemplative practice in Buddhist traditions, as well as emerging research on effects of mindfulness on the brain.

This two-year program is offered in a low-residency format, in which students attend a 4-day residency at the beginning of the program. During the residency students participate in daily meditation, attend classes, meet with faculty members, attend advisory sessions and program-related workshops, network with peers, and participate in community-building events. Other coursework is completed online or in hybrid modalities.

Accelerated Pathways Description: Students eligible for the accelerated master's program demonstrate a high level of maturity, superior academic achievement, and demonstrated interest in and understanding of the potential of a career with this master's degree. The integrated program requires that students can engage in the academic rigor of a graduate education by the time they reach senior year in the undergraduate program in Holistic Psychology and Wellness. Qualified students apply in the spring of their junior year, credits must be completed at the end of their junior year, and must be accepted by meeting the admissions standards of the MA program in Mindfulness studies.

### Admissions Criteria for Accelerated Master's Program in Mindfulness Studies:

- 3.3 GPA
- Transcript documenting 90 credits and coursework by the end of their junior year
- Completed Application
- 3 recommendation letters, including one from an internship; one from undergrad faculty stating readiness for accelerated master's program
- Written personal statement following master's program questions and guidelines
- An academic writing sample
- Program information meeting with the Associate Director of Advising and Student Services in the Mindfulness Program

- Interview with Director or other master's program core faculty as designated by the Mindfulness Studies program

### Course Sequencing for the Accelerated Master's Degree in Mindfulness:

Upon acceptance to the program by the determined admission criteria in the junior year (90 completed credits by the end of their junior year). Accelerated master's students would take the graduate level course sequence below beginning the following fall. These courses would count for undergraduate elective credit – and reduce the total number of master's-level credits taken post-graduation by 9 credits.

Fall, Senior Year:

GMIND 6032: Graduate Academic Writing

GMIND 6042: Mindfulness: Practice, Theory and Science

GMIND 6064: Mindfulness Studies Residency

Spring, Senior Year:

GMIND 6047: Mindful Communication

Students are not permitted to register for any additional coursework until GMIND 6042 and the residency requirement is met (current program policy).

**For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.**

## Human Services - Bachelor of Science (42 Credits)

### (42 credits plus 16 credits of experiential learning)

The Human Services Program prepares students to work with children, adolescents and adults in a variety of human services settings. Human Services majors concentrate on gaining a foundation in the liberal arts, human growth and development, the human services delivery system, and the social policies that shape service delivery and provide for social needs.

Students take a core set of courses that develop the skills for working in human services agencies and settings. A strong component of psychology and sociology courses imbedded in the major provides students with an understanding of human behavior and the social context of the lives of individuals served. Students will complete over 400 hours in the field.

Students will be able to:

- critically apply human services perspectives, concepts and knowledge in a range of practice settings.
- critically evaluate social policy.
- critically evaluate practice approaches and professional identity within a culturally competent framework.
- design, conduct and evaluate social science research.
- demonstrate skills of ongoing, self-reflective practice that conform to professional standards, values and ethics.

Human Services majors graduate with the bachelor of science degree and the experience and competence which prepares them for entry-level positions with a range of human service populations in a variety of settings, including the juvenile justice system; health care settings and hospices; criminal justice agencies; community advocacy groups; the child welfare system; parent-action movements; group residences; recreational services; elderly services; policy and legislative agencies; substance abuse programs; crisis intervention

services; and not-for-profit agencies and settings. Those students interested in professional careers in social work, psychology, counseling, management, policy/advocacy, or expressive arts therapy will be prepared for entry into specialized graduate schools. *Optional specializations: At-Risk Individuals and Families, At-Risk Organizations and Communities, and Self-Designed Specialization.*

Please note: a minimum grade of "C" is required in the internship seminars and the capstone course to progress in the major.

## DEGREE REQUIREMENTS

### I. Required Core Courses (27 Credits):

CPSYC 1401	Lifespan Development	3
CSWRK 2201	Social Welfare Policy and Practice	3
CHMSR 2301	Power, Privilege & Practice	3
CHMSR 3303	Micro/Macro Assessment	3
CSOCS 3444	Research Methods in the Social Sciences	3
CHMSR 3553	Practical Ethics in Human Services	3
CHMSR 4300	Design and Management of Human Services Organizations	3
CHMSR 4551	Senior Capstone Seminar: Human Services and Counseling	3

### Choose One (3 Credits)

CHMSR 1551	Foundations and Systems in the Helping Professions	3
CHMSR 1552	Introduction to Human Services	3
CSWRK 2101	Introduction to Social Work	3

### II. Diversity, Equity, and Inclusion (3 Credits):

Choose TWO.

CEDUC 3550	Disability Studies	4
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSOCL 2115	Politicizing Sex, Gender & Race: Transnational Perspectives	3
CSOCL 3445	Sociological Lens on Systemic Inequities	3
CSWRK 2401	Allyship for Disability Justice	3
CSWRK 3301	Challenging Racism	3

CSOCL 3450 also has a CPOLS prefix that can be used to meet this requirement.

### III. Experiential Component (16 Credits):

\*\*450 hours internship\*\*

CHMSR 2551	Concepts and Skills in Professional Practice	4
CHMSR 3701	Human Services Internship and Seminar I	6
CHMSR 4701	Human Services Internship and Seminar II	6

Students who have substantial Human Services work experience may submit their resume to their advisor and the internship office for consideration of waiving one or more internship courses. Regardless of experience, students are required to take CHMSR 4701.

### IV. Support Courses (9 Credits):

Choose TWO from at least two different prefixes & ONE must be 3000 level or above.

CHLTH 3300	Child and Adolescent Health	3
CMGMT 3469	Organizational Behavior and Ethics	3

CPSYC 3405	Understanding Psychological Diagnoses	3
CPSYC 3439	Organizational Psychology	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSOCL 2402	Sociology of Family	3
CSOCL 2406	Health, Illness, and Society	3
CSOCL 3016	Social Issues in Aging	3
CSOCL 3445	Sociological Lens on Systemic Inequities	3
CSOCS 3550	Disability Studies	3
CSWRK 2401	Allyship for Disability Justice	3
CSWRK 3301	Challenging Racism	3
CSWRK 4101	Principles of Practice: Individuals, Families, and Groups	3
CSWRK 4102	Principles of Practice: Organizations, Communities, & Systems	3

Students who wish to take CSWRK 4701 and/or CSWRK 4702 must have either taken one internship course or have been waived out of one or more internship courses because of substantial work experience in Human Services.

### V. Optional Specializations

#### At-Risk Individuals and Families (12 Credits)

Choose FOUR

CPSYC 2402	Child Homelessness	3
CPSYC 3422	Trauma and Crisis	3
CSOCL 3016	Social Issues in Aging	3
CSWRK 3350	Forensic Social Work	3
CSWRK 3450	Child Welfare: Challenges and Solutions	3
CSWRK 3550	Human Behavior in the Social Environment	3
CSWRK 4101	Principles of Practice: Individuals, Families, and Groups	3

#### At-Risk Organizations and Communities (18 Credits)

CPOLS 2401	Drug Wars	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CPSYC 3422	Trauma and Crisis	3
CSOCL 3016	Social Issues in Aging	3
CSOCL 3551	Activism and Change in Communities	3
CSWRK 3301	Challenging Racism	3
CSWRK 3550	Human Behavior in the Social Environment	3
CSWRK 4102	Principles of Practice: Organizations, Communities, & Systems	3

#### Self-Designed Specialization

Students may choose to work with a core faculty member to design their own specialization in an area of interest. The specialization must include at least four courses that enhance the student's knowledge and skill bases with a particular population or approach to service delivery. (12-15 Credits)

## Human Services - Bachelor of Science (Online)

The Human Services major helps students develop a foundation in liberal arts, human growth and development, human services delivery systems, and social policies that shape service delivery and provide for social needs. This online program equips students with

the skills and expertise to work with a range of populations in a variety of settings, including the juvenile justice system, health care settings and hospices, criminal justice agencies, community advocacy groups, the child welfare system, parent-action movements, group residences, recreational services, elderly services, policy and legislative agencies, substance abuse programs, crisis intervention services, and not-for-profit agencies.

REQUIREMENTS

**Required Courses (51 Credits)**

CHMSR 1552	Introduction to Human Services	3
CHMSR 3303	Micro/Macro Assessment	3
CHMSR 3553	Practical Ethics in Human Services	3
CHMSR 3702	Human Services Online Internship and Seminar I pt. 1	3
CHMSR 3703	Human Services Online Internship and Seminar I pt. 2	3
CHMSR 4702	Human Services Internship and Seminar II pt. 1	3
CHMSR 4703	Human Services Internship and Seminar II pt. 2	3
CHMSR 4300	Design and Management of Human Services Organizations	3
CHMSR 4551	Senior Capstone Seminar: Human Services and Counseling	3
CPSYC 1401	Lifespan Development	3
CPSYC 3405	Understanding Psychological Diagnoses	3
CPLCY 3552	Social Policy	3
CSOCS 3444	Research Methods in the Social Sciences	3
CSOCL 2402	Sociology of Family	3
CSOCL 3445	Sociological Lens on Systemic Inequities	3
CSWRK 3201	Case Management in Social Work and Counseling	3
CHLTH 3300	Child and Adolescent Health	3

**Human Services - Bachelor of Science (Off-Campus Community College Partnerships)**

This is a hybrid program offering select general education and elective courses offered on site at the DeMello International Center in New Bedford. Most major requirements will be completed online. Within their electives, students can also opt to include the Child Homelessness Studies Certificate, an added credential designed to deepen students' understanding of children and families in crisis. Coursework may be completed at the DeMello International Center as well as online. This program will also be offered at Urban College Boston beginning in Fall 2022.

The Human Services major helps students develop a foundation in liberal arts, human growth and development, human services delivery systems, and social policies that shape service delivery and provide for social needs. This online program equips students with the skills and expertise to work with a range of populations in a variety of settings, including the juvenile justice system, health care settings and hospices, criminal justice agencies, community advocacy groups, the child welfare system, parent-action movements, group residences, recreational services, elderly services, policy and legislative agencies, substance abuse programs, crisis intervention services, and not-for-profit agencies.

DEGREE REQUIREMENTS

**Required Courses (33 Credits):**

CPSYC 1401	Lifespan Development	3
CSWRK 2201	Social Welfare Policy and Practice	3
CHMSR 2301	Power, Privilege & Practice	3
CHMSR 3303	Micro/Macro Assessment	3
CSOCS 3444	Research Methods in the Social Sciences	3
CHMSR 3553	Practical Ethics in Human Services	3
CHMSR 4300	Design and Management of Human Services Organizations	3
CHMSR 4551	Senior Capstone Seminar: Human Services and Counseling	3

**Choose ONE (3 Credits)**

CHMSR 1551	Foundations and Systems in the Helping Professions	3
CHMSR 1552	Introduction to Human Services	3
CSWRK 2101	Introduction to Social Work	3

**Diversity, Equity and Inclusion Choice - Choose TWO (6 Credits)**

*\*Courses designated as "Diversity, Equity, and Inclusion" and not chosen to complete this section can also be used as support courses\**

CEDUC 3550	Disability Studies	3
CSOCL 2115	Politicizing Sex, Gender & Race: Transnational Perspectives	3
CSOCL 3445	Sociological Lens on Systemic Inequities	3
CSWRK 2401	Allyship for Disability Justice	3
CSWRK 3301	Challenging Racism	3

**Support Courses (6 Credits)**

**Choose TWO courses from two different prefixes. ONE course must be 3000 level or above.**

*\*Students who wish to take CSWRK 4701 and/or CSWRK 4702 must have either taken one internship course or have been waived out of one or more internship courses because of substantial work experience in Human Services\**

CEDUC 3550	Disability Studies	3
CHLTH 3300	Child and Adolescent Health	3
CMGMT 3469	Organizational Behavior and Ethics	3
CPSYC 3405	Understanding Psychological Diagnoses	3
CPSYC 3439	Organizational Psychology	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSOCL 2402	Sociology of Family	3
CSOCL 2406	Health, Illness, and Society	3
CSOCL 2115	Politicizing Sex, Gender & Race: Transnational Perspectives	3
CSOCL 3016	Social Issues in Aging	3
CSOCL 3445	Sociological Lens on Systemic Inequities	3
CSWRK 3301	Challenging Racism	3
CSWRK 2401	Allyship for Disability Justice	3
CSWRK 4101	Principles of Practice: Individuals, Families, and Groups	3
CSWRK 4102	Principles of Practice: Organizations, Communities, & Systems	3

**Experiential Component (16 Credits)**

*\*Students who have substantial Human Services work experience may submit their resume to their advisor for consideration of waiving one or more internship courses. Regardless of experience, students are required to take CHMSR 4701\**

CHMSR 2551	Concepts and Skills in Professional Practice	4
CHMSR 3701	Human Services Internship and Seminar I	6
CHMSR 4701	Human Services Internship and Seminar II	6

**OPTIONAL SPECIALIZATIONS****At Risk Individuals and Families (Choose FOUR)**

*\*Students who wish to take CSWRK 4101 must have either taken one internship course or have been waived out of one or more internship courses because of substantial work experience in Human Services\**

CPSYC 2402	Child Homelessness	3
CPSYC 3422	Trauma and Crisis	3
CSOCL 3016	Social Issues in Aging	3
CSWRK 3350	Forensic Social Work	3
CSWRK 3450	Child Welfare: Challenges and Solutions	3
CSWRK 4101	Principles of Practice: Individuals, Families, and Groups	3

**At-Risk Organizations and Communities (Choose FOUR)**

*\*Students who wish to take CSWRK 4102 must have either taken one internship course or have been waived out of one or more internship courses because of substantial work experience in Human Services\**

CSOCL 3551	Activism and Change in Communities	3
CPSYC 3422	Trauma and Crisis	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSWRK 3301	Challenging Racism	3
CSOCL 3016	Social Issues in Aging	3
CGLST 3500	Transnational Digital Activism	3
CPOLS 2401	Drug Wars	3
CSWRK 3550	Human Behavior in the Social Environment	3
CSWRK 4102	Principles of Practice: Organizations, Communities, & Systems	3

**Liberal Studies - Bachelor of Science or Bachelor of Arts (LCAL Only) (30 credits)**

The individually-designed Bachelor's Degree in Liberal Studies is Lesley's signature adult degree-completion program. Students graduate with either a BA or BS in Liberal Studies with an individually designed concentration in the student's area of choice. Our most flexible degree, the Liberal Studies program maximizes transfer and prior learning credit and allows students to craft a concentration that meets their unique professional goals and academic interests.

Students work with a professional advisor to design their individual concentration area which may include on-campus, off-campus, or online classes, internships, and independent study. This program enables students to select courses to prepare them for graduate study; hone skills needed for a current job; or dive into a specific discipline to prepare for professional advancement.

The Liberal Studies program is available in Cambridge, at all off-campus locations, and online.

**DEGREE REQUIREMENTS****Liberal Arts Requirements (42 Credits)**

Liberal Arts courses may be fulfilled via transfer credit, Prior Learning Assessment, or Lesley courses.

**Electives (48 Credits)**

Electives may be fulfilled via transfer credit, Prior Learning Assessment, or Lesley courses.

**Concentration Requirements (30 Credits)**

There are 6 required credits and 24 credits of individually designed courses relevant to the students selected concentration area.

**I. Required Core (6 Credits):**

All students will take the core 6 credits (unless requirements satisfied via transfer or other prior learning experience):

AINTD 2008	Transition Seminar: Lives in Context	3
AINTD 4002	Research Capstone	3

**II. Individually Designed Concentration (24 Credits)**

Students work with an academic advisor to select eight (8) courses relevant to their concentration or area of focus.

**Optional Liberal Studies Concentrations (Online)**

Note: Except in individual circumstances, online students should select from one of the concentrations below. On campus students may also choose one of the pre-designed specializations below or may work with an advisor on an individually designed plan.

Additionally, there are several Business Management Concentrations options available (see Business Management section of catalog for descriptions). Both online and on campus students wishing to select a business related concentration must include at minimum, an approved business minor in their individually designed concentration.

**Developmental Psychology (24 Credits)**

Developmental Psychology is a field of study that aims to explain how children and adults change over time from childhood throughout the lifespan. This interdisciplinary cluster of courses provides an introduction and basic understanding of some of the components of the field as well as more advanced research and specific developmental topics. Students will learn how psychology can be used to understand developmental challenges and risks. Elective courses engage students in learning about other contexts of development, and how these impact developmental growth and change.

**REQUIREMENTS****I. Overview of Psychological Concepts**

(3 credits):

CPSYC 1101	Introduction to Psychology	3
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**II. Basic Developmental Concepts**

Choose one (3 credits):

CPSYC 1401	Lifespan Development	3
CPSYC 2401	Child Psychology	3

**III. Applied Research Perspectives**

Choose one (3 credits):

CPSYC 2433	Cognitive Psychology	3
CPSYC 2435	Psychology of Learning and Behavior Change	3

**V. Advanced Development Topics**

Choose two (6 credits):

CPSYC 3407	Critical Issues in Infancy	3
CPSYC 3409	Psychology of Preadolescence and Adolescence	3
CPSYC 3411	Adult Development	3
CPSYC 3413	Psychology of Women	3

**VI. Electives**

Choose two (6 credits):

(Substitutions will be considered on an individual basis.)

CHLTH 3300	Child and Adolescent Health	3
CSOCL 2402	Sociology of Family	3
CSOCL 3445	Sociological Lens on Systemic Inequities	3
CSOCS 3444	Research Methods in the Social Sciences	3

CSOCS 3444 is strongly recommended for students considering graduate school.

**IV. Contexts for Developmental Risks**

Choose one (3 credits):

CPSYC 2402	Child Homelessness	3
CPSYC 2437	Equity & Inclusion for Children with Disabilities	3

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**Human Services (24 Credits)**

This concentration offers students the opportunity to explore a range of approaches to human services delivery and change, addressing a variety of personal, interpersonal, or environmental stressors. Students are able to choose from between two tracks, either the Macro Track or the Micro Track.

The Macro Track offers students the opportunity to focus on initiating change on the community and societal levels through a variety of interventions including community organizing, advocacy, policy development, or economic development and administration (systemic change).

The Micro Track offers students the opportunity to focus on a range of direct interventions designed to support behavioral or interpersonal change for children, adolescents, and/or adults in a variety of human service settings (individual or small group change).

**REQUIREMENTS**

**Macro Track Electives**

Choose two (6 credits):

At least one course must be at a 3000-level

CPSYC 2402	Child Homelessness	3
CPSYC 3439	Organizational Psychology	3
CSOCL 2402	Sociology of Family	3
CSOCL 3016	Social Issues in Aging	3
CSOCL 3551	Activism and Change in Communities	3
CSWRK 3301	Challenging Racism	3

**Related Electives**

9 credits  
 Elective courses that are related to the concentration will be selected by the student in conjunction with the advisor based on student interest, goals and course availability.

**Required Core**

9 credits

CHMSR 1552	Introduction to Human Services	3
CHMSR 3303	Micro/Macro Assessment	3
CPLCY 3552	Social Policy	3

**Micro Track Electives**

Choose two (6 credits):

At least one course must be at a 3000-level

CPSYC 3405	Understanding Psychological Diagnoses	3
CSOCL 1404	Social Problems	3
CSWRK 3201	Case Management in Social Work and Counseling	3
CSWRK 3301	Challenging Racism	3

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**Mathematical Studies - Bachelor of Arts (31+ Credits)**

**(31-35 credits plus 6 credit internship)**

The Mathematical Studies major is designed for students with an interest in further study of mathematics but not planning to teach secondary mathematics or to pursue graduate study in mathematics. Mathematical Studies is especially recommended for Elementary Education majors interested in specializing in mathematics or Environmental Studies majors who would like more of a quantitative emphasis, but is open to other students, as well.

**Learning Goals for the Mathematical Studies Major:**

- I. To develop an appreciation of the power, beauty, and utility of mathematics
  - Use mathematics to model real-life problems in the sciences and other disciplines
  - Conduct a real-world mathematical study
  - Demonstrate a sociocultural perspective of mathematics including how mathematics provides a lens on global issues, cultural concerns, and social responsibility
- II. To develop a grounding in critical thinking, analysis, and problem solving
  - Generate, collect, and organize information systematically
  - Analyze and construct logical arguments
  - Discover patterns, formulate conjectures, and construct appropriate models through exploration and experimentation
- III. To develop an understanding of both theoretical and applied mathematics
  - Conceptually justify mathematical procedures
  - Apply the conceptual ideas and skills of calculus
  - Interpret and apply statistical methods
  - Use, evaluate, and choose appropriate technology to explore and solve mathematical problems

IV. To develop the ability to communicate and justify mathematical concepts and solution strategies

- Connect multiple representations of mathematical ideas (e.g. graphs, tables, formulas, situations)
- Read, write, and create mathematical justifications using correct mathematical terminology and symbols
- Engage in mathematical discourse, work in collaborative teams, and reflect on the mathematical ideas of others

## DEGREE REQUIREMENTS

### I. Required Core (13 Credits)

CMATH 1990	Concepts and Applications of Calculus I	4
CMATH 3001	Mathematics in Context	3
CMATH 3522	Inferential Statistics	3
CMATH 4550	Directed Research Capstone: Math	3

### II. Additional Courses (18-21 Credits)

(Choose a total of 6 courses: At least 4 from Category A, and at most 2 from Category B)

#### Category A (Mathematics): Choose FOUR or more

CMATH 1501	Problem Solving	3
CMATH 1522	Introduction to Statistics	3
CMATH 1590	Patterns and Functions	3
CMATH 2140	Discrete Mathematics	3
CMATH 2144	Topics in Geometry	3
CMATH 2590	Concepts and Applications of Calculus II	4
CMATH 2990	Multivariable Calculus	3
CMATH 3000	Number Theory	3
CMATH 3011	Linear Algebra	3
CMATH 4200	Abstract Algebra	3

CMATH 2140 and CMATH 2144 are required for Middle School Education majors

(Note: Secondary Education majors should complete the Mathematics major)

#### Category B (Other Quantitative Disciplines): Choose up to TWO

CNSCI 2100	Humans in the Environment	3
CBIOL 1400	Research Experiences in Natural Science	3
CBIOL 2202	Genetics and Ethics	3
CBIOL 2505	Ecology with Lab	4
CMGMT 2457	Managerial Accounting	3
CMGMT 3460	Corporate Finance I	3
CSOCS 3444	Research Methods in the Social Sciences	3
CPSYC 3441	Elements of Statistics in Psychology	3
CPHYS 1250	Physics I with Lab: Forces, Sound, Momentum & Energy	4
CPHYS 1308	General Chemistry I with Lab	4
CPHYS 2102	General Chemistry II with Lab	4
CPHYS 2250	Physics II with Lab: Electricity, Magnetism, Atoms & Light	4
CPHYS 2510	Astronomy	3

Other quantitative courses may be substituted with the approval of the NSM Department Chair.

### III. Internship Component (6 Credits)

Working with their advisor and the CLAS Internship Office, all students, except for Education majors, develop an individual plan for applying their mathematical knowledge to the professional world through an internship.

CNSCI 4100	Research Internship and Seminar	3-6
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CNSCI 4100 must be taken for six credits.

## Mathematics - Bachelor of Arts (35+ credits)

### (35-37 Credits plus 3-6 credits of experiential learning)

Mathematics is a discipline of interconnected concepts that focus on pattern, quantity, space, and change. Through mathematics, we can better understand, represent, and solve problems in our world. A primary goal of the mathematics major is to help students develop habits of mind that enable them to look at real-world problems with a critical and analytical eye, and to take appropriate action. Students in the major will encounter the challenging, creative, and empowering ideas of mathematics that make this discipline an exceptional achievement of the human mind.

This major is directly linked to the mission of the University as it provides a powerful set of tools that enables students to participate more fully as citizens and in the role of social activists. The program is designed with the following principles:

- Mathematics is relevant. Full participation in today's complex world requires deep understanding of mathematics. Courses focus on describing, modeling, and analyzing real-life situations.
- Mathematics is meaningful. Students are expected to construct mathematical meaning and to communicate their ideas effectively in several representational forms: numerical, graphical, analytical, verbal.
- Mathematics is a laboratory discipline in that it emphasizes students' collaborative involvement in mathematical investigations.
- Mathematics increases students' career options. Greater participation in mathematical careers is a critical goal of the program. All students in the major complete related field experiences or internships.
- Mathematics evolves with technological advances. Teaching and learning mathematics is optimized in a technology-rich environment.

Learning Goals for the Mathematics Major:

I. To develop an appreciation of the power, beauty, and utility of mathematics

- Use mathematics to model real-life problems in the sciences and other disciplines
- Conduct a real-world mathematical study
- Demonstrate a sociocultural perspective of mathematics including how mathematics provides a lens on global issues, cultural concerns, and social responsibility

II. To develop a grounding in critical thinking, analysis, and problem solving

- Generate, collect, and organize information systematically



- Analyze and construct logical arguments
- Discover patterns, formulate conjectures, and construct appropriate models through exploration and experimentation

III. To develop an understanding of both theoretical and applied mathematics

- Conceptually justify mathematical procedures
- Apply the conceptual ideas and skills of calculus
- Interpret and apply statistical methods
- Use, evaluate, and choose appropriate technology to explore and solve mathematical problems

IV. To develop the ability to communicate and justify mathematical concepts and solution strategies

- Connect multiple representations of mathematical ideas (e.g. graphs, tables, formulas, situations)
- Read, write, and create mathematical justifications using correct mathematical terminology and symbols
- Engage in mathematical discourse, work in collaborative teams, and reflect on the mathematical ideas of others

V. To develop the ability to pursue future careers and learning

- Gain mathematical skills necessary for entry into the job market, graduate program, or civic engagement
- Apply mathematical knowledge within field placements
- Seek opportunities to grow professionally, explore current scholarship, and reflect on one's own practice

DEGREE REQUIREMENTS

**I. Required Courses (23 Credits):**

CMATH 1990	Concepts and Applications of Calculus I	4
CMATH 2590	Concepts and Applications of Calculus II	4
CMATH 3000	Number Theory	3
CMATH 3011	Linear Algebra	3
CMATH 3522	Inferential Statistics	3
CMATH 4200	Abstract Algebra	3
CMATH 4550	Directed Research Capstone: Math	3

**II. Additional Courses (12-14 Credits):**

(Choose 4 Courses: 2, 3, or 4 CMATH at 2000-level or above and 0, 1, or 2 CPHYS)

CMATH 2140	Discrete Mathematics	3
CMATH 2144	Topics in Geometry	3
CMATH 2990	Multivariable Calculus	3
CMATH 3001	Mathematics in Context	3
CPHYS 1250	Physics I with Lab: Forces, Sound, Momentum & Energy	4
CPHYS 1308	General Chemistry I with Lab	4
CPHYS 2250	Physics II with Lab: Electricity, Magnetism, Atoms & Light	4
CPHYS 2102	General Chemistry II with Lab	4

These courses listed above are approved electives. Other CPHYS courses can be approved by your advisor.

CMATH 2140 & CMATH 2144 required for Middle and Secondary

Education majors

CMATH 2990 & CMATH 3001 required for Secondary Education majors

**III. Internship (6 Credits):**

(NOT required for Education majors or students who move from an education licensure program to an education minor.)

Working with their advisor and the CLAS Internship Office, all students except for Education majors develop an individual plan for applying their mathematical knowledge to the professional world.

CNSCI 4100	Research Internship and Seminar	3-6
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CNSCI 4100 must be taken for six credits.

**Political Science - Bachelor of Arts (30 Credits)**

**(30 credits plus 12 credits of experiential learning)**

Political science is the study of how goal-oriented individuals and groups use power to influence the behavior of others and achieve desired outcomes. Governments are public institutions that frame official power relations and strongly determine most political outcomes. The political science major offers courses in six fields of political science:

- U.S. Politics
- Comparative Politics
- Political Theory
- International Relations
- Public Policy
- Political Behavior

Political science majors will emerge from the program with an understanding of governmental structures and processes, methods for evaluating policy, strategies for exercising power, and conceptual tools for analyzing political events and outcomes. Thus prepared, graduates will be ready to improve lives through teaching, writing, or active political engagement.

Students will be able to:

- systematically and critically analyze government, politics and public policy, and analyze the process by which systematic knowledge about government, politics and policy is produced.
- frame thoughtful questions, conduct and evaluate scholarly research, marshal convincing evidence about the causes and possible solutions to political issues and problems,
- compare and contrast questions of private and public values.
- critically evaluate perspectives (e.g. geographic, ethnic, racial, gender-based, cultural, and historical) as they are used to identify, examine and understand political issues.
- write and speak with clarity and precision.

Please note: a minimum grade of "C" is required in the internship seminars and the capstone course to progress in the major.

DEGREE REQUIREMENTS

**I. Required core (15 Credits):**

CPOLS 1101	Introduction to Political Science	3
CPOLS 2121	U.S. Politics	3
CPHIL 2000	Political Philosophy	3

CSOCS 3444	Research Methods in the Social Sciences	3
CSOCS 4444	Senior Capstone Seminar: Current Issues in Social Science OR	3
CGLST 4400	Senior Capstone Seminar: Global Social Change	3

## II. Choice Courses (15 Credits):

At least 6 credits must be taken at the 3000 level or above.

CEDUC 3550	Disability Studies	4
CGLST 2320	Comparative Political Economy	3
CPLCY 3552	Social Policy	3
CPOLS 2130	Elections, Democracy and New Media	3
CPOLS 2401	Drug Wars	3
CPOLS 3121	American Constitutional Law	3
CPOLS 3131	Perspectives on International Relations	3
CPOLS 3202	U.S. Foreign Policy	3
CPOLS 3300	Violence, Markets and Globalization	3
CPOLS 3302	Environmental Politics and Policy	3
CPOLS 3401	Latin American Politics	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSOCL 2115	Politicizing Sex, Gender & Race: Transnational Perspectives	3
CSOCL 3551	Activism and Change in Communities	3

## III. Experiential Component (12 Credits):

### Pre-Internship Seminar (3 credits)

Take one of the following

CHMSR 1551	Foundations and Systems in the Helping Professions	3
CEDUC 1352	Teaching, Learning and Social Responsibility	4
CGLST 1200	Global Issues and Challenges	3
CMGMT 1451	Introduction to Business Management	4

### Internship Seminars (9 credits)

CPOLS 3100	Political Science Internship and Seminar I	3
CPOLS 4100	Political Science Internship and Seminar II	6

## Psychology - Bachelor of Arts (30 Credits)

### (30 credits plus 13 credits of experiential learning)

The psychology major provides a rigorous, exciting and complex exploration of the science of behavior and mental processes. The scientific study of psychology covers many topics including individual development, cognition and memory, personality, abnormal behavior, and group, social and cultural processes as well as techniques for working with people. Students benefit from an understanding of the methodology of psychology via laboratory and other courses and also from experiential learning in internships. These internships provide students with knowledge and skills about how psychology is applied in therapeutic and research settings. Students in Lesley's psychology major will be prepared for graduate study in psychology or for a career in the many diverse applied areas of the field.

**To successfully meet the requirements of the Psychology major, students will:**

- demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- understand and apply basic research methods in psychology, including research design, data analysis and interpretation.
- respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- understand and apply psychological principles to personal, social and organizational issues.
- be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
- develop knowledge and abilities integrating hands-on learning with studies of psychology and applied therapies through exploring career development, cultural humility, self-reflective skills, communication skills, ethics, and self-care.

### Academic & Professional Standards of the Psychology Major

The Department of Psychology & Applied Therapies understands the commitment to self-awareness and self-management that comes with development as a helping professional. Students' capacity to engage with empathic understanding of self and other is of great importance for successful completion of the internship courses and many other aspects of the program. Due to the applied nature of our graduates' work in the field, students' understanding of areas for growth and their own commitment to work on both personal challenges and professional competencies is essential to moving forward in the major.

Department pedagogy is substantially based on students' attendance and participation with the course materials, in activities that require consistent collaboration with others, which itself is based in the ability to take other's perspectives and present one's own opinions respectfully.

Below are listed other specific competencies and professional behaviors that students will be assessed on as they progress through their program of study. Students will be given feedback when issues arise related to these competencies and allowed an opportunity to improve on suggested areas in order to assist them to successfully complete their chosen major. Students failing to reach benchmarked academic standards and professional competencies over time will enter the Department's academic review process. For more specific descriptions of these competencies and the academic review process, please see Department Manual.

### Professional standards competencies

A student's ability to function effectively within the context of helping relationships will be continually assessed by the faculty. Among the competencies that will be evaluated, in accordance with a student's experience, are:

- Appropriate work comportment including: attendance; punctuality; sound judgment; quality of work; ability to take initiative; attitude, knowledge or application of agency policy;
- Understanding of, and sensitivity to, the power dynamic in the worker/client relationship and the impact of class, ethnicity, gender, physical ability, race, religion/spirituality, and sexual orientation;

- Awareness of how one’s own biases will affect one’s understanding of and regard for another;
- Capacity to be a participant and observer in one’s helping relationships with others;
- Recognition of and ability to deal with issues relating to how one’s own feelings may impact work with clients, agency personnel, and supervisors;
- Ability to interview/converse with clients in order to assess their social and emotional needs;
- Ability to use appropriate verbal and non-verbal communication skills;
- The ability to maintain appropriate and ethically required boundaries, which includes but is not limited to dual relationships, sexual conduct with clients or staff and sexual harassment;
- The appropriate use of self-disclosures;
- Awareness of the scope and limits of one’s expertise, including but not limited to identification as interns;
- Understanding of an ability to adapt treatment plans to meet the needs of diverse clinical populations;
- Understanding of and ability to discuss ethical issues as they arise.

**DEGREE REQUIREMENTS**

**I. Required Courses (21 Credits):**

CPSYC 1101	Introduction to Psychology	3
CPSYC 1401	Lifespan Development	3
CPSYC 2403	Theories of Personality	3
CPSYC 3405	Understanding Psychological Diagnoses	3
CPSYC 3441	Elements of Statistics in Psychology	3
	OR	
CMATH 3522	Inferential Statistics	3
CSOCS 3444	Research Methods in the Social Sciences	3
CPSYC 4907	Psychology Capstone	3

There is a minimum grade requirement of "C" in both CSOCS 3444 and CPSYC 4907 to complete the major.  
 Recommended: CMATH 1522 should be taken prior to CSOCS 3444.  
 Students who have not taken CMATH 1522 should take CPSYC 3441.  
 Students who have taken CMATH 1522 and want more rigorous graduate school preparation should take CMATH 3522.

**II. Lab Courses (3 Credits):**

Choose ONE.

CPSYC 2431	Social Psychology	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 2435	Psychology of Learning and Behavior Change	3

**III. Additional CPSYC Courses (6 Credits):**

Take TWO additional CPSYC courses.

**IV. Required Internship Sequence Coursework (13 Credits):**

CPSYC 1551	Foundations and Systems in the Helping Professions	3
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CPSYC 2551	Concepts & Skills in Professional Practice	4
CPSYC 3901	Psychology Internship and Seminar I	6

All of the above internship sequence courses have a minimum grade requirement of "C" to complete the major.

**Psychology - Bachelor of Arts (Online)**

The psychology major provides an exciting and complex exploration of the science of behavior and mental processes. The scientific study of psychology covers many topics including individual development, cognition and memory, personality, abnormal behavior, and group, social, and cultural processes as well as techniques for working with people. Students benefit from an understanding of the methodology of psychology via laboratory and other courses and also from the experiential learning in the internship. This internship provides students with knowledge and skills about how psychology is applied in therapeutic and research settings. Students in Lesley’s psychology major will be prepared for graduate study in psychology or for a career in the many diverse applied areas of the field.

*The Psychology major for the online program is adapted for adult learners who may be working but the major has the same outcomes and academic and professional standards requirements as the on-campus psychology major.*

To successfully meet the requirements of the Psychology major, students will:

- demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- understand and apply basic research methods in psychology, including research design, data analysis and interpretation.
- respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- understand and apply psychological principles to personal, social and organizational issues.
- be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
- develop knowledge and abilities integrating hands-on learning with studies of psychology and applied therapies through exploring career development, cultural humility, self-reflective skills, communication skills, ethics, and self-care.

**Academic & Professional Standards of the Psychology Major**

The Department of Psychology & Applied Therapies understands the commitment to self-awareness and self-management that comes with development as a helping professional. Students’ capacity to engage with empathic understanding of self and other is of great importance for successful completion of the internship courses and many other aspects of the program. Due to the applied nature of our graduates’ work in the field, students’ understanding of areas for growth and their own commitment to work on both personal challenges and professional competencies is essential to moving forward in the major.

Department pedagogy is substantially based on students’ attendance and participation with the course materials, in activities that require consistent collaboration with others, which itself is based in the

ability to take other's perspectives and present one's own opinions respectfully.

Below are listed other specific competencies and professional behaviors that students will be assessed on as they progress through their program of study. Students will be given feedback when issues arise related to these competencies and allowed an opportunity to improve on suggested areas in order to assist them to successfully complete their chosen major. Students failing to reach benchmarked academic standards and professional competencies over time will enter the Department's academic review process. For more specific descriptions of these competencies and the academic review process, please see Department Manual.

### Professional standards competencies

A student's ability to function effectively within the context of helping relationships will be continually assessed by the faculty. Among the competencies that will be evaluated, in accordance with a student's experience, are:

- Appropriate work comportment including: attendance; punctuality; sound judgment; quality of work; ability to take initiative; attitude, knowledge or application of agency policy;
- Understanding of, and sensitivity to, the power dynamic in the worker/client relationship and the impact of class, ethnicity, gender, physical ability, race, religion/spirituality, and sexual orientation;
- Awareness of how one's own biases will affect one's understanding of and regard for another;
- Capacity to be a participant and observer in one's helping relationships with others;
- Recognition of and ability to deal with issues relating to how one's own feelings may impact work with clients, agency personnel, and supervisors;
- Ability to interview/converse with clients in order to assess their social and emotional needs;
- Ability to use appropriate verbal and non-verbal communication skills;
- The ability to maintain appropriate and ethically required boundaries, which includes but is not limited to dual relationships, sexual conduct with clients or staff and sexual harassment;
- The appropriate use of self-disclosures;
- Awareness of the scope and limits of one's expertise, including but not limited to identification as interns;
- Understanding of an ability to adapt treatment plans to meet the needs of diverse clinical populations;
- Understanding of and ability to discuss ethical issues as they arise.

### REQUIREMENTS

#### Required Core (30 Credits):

CPSYC 1101	Introduction to Psychology	3
CPSYC 1401	Lifespan Development	3
CPSYC 2403	Theories of Personality	3
CPSYC 3405	Understanding Psychological Diagnoses	3
CPSYC 3441	Elements of Statistics in Psychology	3

CSOCS 3444	Research Methods in the Social Sciences	3
CPSYC 3902	Psychology Internship and Seminar, Part 1: Online Program	3
CPSYC 3903	Psychology Internship and Seminar, Part 2: Online Program	3
CPSYC 4907	Psychology Capstone	3

A minimum grade of C must be earned in all the following courses in order to meet the requirements of the psychology major: CSOCS 3444, CPSYC 3902/3903, and CPSYC 4907.

Note: CPSYC 3902 & CPSYC 3903 are completed at the same internship site.

Please Note: students with less than 30 college credits or students new to helping professions fields are encouraged to take CHMSR 1552 Intro to Human Services prior to the CPSYC 3902/ 3903 sequence. Students must pursue internship search by working with the Lesley Internship Office staff at least one semester in advance of enrolling in the 3902/3903 sequence. Please contact Internship Office staff, either Jan Wall (jwall2@lesley.edu) or Dan Walker (dwalker4@lesley.edu) for more information.

#### Lab Course (choose ONE for 3 Credits):

CPSYC 2431	Social Psychology	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 2435	Psychology of Learning and Behavior Change	3

#### Choose TWO additional psychology courses (6 Credits)

Students may choose from lab courses listed above or select an online psychology elective. Sample courses include:

CPSYC 2401	Child Psychology	3
CPSYC 2402	Child Homelessness	3
CPSYC 3411	Adult Development	3
CPSYC 3413	Psychology of Women	3
CPSYC 3439	Organizational Psychology	3

### Psychology - Bachelor of Arts (Off-Campus Partnerships)

In Lesley's Bachelor of Arts in Psychology programs at Bunker Hill Community College and at the DeMello International Center in New Bedford, MA, students develop a thorough understanding of psychological theories and apply core psychological principles to personal, social, and organizational issues. Through theoretical and applied coursework, students will gain the knowledge and skills needed for successful careers in a wide variety of settings including working with diverse populations, children, and families. Students are also well prepared to pursue graduate programs in the helping professions. In addition to the Psychology major requirements, students will also complete general education foundation and/or elective credits, as needed, to earn the total 120 required credits. Within their electives, students can opt to include the Child Homelessness Studies Certificate, an added credential designed to deepen students' understanding of children and families in crisis. Coursework may be completed at the off-campus locations as well as online.

#### To successfully meet the requirements of the Psychology major, students will:

- demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends in psychology.

- understand and apply basic research methods in psychology, including research design, data analysis and interpretation.
- respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- understand and apply psychological principles to personal, social and organizational issues.
- be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
- develop knowledge and abilities integrating hands-on learning with studies of psychology and applied therapies through exploring career development, cultural humility, self-reflective skills, communication skills, ethics, and self-care.

### Academic & Professional Standards of the Psychology Major

The Department of Psychology & Applied Therapies understands the commitment to self-awareness and self-management that comes with development as a helping professional. Students' capacity to engage with empathic understanding of self and other is of great importance for successful completion of the internship courses and many other aspects of the program. Due to the applied nature of our graduates' work in the field, students' understanding of areas for growth and their own commitment to work on both personal challenges and professional competencies is essential to moving forward in the major.

Department pedagogy is substantially based on students' attendance and participation with the course materials, in activities that require consistent collaboration with others, which itself is based in the ability to take other's perspectives and present one's own opinions respectfully.

Below are listed other specific competencies and professional behaviors that students will be assessed on as they progress through their program of study. Students will be given feedback when issues arise related to these competencies and allowed an opportunity to improve on suggested areas in order to assist them to successfully complete their chosen major. Students failing to reach benchmarked academic standards and professional competencies over time will enter the Department's academic review process. For more specific descriptions of these competencies and the academic review process, please see Department Manual.

### Professional standards competencies

A student's ability to function effectively within the context of helping relationships will be continually assessed by the faculty. Among the competencies that will be evaluated, in accordance with a student's experience, are:

- Appropriate work comportment including: attendance; punctuality; sound judgment; quality of work; ability to take initiative; attitude, knowledge or application of agency policy;
- Understanding of, and sensitivity to, the power dynamic in the worker/client relationship and the impact of class, ethnicity, gender, physical ability, race, religion/spirituality, and sexual orientation;
- Awareness of how one's own biases will affect one's understanding of and regard for another;
- Capacity to be a participant and observer in one's helping relationships with others;

- Recognition of and ability to deal with issues relating to how one's own feelings may impact work with clients, agency personnel, and supervisors;
- Ability to interview/converse with clients in order to assess their social and emotional needs;
- Ability to use appropriate verbal and non-verbal communication skills;
- The ability to maintain appropriate and ethically required boundaries, which includes but is not limited to dual relationships, sexual conduct with clients or staff and sexual harassment;
- The appropriate use of self-disclosures;
- Awareness of the scope and limits of one's expertise, including but not limited to identification as interns;
- Understanding of an ability to adapt treatment plans to meet the needs of diverse clinical populations;
- Understanding of and ability to discuss ethical issues as they arise.

### REQUIREMENTS

A minimum grade of C must be earned in all the following courses in order to meet the requirements of the psychology major: CPSYC 1551 or CHMSR 1552, CSOCS 3444, CPSYC 3902/CPSYC 3903, and CPSYC 4907.

#### Required Core (21 Credits)

CPSYC 1101	Introduction to Psychology	3
CPSYC 1401	Lifespan Development	3
CPSYC 2403	Theories of Personality	3
CPSYC 3405	Understanding Psychological Diagnoses	3
CPSYC 3441	Elements of Statistics in Psychology	3
CSOCS 3444	Research Methods in the Social Sciences	3
CPSYC 4907	Psychology Capstone	3

#### Lab Courses (3 Credits)

Choose ONE		
CPSYC 2431	Social Psychology	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 2435	Psychology of Learning and Behavior Change	3

#### Required Internship Sequence Coursework (9 Credits)

CPSYC 1551	Foundations and Systems in the Helping Professions	3
CPSYC 3902	Psychology Internship and Seminar, Part 1: Online Program	3
CPSYC 3903	Psychology Internship and Seminar, Part 2: Online Program	3

Students in partnership cohorts can take CHMSR 1552 or CPSYC 1551. **Students must pursue internship search by working with the Lesley Internship Office staff at least one semester in advance of enrolling in the 3902/3903 course sequence. Please contact Internship Office staff, either Jan Wall ([jwall2@lesley.edu](mailto:jwall2@lesley.edu)) or Dan Walker ([dwalker4@lesley.edu](mailto:dwalker4@lesley.edu)) for more information.**

#### Additional CPSYC Courses (6 Credits)

Take TWO additional CPSYC courses

## Self-Designed Major 30 credits (Minimum)

The Self-Designed Major provides students with the opportunity to create their own individualized majors in areas of interest in which structured majors do not exist in the college, but for which we have courses which can be combined to provide an individualized course of study. Students with unique educational, research, and career objectives that cannot be satisfied by existing majors and minors, or combinations thereof, may wish to pursue this option. They are required to formulate clearly an area of interest and develop a coherent plan of study supported by a strong rationale, in consultation with at least one core faculty member in their area of interest.

A Self-Designed Major is appropriate for the academically-strong, self-motivated student who has a solid foundation in the liberal arts, support from a core faculty member, and a convincing argument illustrating the need to design an individualized major.

Only students with a minimum GPA of 3.0 may submit an application for the program. Prior to developing an application, interested students should meet with Associate Professor Liv Cummins, the Self-Designed Major Advisor, who will assess the suitability of the program and, if suitable, guide the student in developing a successful SDM application. Upon meeting with the SDM advisor, students must write a formal proposal, which includes the following two parts:

1 – Program of Study: Guided by faculty members in their area of study, students create a list of relevant courses in the self-designed major program. The program must include areas of both breadth and depth, as well as a specific capstone course. In addition, it must include at least two professional internships (the nature of which should be explained in the narrative; see below). Students should include pertinent existing courses across the University, and consider potential independent studies.

2 – Narrative Argument explaining the Program of Study: This written narrative, usually 4-8 pages long, allows students to make a rationale, detailed, coherent argument for why a Self-Designed Major is the only major which can meet their particular educational and career goals, and how it will do so. Students should describe the area of concentration and specific learning goals. Relevant background information may be included, providing a clear sense of students' connection to this area of study, related experiences, and how they envision using the knowledge and experience gained from the major in the future. The narrative must also provide an explanation of each of the courses in the Program of Study and the rationale for their inclusion. Finally, the narrative must include the name of a core faculty member with whom the student has consulted to create the Program who can speak to their ability to succeed in the major and who will serve as their academic advisor upon approval of the Self-Designed Major.

### REQUIREMENTS FOR DEGREE COMPLETION FOR THE SELF-DESIGNED MAJOR

30 credits minimum from the Self-Designed Major Program of Study (including a capstone experience) *plus* two internships are required for graduation.

The student will receive a B.A., B.F.A., or B.S. degree, depending on the individualized major's fit with the degree definitions in the Lesley University catalog.

## Bachelor of Social Work (40 credits)

### (40 credits plus 12 credits of experiential learning)

The Baccalaureate Social Work (BSW) program at Lesley University promotes human rights and social justice by preparing students to engage in generalist social work practice with cultural humility through an anti-oppressive lens. Social work graduates are prepared to advocate alongside and practice with individuals, families, groups, communities and organizations in the local community of Cambridge, MA, the Greater Boston area, and across the United States. As social workers, our graduates are prepared to engage in evidence-informed practice through a person-in-environment framework while upholding and promoting the core social work values of service, social justice, dignity and worth of the individual, importance and centrality of human relationships, integrity, competence, human rights and scientific inquiry.

### DEGREE REQUIREMENTS

#### Pre-Requisites for Application to the BSW Program (9 Credits):

CANTH 1101	Cultural Anthropology	3
CSWRK 2101	Introduction to Social Work	3

#### Choose One:

CSOCL 1101	Introduction to Sociology	3
CSOCL 1404	Social Problems	3

#### Required Courses:

CPSYC 1401	Lifespan Development	3
CSWRK 2201	Social Welfare Policy and Practice	3
CHMSR 2301	Power, Privilege & Practice	3
CHMSR 2551	Concepts and Skills in Professional Practice	4
CSOCS 3444	Research Methods in the Social Sciences	3
CSWRK 3550	Human Behavior in the Social Environment	3
CPLCY 3552	Social Policy	3
CSWRK 4101	Principles of Practice: Individuals, Families, and Groups	3
CSWRK 4102	Principles of Practice: Organizations, Communities, & Systems	3
CSWRK 4551	Senior Capstone	3

#### Diversity, Equity, and Inclusion - Choose ONE (3 Credits)

CSWRK 2401	Allyship for Disability Justice	3
CSWRK 3301	Challenging Racism	3
CEDEC 3550	Disability Studies	4
CSOCL 3445	Sociological Lens on Systemic Inequities	3

#### Electives (6 Credits):

Choose two of the following courses from two different prefixes (6 credits):

CANTH 3301	Global Lives in a Transnational Age	3
CEDEC 3550	Disability Studies	3
CHMSR 4300	Design and Management of Human Services Organizations	3
CPOLS 2401	Drug Wars	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSOCL 2115	Politicizing Sex, Gender & Race: Transnational Perspectives	3
CSOCL 3445	Sociological Lens on Systemic	3

	Inequities	
CSOCL 3551	Activism and Change in Communities	3
CSWRK 2401	Allyship for Disability Justice	3
CSWRK 3201	Case Management in Social Work and Counseling	3
CSWRK 3301	Challenging Racism	3
CSWRK 3350	Forensic Social Work	3
CSWRK 3450	Child Welfare: Challenges and Solutions	3

\*CSWRK 2401, CSWRK 3301, CEDUC 3550, and/or CSOCL 3445 can count as an elective if not taken for core. Students who have already taken CSWRK 2201 Social Welfare Policy and Practice should not take CSWRK 3201.

**Experiential Component (12 Credits):**

Students must be accepted into the BSW program prior to beginning their experiential component.

CSWRK 4702	BSW Fieldwork Seminar, Part 1	3
CSWRK 4703	BSW Fieldwork Seminar, Part 2	6
CSWRK 4704	Fieldwork I	3
	OR	
CSWRK 4701	BSW Field Seminar	12

\*CSWRK 4701 to be completed by students who need to complete all field placement hours in one semester as determined by BSW Program Director and Undergraduate Field Director

**BSW Course Sequencing**

**Year 1:** Introduction to Social Work; Cultural Anthropology; Lifespan Development; Introduction to Sociology or Social Problems

**Year 2:** Social Welfare Policy and Practice; Concepts and Skills in Professional Practice; Power, Privilege and Practice; Elective (DEI or other SW Elective)

**Year 3:** Semester 1: Social Policy; Research Methods; HBSE; Elective (DEI or other SW Elective)

Semester 2: Principles of Practice w/ Individuals, Families and Groups; Principles of Practice with Organizations, Communities and Systems

**Year 4:** Semester 1: BSW Fieldwork Seminar, Part 1; Fieldwork I; SW Elective

Semester 2: BSW Fieldwork Seminar, Part 2; Senior Capstone

**Master of Social Work (60 credits)**

The MSW program prepares social justice-minded, competent, ethical social workers to promote social and economic justice at all levels of society. The curriculum and field placement components of the MSW program complement one another through instruction and practice evidence-based practice to prepare students for trauma-informed practice and treatment methods, community organizing and change and in advocacy for social policies to promote a more just society. Social Work students learn and develop skills of multicultural practice to engage diversity in practice and advocate for human rights and social justice.

The Master of Social Work (MSW) program requires students to provide the following for admission consideration: an official undergraduate transcript, a minimum GPA of 3.0 (GPA's under 3.0 will be considered but not immediately accepted), a current resumé, an essay (directions are located in the admissions materials), and three letters of recommendation from either work/internship experience

and/or academic relationships. Applications are reviewed by the MSW Program Director and one additional faculty member. Students will be informed of the admissions decision at the completion of review.

Students will complete four semesters of field experience (advanced standing students may only be required to complete two semesters of field experience). Students will be admitted to Field if they do not have any pending "incomplete" grades, and have maintained a minimum GPA of 3.0. If students do not meet these criteria, they will work with their social work faculty advisor to determine which criteria has not been met, and develop a plan to resolve the criteria which had not been satisfied. The student and advisor will submit this plan to the MSW Program Director and Field Director who will approve or disapprove the plan. If approved, the student will have one semester to resolve the unmet criteria. If it is impossible for the student to raise their GPA to a 3.0, the student will be advised to take a leave of absence or withdraw from the MSW program. The completion of Field is dependent on students earning a grade of "B" or better in the following courses: CSWRK 5015, CSWRK 5020, CSWRK 5040, CSWRK 5045, CSWRK 5065, and CSWRK 5080.

Questions about the MSW program should be sent to the MSW Program Director Joshua Baldwin (jbaldwi6@lesley.edu). Questions about the MSW program's field experience should be sent to the MSW Field Director Elaine Gatewood (egatewoo@lesley.edu).

**Learning outcomes:**

Consistent with the accreditation standards of the Council on Social Work Education Accreditation, the proposed MSW program goals are to prepare social workers who:

- Practice cultural humility, consistently engage in self-reflection with regards to our own social position, power and privilege as these influence our interpretations of clients and their social world and as it influences client's perception of us.
- Engage in ongoing self-reflection and critical thinking to identify and to enact the best available research and practice wisdom in our practice.
- Promote social justice through inclusive excellence, anti-oppressive practice and advocacy for human rights.
- Engage in lifelong learning and personal growth through intentional self-care, professional development and collaboration.
- Engage in ethical, human rights-driven social work practice through a person-in-environment framework.

**Advance Standing:** Students who have made a grade of "B" or better in six BSW courses can receive up to 24 credits towards their MSW. When applying to the MSW program, the transcripts of students with a BSW will be reviewed and awarded these credits upon admission to the program. Non-Lesley students applying to the MSW program who have earned a BSW from a CSWE accredited program will also be allowed to apply for advanced standing. They will adhere to the same standards documented above. In addition, they will be asked to provide a letter of recommendation from their senior year field placement experience.

**For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.**

## DEGREE REQUIREMENTS

**Required Courses (51 credits)**

CSWRK 5000	Human Behavior in the Social Environment	3
CSWRK 5005	Fundamentals of Social Work Practice I	3
CSWRK 5010	Practice Through The Lens of Systemic Inequity	3
CSWRK 5015	Field Seminar I	3
CSWRK 5020	Fieldwork I	3
CSWRK 5025	Social Work: Communities and Social Systems (Macro Practice)	3
CSWRK 5030	Research Evidence for the Helping Professions	3
CSWRK 5035	Policy	3
CSWRK 5040	Field Seminar II	6
CSWRK 5045	Fieldwork II	3
CSWRK 5050	Interdisciplinary Social Work Practice	3
CSWRK 5055	Advanced Practice with Individuals and Families	3
CSWRK 5065	Field Seminar III	3
CSWRK 5070	Social Work and Social Change: Macro Practice	3
CSWRK 5080	Field Seminar IV	6

**Electives (9 credits)**

Take three or more graduate-level CSWRK courses. Students can also take courses in other masters' programs with permission of the Program Director or Academic Advisor.

CSWRK 5060	Mental Health, Neurodiversity, and Substance Use	3
CSWRK 5075	Policy, Grant Writing, and Program Design	3
CSWRK 5090	Social Work Practice with Groups and Families	3
CSWRK 5095	DSM-5 & Diagnostic Tools	3
CSWRK 5550	Forensic Social Work	3
CSWRK 6000	Designing Personal Success Plans for Youth Achievement	3

**Sociology and Social Change - Bachelor of Arts (30 Credits)**

(30 credits plus 12 credits of experiential learning)

The major in Sociology and Social Change provides students with a strong foundation in understanding social life and the organization of society. Sociologists study the social relationships between individuals and the larger relationships between social groups and societies. The sociological perspective focuses on how social relationships, social groups, and social structures affect individuals in their daily lives and how they affect the organization and operation of society. Our Sociology and Social Change major has a unique focus on social change, investigating ways to improve social problems and the social world, especially from the perspective of social justice and equality. It is a practical major with a particular emphasis on social action and engagement in the world to improve social life and social conditions.

Sociologists develop theories about human behavior, social organization, and social change based on evidence and research, using scientific methods including surveys, ethnography, experimentation, interviewing, and statistical analysis. With a strong focus on research and internships in the community, the Sociology

and Social Change major prepares students for graduate school, and for work in social policy, law and advocacy; community organizations; government agencies; social work; international organizations; business; public health; and public administration.

Students will be able to:

- explain how social relationships, social groups, and social structures affect individuals and how they affect the organization and operation of society.
- critically analyze the intersecting effects of race, class, gender, sexuality, age, and globalization on social life and social structures.
- employ sociological theories to develop analyses of human behavior, social organization, and social change.
- frame sociological questions from the perspective of social justice and equality, and design empirical research that leads to creative solutions.
- effectively present knowledge acquired from sociological analyses on social life and social conditions in both written and oral forms.

Please note: a minimum grade of "C" is required in the internship seminars and the capstone course to progress in the major.

## DEGREE REQUIREMENTS

**I. Required Core (18 Credits)**

CSOCL 1101	Introduction to Sociology	3
CSOCL 2101	Contemporary US Society	3
CSOCL 3445	Sociological Lens on Systemic Inequities	3
CSOCL 3500	Social Theory	3
CSOCS 3444	Research Methods in the Social Sciences	3
CSOCS 4444	Senior Capstone Seminar: Current Issues in Social Science	3

**II. Electives - Choose 4 courses, at least one at the 3000 level or above (12 Credits)**

CEDUC 3550	Disability Studies	4
CPLCY 3552	Social Policy	3
CPOLS 2401	Drug Wars	3
CPOLS 3302	Environmental Politics and Policy	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSOCL 1404	Social Problems	3
CSOCL 2115	Politicizing Sex, Gender & Race: Transnational Perspectives	3
CSOCL 2119	Race and Ethnic Relations	3
CSOCL 2402	Sociology of Family	3
CSOCL 2406	Health, Illness, and Society	3
CSOCL 2501	Japan: Identities and Expressions	3
CSOCL 2601	Contemporary Immigration: Migration, Incorporation & Family Lives	3
CSOCL 3016	Social Issues in Aging	3
CSOCL 3551	Activism and Change in Communities	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	6
CSOCS 1441	Children and Society	3
CSWRK 2401	Allyship for Disability Justice	3



**III. Experiential Component (12 Credits)**

**Pre-Internship Seminar (3 credits)**

Take one of the following

CHMSR 1551	Foundations and Systems in the Helping Professions	3
CEDUC 1352	Teaching, Learning and Social Responsibility	4
CGLST 1200	Global Issues and Challenges	3
CMGMT 1451	Introduction to Business Management	4

**Internship Seminars (9 credits)**

CSOCS 3401	Social Science Internship and Seminar I	3
CSOCS 4401	Social Science Internship and Seminar II	6

**COLLEGE OF ART AND DESIGN**

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

**DEGREE REQUIREMENTS**

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education (p. 72)

**Required Foundation Courses (9 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637.

IFINE 1220	Color and Composition	3
IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar	3
	or	
INTGR 1637	Transfer Visual Culture Seminar	3

**Required Animation & Motion Media Core Courses (51 credits)**

IANIM 1250	Principles of Animation 1	3
IANIM 1260	Principles of Animation 2	3
IANIM 1300	Animation Seminar	3
IANIM 2110	Animation Sophomore Seminar 1	3
IANIM 2120	Animation Sophomore Seminar 2	3
IILLU 2100	Anatomy and Figure Drawing	3
	or	
IANIM 2470	Drawing for Animation	3
	or	
IANIM 2490	Character Animation	3
	or	
IANIM 2650	Technical Drawing	3
IANIM 2610	Audio Production & Design	3
	or	
IDFLM 2220	Digital Filmmaking Techniques 3	3
IANIM 2350	Storyboarding for Time Based Media	3
IANIM 2495	Digital Animation: 2D	3
IANIM 2550	Introduction to 3D	3
IANIM 3500	Junior Seminar	3
IANIM 4200	Business of Animation	3
IANIM 4465	Animation Senior Studio 1	6
IANIM 4890	Animation Senior Studio 2	6
IANIM 4882	Internal Internship Animation + VFX	3
	or	
IANIM 4880	External Internship Animation + VFX	3
	or	

IANIM 3300	Community Animation Studio	3
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**Animation & Motion Media Major Electives (6 credits)**

Any IANIM non-required course.

IANIM	Animation Major Elective	3
IANIM	Animation Major Elective	3

**Art History Requirements (15 credits)**

IAHIS 1800	Art Across Borders	3
IAHIS 2460	History of Animation	3
IAHIS 2465	The History of Women, Gender, Race and Animation	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Free Elective Courses (6 credits)**

**Choose 2 Free Electives**

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

Free Elective	3
Free Elective	3

**Studio Elective Courses (6 credits)**

**Choose 2 Studio Electives**

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

Studio Elective	3
Studio Elective	3

**BFA Dual Major: Animation & Motion Media/Design (147 credits)**

**DEGREE REQUIREMENTS**

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education (p. 72)

**Required Foundation Courses**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar	3
	or	
INTGR 1637	Transfer Visual Culture Seminar	3

**Required Animation & Motion Media/Design Core Courses**

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2300	Interactive Workshop	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IDESN 3515	Visual Communication II	3
	or	
IDESN 1500	User Experience I	3
IDESN 3525	Visual Communication III	3
	or	
IDESN 2505	User Experience II	3
IDESN 3750	Junior Design Studio	3
IDESN 4455	Design Senior Capstone	3
	or	

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IDESN 4465	Interactive Senior Capstone	3
IDESN 4456	Design Senior Portfolio OR	3
IDESN 4466	Interactive Senior Portfolio	3
IDESN 4705	Professional Practices or	3
IANIM 4200	Business of Animation	3
IANIM 1250	Principles of Animation 1	3
IANIM 1260	Principles of Animation 2	3
IANIM 1300	Animation Seminar	3
IANIM 2110	Animation Sophomore Seminar 1	3
IANIM 2120	Animation Sophomore Seminar 2	3
IANIM 2470	Drawing for Animation or	3
IANIM 2490	Character Animation or	3
IANIM 2650	Technical Drawing or	3
IILLU 2100	Anatomy and Figure Drawing	3
IANIM 2350	Storyboarding for Time Based Media	3
IANIM 2495	Digital Animation: 2D	3
IANIM 2550	Introduction to 3D	3
IANIM 3500	Junior Seminar	3
IANIM 2610	Audio Production & Design or	3
IDFLM 2220	Digital Filmmaking Techniques 3	3
IANIM 4465	Animation Senior Studio 1	6
IANIM 4890	Animation Senior Studio 2	6
<b>Internship &amp; Internship Seminar (3 credits)</b>		
IDESN 4882	Internship/Design	2
IDESN 4885	Design Internship Seminar or	1
IANIM 4882	Internal Internship Animation + VFX or	3
IANIM 4880	External Internship Animation + VFX or	3
IANIM 3300	Community Animation Studio	3
<b>Design Major Electives (3 credits)</b>		
Any non-required IDESN course for which you meet the prerequisites		
IDESN	Design Major Elective (2000 level)	3
<b>Media or Design Elective (3 credits)</b>		
Media or Design Elective Options: Choose one 3.0 credit course from below		
IDESN 3888	Design Special Topics	3
IDFLM 1200	Storyteller: Intro to Digital Filmmaking	3
IDFLM 1210	Digital Filmmaking Techniques 1	3
IFINE 1220	Color and Composition	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2392	Screenprinting I	3
IFINE 2555	Abstract Drawing	3
IFINE 2655	Wood Working	3
INTDS 2160	Letterpress Studio	3
IILLU 2300	Principles of Illustration	3
IPHOT 1220	Introduction to Photo: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3

INTDS 3110	Visual Books	3
<b>Art History/Critical Studies Courses (15 credits)</b>		
IAHIS 1190	Design Thinking & Research	3
IAHIS 2100	History of Modern Design	3
IAHIS 2460	History of Animation	3
IAHIS 2465	The History of Women, Gender, Race and Animation	3
IAHIS 3610	Design Discourse or	3
IAHIS 2750	Digital Culture	3

**BFA Dual Major: Animation/Illustration (153 credits)**

DEGREE REQUIREMENTS

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education (p. 72)

**Required Foundation Courses (9 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1220	Color and Composition	3
IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar or	3
INTGR 1637	Transfer Visual Culture Seminar	3

**Required Animation/Illustration Core Courses**

IANIM 1250	Principles of Animation 1 OR	3
IILLU 1240	Illustration Now	3
IANIM 1260	Principles of Animation 2	3
IANIM 1300	Animation Seminar	3
IANIM 2110	Animation Sophomore Seminar 1	3
IANIM 2120	Animation Sophomore Seminar 2	3
IANIM 2350	Storyboarding for Time Based Media	3
IANIM 2495	Digital Animation: 2D	3
IANIM 2610	Audio Production & Design or	3
IDFLM 2220	Digital Filmmaking Techniques 3	3
IANIM 2550	Introduction to 3D	3
IANIM 3500	Junior Seminar	3
IANIM 4200	Business of Animation	3
IANIM 4465	Animation Senior Studio 1	6
IANIM 4890	Animation Senior Studio 2	6
IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2130	Sequential Projects	3
IILLU 2300	Principles of Illustration	3
IILLU 2515	Design for Illustration or	3
IDESN 2220	Typography I	3
IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6
IILLU 2910	Digital Duo	3
IILLU 2351	Digital Storytelling or	3
IILLU 3811	Editorial Illustration	3
IILLU 3165	Junior Studio	3
IILLU 3960	The Working Illustrator	3
IILLU 4310	Portfolio for Illustration/Senior Jury	3
IILLU 4315	Senior Studio	3

**Internship & Internship Seminar (3 credits)**

IANIM 4882	Internal Internship Animation + VFX or	3
IANIM 4880	External Internship Animation + VFX or	3
IANIM 3300	Community Animation Studio or	3
	Studio Elective	3

**Animation/Illustration Major Electives (18 credits)**

Any IANIM non-required course

Any IILLU non-required course

IANIM	Animation Major Elective	3
IANIM	Animation Major Elective	3
IANIM	Animation Major Elective	3
IILLU	Illustration Major Elective (3000/4000)	3
IILLU	Illustration Major Elective (3000/4000)	3
IILLU	Illustration Major Elective (3000/4000)	3

**Art History/Critical Studies Courses (15 credits)**

IAHIS 1800	Art Across Borders	3
IAHIS 2400	Illustration Survey	3
IAHIS 2460	History of Animation	3
IAHIS 2465	The History of Women, Gender, Race and Animation	3
IAHIS 2625	Visual Narratives Across Time and Media	3

**BFA in Game Design & Immersive Technologies (120 credits)**

**GAME DESIGN & IMMERSIVE TECHNOLOGIES DEGREE REQUIREMENTS**

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education

Game Design & Immersive Technologies students must choose one of the following specializations outlined below the 24 credits of required curriculum. Game Design & Immersive Technologies specializations are: Game Art, Game Design, Virtual Production and Game Audio.

**Required Foundation Courses - 9 credits**

INTGR 1650	Visual Culture Seminar or	3
INTGR 1637	Transfer Visual Culture Seminar	3
IFINE 1630	Drawing Intensive	3
IFINE 1670	3D Concepts	3

**Required Game Design & Immersive Technologies Courses - 24 credits**

All Game Design & Immersive Technologies students take 6.0 credits of IGAME 3900 Interactive Studio 1 and 6.0 credits of IGAME 4900 Interactive Studio 2.

IGAME 1120	Introduction to Game Design	3
IGAME 2200	Visual Programming I	3
IGAME 2205	Visual Programming II	3
IGAME 3900	Interactive Studio 1	3
IGAME 3900	Interactive Studio 1	3
IGAME 4610	Portfolio	3
IGAME 4900	Interactive Studio 2	3
IGAME 4900	Interactive Studio 2	3

**Game Art Specialization - 24 credits**

IANIM 2550	Introduction to 3D	3
IANIM 2850	Organic Modeling	3
IGAME 2130	Introduction to 3D Animation	3
IGAME 2300	Virtual Sets	3
IGAME 3300	Digital Texture and Light	3
IGAME 3400	Hard Surface Modeling	3
IGAME 3650	Environment Modeling	3
IGAME 4450	Character Creation Pipeline	3

**Game Design Specialization - 24 credits**

Game Major Electives may be fulfilled through non-required IGAME courses, and select courses from other studio prefixes.

IANIM 2550	Introduction to 3D	3
IGAME 2130	Introduction to 3D Animation	3
IGAME 2300	Virtual Sets	3
IGAME 3120	Intermediate Game Design	3
	Game Major Elective	3
	Game Major Elective	3
	Game Major Elective	3
	Game Major Elective	3

**Virtual Production Specialization - 24 credits**

IDFLM 2215	Cinematography	3
IANIM 2550	Introduction to 3D	3
IANIM 2700	Mixed Reality: Non-Linear Storytelling	3
IANIM 2750	Rendering & Lighting for Virtual Space	3
IANIM 2900	3D Character Animation	3
IGAME 2130	Introduction to 3D Animation	3
IGAME 2300	Virtual Sets	3
IGAME 4500	Digital Cinematography	3

**Game Audio Specialization - 27 credits**

Audio Specialization students take an additional 3 credits towards the specialization that replaces one, 3 credit general elective.

IANIM 2610	Audio Production & Design	3
IANIM 3675	Foley	3
IGAME 2702	Digital Music Production	3
IGAME 2703	Music Theory	3
IGAME 3020	Game Audio 1	3
IGAME 3030	Game Audio 2	3
IGAME 3701	Music Composition for Games	3
IGAME 3702	Sound Synthesis	3
IGAME 3775	Voice-over Production	3

**Art History - 15 credits**

All Game Design & Immersive Technologies students are required to take 15 credits of Art History (IAHIS) courses.

IAHIS 1001	History of Game Design	3
IAHIS 1800	Art Across Borders	3
IAHIS	Art History Elective	3
IAHIS	Art History Elective	3
IAHIS 3000/4000	Advanced Art History Elective	3

**Studio Elective Courses - 6 credits**

	Studio Elective	3
	Studio Elective	3



**Social Science (3 credits) - This is in addition to the 6 credits required in the General Education program**

Required 3 credits from prefix CANTH, CECON, CGEOG, CGLIST, CPOLS, CPSYC, CPLCY, CSOCS or CSOCL

Social Science	3
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**Free Electives (21 credits)**

Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3

**Graphic Design - Bachelor of Fine Arts (123 credits)**

DEGREE REQUIREMENTS

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education (p. 72)

**Required Foundation Courses (9 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar	3
	or	
INTGR 1637	Transfer Visual Culture Seminar	3
IFINE 1670	3D Concepts	3

**Required Core Graphic Design Courses (45 credits)**

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2300	Interactive Workshop	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IDESN 3515	Visual Communication II	3
IDESN 3525	Visual Communication III	3
IDESN 3750	Junior Design Studio	3
IDESN 4455	Design Senior Capstone	3
IDESN 4456	Design Senior Portfolio	3
IDESN 4705	Professional Practices	3
IDESN 4885	Design Internship Seminar	1
IDESN 4882	Internship/Design	2
	or	
IDESN 3371	Community Design Internship	Variable Credit
		1.0 - 3.0

**Internship Notes**

Students with 75 or more credits may take IDESN 3371 to fulfill their internship credit. Please see Department Chair for more information.

**Graphic Design Major Elective (3 credits)**

Choose any ONE non-required IDESN 3.0 credit course.

**Media or Design Elective (6 credits)**

Choose either TWO Media Electives or ONE Media Elective and ONE Design Major Elective

IANIM 1250	Principles of Animation 1	3
IDESN 3888	Design Special Topics	3
IDFLM 1200	Storyteller: Intro to Digital Filmmaking	3
IDFLM 1210	Digital Filmmaking Techniques 1	3
IFINE 1220	Color and Composition	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2392	Screenprinting I	3
IFINE 2555	Abstract Drawing	3
IFINE 2655	Wood Working	3
INTDS 2160	Letterpress Studio	3
IILLU 2300	Principles of Illustration	3
IPHOT 1220	Introduction to Photo: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
INTDS 3110	Visual Books	3

**Art History Requirements (15 credits)**

IAHIS 1190	Design Thinking & Research	3
IAHIS 1800	Art Across Borders	3
IAHIS 2100	History of Modern Design	3
IAHIS 3610	Design Discourse	3
	IAHIS Art History Elective	3

**Free Electives (15 credits)**

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

Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3

**Interactive Design - Bachelor of Fine Arts (123 credits)**

DEGREE REQUIREMENTS

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education (p. 72)

**Required Foundation Courses (9 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar	3
	or	
INTGR 1637	Transfer Visual Culture Seminar	3
IFINE 1670	3D Concepts	3

**Required Core Design Courses (45 credits)**

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop	3
IDESN 2300	Interactive Workshop	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IDESN 1500	User Experience I	3
IDESN 2505	User Experience II	3
IDESN 3750	Junior Design Studio	3

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IDESN 4465	Interactive Senior Capstone	3
IDESN 4466	Interactive Senior Portfolio	3
IDESN 4705	Professional Practices	3
IDESN 4885	Design Internship Seminar	1
IDESN 4882	Internship/Design or	2
IDESN 3371	Community Design Internship	Variable Credit 1.0 - 3.0

**Internship Notes**

Students with 75 or more credits may take IDESN 3371 to fulfill their internship credit. Please see Department Chair for more information.

**Design Major Elective (3 credits)**

Choose ONE non-required IDESN course

**Media or Design Elective (6 credits)**

Choose either TWO Media Electives or ONE Media Elective and ONE Design Major Elective

IANIM 1250	Principles of Animation 1	3
IDESN 3888	Design Special Topics	3
IDFLM 1200	Storyteller: Intro to Digital Filmmaking	3
IDFLM 1210	Digital Filmmaking Techniques 1	3
IFINE 1220	Color and Composition	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2392	Screenprinting I	3
IFINE 2555	Abstract Drawing	3
INTDS 2160	Letterpress Studio	3
IILLU 2300	Principles of Illustration	3
IPHOT 1220	Introduction to Photo: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
INTDS 3110	Visual Books	3

**Art History Requirements (15 credits)**

IAHIS 1190	Design Thinking & Research	3
IAHIS 1800	Art Across Borders	3
IAHIS 2100	History of Modern Design	3
IAHIS 2105	History of Interface	3
IAHIS 2750	Digital Culture	3

**Free Electives (15 credits)**

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

Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3

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

DEGREE REQUIREMENTS

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education (p. 72)

**Required Foundation Courses (9 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar	3

or		
INTGR 1637	Transfer Visual Culture Seminar	3
IFINE 1670	3D Concepts	3

**Required Design/Fine Arts Core Courses (66 credits)**

IDESN 1270	Language of Design	3
or		
IFINE 1220	Color and Composition	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2300	Interactive Workshop	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IDESN 3515	Visual Communication II	3
or		
IDESN 1500	User Experience I	3
IDESN 3525	Visual Communication III	3
OR		
IDESN 2505	User Experience II	3
IDESN 3750	Junior Design Studio	3
IDESN 4705	Professional Practices	3
or		
IFINE 4900	Professional Development	3
IDESN 4455	Design Senior Capstone	3
or		
IDESN 4465	Interactive Senior Capstone	3
IDESN 4456	Design Senior Portfolio	3
or		
IDESN 4466	Interactive Senior Portfolio	3
IFINE 1656	Figure Drawing	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 2200	Painting I	3
IFINE 2300	Printmaking: Intaglio I	3
or		
IFINE 2351	Lithography I	3
IFINE 1320	Introduction to Sculpture	3
OR		
IFINE 2445	Core Clay I	3
INTDS 3300	Fabrication for Exhibition	3
or		
INTDS Interdisciplinary Studio Elective		3
IFINE 3810	Fine Arts Junior Studio	3
IFINE 4800	Senior Studio I	3
IFINE 4810	Senior Studio II	3

**Professional Development/Internship & Internship Seminar (3 credits)**

Select one 3 credit course from the following list\*

\*If you select IDESN 4885 Internship Seminar (1 credit) you must also take IDESN 4882 Internship/Design (2 credits) or if you take IFINE 4885 Internship Seminar (1 credit) you must also take IFINE 4882 Internship/Fine Arts (2 credits)

If you select a course with the INTDS prefix, it must be different from the course you choose as your INTDS Interdisciplinary Studio Elective under the Required Fine Arts course list

IDESN 4882	Internship/Design and	2
IDESN 4885	Design Internship Seminar or	1

IFINE 4882	Internship/Fine Arts and	2
IFINE 4885	Fine Art Internship Seminar or	1
INTDS 2160	Letterpress Studio	3
INTDS 2340	Interdisciplinary Installation	3
INTDS 2500	Interdisciplinary Video	3
INTDS 3110	Visual Books	3
IILLU 2910	Digital Duo	3
IILLU 3550	Self Publishing	3
IDFLM 2825	LA+D Film Festival	3
IAHIS 2650	Introduction to Museum Studies	3
IAHIS 5100	Issues in Art History and Visual Culture	3
IPHOT 1210	Photography Lab II	3

**Design/Fine Arts Major Electives (15 credits)**

Any IDESN non-required course

Any IFINE non-required course

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

**Media or Design Elective (3 credits)**

Design Major Elective: Any non-required IDESN course for which you meet the prerequisites

Media Elective Options: Choose one 3.0 credit course from below

IANIM 1250	Principles of Animation 1	3
IDESN 3888	Design Special Topics	3
IDFLM 1200	Storyteller: Intro to Digital Filmmaking	3
IDFLM 1210	Digital Filmmaking Techniques 1	3
IFINE 1220	Color and Composition	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2392	Screenprinting I	3
IFINE 2555	Abstract Drawing	3
IFINE 2655	Wood Working	3
INTDS 2160	Letterpress Studio	3
IILLU 2300	Principles of Illustration	3
IPHOT 1220	Introduction to Photo: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
INTDS 3110	Visual Books	3

**Art History/Critical Studies Courses (18 credits)**

IAHIS 1190	Design Thinking & Research	3
IAHIS 1800	Art Across Borders	3
IAHIS 2100	History of Modern Design	3
IAHIS 3600	Art Since 1945	3
IAHIS 3610	Design Discourse or	3
IAHIS 2750	Digital Culture	3
IAHIS	Art History Elective	3

**BFA Dual Major: Design/Illustration (150 credits)**

**DEGREE REQUIREMENTS**

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education (p. 72)

**Required Foundation Courses (9 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar or	3
INTGR 1637	Transfer Visual Culture Seminar	3
IFINE 1670	3D Concepts	3

**Required Design/Illustration Core Courses (75 credits)**

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2300	Interactive Workshop	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IDESN 3515	Visual Communication II or	3
IDESN 1500	User Experience I	3
IDESN 3525	Visual Communication III OR	3
IDESN 2505	User Experience II	3
IDESN 3750	Junior Design Studio	3
IDESN 4455	Design Senior Capstone or	3
IDESN 4465	Interactive Senior Capstone	3
IDESN 4456	Design Senior Portfolio or	3
IDESN 4466	Interactive Senior Portfolio	3
IDESN 4705	Professional Practices	3
IILLU 1240	Illustration Now	3
IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2130	Sequential Projects	3
IILLU 2300	Principles of Illustration	3
IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6
IILLU 2910	Digital Duo	3
IILLU 3165	Junior Studio	3
IILLU 3960	The Working Illustrator	3
IILLU 4310	Portfolio for Illustration/Senior Jury	3
IILLU 4315	Senior Studio	3

**IDESN Internship & Internship Seminar /IILLU Studio Elective (3 credits)**

Choose Design Internship Requirement (IDESN 4882 Internship/Design + IDESN 4885 Internship Seminar) for 3 credits total or choose one of the following 3 credit IILLU Studio Elective courses

IDESN 4882	Internship/Design and	2
IDESN 4885	Design Internship Seminar or	1
IILLU 2351	Digital Storytelling or	3
IILLU 3811	Editorial Illustration	3

**Design/Illustration Major Electives (12 credits)**

Any IDESN non-required course to equal 6 credits total

Any IILLU non-required course to equal 6 credits total

IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3
IDESN	Design Major Elective	3
IDESN	Design Major Elective	3

**Media or Design Elective (3 credits)**

Design Major Elective: Any non-required IDESN course for which you meet the prerequisites

Media Elective Options: Choose one 3.0 credit course from below

IANIM 1250	Principles of Animation 1	3
IDESN 3888	Design Special Topics	3
IDFLM 1200	Storyteller: Intro to Digital Filmmaking	3
IDFLM 1210	Digital Filmmaking Techniques 1	3
IFINE 1220	Color and Composition	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2555	Abstract Drawing	3
IFINE 2655	Wood Working	3
INTDS 2160	Letterpress Studio	3
IPHOT 1220	Introduction to Photo: Non-Majors I	3
IPHOT 1240	Introduction to Photography Non-Majors: Digital	3
INTDS 3110	Visual Books	3

**Studio Elective (3 credits)**

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

Studio Elective	3
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**Art History/Critical Studies Courses (15 credits)**

IAHIS 1190	Design Thinking & Research	3
IAHIS 1800	Art Across Borders	3
IAHIS 2100	History of Modern Design	3
IAHIS 2400	Illustration Survey	3
IAHIS 3610	Design Discourse	3
	or	
IAHIS 2750	Digital Culture	3

**Digital Filmmaking - Bachelor of Fine Arts (120 credits)**

## DEGREE REQUIREMENTS

For a complete list of the core General Education curriculum please navigate to: College of Art &amp; Design General Education (p. 72)

**Required Foundation Courses (6 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar	3
	or	
INTGR 1637	Transfer Visual Culture Seminar	3

**Digital Filmmaking Core Courses (45 credits)**

IDFLM 1210	Digital Filmmaking Techniques 1	3
IDFLM 1220	Digital Filmmaking Techniques 2	3
IDFLM 1230	Concepts of Cinema I	3
IDFLM 1240	Concepts of Cinema II	3

IDFLM 2211	Visualization	3
IDFLM 2215	Cinematography	3
IDFLM 2220	Digital Filmmaking Techniques 3	3
IDFLM 2410	Concepts of Cinema III	3
IDFLM 3210	Production & Management	3
IDFLM 3430	Junior Studio	3
IDFLM 3625	Directing Actors for the Screen	3
IDFLM 4210	Thesis Seminar I	6
IDFLM 4220	Thesis Seminar II	6

**Professional Practice Requirement (3 credits)**

Students must take 3.0 credits

IDFLM 4880	Internship/Digital Filmmaking or	3
IDFLM 2300	Production Studio or	3
IDFLM 2825	LA+D Film Festival or	3
IDFLM 4882	Digital Filmmaking Internship and	2
IDFLM 4885	Digital Filmmaking Internship Seminar	1

**Digital Filmmaking Electives (6 credits)**

Any IDFLM non-required course

Digital Filmmaking Major Elective	3
Digital Filmmaking Major Elective	3

**Art History Requirements (15 credits)**

IAHIS 1800	Art Across Borders	3
IAHIS 2500	History of the Moving Image	3
IAHIS 2505	History of the Moving Image II	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Choose 5 Free Electives (15 credits)**

Choose any course in the University that you are qualified for

Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3

**BA in Art (120 credits)**

## DEGREE REQUIREMENTS

For a complete list of the core General Education curriculum please navigate to: College of Art &amp; Design General Education (p. 72)

**Required Foundation Courses (9 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar	3
	or	
INTGR 1637	Transfer Visual Culture Seminar	3
IFINE 1670	3D Concepts	3

**Required Core Fine Art Courses (15 credits)**

IFINE 1656	Figure Drawing	3
IFINE 1220	Color and Composition	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 2200	Painting I	3
IFINE 2300	Printmaking: Intaglio I	3



	or	
IFINE 2351	Lithography I	3

**Fine Arts Internship/Internship Seminar (3 credits)**

IFINE 4885	Fine Art Internship Seminar	1
IFINE 4882	Internship/Fine Arts	2

**Required Core Fine Art Courses (6 credits)**

Choose TWO:

IFINE 2445 Core Clay or IFINE 2205 Painting II or IFINE 1320 Intro to Sculpture

**Studio Elective (3 credits)**

Select ONE from one of the following disciplines provided pre-requisites are met:

- Drawing
- Sculpture
- Ceramics
- Printmaking
- Paintng

**Art History Requirements (12 credits)**

IAHIS 1800	Art Across Borders	3
IAHIS 3600	Art Since 1945	3
IAHIS	Global Perspectives Art History Elective	3
IAHIS	Art History Elective	3

**General Studies (39 credits)**

Maximum 6 credits taken from 1000 level  
 Minimum 12 credits taken from 2000/3000 level  
 Minimum 9 credits taken from 4000 level  
 Minimum 12 credits taken from LA+D prefixes (IAHIS, IANIM, IDESN, IDFLM, IGAME, IILLU, INTDS and IPHOT

General Studies courses include any course in the University for which you are qualified and include the following prefixes: CAMST, CANTH, CARTH, CBIOL, CCOMM, CCOMP, CCRWT, CDANC, CDRAM, CECON, CEXTH, CGEOP, CGLST, CHLTH, CHIST, CHUMS, CLANG, CLITR, CMATH, CMGMT, CMUSC, CNSCI, CPHIL, CPHYS, CPLCY, CPOLS, CPSYC, CRELS, CSOCL, CSOCS, CWRIT, IAHIS, IANIM, IDESN, IDFLM, IFINE, IILLU, INTDS, IPHOT AND ISTUD

**Fine Arts - Bachelor of Fine Arts (120 credits)**

The Fine Arts Program is designed for each student to be immersed in studio disciplines such as drawing, painting, printmaking, ceramics and sculpture. Through hands on instruction, students gain traditional skillsets and tools while integrating and applying this knowledge to theory, philosophy, conceptual development and contemporary practice. Students can create breadth in their curriculum through interdisciplinary media, photography, video, installation and performance courses.

The Fine Arts curriculum is grounded in drawing while supporting and promoting interdisciplinary thinking and studio practice across fine art disciplines – from concrete observation through the interpretation of personal life experiences and observations, through the abstract imagination, and formal exploration or materials and processes. Each of the other disciplines assist in building from this knowledge base, and expanding the use of mediums and processes in both 2D, 3D, and interdisciplinary modes of thinking and making including installation and projects that may include time-based

mediums while integrating a traditional liberal arts education into possibilities and ideation for potential content and subject matter.

Through experimentation, iteration and production, students hone their craft, while developing a more sophisticated lexicon and range of abilities to better articulate their ideas and interests. Historical and contemporary contexts are critical towards supporting well-prepared and informed research, practice and career. Artistic goals and intellectual growth are supported by exposure to a diverse array of art history and contemporary visual culture offerings.

Interactive critiques and juries appropriately prepare students to present their art as professionals, contributing to Visual Culture. With dynamic interdisciplinary studios, students create in a professional studio environment, which broadens their perspective and personal practice while fostering personal insights, networking and collaboration. Students establish professional levels of research and practice that take their work to unanticipated levels as they advance towards being an active contributor to Visual Culture as a working professional artist.

**DEGREE REQUIREMENTS**

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education

**Required Foundation Courses (9 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar	3
	or	
INTGR 1637	Transfer Visual Culture Seminar	3
IFINE 1670	3D Concepts	3

**Required Core Fine Art Courses (33 credits)**

Students are recommended to take INTDS 3300 Fabrication for Exhibition (or a 2000, 3000 or 4000 level course with the INTDS prefix) to fulfill the Interdisciplinary Studio Elective requirement in the fall semester prior to taking IFINE 3810 Junior Studio in the spring semester.

IFINE 1220	Color and Composition	3
IFINE 1656	Figure Drawing	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 2200	Painting I	3
IFINE 2300	Printmaking: Intaglio I	3
	or	
IFINE 2275	Introduction to Printmaking	3
IFINE 2205	Painting II	3
	or	
IFINE 2310	Printmaking: Intaglio II	3
INTDS 3300	Fabrication for Exhibition	3
	or	
	INTDS Interdisciplinary Studio Elective	3
IFINE 3810	Fine Arts Junior Studio	3
IFINE 4800	Senior Studio I	3
IFINE 4900	Professional Development	3
IFINE 4810	Senior Studio II	3

**Fine Arts Professional Development - Choose One (3 credits)**

Select one 3-credit course from the following list\*:

\*If you select IFINE 4885 - Internship Seminar (1 credit) you must also take IFINE 4882 - Internship (2 credits).

If you select a course with the INTDS prefix, it must be different from the course you choose as your INTDS Interdisciplinary Studio Elective under the Required Core Fine Arts course list.

IFINE 4885	Fine Art Internship Seminar and	1
IFINE 4882	Internship/Fine Arts	2
INTDS 2160	Letterpress Studio	3
INTDS 2340	Interdisciplinary Installation	3
INTDS 2500	Interdisciplinary Video	3
INTDS 3110	Visual Books	3
IILLU 2910	Digital Duo	3
IILLU 3550	Self Publishing	3
IDFLM 2825	LA+D Film Festival	3
IAHIS 2650	Introduction to Museum Studies	3
IAHIS 5100	Issues in Art History and Visual Culture	3
IPHOT 1210	Photography Lab II	3

**3D Requirement (3 credits)**

Choose ONE:

IFINE 2445	Core Clay I	3
IFINE 1320	Introduction to Sculpture	3

**Fine Arts Major Electives (12 credits)**

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

**Art History Requirements (15 credits)**

IAHIS 1800	Art Across Borders	3
IAHIS 3600	Art Since 1945	3
IAHIS	Art History Elective	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Choose 4 Studio Electives (12 credits)**

Any LA+D studio course from prefixes: IANIM, IDESN, IDFLM, IFINE, IGAME, IILLU, INTDS and IPHOT for which you meet the prerequisites		
	Studio Elective	3
	Studio Elective	3
	Studio Elective	3
	Studio Elective	3

**Choose 1 Free Elective (3 credits)**

Choose any course in the University that you are qualified for		
	Free Elective	3

**Illustration - Bachelor of Fine Arts (120 credits)**

Our comprehensive BFA program covers a wide range of illustration markets, including children's books, storyboard, editorial, concept art, comics and graphic narratives to name a few. We offer students the opportunity to focus on their particular areas of interest while also exploring other disciplines. The curriculum stresses communicating engaging visual ideas using drawing as a basic language. We expose students to a variety of traditional techniques and new media approaches. We strive to provide excellence in drawing, digital art, technical facility in painting mediums, and

familiarity with a broad range of illustrative approaches. Conceptual development is linked to personal vision, a general education, and a keen awareness of the contemporary world. Our goal is to help students master necessary art making skills; encourage their development as independent visual thinkers with distinctive personal styles; acquire the tools they need to succeed as creative professionals.

**DEGREE REQUIREMENTS**

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education

**Required Foundation Courses (9 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar	3
	or	
INTGR 1637	Transfer Visual Culture Seminar	3
IFINE 1670	3D Concepts	3

**Required Core Illustration Courses (39 credits)**

IILLU 1240	Illustration Now	3
IILLU 1250	Illustration Tools & Methods	3
IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2130	Sequential Projects	3
IILLU 2300	Principles of Illustration	3
IILLU	IILLU 2420/2430/2440 Techniques (choose two)	6
IILLU 2515	Design for Illustration	3
	or	
IDESN 2220	Typography I	3
IILLU 2910	Digital Duo	3
IILLU 3165	Junior Studio	3
IILLU 3960	The Working Illustrator	3
IILLU 4310	Portfolio for Illustration/Senior Jury	3
IILLU 4315	Senior Studio	3

**Illustration Major Electives (9 credits)**

Choose any 3 credit IILLU non-required courses		
IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3

**Choose one IILLU Elective (3 credits)**

IILLU 2351	Digital Storytelling	3
IILLU 3811	Editorial Illustration	3

**Art History Requirements (15 credits)**

IAHIS 1800	Art Across Borders	3
IAHIS 2400	Illustration Survey	3
IAHIS 2625	Visual Narratives Across Time and Media	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Choose 3 Studio Electives (9 credits)**

Any LA+D studio course from prefixes: IANIM, IDESN, IDFLM, IFINE, IGAME, IILLU, INTDS, IPHOT and ISTUD for which you meet the prerequisites. At least one course (3 credits) must be a non-IILLU course.

Studio Elective	3
Studio Elective	3
Studio Elective	3

**Choose 2 Free Electives (6 credits)**

Choose any course in the University that you are qualified for

Free Elective	3
Free Elective	3

**Visual Narrative - Bachelor of Fine Arts (120 credits)**

DEGREE REQUIREMENTS

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education (p. 72)

**Required Foundation Courses (6 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar	3
	or	
INTGR 1637	Transfer Visual Culture Seminar	3

**Required Core Visual Narrative Courses (42 credits)**

IILLU 1240	Illustration Now	3
IILLU 1250	Illustration Tools & Methods	3
IILLU 2130	Sequential Projects	3
IILLU 2300	Principles of Illustration	3
IILLU	IILLU 2420/2430/2440 Techniques	6
	(choose two)	
IILLU 2750	Artist as Author	3
IILLU 2910	Digital Duo	3
IILLU 3550	Self Publishing	3
IILLU 3960	The Working Illustrator	3
IILLU 4310	Portfolio for Illustration/Senior Jury	3
IILLU 4315	Senior Studio	3

CCRWT 1400	Introduction to Creative Writing	3
CLITR 3337	Short Fiction and Novella	3

**Visual Narrative Major Electives (6 credits)**

Choose any 3 credit IILLU non-required courses

IILLU	Illustration Major Elective	3
IILLU	Illustration Major Elective	3

**CCRWT 2000 level Visual Narrative Major Electives (6 credits)**

Choose TWO of the following CCRWT electives

CCRWT 2000	Art and Craft of Creative Non-Fiction	3
CCRWT 2070	The Art and Craft of Screenwriting	3
CCRWT 2300	Art and Craft of Short Fiction	3
CCRWT 2310	Art and Craft of Poetry	3
CCRWT 2400	Art and Craft of Writing Children's and Young Adult Literature	3

**CCRWT 3000 level Visual Narrative Major Electives (3 credits)**

Choose any ONE 3000 level CCRWT writing course

**Art History Requirements (15 credits)**

IAHIS 1800	Art Across Borders	3
IAHIS 2400	Illustration Survey	3
IAHIS 2625	Visual Narratives Across Time and Media	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Choose 3 Studio Electives (9 credits)**

Any LA+D studio course from prefixes: IANIM, IDESN, IDFLM, IFINE, IGAME, IILLU, INTDS, and IPHOT for which you meet the prerequisites. At least one open studio elective (3 credits) must be a non-IILLU course.

	Studio Elective	3
IFINE 2750	Text & Image or Studio Elective	3
INTDS 2160	Letterpress Studio or	3
INTDS 3110	Visual Books	3

**Choose 1 Free Elective (3 credits)**

Choose any course in the University that you are qualified for	Free Elective	3
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**BFA Dual Major Illustration/Fine Arts (147 credits)**

DEGREE REQUIREMENTS

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education (p. 72)

**Required Foundation Courses (9 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar	3
	or	
INTGR 1637	Transfer Visual Culture Seminar	3
IFINE 1670	3D Concepts	3

**Required Illustration/Fine Arts Core Courses (63 credits)**

IILLU 1250	Illustration Tools & Methods	3
IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2130	Sequential Projects	3
IILLU 2300	Principles of Illustration	3
IILLU	IILLU 2420/2430/2440 Techniques	6
	(choose two)	
IILLU 2910	Digital Duo	3
IILLU 3165	Junior Studio	3
IILLU 3960	The Working Illustrator	3
IILLU 4310	Portfolio for Illustration/Senior Jury	3
IILLU 4315	Senior Studio	3
IFINE 1220	Color and Composition	3
IFINE 1656	Figure Drawing	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 2200	Painting I	3

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IFINE 1320	Introduction to Sculpture OR	3
IFINE 2445	Core Clay I	3
IFINE 2300	Printmaking: Intaglio I OR	3
IFINE 2351	Lithography I	3
IFINE 3810	Fine Arts Junior Studio	3
IFINE 4800	Senior Studio I	3
IFINE 4810	Senior Studio II	3
IFINE 4900	Professional Development	3

**IFINE Internship & Internship Seminar/INTDS Elective (3 credits)**

Choose either the Fine Arts Internship (IFINE 4882 Internship/Fine Arts + IFINE 4885 Internship Seminar) for a total of 3 credits or choose one of the following 3 credit INTDS Elective courses

IFINE 4882	Internship/Fine Arts and	2
IFINE 4885	Fine Art Internship Seminar or	1
INTDS 3300	Fabrication for Exhibition or	3
	INTDS Interdisciplinary Studio Elective	3

**Art History/Critical Studies Courses (18 credits)**

IAHIS 1800	Art Across Borders	3
IAHIS 2400	Illustration Survey	3
IAHIS 2625	Visual Narratives Across Time and Media	3
IAHIS 3600	Art Since 1945	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Illustration/Fine Arts Major Electives (24 credits)**

Any 3.0 credit non-required courses with IILLU prefix to equal 12 credits

Any 3.0 credit non-required courses with IFINE prefix to equal 12 credits

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

**Photography - Bachelor of Fine Arts (120 credits)**

DEGREE REQUIREMENTS

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education (p. 72)

**Required Photography Foundation Courses (18 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IPHOT 1200	Photography Lab I	3
IPHOT 1210	Photography Lab II	3
IPHOT 1300	Photography Seminar I	3
IPHOT 1310	Photography Seminar II	3
IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar or	3
INTGR 1637	Transfer Visual Culture Seminar	3

**Required Core Photography Courses (33 credits)**

IPHOT 2005	Photography Lab III	3
IPHOT 2075	Lighting Techniques	3
IPHOT 2015	Photography Lab IV	3
IPHOT 2410	Photography Seminar III	3
IPHOT 2420	Photography Seminar IV	3
IPHOT 3160	Junior Year Portfolio	3
IPHOT 3745	Contemporary Practices and Identities	3
IPHOT 4120	Professional Directions	3
IPHOT 4150	Senior Portfolio I	3
IPHOT 4160	Senior Portfolio II	3
IPHOT 4882	Internship/Photography	2
IPHOT 4885	Photography Internship Seminar	1

**Required Photography Electives (6 credits)**

Any TWO non-required IPHOT courses.

IPHOT	Photography Major Elective	3
IPHOT	Photography Major Elective	3

**Required Photography or Interdisciplinary Studies Elective (3 credits)**

Any non-required IPHOT or INTDS course.

IPHOT	Photography Major Elective or	3
	INTDS Interdisciplinary Studio Elective	3

**Art History Requirements (15 credits)**

IAHIS 1800	Art Across Borders	3
IAHIS 2200	History of Photography	3
IAHIS	Art History Elective	3
IAHIS	Art History Elective	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Studio Electives (9 credits)**

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

Studio Elective	3
Studio Elective	3
Studio Elective	3

**Free Electives (6 credits)**

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

Free Elective	3
Free Elective	3

**BFA Dual Major: Photography/Design (150 credits)**

DEGREE REQUIREMENTS

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education (p. 72)

**Required Foundation Courses (9 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar	3
	or	
INTGR 1637	Transfer Visual Culture Seminar	3
IFINE 1670	3D Concepts	3

**Required Photography/Design Core Courses (81 credits)**

IDESN 1270	Language of Design	3
IDESN 1300	Design Workshop	3
IDESN 1400	Introduction to Interactivity	3
IDESN 2300	Interactive Workshop	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IDESN 3515	Visual Communication II	3
	or	
IDESN 1500	User Experience I	3
IDESN 3525	Visual Communication III	3
	or	
IDESN 2505	User Experience II	3
IDESN 3750	Junior Design Studio	3
IDESN 4455	Design Senior Capstone	3
	OR	
IDESN 4465	Interactive Senior Capstone	3
IDESN 4456	Design Senior Portfolio	3
	or	
IDESN 4466	Interactive Senior Portfolio	3
IDESN 4705	Professional Practices	3
	or	
IPHOT 4120	Professional Directions	3
IPHOT 1200	Photography Lab I	3
IPHOT 1210	Photography Lab II	3
IPHOT 1300	Photography Seminar I	3
IPHOT 1310	Photography Seminar II	3
IPHOT 2005	Photography Lab III	3
IPHOT 2075	Lighting Techniques	3
IPHOT 2015	Photography Lab IV	3
IPHOT 2410	Photography Seminar III	3
IPHOT 2420	Photography Seminar IV	3
IPHOT 3160	Junior Year Portfolio	3
IPHOT 3745	Contemporary Practices and Identities	3
IPHOT 4150	Senior Portfolio I	3
IPHOT 4160	Senior Portfolio II	3

**Internship & Internship Seminar (3 credits)**

IPHOT 4882	Internship/Photography	2
IPHOT 4885	Photography Internship Seminar	1
	or	
IDESN 4882	Internship/Design	2
IDESN 4885	Design Internship Seminar	1

**Design Major Electives (3 credits)**

Any IDESN non-required course		
IDESN	Design Major Elective	3

**Photography Major Electives (6 credits)**

Take TWO 3.0 credit non-required IPHOT courses.		
IPHOT	Photography Major Elective	3
IPHOT	Photography Major Elective	3

**Media or Design Elective (3 credits)**

Media Elective Options: Choose one 3.0 credit course from below

IANIM 1250	Principles of Animation 1	3
IDESN 3888	Design Special Topics	3
IDFLM 1200	Storyteller: Intro to Digital Filmmaking	3
IDFLM 1210	Digital Filmmaking Techniques 1	3
IFINE 1220	Color and Composition	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2392	Screenprinting I	3
IFINE 2555	Abstract Drawing	3
IFINE 2655	Wood Working	3
INTDS 2160	Letterpress Studio	3
IILLU 2300	Principles of Illustration	3
INTDS 3110	Visual Books	3

**Art History/Critical Studies Courses (15 credits)**

IAHIS 1190	Design Thinking & Research	3
IAHIS 1800	Art Across Borders	3
IAHIS 2100	History of Modern Design	3
IAHIS 2200	History of Photography	3
IAHIS 3610	Design Discourse	3
	or	
IAHIS 2750	Digital Culture	3

**Self Designed Major in Interdisciplinary Studies - Bachelor of Fine Arts (123 credits)**

DEGREE REQUIREMENTS

For a complete list of the core General Education curriculum please navigate to: College of Art & Design General Education (p. 72)

**Required Foundation Year Courses (9 credits)**

It is recommended that first time freshman take INTGR 1650 and transfer students take INTGR 1637

IFINE 1630	Drawing Intensive	3
INTGR 1650	Visual Culture Seminar	3
	or	
INTGR 1637	Transfer Visual Culture Seminar	3
IFINE 1670	3D Concepts	3

**BFA Major Introduction Course (3 credits)**

Choose from one of the following 3.0 credit major introduction courses

IANIM 1250	Principles of Animation 1	3
IDESN 1270	Language of Design	3
IFINE 1220	Color and Composition	3
IILLU 1240	Illustration Now	3

**Foundation Drawing Elective (3 credits)**

Select ONE:		
IFINE 1655	Drawing Elective: Self-Portrait	3

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

INTDS 2340	Interdisciplinary Installation	3
INTDS 2500	Interdisciplinary Video	3
INTDS 2600	Experimental Animation	3
INTDS 3500	Interdisciplinary Synthesis	3
INTDS 4000	Senior Studio I	3
INTDS 4010	Senior Studio 2	3
INTDS 4882	Internship/Interdisciplinary Studies	2
INTDS 4885	Interdisciplinary Internship Seminar	1

**Self Designed Major in Interdisciplinary Studies Electives (21 credits)**

Below is a list of approved Interdisciplinary Studio courses; other courses available upon approval from the Department Chair, Christine Collins, [ccollin4@lesley.edu](mailto:ccollin4@lesley.edu)

	Interdisciplinary Studio Elective (2000 level)	3
	Interdisciplinary Studio Elective (2000 level)	3
	Interdisciplinary Studio Elective (3000 level)	3
	Interdisciplinary Studio Elective (3000 level)	3
	Interdisciplinary Studio Elective (3000 level)	3
	Interdisciplinary Studio Elective (4000 level)	3
	Interdisciplinary Studio Elective (4000 level)	3
IANIM 2610	Audio Production & Design	3
IDESN 1270	Language of Design	3
IDESN 2115	Introduction to Web Design	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IFINE 2115	Fine Arts Drawing Studio I	3
IFINE 2116	Fine Arts Drawing Studio II	3
IFINE 2215	Abstract Painting	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2420	Abstract Principles of Sculpture	3
IFINE 2431	Principles of Perceptual Sculpture I	3
IFINE 2435	Principles of Perceptual Sculpture II	3
IFINE 2555	Abstract Drawing	3

**Art History Requirements (15 credits)**

IAHIS 1800	Art Across Borders	3
IAHIS 3380	History of New Media	3
IAHIS 4600	Postmodernism	3
	or	
IAHIS 4620	Hyperculture: Art & Technology	3
IAHIS	Art History Elective	3
IAHIS	Art History Elective	3

**Choose 7 Free Electives (21 credits)**

Choose any course in the University that you are qualified for

Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3

**MINORS****COLLEGE OF LIBERAL ARTS AND SCIENCES MINORS**

The College of Liberal Arts and Sciences provides minors designed to give students the opportunity to explore an area of particular interest other than their major. The minors are deliberately designed to enable the student to have an understanding of an area of study in an abbreviated form. Minors are generally shaped with one or two introductory courses followed by selected electives. Students

enrolled in the College of Art and Design are eligible to complete any of the minors below (except the Visual Arts minor); however, completion of additional minors may add to degree completion time. Students should consult with their advisors if minors are desired.

**Africana Studies** (p. 142)**Art Therapy** (p. 143)**Biology** (p. 143)**Business Management****Chemistry** (p. 144)**Cognitive Neuroscience** (p. 144)**Creative Writing** (p. 144)**Drama** (p. 144)**Earth Science** (p. 145)**Education** (p. 145)**Environmental Science** (p. 145)**Environmental Studies** (p. 146)**Expressive Arts Therapy****Financial Planning** (p. 147)**Gender, Race, and Sexuality Studies** (p. 147)**Global Studies****Health** (p. 148)**History** (p. 148)**Human Services**

Macro Track

Micro Track

**International Education** (p. 149)**Literature** (p. 149)**Mathematics** (p. 149)**Political Science****Psychology** (p. 150)**Social Work** (p. 150)**Sociology****Spanish for the Professions** (p. 151)**Visual Narrative** (p. 151)**World Language—Individually Designed** (p. 152)**Africana Studies 15 credits**

Africana Studies is a focused, interdisciplinary and transnational program of study that examines the historical, political, social, economic, and cultural processes and institutions of people across the African diaspora.

## REQUIREMENTS

**Required core (6 credits):**

CHIST 3322	African American History	3
CSOCL 3445	Sociological Lens on Systemic Inequities	3

**Choose THREE (9 credits):**

CANTH 3101	Anthropology of the Caribbean	3
CEDEC 3730	Immigration, Culture, and Education in Spain and Morocco	4
CHIST 3250	Black/Brown Power! Rethinking the Civil Rights Movement	3
CHIST 3360	Africa in World History	3
CHIST 3475	Voices of Black/Brown Cambridge: Oral History Methods & Prac	3
CHIST 3600	Africa in Film	3
CHUMS 3500	Postcolonial History, Literature, Ethics	3
CLITR 3329	Race, Ethnicity, Identity in United States Literature	3
CPOLS 3450	HBO's The Wire: The Politics of U.S.	3

	Urban Inequality	
CSWRK 3301	Challenging Racism	3
CSOCL 2119	Race and Ethnic Relations	3
IAHIS 3450	Arts of Africa	3
IAHIS 3530	African-American Art: The Harlem Renaissance Through the Civil Rights Movement	3
IAHIS 4150	Africa: Between Tradition and Modernity	3

**Art Therapy Minor 15 credits**

The Art Therapy minor will allow students to integrate basic art therapy concepts and skills into their major course of study.

FOR PSYCHOLOGY & APPLIED THERAPIES MAJORS & HUMAN SERVICES MAJORS

**I. Required Core Courses (6 Credits):**

CARTH 2423	Principles in Art Therapy	3
CARTH 3523	Art Therapy Applications	3

**II. Required Studio Art Courses (3 Credits):**

IFINE 1630	Drawing Intensive	3
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**III. Advanced Studio Art Courses (6 Credits):**

Choose 6 credits (check pre-requisites)

IFINE 1670	3D Concepts	3
IFINE 1210	Introduction to Painting	3
IFINE 2401	Ceramics: Handbuilding	3
IFINE 2411	Ceramics: Wheel Throwing	3
IFINE 2445	Core Clay I	3

FOR CLAS STUDENTS NOT IN A PSYCHOLOGY & APPLIED THERAPIES OR HUMAN SERVICES MAJOR

**I. Required Core Courses (9 Credits):**

CPSYC 1401	Lifespan Development	3
CARTH 2423	Principles in Art Therapy	3
CARTH 3523	Art Therapy Applications	3

**II. Required Studio Art Courses (3 Credits):**

IFINE 1630	Drawing Intensive	3
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**III. Advanced Studio Art Courses (3 Credits):**

Choose ONE.

IFINE 1670	3D Concepts	3
IFINE 1210	Introduction to Painting	3
IFINE 2401	Ceramics: Handbuilding	3
IFINE 2411	Ceramics: Wheel Throwing	3
IFINE 2445	Core Clay I	3

FOR LA+D STUDENTS

Note: For LA + D students considering Art Therapy graduate program, CPSYC 3405 Understanding Psychological Diagnoses should be one of the chosen courses and CPSYC 1101 Intro to Psychology should also be chosen as an elective or to meet General Education Outcomes

**I. Required Core Courses (9 Credits):**

CPSYC 1401	Lifespan Development	3
CARTH 2423	Principles in Art Therapy	3
CARTH 3523	Art Therapy Applications	3

**II. Psychology Choice (6 Credits):**

Choose TWO.

CPSYC 2421	Introduction to Counseling	3
CPSYC 2403	Theories of Personality	3

CPSYC 2433	Cognitive Psychology	3
CPSYC 3405	Understanding Psychological Diagnoses	3

**Biology Minor 17+ Credits**

REQUIREMENTS

**Required Core (8 Credits):**

CBIOL 1101	Biology 1 with Lab	4
CBIOL 2101	Biology II with Lab	4

**Electives (9-12 Credits):**

Choose THREE (at least one at the 3xxx level or above).

CBIOL 2100	Introduction to Marine Mammals (Marine Studies Consortium course)	3
CBIOL 2202	Genetics and Ethics	3
CBIOL 2203	Anatomy and Physiology I with Lab	4
CBIOL 2204	Anatomy and Physiology II with Lab	4
CBIOL 2205	Botany with Lab	4
CBIOL 2211	Cell and Molecular Biology	3
CBIOL 2505	Ecology with Lab	4
CBIOL 2602	Applied Nutrition	3
CBIOL 3100	Animal Behavior with Lab	4
CBIOL 3210	Evolution and the History of Life	3
CBIOL 3300	Infectious Diseases	3
CBIOL 3311	Cellular Neurobiology	3
CBIOL 3330	Research Methods in Biology	4
CBIOL 3888	Selected Topics in Biology	3-4
CBIOL 4100	Biology of Whales (Marine Studies Consortium course)	3
CBIOL 4110	Biology of Fishes (Marine Studies Consortium Course)	3
CNSCI 2101	Mapping Our World with GIS	3
CNSCI 3500	New England Field Studies	3
CPHYS 1104	Earth Science and Planetary Geology with Lab	4

**Business Management Minors**

The Business Management minors provide students with an opportunity to learn the fundamentals of managing organizations. Students learn about managers' roles, the functional departments in organizations, and the human behaviors that influence organizational effectiveness. They develop the capacity to think and act with creativity and imagination and to provide leadership within their chosen field.

BUSINESS MANAGEMENT (16 CREDITS)

The Business Management minor provides students with an opportunity to learn the fundamentals of managing organizations. Students learn about managers' roles, the functional departments in organizations, and the human behaviors that influence organizational effectiveness. They develop the capacity to think and act with creativity and imagination and to provide leadership within their chosen field.

**Required Core (16 credits)**

CMGMT 1451	Introduction to Business Management	4
CMGMT 2455	Financial Accounting	3
CMGMT 3202	Business in a Legal Context	3
CMGMT 3464	Marketing Strategies	3
CMGMT 3469	Organizational Behavior and Ethics	3

## SPORTS MARKETING AND MANAGEMENT (18 CREDITS)

The Sports Marketing and Management Minor cultivates students' knowledge of and skills in managing sports organizations across the private, public and not-for-profit sectors. Students explore the complex demands placed on sports organizations, including the challenges of balancing multiple organizational objectives. Students examine the role of sports in society and the broader socio-cultural and economic environments within which sports organizations operate. In addition, students explore the connections among human behavior, motivation, and sport.

**Required Core (18 credits)**

CMGMT 3444	Sport Management	3
CMGMT 3464	Marketing Strategies	3
CMGMT 3546	Sports Marketing	3
CPSYC 2429	Sport Psychology	3
CMGMT 3720	Sports Ethics	3
CMGMT 3540	Services Marketing	3

Note: For all management minors: one component of the student's experiential learning requirement in the chosen major must encompass management functions.

**Chemistry Minor 22 credits**

This minor is designed to provide students with a strong background in chemistry, which will help ready them for graduate study in laboratory, pharmaceutical, or forensic science. A comprehension of matter at the molecular level is also very beneficial to students wishing to pursue further study in medicine or environmental science.

## REQUIREMENTS

**II. Choose Two (6 credits)**

CPHYS 2011	Biological Chemistry I	3
CPHYS 2047	Life Chemistry: Drugs in Our Lives	3

**I. Required Core (16 credits)**

CPHYS 1308	General Chemistry I with Lab	4
CPHYS 2102	General Chemistry II with Lab	4
CPHYS 2308	Organic Chemistry I with Lab	4
CPHYS 3308	Organic Chemistry II w/Lab	4

**Cognitive Neuroscience Minor 15-16 credits**

This minor provides a strong background in the biological underpinnings of behavior and cognition. It is intended for students who have an interest in the exploration of the mind-body relationship or who plan to pursue a career in neuroscience or a related discipline. This minor may be most applicable to Psychology, Biology, Counseling, Education, Art Therapy, Expressive Arts Therapy, and Children, Youth, & Family Studies majors.

**Learning Goals:**

- Effectively communicate cognitive neuroscience knowledge to others
- Critically analyze and integrate neuroscientific research in an applied manner

## REQUIREMENTS

**I. Foundations in Cognitive Science**

Required Core (3 Credits):

CPSYC 2433	Cognitive Psychology	3
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**II. Biological and Chemical Neuroscience**

Choose one (3 Credits):

CPHYS 2011	Biological Chemistry I	3
CBIOL 2211	Cell and Molecular Biology	3
CPHYS 2047	Life Chemistry: Drugs in Our Lives	3

**III. Structural and Functional Neuroscience**

Choose One (3 Credits):

CBIOL 3311	Cellular Neurobiology	3
CBIOL 3100	Animal Behavior with Lab	4
CNSCI 3410	Human Neuroanatomy	3

**IV. Applied Cognitive Neuroscience**

Choose One (3 Credits):

CPSYC 4702	Clinical Neuropsychology	3
CPSYC 4751	The Science of Consciousness	3

**V. Elective (3 Credits):**

Choose any course listed above NOT already being applied to SECTIONS I. – IV.

**Creative Writing Minor 15 credits**

The Creative Writing Minor allows students to integrate theory and practice courses that blend critical writing and creative writing. Students work closely with faculty on strategies for composition and revision while approaching the work of master writers through craft-based analysis.

## REQUIREMENTS

**I. Required Core (3 Credits):**

CCRWT 1400	Introduction to Creative Writing	3
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**II. Choose TWELVE credits of any courses with a CCRWT prefix**

CCRWT 2000	Art and Craft of Creative Non-Fiction	3
CCRWT 2070	The Art and Craft of Screenwriting	3
CCRWT 2300	Art and Craft of Short Fiction	3
CCRWT 2310	Art and Craft of Poetry	3
CCRWT 2400	Art and Craft of Writing Children's and Young Adult Literature	3
CCRWT 2430	Magazine Production	3
CCRWT 3000	Advanced Poetry	3
CCRWT 3001	Advanced Scriptwriting	3
CCRWT 3201	Advanced Short Fiction	3
CCRWT 3300	Autobiographical Writing	3
CCRWT 3400	Genre Fiction Seminar	3
CCRWT 4349	Senior Thesis in Creative Writing	4
CCRWT 1888	Selected Topics in Creative Writing	3
CCRWT 3888	Selected Topics in Creative Writing	3
CCRWT 5888	Selected Topics in Creative Writing	3

At least TWO courses must be at the 3000-level or above.

**Drama Minor 16 credits**

The Drama minor offers students practical theatre skills through performance and technical experience of play production, as well as a foundation in dramatic literature and critical study of theatrical styles, modes, and professional roles.

## REQUIREMENTS

**Required core:****Choose ONE (4 Credits):**

CDRAM 2050	Play Production: Shakespeare	4
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**Choose FOUR (12 Credits):**

CDRAM 2060	Introduction to Voice and Acting	3
CDRAM 2070	Movement and Improvisation for the Actor	3
CDRAM 2080	Art & Craft of Directing & Stage Management	3
CDRAM 3000	Acting II	3
CDRAM 3888	Selected Topics in Drama	3
CHUMS 3400	Masterpieces of World Cinema	3
CLITR 3028	United States Drama Since 1900	3
CLITR 3312	The Plays of Shakespeare	3
CLITR 3313	Seriously Funny: Comedy on Stage & Screen	3
CLITR 3314	Seriously Tragic: Tragedy on Stage & Screen	3
CMUSC 2328	Broadway and Beyond	3

At least six of these credits must be at the 3000-level.

**Earth Science Minor 16+ credits**

REQUIREMENTS

**Required Core (4 Credits):**

CPHYS 1104	Earth Science and Planetary Geology with Lab	4
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**Choose FOUR (at least three from PHYS and one at the 3000 level or above - 12-16 Credits):**

CBIOL 1101	Biology 1 with Lab	4
CBIOL 2101	Biology II with Lab	4
CBIOL 2505	Ecology with Lab	4
CBIOL 3210	Evolution and the History of Life	3
CNSCI 2101	Mapping Our World with GIS	3
CNSCI 3101	Advanced Topics in GIS	3
CNSCI 3500	New England Field Studies	3
CPHYS 2104	Meteorology	3
CPHYS 2106	Oceanography	3
CPHYS 2510	Astronomy	3
CPHYS 3010	Our Changing Climate	3
CPHYS 3888	Selected Topics in Physical Science	3-4

**Education Minor 20-24 credits**

This minor provides students with the opportunity to explore the field of education by combining coursework with experiences in a variety of educational settings. A variety of Education specializations are available to Education minors.

REQUIREMENTS

**Required Core (8 Credits):**

CEDUC 1352	Teaching, Learning and Social Responsibility	4
CEDUC 3721	Field Experiences in Learning Environments	4

**Choose ONE (3 Credits):**

CEDUC 2401	Literacy Learning	3
CEDUC 2402	Content Area Reading in Grades 5-12	3

**Choose ONE (3 Credits):**

CPSYC 2401	Child Psychology	3
CPSYC 3409	Psychology of Preadolescence and Adolescence	3

**Choose ONE (3 Credits):**

CHLTH 3300	Child and Adolescent Health	3
CPSYC 2437	Equity & Inclusion for Children with Disabilities	3
EEDUC 6111	Constructing the Equitable Classroom: From Theory to Practice	3

**Choose ONE (4 Credits):**

CEDUC 2351	Early Childhood Education	4
CEDUC 2352	Elementary Education	4
CSPED 2354	Special Education	4
CEDUC 2360	Middle School Education	4
CEDUC 3451	High School Education	4

**Choose ONE (3 Credits):**

CEDUC 2710	Effective Classroom Climate Strategies for Pre K-6	3
CEDUC 2714	Young Adult Literature in the Middle/Secondary Classroom	3
CEDUC 3373	Developmental Experiences in Mathematics and Science	3
CEDUC 3374	Teaching Mathematics for the Elementary School Teachers	3
CEDUC 3395	Literature for Children	3
CEDUC 3415	Teaching Language Arts and Literature	3
CEDUC 4350	Embracing Diversity in Classroom Communities	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3

**Environmental Science Minor 17+ credits**

REQUIREMENTS

**Required Core (7 Credits):**

CPHYS 1110	Environmental Science w/Lab	4
CNSCI 2101	Mapping Our World with GIS	3

**Choose ONE (4 Credits):**

CBIOL 1101	Biology 1 with Lab	4
CPHYS 1104	Earth Science and Planetary Geology with Lab	4
CPHYS 1308	General Chemistry I with Lab	4

**Choose TWO additional science courses, with at least one at the 3000 level or higher (6-8 Credits):**

Choose 3 courses from the following areas: Biology, Chemistry, Earth Science, Health (1 must be at the 3000-level or above).

CBIOL 2101	Biology II with Lab	4
CBIOL 2205	Botany with Lab	4
CBIOL 2505	Ecology with Lab	4
CBIOL 3210	Evolution and the History of Life	3
CNSCI 2100	Humans in the Environment	3
CNSCI 3101	Advanced Topics in GIS	3
CNSCI 3500	New England Field Studies	3
CNSCI 3888	Selected Topics in Natural Science	3
CPHYS 1250	Physics I with Lab: Forces, Sound, Momentum & Energy	4
CPHYS 2011	Biological Chemistry I	3
CPHYS 2104	Meteorology	3
CPHYS 2106	Oceanography	3
CPHYS 2510	Astronomy	3
CPHYS 3010	Our Changing Climate	3

**Marine Studies Consortium Courses:**

CBIOL 2100	Introduction to Marine Mammals (Marine Studies Consortium course)	3
CBIOL 4100	Biology of Whales (Marine Studies Consortium course)	3
CBIOL 4110	Biology of Fishes (Marine Studies Consortium Course)	3
CNSCI 2140	Coastal Zone Management (Marine Studies Consortium Course)	3
CNSCI 2210	Water Resources Planning and Management	3

**Environmental Studies Minor 16+ credits**

This minor offers students the opportunity to explore environmental issues from a multidisciplinary approach. A total of 12 credits beyond general education are required. Several courses with significant field-based learning experiences, in addition to laboratory courses, exist. This minor is a good choice for anyone wanting to broaden and deepen their knowledge of environmental studies and whose career choices involve decisions around environmental issues.

**REQUIREMENTS****Required Core (7 Credits):**

CNSCI 2100	Humans in the Environment	3
CPHYS 1110	Environmental Science w/Lab	4

**Choose THREE (at least 1 at 3000 level, at least 2 different prefixes):**

CGEOG 1001	World Geography	3
CHLTH 4410	Health and the Environment	3
CHUMS 3XXX	Environmental Justice and Ethics	
CHUMS 3201	Why Nature?	3
CMGMT 2XXX	Business, Sustainability and Environment	3
CNSCI 2101	Mapping Our World with GIS	3
CNSCI 2140	Coastal Zone Management (Marine Studies Consortium Course)	3
CNSCI 2210	Water Resources Planning and Management	3
CNSCI 3130	Urban Design for Sustainability	3
CNSCI 4200	Wetlands: Ecology, Hydrology, Restoration (Marine Studies Consortium Course)	3
CPHYS 3010	Our Changing Climate	3
CPLCY 3552	Social Policy	3
CPOLS 3302	Environmental Politics and Policy	3
CPSYC 3410	Ecopsychology	3
CSOCL 3551	Activism and Change in Communities	3
IAHIS 3200	Art and Nature	3
IILLU 3140	Natural History Drawing	3

**Expressive Arts Therapy Minor 15 credits**

The minor in expressive arts therapies offers students an opportunity to study the principles of expressive arts therapies: visual art, music, dance, drama, play, poetry, and intermodal arts while considering professional application in a range of settings.

**Learning Goals:**

- Develop a general overview of history, philosophy, theory and practice of expressive arts therapy.

- Explore and understand expressive arts therapy as a tool for personal awareness and development by engaging in hands-on learning.
- Understand how different modalities work independently and in collaboration as part of the therapeutic process.

**REQUIREMENTS****I. Required Core (6 Credits):**

LA+D students & students in majors outside the department of Psychology & Applied Therapies (**those majors are psychology, counseling, art therapy, or holistic psychology & wellness**) or Human Services are required to take CPSYC 1401: Lifespan Development (making 9 credits in this category)

CEXTH 2623	Principles of Expressive Arts Therapy	3
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**Choose ONE (3 Credits):**

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

**II. Arts Courses: Choose from three different categories (9 Credits) – at least one course must have a CARTH, CEXTH or GEXTH prefix**

Students required to take CPSYC 1401 (above) only need 6 credits of “Arts courses” from two different categories. LA+D students may not choose courses from the Visual Arts category.

NOTE: Graduate courses (GEXTH prefix) are only available to Juniors or Seniors who must have permission from their academic advisor and the course instructor.

Note: Advisors may substitute CARTH 3888 or CEXTH 3888 as appropriate

**Visual Arts**

CARTH 2423	Principles in Art Therapy	3
CARTH 3423	Materials as Metaphors in Art Therapy	3
CARTH 3425	Advocacy & Wellbeing with Photography	3
CARTH 3426	Art Therapy, Social Justice & Community Engagement	3
GEXTH 5045	Arts and Healing	3
GEXTH 6360	Drawing from Within: A Studio Course	3

**Music**

CEXTH 3502	Music Therapy: History, Theory, and Application	3
CEXTH 3504	Guitar for Therapy and Education	3
GEXTH 6020	Music, Imagery and Psychotherapy	3
GEXTH 6200	Principles and Practices of Music Therapy	3

**Theater / Drama**

CEXTH 3304	Psychodrama and Sociometry: Making the Invisible Visible	3
GEXTH 5047	Principles and Practices of Drama Therapy	3
GEXTH 6009	Developmental Transformations with Children and Adults	3

**Dance / Movement**

CEXTH 3404	Nia: Mind-Body Movement	3
CEXTH 3406	Dance/Movement Therapy: A Kinesthetic Approach to Healing	3
GEXTH 5029	Body-Oriented Psychotherapy With Adults	3
GEXTH 5250	Introduction to Dance/Movement	3

	Therapy	
GEXTH 6254	Dance Movement Therapy with Children	3
GEXTH 6255	Jungian Dance and Drama Therapy	3
GEXTH 6259	Movement and Healing: Dance Therapy with Adults	3
<b>Literary Arts</b>		
CEXTH 3302	Writing from the Body	3
GEXTH 6005	Storytelling in Therapy	3

**Financial Planning (21 credits)**

Lesley University is a part of a consortium of colleges and universities that enables Lesley students to participate in a program leading to the certified financial planner (CFP) certification. Students who pursue this program would get a minor in financial planning. The CFP program is a 7 course series. All courses are offered online in an 8-week format. The courses are taught by faculty members from the colleges and universities in the consortium. Students are not required to have a business program to participate in the program.

**DEGREE REQUIREMENTS**

**Requirements List**

CFINL 3301	General Principles of Financial Planning	3
CFINL 3302	Risk Management and Insurance Planning	3
CFINL 3303	Investment Planning	3
CFINL 3304	Tax Planning	3
CFINL 3305	Retirement Savings and Income Planning	3
CFINL 3306	Estate Planning	3
CFINL 3307	Financial Plan Development	3

**Gender, Race, and Sexuality Studies Minor (15 credits)**

The Gender, Race, and Sexualities Studies minor introduces an interdisciplinary, intersectional, and transnational understanding of gendered and racialized experiences. It examines how women's, men's, non-binary, and trans experiences are locally and globally constituted at the intersection of race, class, sexuality, ethnicity, nationality, religion, (dis)ability, and other forms of differences. This interdisciplinary minor incorporates a diverse range of courses in the areas of sociology, history, literature, psychology, anthropology, political science, and other fields of study.

The specialization bridges the gap between theory and activism by connecting historical and contemporary feminist and critical race theories with local, regional, and transnational feminist and anti-racist organizing. It trains students for advanced graduate studies as well as social-justice oriented non-profit, government, and international professions and transformative activism.

**REQUIREMENTS**

**Required Core (6 Credits):**

CSOCL 2115	Politicizing Sex, Gender & Race: Transnational Perspectives	3
CSOCL 3445	Sociological Lens on Systemic Inequities	3

**Choose THREE (9 Credits):**

Course selections should be from at least two disciplines.

CANTH 2502	Film, Culture and Society	3
CANTH 3101	Anthropology of the Caribbean	3

CANTH 3301	Global Lives in a Transnational Age	3
CEDUC 3550	Disability Studies	3
CEDUC 4350	Embracing Diversity in Classroom Communities	3
CHIST 3250	Black/Brown Power! Rethinking the Civil Rights Movement	3
CLITR 3315	Contemporary Latin American Women Writers	3
CPOLS 2401	Drug Wars	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CPSYC 1201	Cross-Cultural Psychology	3
CPSYC 3413	Psychology of Women	3
CSOCL 2119	Race and Ethnic Relations	3
CSOCL 2402	Sociology of Family	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	6
CSWRK 2401	Allyship for Disability Justice	3
CSWRK 3301	Challenging Racism	3
IAHIS 3310	Women in Art	3

**Global Studies Minor 15 credits**

This interdisciplinary minor offers students the opportunity to study individuals, groups, societies and systems globally drawing upon a social science foundation. Elective choices provide students with the opportunity to choose a specific area of focus or to provide breadth of area focus.

**REQUIREMENTS**

**Required Core (6 Credits):**

CGLST 1200	Global Issues and Challenges	3
CGLST 2200	Introduction to Globalization	3

**Choose THREE (9 Credits):**

At least 6 credits must be at the 3000-level or above.

CANTH 1101	Cultural Anthropology	3
CANTH 2502	Film, Culture and Society	3
CANTH 3101	Anthropology of the Caribbean	3
CANTH 3201	Anthropology of Media	3
CANTH 3301	Global Lives in a Transnational Age	3
CGEOG 1001	World Geography	3
CGLST 2320	Comparative Political Economy	3
CHIST 3360	Africa in World History	3
CHIST 3450	International Humanitarianism: History and Ethics	3
CHIST 3600	Africa in Film	3
CHLTH 3400	Health in the Developing World	3
CHUMS 3500	Postcolonial History, Literature, Ethics	3
CPOLS 1101	Introduction to Political Science	3
CPOLS 2401	Drug Wars	3
CPOLS 3131	Perspectives on International Relations	3
CPOLS 3202	U.S. Foreign Policy	3
CPOLS 3300	Violence, Markets and Globalization	3
CPOLS 3302	Environmental Politics and Policy	3
CSOCL 2115	Politicizing Sex, Gender & Race: Transnational Perspectives	3
	An appropriate global travel/study abroad course approved by the Chair of the Social Sciences Department or the Global Studies Program Coordinator.	3

**Health Minor 16-18 credits**

This minor offers students the opportunity to explore the field of health from a multidisciplinary perspective.

**REQUIREMENTS****Required Core (7 Credits):**

CBIOL 1101	Biology 1 with Lab OR	4
CBIOL 2101	Biology II with Lab	4
CBIOL 2502	Essentials of Health	3

**Electives - Choose THREE (9-11 Credits):**

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

CBIOL 2203	Anatomy and Physiology I with Lab	4
CBIOL 2204	Anatomy and Physiology II with Lab	4
CBIOL 2602	Applied Nutrition	3
CBIOL 3300	Infectious Diseases	3
CBIOL 3600	Epidemiology	3
CHLTH 3310	Complementary, Integrative and Alternative Medicine	3
CHLTH 3300	Child and Adolescent Health	3
CHLTH 3400	Health in the Developing World	3
CHLTH 4410	Health and the Environment	3
CPHYS 2047	Life Chemistry: Drugs in Our Lives	3
CSOCL 2406	Health, Illness, and Society	3

eCBIOL, CHLTH, CNSCI, CPHYS 3888 Selected Topics courses as approved by Department Chair

**History Minor 15 credits**

Historians are explorers and storytellers. The past is our world, and history is our craft. The study of history trains students to uncover the forgotten voices and diverse perspectives of the past and explain their relevance to society today. It prepares students to make critical evaluations of long-term transformations that continue to shape the contemporary world, like industrialization, imperialism, globalization, racism, and environmental change. History minors develop skills that are vital to meaningful careers and engaged citizenship. They become adept at locating and analyzing primary sources; formulating arguments supported by evidence; and presenting their findings through cogent writing, oral communication, and public presentations.

The minor includes one introductory course in United States, European, or world history, followed by a broad choice of elective courses. Elective courses allow students to focus on specific topics that interest them, such as genocide and transnational social movements; African and African American history; or women and gender inequality. Courses integrate interdisciplinary analyses through film, art, culture, and travel.

**REQUIREMENTS****Choose ONE (3 Credits):**

CHIST 1501	World History I	3
CHIST 1502	World History II	3
CHIST 2121	United States History to 1865	3
CHIST 2317	Power and Inequity in Modern Europe	3
CHIST 2330	United States History from 1865	3

**Choose FOUR (12 Credits):**

CHIST 1501	World History I	3
CHIST 1502	World History II	3
CHIST 2121	United States History to 1865	3

CHIST 2317	Power and Inequity in Modern Europe	3
CHIST 2330	United States History from 1865	3
CHIST 3200	Human Rights, Social Justice, and the Constitution in America	3
CHIST 3250	Black/Brown Power! Rethinking the Civil Rights Movement	3
CHIST 3315	Nazi Germany and the Holocaust: Power & Inequity	3
CHIST 3322	African American History	3
CHIST 3328	America Since World War II	3
CHIST 3350	Latin America Since 1900	3
CHIST 3360	Africa in World History	3
CHIST 3425	World War I in Global Perspective: Power & Inequity	3
CHIST 3450	International Humanitarianism: History and Ethics	3
CHIST 3500	History of Boston	3
CHIST 3600	Africa in Film	3
CHIST 3700	Travels in History	3
CHIST 3888	Selected Topics in History	3
CHIST 4800	Senior Seminar in History	3
CHUMS 3300	Travel/Study London	3
CHUMS 3331	The Shock of the New: European and American Culture at the Turn of the 20th Century	3
CHUMS 3500	Postcolonial History, Literature, Ethics	3
CHUMS 3700	Study-Travel: Paris at the Crossroads	3

At least SIX of these credits must be taken at the 3000-level or above.

**Human Services Minor 15 credits**

This minor offers students the opportunity to explore a range of approaches to human services delivery and change, addressing a variety of personal, interpersonal, or environmental stressors. The minor provides students with two different tracks from which to choose, either the Macro Track or the Micro Track.

**MACRO TRACK**

The Macro Track offers students the opportunity to focus on initiating change on the community and societal levels through a variety of interventions including community organizing, advocacy, policy development, or economic development and administration (systemic change).

**Required Core (9 Credits):**

CHMSR 1551	Foundations and Systems in the Helping Professions	3
CHMSR 2301	Power, Privilege & Practice	3
CHMSR 3303	Micro/Macro Assessment	3

**Choose TWO courses (6 Credits):**

At least one of the courses chosen below must be at or above the 3000 level. Students may take CPLCY 3552 or CPLCY 4441.

CPLCY 3552	Social Policy	3
CPOLS 2401	Drug Wars	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CPSYC 2402	Child Homelessness	3
CPSYC 3439	Organizational Psychology	3
CSOCL 1404	Social Problems	3
CSOCL 2402	Sociology of Family	3
CSOCL 3016	Social Issues in Aging	3
CSOCL 3551	Activism and Change in Communities	3
CSWRK 2201	Social Welfare Policy and Practice	3

CSWRK 2401	Allyship for Disability Justice	3
CSWRK 3301	Challenging Racism	3
CSWRK 3550	Human Behavior in the Social Environment	3

\*\* Students may substitute appropriate graduate-level courses with permission of the Department Chair of Social Sciences

**MICRO TRACK**

The Micro Track offers students the opportunity to focus on a range of direct interventions designed to support behavioral or interpersonal change for children, adolescents, and/or adults in a variety of human service settings (individual or small group change).

**Required Core (9 Credits):**

CHMSR 1551	Foundations and Systems in the Helping Professions	3
CHMSR 3303	Micro/Macro Assessment	3
CPLCY 3552	Social Policy	3

**Choose TWO (6 Credits):**

CBIOL 2502	Essentials of Health	3
CPSYC 3405	Understanding Psychological Diagnoses	3
CPSYC 3422	Trauma and Crisis	3
CPSYC 3424	Counseling Children, Adolescents and Young Adults	3
CPSYC 3427	Family Interventions	3
CSOCL 1404	Social Problems	3
CSWRK 2401	Allyship for Disability Justice	3
CSWRK 3201	Case Management in Social Work and Counseling	3
CSWRK 3301	Challenging Racism	3
CSWRK 3350	Forensic Social Work	3

For Human Services Minors, one component of the student's experiential learning requirement in their major must be in a human services setting or a setting that provides the opportunity for micro or macro skill development.

**International Education Minor 17 credits**

This minor prepares students for positions teaching English as a Second Language in international settings.

Six credits in a foreign language are required for the General Education Humanities Choice.

**REQUIREMENTS**

**Required Core (14 Credits):**

CEDUC 2432	Introduction to Global and Comparative Education	3-4
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3

**Choose ONE (3 Credits):**

CEDUC 4350	Embracing Diversity in Classroom Communities	3
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**Choose ONE (4 Credits):**

CEDUC 4188	Sheltered English Instruction: Pre-K - 6	4
CEDUC 4189	Sheltered English Instruction: 5-12	4

**Liberal Arts Support Courses (3 Credits)**

**Choose ONE (3 Credits):**

Students who select this minor are committing to fulfilling the Professional/Experiential Component of the Global Studies major in an educational setting, one in an area school with an international population and one international student teaching experience abroad.

**Literature Minor 15-16 credits**

The minor in literature allows the student to explore literary texts from a variety of cultures throughout human history. A required survey course provides foundational breadth in English, American, or World literature, while a range of electives provides opportunity for focused study in different literary periods, genres, and authors.

**REQUIREMENTS**

**Choose ONE (3 Credits):**

CLITR 2400	Power and Identity: Literature in English	3
CLITR 2500	Constructing the Self: Literature in Translation	3

**Additional CLITR and CHUMS courses (12-13 Credits)**

12-13 additional credits of CLITR and CHUMS courses, at least 6 of which must be at the 3000-level or above.

**Mathematics Minor 15 credits**

This minor is designed to provide students with a greater understanding of the organization of mathematics and the opportunity for a more in-depth study of its content. The emphasis is on developing students' abilities to use mathematics to analyze mathematical problem situations, to make decisions, to predict future outcomes, and to verify results. A total of 12 credits beyond general education requirements is required (assuming double counting one of the two courses fulfills the general education requirement in Mathematics).

**REQUIREMENTS**

**Required Core (7 Credits):**

CMATH 1522	Introduction to Statistics	3
CMATH 1990	Concepts and Applications of Calculus I	4

**Choose THREE (9-10 Credits):**

CMATH 2140	Discrete Mathematics	3
CMATH 2144	Topics in Geometry	3
CMATH 3001	Mathematics in Context	3
CMATH 3522	Inferential Statistics	3
CMATH 2590	Concepts and Applications of Calculus II	4
CMATH 2990	Multivariable Calculus	3
CMATH 3888	Selected Topics in Mathematics	3
CMATH 4200	Abstract Algebra	3
CMATH 4550	Directed Research Capstone: Math	3

**Political Science Minor 15 credits**

**REQUIREMENTS**

**I. Required Core (6 Credits):**

CPOLS 1101	Introduction to Political Science	3
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CPOLS 2121	U.S. Politics	3
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**II. Choice Courses (9 Credits):**

At least 6 credits must be taken at the 3000 level or above.

CEDUC 3550	Disability Studies	4
CGLST 2320	Comparative Political Economy	3
CPHIL 2000	Political Philosophy	3
CPLCY 3552	Social Policy	3
CPOLS 2130	Elections, Democracy and New Media	3
CPOLS 2401	Drug Wars	3
CPOLS 3121	American Constitutional Law	3
CPOLS 3131	Perspectives on International Relations	3
CPOLS 3202	U.S. Foreign Policy	3
CPOLS 3300	Violence, Markets and Globalization	3
CPOLS 3302	Environmental Politics and Policy	3
CPOLS 3401	Latin American Politics	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSOCL 2115	Politicizing Sex, Gender & Race: Transnational Perspectives	3

**Psychology Minor 12 credits**

A minor in Psychology offers the student an opportunity to explore the methodology, data, and various aspects of human behavior and experience. A total of 12 credits are required.

Please note: At least two courses in the minor must be taken at a 3000 level or above. Most 3000 level courses will require at least one 1000 level and one 2000 level psychology courses as prerequisites; all 4000 level courses require both 2000 & 3000 level courses as prerequisites.

**Learning Goals:**

- Demonstrate understanding of theoretical perspectives and empirical findings in psychology, and then apply that understanding to their lives as individuals and as responsible citizens of the world
- Use critical and creative thinking, weigh evidence, act ethically, consider diverse perspectives, and be able to utilize the scientific approach to solve problems from a psychological perspective.

**REQUIREMENTS****I. Required Core:****Group A-Topics in Psychology – Choose ONE (3 Credits):**

CPSYC 1101	Introduction to Psychology	3
CPSYC 1151	FYS: Romantic Relationships in Context	3
CPSYC 1201	Cross-Cultural Psychology	3
CPSYC 1451	Holistic Approach to Healing	3
CPSYC 2403	Theories of Personality	3
CPSYC 2431	Social Psychology	3
CPSYC 2433	Cognitive Psychology	3
CPSYC 2435	Psychology of Learning and Behavior Change	3
CPSYC 2437	Equity & Inclusion for Children with Disabilities	3
CPSYC 3405	Understanding Psychological Diagnoses	3
CPSYC 3439	Organizational Psychology	3
CPSYC 3441	Elements of Statistics in Psychology	3
CPSYC 3451	Holistic Psychology	3
CPSYC 3888	Selected Topics in Psychology	3

CPSYC 4405	Transpersonal Psychology	3
CPSYC 4452	Psychology of Yoga: East Indian Understanding of Mind, Self and Society	3
CPSYC 4702	Clinical Neuropsychology	3
CPSYC 4751	The Science of Consciousness	3

**Group B-Developmental Psychology – Choose ONE (3 Credits):**

CPSYC 1401	Lifespan Development	3
CPSYC 2401	Child Psychology	3
CPSYC 3407	Critical Issues in Infancy	3
CPSYC 3409	Psychology of Preadolescence and Adolescence	3
CPSYC 3411	Adult Development	3
CPSYC 3413	Psychology of Women	3

**Group C-Counseling – Choose ONE (3 Credits):**

CPSYC 2421	Introduction to Counseling	3
CPSYC 3422	Trauma and Crisis	3
CPSYC 3424	Counseling Children, Adolescents and Young Adults	3
CPSYC 3425	Applied Group Dynamics	3
CPSYC 3426	Multicultural Counseling	3
CPSYC 3427	Family Interventions	3
CPSYC 3429	Understanding Addictions	3
CPSYC 4426	Imaginative and Embodied Counseling Techniques	3

**II. Choose One Additional CPSYC Course (3 Credits) from above**

CSOCS 3444 Research Methods may be substituted

**Social Work Minor 15 credits**

The minor in social work offers the student the opportunity to explore the history, foundations, and approaches to helping in the field of social work within a multicultural society. The goal of the minor is to help students understand the knowledge, values and skills critical to social work, and how they are used in making a difference on a personal, community, or global level. A total of 15 credits are required

**REQUIREMENTS****Required Core:**

CSWRK 2101	Introduction to Social Work	3
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**Working with Individuals and Families - Choose ONE:**

CARTH 2423	Principles in Art Therapy	3
CEDUC 3550	Disability Studies	3
CEXTH 2623	Principles of Expressive Arts Therapy	3
CHMSR 2301	Power, Privilege & Practice	3
CHMSR 3303	Micro/Macro Assessment	3
CPSYC 2421	Introduction to Counseling	3
CPSYC 3422	Trauma and Crisis	3
CPSYC 3427	Family Interventions	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	6
CSWRK 3201	Case Management in Social Work and Counseling	3

**Racism and Oppression - Choose ONE:**

CSOCL 2119	Race and Ethnic Relations	3
CSOCL 3445	Sociological Lens on Systemic Inequities	3
CSWRK 3301	Challenging Racism	3
CSOCL 2115	Politicizing Sex, Gender & Race: Transnational Perspectives	3

**Policy and Advocacy - Choose ONE:**

CPLCY 3552	Social Policy	3
CPOLS 2401	Drug Wars	3
CSOCL 3551	Activism and Change in Communities	3
CSWRK 2201	Social Welfare Policy and Practice	3
CSWRK 2401	Allyship for Disability Justice	3

**Working with Groups, Organizations, and Communities - Choose ONE:**

CHMSR 2301	Power, Privilege & Practice	3
CHMSR 3303	Micro/Macro Assessment	3
CSWRK 3350	Forensic Social Work	3
CSWRK 3550	Human Behavior in the Social Environment	3

For all social work minors, one component of the student's experiential learning requirement in their major must be in a social work setting or a setting that utilizes social work perspectives/approaches.

**Sociology Minor 12 credits**

The minor in Sociology offers students the opportunity to study human behavior in the social and cultural environment. The aim of the minor is to enable students to understand the connection between social institutions, cultural practices, and personal experience.

REQUIREMENTS

**Required Core**

**Require Course (3 Credits):**

CSOCL 1101	Introduction to Sociology	3
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**Choose THREE (9 Credits):**

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

CEDUC 3550	Disability Studies	4
CPLCY 3552	Social Policy	3
CPOLS 2401	Drug Wars	3
CPOLS 3302	Environmental Politics and Policy	3
CPOLS 3450	HBO's The Wire: The Politics of U.S. Urban Inequality	3
CSOCL 1404	Social Problems	3
CSOCL 2115	Politicizing Sex, Gender & Race: Transnational Perspectives	3
CSOCL 2119	Race and Ethnic Relations	3
CSOCL 2402	Sociology of Family	3
CSOCL 2406	Health, Illness, and Society	3
CSOCL 3016	Social Issues in Aging	3
CSOCL 3445	Sociological Lens on Systemic Inequities	3
CSOCL 3820	Girlhood, Identity, and Girl Culture	6
CSOCL 4201	Social Issues in Education	3
CSOCS 3444	Research Methods in the Social Sciences	3
CSWRK 2401	Allyship for Disability Justice	3

**Spanish for the Professions: Community Engagement**

The program *Spanish for the Professions: Community Engagement* provides a focused, high-impact intercultural learning experience, and infuses social justice concepts, values and respect for diverse cultures and heritages in professional settings. The certificate incorporates several Humanities-based modes of inquiry (Analysis and Critique, Creative Process and Production, and Historical and Social Inquiry) through its focus on language and culture in social and

historic context. The certificate bridges the Humanities with our professional programs, including our departments of Education, Social Work, and Psychology and Applied Therapies. *Spanish for the Professions: Community Engagement* offers students the best training for critical knowledge and skills because it encourages them to understand fully the power and complexities of human stories, how they shape our thinking, and how they move people to action as engaged local and global citizens. The certificate provides students with a strong foundation to understand their professional world by communicating with justice, empathy, and anti-racist practices.

CERTIFICATE REQUIREMENTS

**Required Core (15 credits)**

CLANG 1101	Spanish I	3
CLANG 1102	Spanish II	3
CLANG 2103	Spanish for the Professions I	3

This certificate requires students to take the internship of their major in the target language.

**Visual Narrative 15 Credits**

Visual storytelling is a burgeoning form of communication that combines writing and images, and can be found in journalism, fiction, young adult and children's books, comic books and other forms. The Visual Narrative Minor brings together a variety of courses that gives undergraduates a more sophisticated and well-developed approach to the creation and invention of graphic non-fiction and fiction for any audience. The courses come from both Creative Writing and Illustration and encourage collaboration and creative cross-pollination by undergraduate students and faculty.

**Outcomes:**

- Students will research different kinds of visual story telling
- Students will develop stories and writing skills appropriate to this form and their own interests
- Student will learn visual techniques of sequential narrative such as storyboarding and cinematic viewpoint
- Students will acquire the skills needed to create engaging visual narrative as both writers and image makers
- Students will create their own visual narratives in the form of book dummies and/or published documents.

REQUIREMENTS

**Required Core**

CCRWT 1400	Introduction to Creative Writing	3
IILLU 4999	*Independent Study in research for personal project	3

All students are required to take 3 credits of studio electives and 3 credits of writing electives to complete the minor. See department chair of either Humanities or Illustration to arrange independent study.

**Choose ONE Writing Elective**

CCRWT 2000	Art and Craft of Creative Non-Fiction	3
CCRWT 2300	Art and Craft of Short Fiction	3
CCRWT 2400	Art and Craft of Writing Children's and Young Adult Literature	3
CCRWT 3201	Advanced Short Fiction	3
CCRWT 3300	Autobiographical Writing	3

**Choose ONE Studio Elective**

IILLU 2130	Sequential Projects	3
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INTDS 2160	Letterpress Studio	3	Visual Narrative (p. 158)
IILLU 3275	Comix: Process and Practice	3	Web Design-Online (p. 158)
IILLU 3610	Comic Book and Storyboard	3	
IILLU 3710	Book Illustration	3	3D/Sculpture (p. 156)

### World Language Minor (Individually-Designed) 15 credits

This minor allows students who have taken language courses at Lesley or at other colleges in the United States or abroad to create a minor that reflects that work. In consultation with the Coordinator of Languages, students devise a program of study consisting of upper-level language and culture courses.

The following represent parameters for the Individually-designed Minor in World Languages. Each student will work with the language coordinator to draw up their particular program of study.

Fifteen (15) credits of world language and culture courses. Courses taught in the language of study may focus on any content area, including culture, film, literature, or history. At least six (6) credits of coursework must be at the 3000-level or above. A limit of one 3-credit 3000-level or above course related to the language or culture may be taken in English.

Appropriate AP credit in world language or literature may be applied to this minor.

### COLLEGE OF ART AND DESIGN MINORS

The College of Art & Design offers visual art minors designed to give students a foundation in the conceptual & technical aspects outside of their chosen discipline. Allowing experimentation & exploration through carefully selected requirements and elective options, Designers, Animators, Illustrators, Fine Artists, Photographers and visual thinkers will find the grounding in craftsmanship and vision a complement to their primary area of study. Students in the College of Liberal Arts and Sciences are eligible to enroll in any LA+D minors; however, completion of minors may add to degree completion time. Students should consult with their advisor if minors are desired.

Animation & Motion Media (p. 152)

Art History (p. 152)

Book Art (p. 153)

Drawing (p. 155)

Design (p. 154)

(p. 154)

Digital Filmmaking

Fine Arts (p. 154)

Game Design & Immersive Technologies (p. 156)

Graphic Design-Online (p. 157)

Illustration (p. 157)

Installation/Performance (p. 157)

Painting (p. 155)

Photography

Printmaking (p. 155)

User Experience- Online (p. 158)

Visual Effects (p. 158)

### Animation & Motion Media

The Minor in Animation & Motion Media is designed to give you a solid foundation in the conceptual and technical aspects of animation and motion media art. Furthermore, it offers you a set of elective courses that allow you to explore the rich field of animation, experimental motion media, gaming, digital video special effects and more. It is important that you meet with the department chair initially to help you map out the best set of elective courses that fits your interests and abilities.

#### REQUIREMENTS

##### Required Courses (9 credits)

IANIM 1250	Principles of Animation 1	3
IANIM 1260	Principles of Animation 2	3
IANIM 2350	Storyboarding for Time Based Media	3

##### Electives (6 credits)

Select three courses

IANIM 1300	Animation Seminar	3
IANIM 2350	Storyboarding for Time Based Media	3
IANIM 2450	Stop Motion Animation	3
IANIM 2470	Drawing for Animation	3
IANIM 2490	Character Animation	3
IANIM 2495	Digital Animation: 2D	3
IANIM 2600	Experimental Animation	3
IANIM 2650	Technical Drawing	3
IANIM 2610	Audio Production & Design	3
IANIM 3650	Toys, Props & Products	3
IDFLM 2220	Digital Filmmaking Techniques 3	3
IDFLM 3500	Compositing & Visual Effects	3

##### Program Notes

For further information about this minor please contact Catriona Baker, Chair of Animation & Motion Media at cbaker9@Lesley.edu. To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

### Art History

The minor in Art History provides students with a greater understanding of the historic and theoretical context of contemporary visual culture.

All students must take two required courses (6 credits) and 3 credits in a non-Eurocentric art subject toward the 21 required credits total.

LA+D students must take a discipline specific art history course listed below and 9 additional credits of Art History electives at the 3000 level or above to earn the required 21 credits.

CLAS students must take 12 additional credits of Art History electives at the 3000 level or above to earn the required 21 credits.

#### REQUIREMENTS

##### Required Courses (6 credits)

IAHIS 1800	Art Across Borders	3
IAHIS 5100	Issues in Art History and Visual Culture	3



**Departmental Elective (3 credits)**

LA+D Students must take the departmental Art History elective that corresponds with their studio major

IAHIS 1001	History of Game Design	3
IAHIS 2100	History of Modern Design	3
IAHIS 2200	History of Photography	3
IAHIS 2400	Illustration Survey	3
IAHIS 2460	History of Animation	3
IAHIS 2500	History of the Moving Image	3
IAHIS 3600	Art Since 1945	3

**Non-Eurocentric Elective (3 credits)**

3 credits in a non-Eurocentric elective must be taken. Examples of non-Eurocentric electives include:

IAHIS 3313	Multicultural Photography	3
IAHIS 3450	Arts of Africa	3
IAHIS 4150	Africa: Between Tradition and Modernity	3
IAHIS 4400	The Art and Culture of Japan	3

**Advanced Art History Electives (6 credits)**

Students must take 9 credits in 3000/4000 level Art History electives

IAHIS	Advanced Art History Elective (3000/4000 level)	3
IAHIS	Advanced Art History Elective (3000/4000 level)	3
IAHIS	Advanced Art History Elective (3000/4000 Level)	3

**Program Notes**

For further information about this minor please contact Stuart Steck, Director of Integrated Studies, at 617.349.8097 or [ssteck@lesley.edu](mailto:ssteck@lesley.edu).

To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**Book Art**

Book art is a wide-ranging contemporary art form for artists and designers with traditional roots. The Minor in Book Art is an interdisciplinary approach to book art that gives you a grounding in craftsmanship, vision and design that will allow you to experiment and explore your work in this versatile form. The minor is rooted in three LA+D departments: Photography, Design and Illustration. Each offers a core course which you can follow in a number of directions through a variety of electives for a total of 15 credits.

REQUIRED COURSES

**Required Courses (9 credits)**

IDESN 2220	Typography I	3
INTDS 2160	Letterpress Studio	3
INTDS 3110	Visual Books	3

ELECTIVE COURSES

**Electives (6 credits)**

Students must fulfill 6 credits electives by combination of the 3.0 and 1.5 credit courses listed below

IDESN 3200	Typography II	3
IFINE 2285	Relief Printmaking	3

IILLU 2130	Sequential Projects	3
INTDS 3210	Visual Books II	3
INTDS 3130	Artist's Books	3
CCRWT 1400	Introduction to Creative Writing	3

**Program Notes**

For further information about this minor please contact:

**Illustration:**

Kate Castelli, castelli@lesley.edu

**Design:**

Meta Newhouse, meta.newhouse@lesley.edu.

**Photography:**

Christine Collins, ccollins4@lesley.edu

To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**Design**

The Minor in Design provides students with an opportunity to learn about perceptual, conceptual and technical skills needed in the field of graphic design. Students will learn about studio habits, image-making, visual research, typography and the history of modern design. Coursework spans across both screen and print technologies.

**REQUIREMENTS****Required Courses (6 credits)**

IDESN 1270	Language of Design	3
IDESN 2220	Typography I	3

**Electives (6 credits)**

Choose TWO:

IDESN 1300	Design Workshop	3
IDESN 1400	Introduction to Interactivity	3
IDESN 3200	Typography II	3
IDESN 3510	Visual Communication I	3

**Electives (3 credits)**

Choose ONE:

IAHIS 1190	Design Thinking & Research	3
IAHIS 1210	Art of the Western World II	3
IAHIS 2750	Digital Culture	3
IAHIS 2100	History of Modern Design	3

**Program Notes**

For further information about this minor please contact Meta Newhouse, meta.newhouse@lesley.edu. To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**Digital Filmmaking**

The Minor in Digital Filmmaking - The contemporary artist is increasingly cross-disciplinary. The Digital Filmmaking Minor will provide a program of study in which students can concentrate their work in a discipline but also seek ways in which they can enhance and expand their primary area of study. This Minor will support and encourage students to explore ways in which they can introduce a cross-disciplinary approach to their art practice – with an emphasis on time-based work, installation, and the intersection of old and new media including video and web-based art.

**Required Courses (6 credits)**

IDFLM 1210	Digital Filmmaking Techniques I or	3
IDFLM 1220	Digital Filmmaking Techniques II	3
IDFLM 1230	Concepts of Cinema I OR	3
IDFLM 1240	Concepts of Cinema II	3

**Digital Filmmaking Elective Courses (6 credits)**

Select TWO		
IDFLM 1230	Concepts of Cinema I or	3
IDFLM 1240	Concepts of Cinema II	3
IDFLM 1210	Digital Filmmaking Techniques I OR	3
IDFLM 1220	Digital Filmmaking Techniques II	3
IDFLM 2220	Editing Intensive	3
IDFLM 2410	Sophomore Seminar I: Concepts	3
IAHIS 2500	History of the Moving Image	3

**Elective (3 credits)**

Select ONE course from the following:

Any non-required course with the IDFLM prefix

Or

IAHIS 2505	History of the Moving Image II	3
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**Program Notes**

For further information about this minor please contact Matthew Nash, Chair of Digital Filmmaking, at mnash@lesley.edu. To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**Fine Arts**

The Minor in Fine Arts can enhance anyone's education and provide a basis for a lifetime of engagement with the arts. Fine Arts provides skills, creative thinking and appreciation applicable to many fields of study, especially for careers in education, counseling, therapy, business, marketing, communications, art history and any of the other visual art disciplines.

**Required Course (3 credits)**

IFINE 2115	Fine Arts Drawing Studio I	3
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**Elective (9 credits)**

Select THREE:

IFINE 1210	Introduction to Painting	3
IFINE 1320	Introduction to Sculpture	3
IFINE 2300	Printmaking: Intaglio I or	3
IFINE 2351	Lithography I	3
IFINE 2445	Core Clay I	3

**Electives Courses (3 credits)**

Students must fulfill Fine Arts Electives through courses with the prefix IFINE

IFINE	Fine Arts Elective	3
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**Program Notes**

For further information about this minor please contact Matthew Cherry, Chair of Fine Arts, at 617.349.8004 or matthew.cherry@lesley.edu. To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**Minor in Drawing**

The **Minor in Drawing** builds a platform from observational drawing issues and drawing acuity grounded in the depiction of what is seen and observed. Students will expand drawing to conceptually developed ways to see, process, make marks and use materials to expand the role of drawing, what is perceived, conveyed and understood while exploring its role in visual culture and communication. Required courses help students develop work that is communicative, analytical, and expressively responsive to what is seen/observed, while electives allow students to explore multiple areas of interest, mediums, and processes that encourage interdisciplinary thinking and mixed media. It will provide students the opportunity to explore the technical, formal, historical and theoretical approaches to painting through a combination of studio courses. Explorations in traditional mediums such as graphite and charcoal will be utilized as well as mixed media and non-traditional mediums. The analysis of contemporary practices lead to students developing and expanding personal strategies in drawing. Drawing provides skills, creative thinking and appreciation applicable to many fields of study, including careers in education, counseling, therapy, business, marketing, communications, art history and any of the other visual art disciplines. Coursework encourages experimentation and self-discovery.

DRAWING MINOR REQUIREMENTS

3 required courses

2 elective courses

REQUIRED COURSES

**Required Courses**

IFINE 1630	Drawing Intensive	3
IFINE 1656	Figure Drawing	3
IFINE 2115	Fine Arts Drawing Studio I	3

**Electives (Choose Two)**

IFINE 1655	Drawing Elective: Self-Portrait	3
IFINE 1657	Exploratory Drawing	3
IFINE 2555	Abstract Drawing	3
IFINE 3100	Advanced Projects in Drawing	3
IFINE 3270	Concepts in Drawing	3
IFINE 3700	Advanced Figure Drawing	3

**Program Notes**

For further information about this minor please contact Matthew Cherry, Chair of Fine Arts, at 617.349.8004 or matthew.cherry@lesley.edu. To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**Minor in Painting**

The **Minor in Painting** allows students to focus on painting as a medium, discipline, process and vehicle to evolve conceptual thinking with painting practices. It will provide students the opportunity to explore the technical, formal, historical and theoretical approaches to painting through a combination of studio courses. Explorations in traditional mediums such as oils and acrylics will be utilized as well as mixed media and non-traditional mediums. The analysis of contemporary practices lead to students developing personal strategies in painting. Painting provides skills, creative thinking and appreciation applicable to many fields of study, including careers in education, counseling, therapy, business, marketing, communications, art history and any of the other visual art disciplines. Coursework encourages experimentation and self-discovery.

REQUIREMENTS

**Required Courses**

IFINE 1630	Drawing Intensive	3
IFINE 2200	Painting I	3
IFINE 2700	Figure Painting	3

**Electives (Choose Two)**

IFINE 2205	Painting II	3
IFINE 3950	Advanced Figure Painting	3
IFINE 2215	Abstract Painting	3
IFINE 3200	Advanced Projects in Painting	3
IFINE 2231	Assemblage/Mix Media	3
IFINE 2250	Watercolor	3
IFINE 3295	Large Scale Painting Projects	3

**Program Notes**

For further information about this minor please contact Matthew Cherry, Chair of Fine Arts, at 617.349.8004 or matthew.cherry@lesley.edu. To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**Minor in Printmaking**

The **Printmaking Minor** engages students to focus on printmaking processes and methods to explore their visual art practice and to study its impact in history, culture and contemporary art. Traditional and contemporary studio techniques will be covered to engage students' critical thinking and creative processes. This minor also examines artists and communities working with the multiples in areas of book arts, zines, installation, and communication while exploring the impact printmaking has related to current print and digital methods through research and individual projects. The analysis of contemporary practices lead to students developing personal strategies in printmaking. Printmaking provides skills, creative thinking and appreciation applicable to many fields of study, including careers in education, counseling, therapy, business, marketing, communications, art history and any of the other visual art disciplines. Coursework encourages experimentation and self-discovery.

PRINTMAKING MINOR REQUIREMENTS

MINOR IN PRINTMAKING

**Required Courses**

IFINE 1630	Drawing Intensive	3
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IFINE 2275	Introduction to Printmaking	3
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**Choose One**

IFINE 2300	Printmaking: Intaglio I	3
IFINE 2351	Lithography I	3

**Choose Two**

IFINE 2285	Relief Printmaking	3
IFINE 2310	Printmaking: Intaglio II	3
IFINE 2352	Lithography II	3
IFINE 2372	Monotype	3
IFINE 3300	Advanced Printmaking	3

**Program Notes**

For further information about this minor please contact Matthew Cherry, Chair of Fine Arts, at 617.349.8004 or [matthew.cherry@lesley.edu](mailto:matthew.cherry@lesley.edu). To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**Minor in 3D/Sculpture**

The **Minor in 3D/Sculpture** allows students to focus on working 3-dimensionally and sculpture/installation as a medium, discipline, process and vehicle to evolve conceptual thinking with creative practices. It will provide students the opportunity to explore the technical, formal, historical and theoretical approaches to working 3D through a combination of studio courses. Explorations in traditional mediums such as wood, clay and plaster will be utilized as well as mixed media, interdisciplinary practices and non-traditional mediums and found object. The analysis of contemporary practices lead to students developing personal strategies in sculpture. Working 3-dimensionally provides skills, creative thinking and appreciation applicable to many fields of study, including careers in education, counseling, therapy, business, marketing, communications, art history and any of the other visual art disciplines. Coursework encourages experimentation and self-discovery.

**REQUIREMENTS****Required Core (6 credits)**

Students must take the following two required courses.

IFINE 1670	3D Concepts	3
IFINE 1320	Introduction to Sculpture	3

**Electives (9 credits)**

Choose three courses from the list of elective options below.

IFINE 2231	Assemblage/Mix Media	3
IFINE 2401	Ceramics: Handbuilding	3
IFINE 2411	Ceramics: Wheel Throwing	3
IFINE 2420	Abstract Principles of Sculpture	3
IFINE 2431	Principles of Perceptual Sculpture I	3
IFINE 2445	Core Clay I	3
IFINE 2470	3D Printing in Clay	3
IFINE 2590	Kinetic Sculpture	3
IFINE 2655	Wood Working	3
IFINE 3415	Special Topics in Claywork	3
IFINE 3475	Expressive Ceramic Sculpture	3
IFINE 3480	Clay: Molds, Multiples, Iteration, Installation	3
INTDS 2340	Interdisciplinary Installation	3
INTDS 3300	Fabrication for Exhibition	3
INTDS 3750	Sound Sculpture and Installation	3

**Program Notes**

For further information about this minor please contact Matthew Cherry, Chair of Fine Arts, at 617.349.8004 or [matthew.cherry@lesley.edu](mailto:matthew.cherry@lesley.edu). To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**Game Design & Immersive Technologies**

Lesley University's minor in Game Design & Immersive Technologies allows students from any department to acquire fundamental skills in this exciting and innovative field while also gaining experience in a specific area of specialty by choosing from a selection of concentration-based courses. Two introductory courses in game design and mechanics form the foundation of the minor, after which students can choose from three additional courses in Game Art, Game Design, Virtual Production, or Game Audio.

**MINOR IN GAME DESIGN & IMMERSIVE TECHNOLOGIES REQUIREMENTS - 6.0 CREDITS****Required**

IGAME 1120	Introduction to Game Design	3
IGAME 2200	Visual Programming I	3

**MINOR IN GAME DESIGN & IMMERSIVE TECHNOLOGIES ELECTIVES - 9.0 CREDITS**

Choose any three courses from the lists below.

Students must take at least 3.0 credits in the 3000/4000 level.

**Game Art Electives**

IANIM 2550	Introduction to 3D	3
IANIM 2850	Organic Modeling	3
IGAME 2130	Introduction to 3D Animation	3
IGAME 2300	Virtual Sets	3
IGAME 3300	Digital Texture and Light	3
IGAME 3400	Hard Surface Modeling	3
IGAME 3650	Environment Modeling	3
IGAME 4450	Character Creation Pipeline	3

**Game Design Electives**

IAHIS 1001	History of Game Design	3
IANIM 2550	Introduction to 3D	3
IGAME 2130	Introduction to 3D Animation	3
IGAME 2205	Visual Programming II	3
IGAME 2300	Virtual Sets	3
IGAME 3120	Intermediate Game Design	3

**Virtual Production Electives**

IDFLM 2215	Cinematography	3
IANIM 2700	Mixed Reality: Non-Linear Storytelling	3
IANIM 2750	Rendering & Lighting for Virtual Space	3
IANIM 2900	3D Character Animation	3
IGAME 4500	Digital Cinematography	3

**Game Audio Electives**

IANIM 2610	Audio Production & Design	3
IANIM 3675	Foley	3
IGAME 2702	Digital Music Production	3
IGAME 2703	Music Theory	3
IGAME 3020	Game Audio 1	3
IGAME 3030	Game Audio 2	3
IGAME 3701	Music Composition for Games	3

IGAME 3702	Sound Synthesis	3
IGAME 3775	Voice-over Production	3

**Program Notes**

To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**Graphic Design- online**

The undergraduate Graphic Design minor offers students seeking to expand their creative talents the opportunity to build proficiency in technical design tools, methods and theory. This 18-credit minor exposes students to design techniques and theory across multiple media formats.

REQUIREMENTS

**Required Courses (18 credits)**

IDESN 1270	Language of Design	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IAHIS 2100	History of Modern Design	3

**Program Notes**

For further information about this minor please contact Meta Newhouse, meta.newhouse@lesley.edu.

**Illustration**

The Minor in Illustration gives you a strong foundation in the conceptual and technical aspects of illustration as well as a self-directed package of courses that allows experimentation across the field or focus in a particular direction such as children's books, games, comics or editorial. We encourage you to speak with the Chair of Illustration if you would like help picking courses that will best serve your interests.

REQUIREMENTS

**Required Course (3 credits)**

IILLU 2300	Principles of Illustration	3
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**Elective (3 credits)**

Select ONE:

IILLU 2100	Anatomy and Figure Drawing	3
IILLU 2420	Techniques: Composition & Transparent Media	3
IILLU 2430	Techniques: Opaque Media	3
IILLU 2440	Techniques: Mixed Media	3
IILLU 2910	Digital Duo	3

**Elective Courses (9 credits)**

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

**Program Notes**

For further information about this minor please contact Kate Castelli, Chair of Illustration, at 617.349.8079 or castelli@lesley.edu. To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's

Office. You are responsible for determining how the change in program affects your educational plans.

**Installation/Performance**

The Minor in Installation/Performance is a Multi-Media minor. The contemporary artist is increasingly cross-disciplinary. This minor will provide a program of study in which students can concentrate their work in a discipline but also seek ways in which they can enhance and expand their primary area of study. It will support and encourage students to explore ways in which they can introduce a cross-disciplinary approach to their art practice -- with an emphasis on linear and non-linear time-based work and the intersection of old and new media, sound art, installation, performance and experiential art.

**Required Courses (9 credits)**

IFINE 3190	Interdisciplinary Studio I	3
	OR	
IFINE 4190	Interdisciplinary Studio II	3
INTDS 2340	Interdisciplinary Installation	3
INTDS 3500	Interdisciplinary Synthesis	3

**Elective (3 credits)**

Select ONE:

INTDS 2500	Interdisciplinary Video	3
INTDS 2600	Experimental Animation	3

**Elective (3 credits)**

Select ONE:

IAHIS 3380	History of New Media	3
IAHIS 4620	Hyperculture: Art & Technology	3
IANIM 3100	Game Production I	3
IILLU 2440	Techniques: Mixed Media	3
INTDS 3110	Visual Books	3
INTDS 3210	Visual Books II	3

**Program Notes**

For further information about this minor please contact Christine Collins, Chair of Photography, at 617.349.8047 or ccollins@lesley.edu. To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**Minor in Photography**

The Minor in Photography at LA+D is designed to provide a solid foundation, both technically and conceptually, in the medium of photography and its pertinent relationships to today's designers, illustrators, animators, fine artists and critical thinkers. The required photography foundation options will integrate you into the program so that you feel comfortable and at home with other majors and in all the studios, labs and seminars. The elective options allow you to focus on a particular facet or level of expertise in the discipline.

**Required Course (6 credits)**

IPHOT 1300	Photography Seminar I	3
IPHOT 1200	Photography Lab I	3
	OR	
IPHOT 1210	Photography Lab II	3

**Elective (3 credits)**

Select ONE:

IAHIS 2200	History of Photography	3
IPHOT 3745	Contemporary Practices and Identities	3

**Electives Courses (6 credits)**

IPHOT	Photography Elective (2000/3000 level)	3
IPHOT	Photography Elective (3000/4000 level)	3

**Program Notes**

For further information about this minor please contact Christine Collins, Chair of Photography at [ccollins4@lesley.edu](mailto:ccollins4@lesley.edu). To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**User Experience- online**

With a foundation in design theory, the undergraduate User Experience minor provides students with the critical thinking, making, and technical skills relevant to a career in User Experience Research or Design. This 18-credit minor exposes students to a user-centered design approach. Students will learn to evaluate interfaces, identify new product opportunities, design and prototype for web/mobile apps, and plan and conduct research.

**REQUIREMENTS****Required Courses (18 credits)**

IDESN 1500	User Experience I	3
IDESN 1600	User Experience Research Methods	3
IDESN 2250	Design Thinking	3
IDESN 2505	User Experience II	3
IDESN 2810	UX Design Business Practices	3
IAHIS 2105	History of Interface	3

**Program Notes**

For further information about this minor please contact Meta Newhouse, [meta.newhouse@lesley.edu](mailto:meta.newhouse@lesley.edu).

**Visual Effects**

The Minor in Visual Effects (VFX) provides Animation and Digital Filmmaking students with the technical and conceptual skills needed to enhance their visual moving images, be it in film: video, web design, game application, or animation, through computer generated imagery to enhance and clarify their narrative. We encourage you to speak with the Chair of Animation or Film if you would like help picking an elective that will best serve your interests.

**Required Courses (12 credits)**

IANIM 2550	Introduction to 3D	3
IANIM 2650	Technical Drawing	3
IANIM 4300	Creating Worlds	3
IDFLM 3500	Compositing & Visual Effects	3

**Electives Studio Options**

Select ONE		
IANIM 2700	Mixed Reality: Non-Linear Storytelling	3
IANIM 2750	Rendering & Lighting for Virtual Space	3
IANIM 2850	Organic Modeling	3
IANIM 2900	3D Character Animation	3
IANIM 3320	Procedural Modeling	3
IANIM 3350	Art Directed Destruction	3
IANIM 3455	Advanced Stop Motion Animation	3
IANIM 3625	3D Physics & Simulation	3
IANIM 3665	Props for Film & Practical Effects	3
IANIM 3825	Rigging & Skinning	3

IANIM 3875	Tracking + Rotoscoping	3
IANIM 3950	Motion Capture	3
IANIM 4320	Set Extension	3
IANIM 4625	Advanced Rigging	3

**Program Notes**

For further information about this minor please contact Trina Baker, Chair of Animation, [cbaker@lesley.edu](mailto:cbaker@lesley.edu), or Matthew Nash, Chair of Digital Filmmaking, [mnash@lesley.edu](mailto:mnash@lesley.edu). To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**Visual Narrative**

Visual storytelling is a burgeoning form of communication that combines writing and images, and can be found in journalism, fiction, young adult and children's books, comic books and other forms. The Visual Narrative Minor will bring together a variety of courses that will give undergraduates a more sophisticated and well developed approach to the creation and invention of graphic non-fiction and fiction for any audience. The courses come from both Creative Writing and Illustration, and encourage collaboration and creative cross pollination by undergraduate students and faculty.

**Required Courses (9 credits)**

IILLU 2300	Principles of Illustration	3
CCRWT 1400	Introduction to Creative Writing	3
IILLU 2750	Artist as Author	3
	OR	
IILLU 3550	Self Publishing	3

**Electives Studio Options**

Select ONE		
IILLU 2130	Sequential Projects	3
IILLU 3610	Comic Book and Storyboard	3
IILLU 3710	Book Illustration	3
IILLU 3275	Comix: Process and Practice	3
INTDS 2160	Letterpress Studio	3
INTDS 3110	Visual Books	3
INTDS 3130	Artist's Books	3

**Electives Writing Options**

Select any ONE 2000 or 3000 level CCRWT writing course

**Program Notes**

For further information about this minor please contact Kate Castelli, Chair of Illustration, at 617.349.8079 or [castelli@lesley.edu](mailto:castelli@lesley.edu). To declare this as your minor, contact your Academic Advisor and have them initiate a Program Change dynamic form with the Registrar's Office. You are responsible for determining how the change in program affects your educational plans.

**Web Design- online**

With a foundation in design for user experience, the undergraduate Web Design minor provides students with the strategic, conceptual, organizational, and technical skills relevant to a career in Web Design. This 18-credit minor exposes students to basic and advanced coding for web and mobile interfaces. Students will learn to evaluate interfaces, organize complex information, and build fully functioning web/mobile interfaces with a content management system.

REQUIREMENTS

**Required Courses (18 credits)**

IDESN 1500	User Experience I	3
IDESN 1700	Sketching for Interactive Design	3
IDESN 2115	Introduction to Web Design	3
IDESN 2700	Information Architecture	3
IDESN 3535	Advanced Web Projects	3
IAHIS 2750	Digital Culture	3

**Program Notes**

For further information about this minor please contact Meta Newhouse, meta.newhouse@lesley.edu.

**CERTIFICATES**

**Advanced Professional Certificate - Animation & Motion Media**  
(p. 159)

**Advanced Professional Certificate -Design** (p. 160)

**Advanced Professional Certificate -Illustration** (p. 160)  
(p. 160)

**Certificate in Holistic Health and Wellness**

**Certificate in Child Homelessness Studies**

**Certificate in Graphic Design- online** (p. 159)

**Certificate in User Experience- online** (p. 159)

**Certificate in Web Design- online** (p. 159)

**COLLEGE OF ART AND DESIGN PROFESSIONAL CERTIFICATES**

**Certificate in Graphic Design- online (18 credits)**

The certificate in Graphic Design prepares professionals for a career in Visual Design. Gain perceptual, conceptual, visual, and technical skills necessary to take your career to the next level. Through our asynchronous learning platform, you'll interact with students who share similar career goals and aspirations. Each of our courses feature hands-on learning opportunities where you'll explore studio habits, image-making, visual research, typography and the history of modern design. Coursework spans across both screen and print technologies.

REQUIREMENTS

**Required Courses (18 credits)**

IDESN 1270	Language of Design	3
IDESN 2220	Typography I	3
IDESN 3200	Typography II	3
IDESN 3210	Typography III	3
IDESN 3510	Visual Communication I	3
IAHIS 2100	History of Modern Design	3

**Program Notes**

For further information about this certificate please contact Meta Newhouse, meta.newhouse@lesley.edu.

**Certificate in User Experience- online (18 credits)**

This certificate is for anyone seeking to move into a career in user experience design. It is also suited for practicing designers seeking to expand their knowledge within the area of design research. Through an asynchronous learning platform, students will learn how to

conduct human-centered design research, generate actionable insights, frame large-scale problems, and prototype functional solutions that include digital products, services and systems.

REQUIREMENTS

**Required Courses (18 credits)**

IDESN 1500	User Experience I	3
IDESN 1600	User Experience Research Methods	3
IDESN 2250	Design Thinking	3
IDESN 2505	User Experience II	3
IDESN 2810	UX Design Business Practices	3
IAHIS 2105	History of Interface	3

**Program Notes**

For further information about this certificate please contact Meta Newhouse, meta.newhouse@lesley.edu.

**Certificate in Web Design- online (18 credits)**

This certificate is for anyone who is interested in developing essential design and development skills for the web. It is also suited for practicing designers seeking to expand their knowledge of interface design and front-end web development. Through an asynchronous learning platform, students will learn how to evaluate interfaces, organize complex information, sketch and prototype for screen-based interactions, and build websites that function for mobile-first responsive design.

REQUIREMENTS

**Required Courses (18 credits)**

IDESN 1500	User Experience I	3
IDESN 1700	Sketching for Interactive Design	3
IDESN 2115	Introduction to Web Design	3
IDESN 2700	Information Architecture	3
IDESN 3535	Advanced Web Projects	3
IAHIS 2750	Digital Culture	3

**Program Notes**

For further information about this certificate please contact Meta Newhouse, meta.newhouse@lesley.edu.

**Professional Certificate - Animation & Motion Media (60 credits)**

DEGREE REQUIREMENTS

**Required Animation & Motion Media Courses (39 credits)**

IANIM 1250	Principles of Animation 1	3
IANIM 1260	Principles of Animation 2	3
IANIM 2110	Animation Sophomore Seminar 1	3
IANIM 2120	Animation Sophomore Seminar 2	3
IANIM 2350	Storyboarding for Time Based Media	3
IANIM 2495	Digital Animation: 2D	3
IANIM 2550	Introduction to 3D	3
IANIM 2610	Audio Production & Design	3
IANIM 4200	Business of Animation	3
IANIM 4465	Animation Senior Studio 1	6
IANIM 4890	Animation Senior Studio 2	6

**Animation & Motion Media Electives (3 credits)**

IANIM 3300	Community Animation Studio	3
	or	
IANIM 4882	Internal Internship Animation + VFX	3
	or	

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IANIM 4880 External Internship Animation + VFX 3

**Art History/Critical Studies Requirements (6 credits)**

IAHIS 2460 History of Animation 3  
IAHIS Advanced Art History Elective 3  
(3000/4000 Level)

**Studio Electives (3 credits)**

Any studio course offered in any department at LA+D with prefixes IANIM, IDESN, IDFLM, IFINE, IILLU, INTDS, and IPHOT for which the pre-requisites have been met.  
Studio Elective 3

**General Elective (9 credits)**

Choose any course in the University that you are qualified for.  
General Elective 3  
General Elective 3  
General Elective 3

**Professional Certificate - Design (60 credits)**

DEGREE REQUIREMENTS

**Required Design Courses (39 credits)**

IDESN 1270 Language of Design 3  
IDESN 1300 Design Workshop 3  
IDESN 2220 Typography I 3  
IDESN 2300 Interactive Workshop 3  
IDESN 3200 Typography II 3  
IDESN 3210 Typography III 3  
IDESN 3510 Visual Communication I 3  
IDESN 3515 Visual Communication II 3  
or  
IDESN 1500 User Experience I 3  
IDESN 3525 Visual Communication III 3  
OR  
IDESN 2505 User Experience II 3  
IDESN 3750 Junior Design Studio 3  
IDESN 4455 Design Senior Capstone 3  
or  
IDESN 4465 Interactive Senior Capstone 3  
IDESN 4456 Design Senior Portfolio 3  
or  
IDESN 4466 Interactive Senior Portfolio 3  
IDESN 4705 Professional Practices 3

**Design Electives (9 credits)**

Any IDESN non-required course for which you meet the prerequisites  
IDESN Design Major Elective (2000 level) 3  
IDESN Design Major Elective (2000 level) 3  
IDESN Advanced Design Major Elective 3  
(3000/4000 level)

**Media Elective (3 credits)**

Media Elective Options: Choose one 3.0 credit course or two 1.5 credit courses from below

IANIM 1250 Principles of Animation 1 3  
IDFLM 1200 Storyteller: Intro to Digital Filmmaking 3  
IDFLM 1210 Digital Filmmaking Techniques 1 3  
IFINE 1220 Color and Composition 3  
IFINE 1320 Introduction to Sculpture 3  
IFINE 2555 Abstract Drawing 3  
IFINE 2655 Wood Working 3  
INTDS 2160 Letterpress Studio 3  
IILLU 2300 Principles of Illustration 3

IPHOT 1220 Introduction to Photo: Non-Majors I 3  
IPHOT 1240 Introduction to Photography Non-Majors: Digital 3

**Art History/Critical Studies Requirements (6 credits)**

IAHIS 1190 Design Thinking & Research 3  
IAHIS 2100 History of Modern Design 3

**General Electives (3 credits)**

Choose any course in the University that you are qualified for.  
General Elective 3

**Professional Certificate - Illustration (60 credits)**

DEGREE REQUIREMENTS

**Required Illustration Courses (30 credits)**

IILLU 2100 Anatomy and Figure Drawing 3  
IILLU 2300 Principles of Illustration 3  
IILLU 2515 Design for Illustration 3  
or  
IDESN 2220 Typography I 3  
IILLU IILLU 2420/2430/2440 Techniques 6  
(choose two)  
IILLU 2910 Digital Duo 3  
IILLU 3165 Junior Studio 3  
IILLU 3960 The Working Illustrator 3  
IILLU 4310 Portfolio for Illustration/Senior Jury 3  
IILLU 4315 Senior Studio 3

**Illustration Major Electives (12 credits)**

Any IILLU non-required course.  
IILLU Illustration Major Elective 3  
IILLU Illustration Major Elective 3  
IILLU Illustration Major Elective (3000/4000) 3  
IILLU Illustration Major Elective 3

**Art History/Critical Studies Requirements (6 credits)**

IAHIS 2400 Illustration Survey 3  
IAHIS Art History Elective 3

**Elective Courses (12 credits)**

**Choose 1 Studio Electives**

Any studio course offered in any department at LA+D from prefixes: IANIM, IDESN, IDFLM, IFINE, IFNDN, IILLU, INTDS and IPHOT  
Studio Elective 3

**Choose 3 General Electives**

Choose any course in the University that you are qualified for.  
General Elective 3  
General Elective 3  
General Elective 3

**COLLEGE OF LIBERAL ARTS AND SCIENCES CERTIFICATES**

**Certificate in Holistic Health and Wellness**

**(12 Credits)**

The Holistic Health and Wellness Certificate provides theoretical overview, knowledge, and skills on integrative healing approaches to the mind, body, and spirit. Participants in the certificate program will learn both academic discourse and applications that integrate holistic Eastern and Western approaches to health and wellness.



**Learning Goals:**

- Students will articulate connections between Eastern holistic practices and Western approaches to health with sensitivity to cultural appropriation.
- Students will demonstrate the ability to apply holistic principles to professional practice.

REQUIREMENTS (12 CREDITS)

**Required Core (3 credits)**

CPSYC 1451	Holistic Approach to Healing	3
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**Required Choice (3-6 credits)**

Choose 1 or 2 courses

CPSYC 2451	Yoga for Mental and Emotional Health	3
CPSYC 2453	Mindfulness and Mental Health	3

**Elective Choices (3-6 credits)**

Choose 1 or 2 courses

CARTH 2423	Principles in Art Therapy	3
CEXTH 2623	Principles of Expressive Arts Therapy	3
CPSYC 2421	Introduction to Counseling	3

**Certificate in Child Homelessness Studies**

Certificate in Child Homelessness Studies

Many children who have experienced homelessness have experienced trauma, developmental disruption and extreme family stressors. Traumatic experiences take many forms: . Witnessing or enduring acts of violence, living through multiple transitions in terms of residence or caregivers, and issues related to poverty and stress. These create conditions that require specific skill sets for professionals who work with children. The certificate curriculum addresses the structural origins of homelessness, the critical issues that support and sustain parental resiliency, , the vital role of relationships in human development, and the neuroscience that underlies child development.

The certificate is a 15 credit program designed to provide students with a multi-disciplinary understanding of the origins and nature of child homelessness. It is helps to prepare undergraduate students for future employment in settings that specifically address child homelessness, as well as work with children across settings, where homelessness may otherwise go unrecognized. The certificate also prepares students for graduate study in fields that are germane to the epidemic of child homelessness.

**Learning Goals:**

- Students develop a multi-disciplinary understanding of the origins and nature of child homelessness.
- Students will also become knowledgeable regarding common intervention strategies for children and families in transition, from trauma-focused psychological approaches and case management, to housing and shelter initiatives, as well as policy-level advocacy.

**Certificate Courses**

Take these courses below. Suggest taking CPSYC 2402 and CPSYC 2421 first as foundational courses in this area.

CPSYC 2402	Child Homelessness	3
CPSYC 2421	Introduction to Counseling	3
CSOCS 3050	Parenting Resilience	3

**Developmental Courses**

Choose One

CPSYC 2401	Child Psychology	3
CPSYC 3407	Critical Issues in Infancy	3
CPSYC 3409	Psychology of Preadolescence and Adolescence	3

**Advanced Counseling Courses**

Choose one

CPSYC 3422	Trauma and Crisis	3
CPSYC 3424	Counseling Children, Adolescents and Young Adults	3
CPSYC 3426	Multicultural Counseling	3
CPSYC 3427	Family Interventions	3

**TRAVEL STUDY**

**Travel Study Options**

Studying in another country builds a sophisticated worldview, increases career potential, and is an enriching experience that fosters personal and intellectual growth. The Study Abroad Office at Lesley will help you plan a travel-study program to learn about the economic, political, social and technological forces that shape today’s global society. Students may apply to study abroad for a semester or full academic year and/or participate in short-term travel courses taught by Lesley faculty. In recent years, students have studied at world-class universities in Europe, conducted field-based research in Africa, Asia and Latin America, and traveled with faculty to several countries.

For more information, and to review our current list of study abroad providers and exchange partners, visit our web page: [lesley.edu/study-abroad](http://lesley.edu/study-abroad). Information on financial aid consideration for travel-study is available at <http://www.lesley.edu/financial-aid/study-abroad/>. For questions, please send an email to [studyabroad@lesley.edu](mailto:studyabroad@lesley.edu).

For more information, and to review our current list of study abroad providers and exchange partners, visit our web page: [lesley.edu/study-abroad](http://lesley.edu/study-abroad). Information on financial aid consideration for travel-study is available at <http://www.lesley.edu/financial-aid/study-abroad/>.

**Travel Study Policies and Procedures**

1. Applicants must be in good academic and personal standing and meet course requirements.
2. Students must work with the Study Abroad Office to complete the application process and secure the appropriate approvals.
3. Applications must be filed at least one semester before intended travel.

**COLLEGE OF LIBERAL ARTS AND SCIENCES COURSES**

**CANTH - ANTHROPOLOGY**

**CANTH 1101 - Cultural Anthropology (3)**

This course introduces students to basic anthropology concepts and methods of cultural analysis. Students will chronicle the development and evolution of anthropology, and focus on cultural anthropology, the study of human culture, social behaviors, beliefs and interaction. Students will be encouraged to analyze processes of

change within and between groups, especially in regard to identity, family, religion and spirituality, economy, politics, power and globalization. The majority of the work will be classroom-based, but experiential components will be included and are essential to understanding the role of an anthropologist in the field.

**CANTH 1150 - FYS - Media & Migration: Globalization of Communication & Culture (3)**

This first year seminar course surveys the global production, dissemination, and consumption of media by individuals, families, and communities as they build relationships across national borders and use media to maintain connections, to represent themselves, and to understand the migration experience. Course materials examine the historical and social contexts in which these media forms have been used, highlighting the relationship between media, migration, and the formation of social and cultural identities.

**CANTH 1888 - Selected Topics: Anthropology (3)**

This course focuses on a specific topic in anthropology.

**CANTH 2502 - Film, Culture and Society (3)**

This course considers the history and development of anthropological and ethnographic filmmaking in fostering an appreciation for cultural diversity. We will focus on the encounter of the social scientist and the filmmaker with their subjects and how issues of cultural background and social categories of race, class and gender impact our study of cultural diversity and the human experience. Students will be introduced to a critical understanding of the visual construct of reality in studying how cultural beliefs and practices are interrelated. Through film screenings, lectures, readings and classroom discussion students will experience how patterns of behavior in various cultures can be 'exoticized' and will be better able to evaluate both written ethnographies as well as filmic representations of human behavior. We will use ethnographic film to illustrate anthropological concepts in a global and historical context and develop a critical perspective for viewing visual representations of culture.

**CANTH 3101 - Anthropology of the Caribbean (3)**

The Course surveys the Caribbean from anthropological and historical perspectives, examining the role of globalization in the cultural, political, and economic heterogeneity of the region through the study of histories of colonialism and the plantation system, tourism, the construction of race and gender in the Caribbean nation-states, the production of popular culture, and the importance of transnational communities and migrations in contemporary Caribbean cultures.

Prerequisite: one CANTH, CSOCL, or CSOCS course.

Fulfills Global Perspectives requirement.

**CANTH 3201 - Anthropology of Media (3)**

This course examines the ways people across the world use media as part of everyday life to make meaning and to communicate important messages about their culture to themselves and to others through a study of media producers and consumers as well as forms of media and media technologies that include film, television, newspapers, radio, new media, and recorded music and explore media as a cultural form to gain new insights into the roles media plays in social life.

Prerequisite: ONE CSOCL, CSOCS, OR CANTH COURSE.

**CANTH 3301 - Global Lives in a Transnational Age (3)**

This course considers how individuals, communities, and nations are transformed by experiences of globalization and migration. The term

“globalization” is increasingly used in academics, politics, and popular culture, and involves the flows of actors, capital, information, technologies, and products across regional and national borders. The goal of this course is to take an ethnographic approach to globalization and transnationalism; that is, to understand the impact of global processes on local communities and how these processes have meaning in people’s everyday lives. Course materials trace processes and politics of global production and consumption as well as the lived experiences of migrants to examine the ways in which communities and identities are shaped both within and across national borders. We will focus on the cultural politics of race, nation, citizenship, gender, and place as a means to interrogate social inequality as the lives of people around the world become increasingly interconnected.

Prerequisite: ONE CSOCL, CSOCS, OR CANTH COURSE.

**CANTH 3888 - Selected Topics: Anthropology (3)**

This course focuses on a specific topic in Anthropology.

**CANTH 5001 - Native North Americans (3)**

An overview of the lifestyle, customs, religion, and history of the Natives of North America, which provides an evaluation of what is known about indigenous people before European contact, places them in a historical context, and studies them in the light of modern times.

**CAPPL - APPLICATIONS**

**CAPPL 3000 - Active Hope: An Integrative Inquiry (3)**

In this course students investigate social and ecological justice issues through a transdisciplinary lens. They choose complex, real world challenges effecting their community; engage in analysis and ethical reasoning; and develop an informed and responsible action plan. Students apply the knowledge and skills they already have and identify those still needed to participate in a solution. This problem-centered inquiry examines historical, social, cultural, and ecological contexts from multiple perspectives.

**CAPPL 3150 - Politics and Climate Change: Learning through Games (3)**

This course has an interdisciplinary focus on environmental science, international politics, and learning through games. Through a series of complex and immersive role-playing games, students will develop a set of critical thinking skills around the topics of climate change and environmental degradation, with a focus on applying ethical reasoning and global perspectives to the complex process of negotiating multinational treaties aimed at mitigating the impact of climate change. This course requires students to engage with multiple perspectives on environmental science, including those opposed to international treaties and those who cast doubt on the science grounding the policy efforts. It addresses the science behind global environmental problems; environmental justice and its relationship to histories of imperialism, colonialism, and oppressive non-development; and the political realities of negotiating international treaties. At the end of the course, students will develop their own educational game focused on an environmental problem of their choice.

***This is an Applications course that fulfills the Applications Course General Education requirement. It aligns with the Foundational Outcomes of Quantitative Reasoning; Communication; and Collaboration; as well as the main block outcomes of Ethical Reasoning, Social Action and Civic Engagement; and Human Relationships to the Natural and Physical World.***

**CAPPL 3200 - Urban Ecological Gardening for Food and Wildlife (3)**

Welcome to Urban Ecological Gardening for Food and Wildlife. The goal of this course is to explore the inter-related issues of food justice, environmental racism, climate change mitigation and urban conservation. Urban areas are often lacking in access to fresh, local food as well as access to green spaces and the many health benefits interactions with nature can provide. The growth of urbanization (particularly in the US where over 82% of people currently live in cities) means that conservation of biodiversity also requires us to find ways to support populations of native insects, birds, mammals and other species within city spaces. Urban ecological gardening practices can help address all these issues. This course teaches the basic principles of creating garden spaces that can support people and wildlife, even in small urban patches. A large component of the course will be a service project where you collaborate and learn with local partners doing work in ecological gardening, gaining hands-on experience and contributing to local urban ecological gardening efforts. Wherever possible students will also engage with ongoing urban ecological gardening efforts on the Lesley University campus.

**CAPPL 3422 - Art and the Environment: Strategies for Critical Engagement (3)**

In this studio/seminar course, students will engage in hybrid research practices to examine today's pressing ecological issues on a local level. The semester will begin with a close examination of Mierle Laderman Ukeles' public art installation "Turn Around Surround", which sits atop a former landfill— now Cambridge's Danehy Park— and culminate with an exhibition showcasing student research through artwork and writing. Through on-site research, engagement with archive methodology, and investigations into visual and material culture through an ecological justice lens, students will explore materiality of place and create small individual pilot projects that address local issues, that then build to a final collaborative project.

**CAPPL 3500 - Green Docs: Exploring Climate Change through Documentary Film (4)**

Our world is facing an environmental crisis unprecedented in human history. Stemming from widescale pollution, population expansion, habitat destruction, invasive species, and unsustainable overharvesting, it is a global crisis—categorized under the overarching umbrella of climate change—that affects all of us. This course brings together students across multiple majors and academic disciplines to critically examine—via documentary filmmaking—this massive environmental challenge facing our planet. Over the course of the semester, working in groups, students will create documentary shorts focused on an environmental issue they are passionate about, with topics ranging from local Cambridge-based subjects to those of a more national or international nature. In so doing, students will be exposed to the science behind the issues they are studying, while also learning the basics of planning, filming, and editing environmental documentaries through hands-on practice.

**CAPPL 3501 - Visual Sociology and Action Through Arts and Design (3)**

Visual sociology has expanded analysis of the social world with its examination of what is seen, visually illustrated, photographed, and filmed rather than more traditional depictions represented by text and numbers. Visual sociology typically has two emphases: 1. Studying human behaviors through visual representations and 2. Employing visual methods to conduct sociological research. In this course, we will explore another possibility that visual sociology offers that is to reflect upon our identities and subjectivities as we "see" the

social world through our own visual lens. "Seeing social inequity" requires us to dig deeper into the meaning of variant social positions and identities such as gender, race, ethnicity, sexuality, and abilities. This course, thus, is a collaborative approach towards envisioning social justice and action using sociological theories and concepts. This semester, we will focus on immigration issues. Faculty from the disciplines of the arts and design and the social sciences will collaborate with students to create a visual product that reflects the investigation into social inequity. No prerequisites are required.

**CAPPL 3890 - Community Health: Activism for Local Well-Being (3)**

Community Health is an activist course for students who are interested in dynamic involvement in local community physical and mental health and social justice issues. It prepares students with a foundation for understanding individual and community health with a particular focus on the reduction of health disparities. Students will examine threats to local health and culturally competent healthcare. The course allows students to focus on their primary areas of interest through projects, volunteering, fieldwork, and community organizing.

**CARTH - ART THERAPY****CARTH 2423 - Principles in Art Therapy (3)**

This course provides an introduction to the history, philosophy, and theory of art therapy. Students will learn about the creative process and visual expression as it relates to therapy. Students will engage

with artmaking in class and outside of class and will reflect on the process with peers and in an ongoing journal. Readings, lectures, films, and experiential exercises will be utilized. No artistic ability or training is necessary.

Students will need to purchase a small amount of specific art supplies.

### **CARTH 3423 - Materials as Metaphors in Art Therapy (3)**

Materials used in art therapy will be explored through examining the work of contemporary artists and art therapists, engaging in art making, and examining applications in art therapy practice. The social context of work with materials is examined, and both traditional and innovative materials and processes will be discussed and explored. Students will gain fluency with the materials that serve as a “language” for art therapy practice and will be able to apply this understanding in internship settings.

Prerequisite: CARTH 2423 or permission of instructor.

### **CARTH 3425 - Advocacy & Wellbeing with Photography (3)**

Photographs create visual narratives, which can document the ongoing stories and dynamics within an individual’s life or that of a society. Photographs can serve as nonverbal indicators of aspects that are worth exploring to generate beneficial change. You will be guided through techniques of employing commonly used devices, such as the cellphone camera, and basic editing software. Subsequently, we will look at visual narratives and counter-narratives to situate images in the context of psychological wellbeing and emotional healing. We will be exploring visual narratives, created in a multitude of cultural contexts, by photographers such as Duane Michals, Sophie Calle, and Araki Nobuyoshi to name but a few.

Prerequisite: CARTH 2423 or CEXTH 2623 or permission of instructor.

### **CARTH 3426 - Art Therapy, Social Justice & Community Engagement (3)**

This course will offer students an introduction to the theories, principles, and ethics of social justice in art therapy practice, with a special focus on cross-cultural and community engagement. Students will explore art therapy for social justice, social action, and how community art, arts activism, and craftivism (craft activism) can inform art therapy practice.

Prerequisite: CARTH 2423 or CEXTH 2623.

### **CARTH 3501 - Art Therapy Internship and Seminar I (6)**

The student works under the supervision of an experienced professional in an approved art therapy site for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to examine the issues growing out of daily field experience and to relate these issues to principles of art therapy and social policy. Summer internship seminars are conducted online. Students must secure a pre-approved internship site, by working with the internship office, before the first class. NOTE: students must achieve a minimum grade of C to meet the requirements of the major.

Prerequisite: CSOCS 3444, minimum grade of C in CPSYC 2551, a 2.3 cumulative grade point average in the major, and an overall cumulative grade point average of 2.0, or permission of the Department Chair.

### **CARTH 3523 - Art Therapy Applications (3)**

This course builds on the student's knowledge of art therapy and the creative process by looking at the applications of art therapy across a range of groups, settings, clinical diagnoses, and social issues. Students will learn about various approaches such as school-based art therapy, medical art therapy, and community art therapy, as well as develop an understanding of how art therapists take socio-cultural dimensions and systemic factors into consideration when working with a wide variety of communities and contexts.

Prerequisite: You must take CARTH 2423 or CEXTH 2623 before registering for this course.

### **CARTH 3888 - Selected Topics: Art Therapy (3)**

This course focuses on a specific topic in art therapy.

### **CARTH 4501 - Art Therapy Internship and Seminar II (6)**

The student works under the supervision of an experienced professional in an approved art therapy site for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to reflect on the practice issues observed over several internships and to relate student experiences to principles of art therapy and social policy. Summer internship seminars are conducted online. Summer internship seminars are conducted online. Students must secure an approved internship site, by working with the Internship Office, before the first class. NOTE: students must achieve a minimum grade of C to fulfill the requirements of the Art Therapy major.

Prerequisite: You must take CARTH 3501 before registering for this course.

### **CARTH 4523 - Studio-Based Art Therapy (3)**

Students will gain an experiential as well as theoretical understanding of studio-based art therapy by actively engaging in art making with in the group. A major goal will be to deepen the student's understanding of and comfort with the creative process through their own creative exploration. Readings, group discussions, and processing of the art-making experiences will be utilized.

Prerequisite: CARTH 3523.

## **CBIOL - BIOLOGY**

### **CBIOL 1101 - Biology 1 with Lab (4)**

This course introduces the core concepts in modern biology, with an emphasis on the way of thinking in science. Topics covered include an introduction to organisms and ecology, evolutionary theory, Mendelian genetics, biological chemistry, and biology of the cell. This course meets for five hours weekly in order to integrate laboratory experiences.

### **CBIOL 1150 - FYS - Patterns in Nature (3)**

What do lungs have to do with broccoli? What do rivers have to do with schools of fish? What do swarms of bees have to do with rush hour traffic? What do the connection between swarms of bees, rush hour traffic and schools of fish? If your friend's roommate's sister is happy, does that affect how happy you are? And does that have anything to do with Internet videos going viral? In this First Year Seminar course, we will explore the connections between various, sometimes seemingly disparate phenomena with key concepts of complexity theory, the core of which is how simple rules give rise to complex phenomena. To start, we will familiarize ourselves with basic topics that we will need to later understand fractals, networks and chaos.

**CBIOL 1400 - Research Experiences in Natural Science (3)**

This course will give students an opportunity to explore current topics in scientific research and visualize themselves as scientists by working in small groups with professional scientists. During the course, students will pass through three to four research modules, each focused on a different aspect of science and include lecture, discussion, field trips, hands-on data collection and data analysis. Each module will explore up to date primary literature and take students to field and laboratory sites around the greater Boston area. The course is geared towards students interested in entering scientific fields as well as non-science majors who want a hands-on, active experience in science.

**CBIOL 1888 - Selected Topics in Biology (3)**

This course focuses on a specific topic in biology.

**CBIOL 2100 - Introduction to Marine Mammals (Marine Studies Consortium course) (3)**

This course explores the biology and natural history of marine mammals in the North Atlantic, including whales, dolphins, and seals. Topics include evolution, anatomy, behavior, field identification, the history of whaling, and contemporary whaling issues. Demonstration laboratory work will focus on a small marine mammal. One Saturday field trip on Massachusetts Bay is required.

Prerequisite: CBIOL 1101.

Off campus; Marine Studies Consortium course; involves fee

**CBIOL 2101 - Biology II with Lab (4)**

In this course, students will build upon the material from Biology I, by examining the underlying processes and emerging properties of living systems and applying that understanding in laboratory and field work. Topics to be covered include the molecular basis of biological reactions; biology of the cell; plant systems; animal systems; metabolism; reproduction; genetics; evolution; and populations and ecosystems. Prerequisite: CBIOL 1101 or equivalent.

This course meets for five hours weekly in order to integrate laboratory experiences.

**CBIOL 2202 - Genetics and Ethics (3)**

This course deals with the fundamentals of classical genetics, molecular genetics, and the genetics of the evolutionary process. Wherever possible, students will include the experimental rationale and results that have led to our present understanding of genetics. Experiments are designed to help students understand and appreciate research in genetics, and to develop the ability to examine and interpret experimental data. Problem sets are designed to help students with their problem-solving skills.

Prerequisite: Any CBIOL or CHLTH class.

**CBIOL 2203 - Anatomy and Physiology I with Lab (4)**

This course is an integrated study of the internal and external structures of the human body and the physical relationships among body parts from the cellular to the system levels of organization, including molecules and cells, tissues, and the skeletal, muscular, and nervous systems. Furthermore, it includes the study of the function of all the parts of the human organism. Students will engage in an in-depth systemic study of the body, its functions and malfunctions which will expand their comprehension of the relationships among body systems.

Prerequisite: Any CBIOL or CHLTH class.

This course meets for five hours weekly in order to integrate laboratory experiences.

**CBIOL 2204 - Anatomy and Physiology II with Lab (4)**

In this course students will study the internal and external structures of the body and the physical relationships among body parts as well as how the human organism performs its vital functions. Students will engage in an in-depth systematic study of the body, its structures, its functions and malfunctions. In the laboratory, students will observe the physiological processes in their own bodies as well as in living and preserved animals. The course includes an integrated study of the structure and function of the various systems including the endocrine, cardiovascular System, lymphatic, immune, digestive, respiratory, urinary, and reproductive systems.

Prerequisite: CBIOL 2203.

This course meets for five hours weekly in order to integrate laboratory experiences.

**CBIOL 2205 - Botany with Lab (4)**

This course introduces the core concepts in modern biology, with an emphasis on the way of thinking in science. Topics covered include an introduction to organisms and ecology, evolutionary theory, Mendelian genetics, biological chemistry, and biology of the cell. This course meets for five hours weekly in order to integrate laboratory experiences.

Prerequisite: CBIOL 1101 .

**CBIOL 2211 - Cell and Molecular Biology (3)**

In Cell and Molecular Biology students delve into the details of the fundamental, essential components of life by examining the structures, functions and interactions of cells. Focusing on the basic unit of life, the cell, this course will reveal the microscale and nanoscale workings of organisms; students will learn how cells make proteins, produce and utilize energy, import and export materials, communicate with other cells, and much more. Cell and Molecular Biology entails a comprehensive view of cellular anatomy, which comprises the foundation of fields such as developmental biology, immunology, pharmacology, cancer biology, endocrinology and neuroscience---fields in which students mastering CMB concepts will readily be able to pursue studies.

Prerequisite: CBIOL 1101.

**CBIOL 2502 - Essentials of Health (3)**

This course emphasizes concepts basic to the maintenance of lifelong optimal health. Topics include: awareness of preventable causes and recognition of the signs and symptoms of disease; communicable and non-communicable diseases; nutrition; weight control; therapeutic drugs and their side effects; toxic agents and environmental factors; narcotics, alcohol, and tobacco; and emotional and mental well-being as integral aspects of health. Social and economic factors and health services that have bearing on these topics are examined. Prerequisite: Some background in health or human biology preferred but not required.

**CBIOL 2505 - Ecology with Lab (4)**

This course introduces students to the basic principles of ecological science. Models for population growth, nutrient cycle, food chains, and the extinction and conservation of endangered species are explored in communities of plants and animals. Field trips to local ecosystems (temperate forest, beach intertidal zone, and offshore

ocean) enhance students' abilities in observation and analysis and are a major component of the course. Computer simulation is used to illustrate models and principles. Prerequisite: CBIOL 1101 or equivalent are strongly recommended.

Prerequisite: Any CBIOL or CPHYS class.

This course meets for five hours weekly in order to integrate laboratory experiences.

### **CBIOL 2602 - Applied Nutrition (3)**

This course focuses on the food choices individuals make daily and how a nutritionally sound diet provides the foundation for good health. There is an emphasis on diet planning and the nutrients that are essential to well-being as well as changing nutrient needs throughout the life cycle. Through the use of readings, lectures, labs, and group discussions students will learn basic nutrition concepts and develop the skills necessary to examine their own diets, sort out nutritional advice, and become better informed consumers and members of the community. This course begins with a personal nutritional assessment and questions designed to help students identify cultural and social meanings attached to various foods that affect their selections. It will aid individuals in improving their own nutrition as well as students who wish to apply the information and skills to their work. Prerequisites: Some background in health or human biology preferred.

### **CBIOL 3100 - Animal Behavior with Lab (4)**

This course explores the basic concepts and principles of animal behavioral systems in the context of current topics and issues. The course explores the evolutionary origins and physical mechanisms of the behavior of animals (from insects to mammals) in natural contexts. Topics to be covered include behavioral genetics, foraging, predator/prey co-evolution, communication systems, perception, mating systems, parental care, and cooperation and social behavior. Through first-hand laboratory experiences, we will develop an understanding of scientific methods and practices in research. We will explore the diversity of behavioral adaptations, and relate this diversity to an understanding of how evolution shapes behavior. The information you learn in this course will comprise a foundation in the biology of behavior with which you can integrate your subsequent learning, even outside the fields of science.

Prerequisite: Any CBIOL or CNSCI class.

This course meets for five hours weekly in order to integrate laboratory experiences.

### **CBIOL 3210 - Evolution and the History of Life (3)**

In this course students will explore the fundamental process of biological evolution and the rise in life's variation on Earth through time. Through textbook readings and discussions, journal articles, films, hands-on activities, and field excursions, students will examine the processes of natural selection, adaptation, and speciation. Students will then explore the changes in life on Earth from its early origins in a reducing atmosphere to the diversification of prokaryotes; the symbiotic origins of eukaryotes; and the origin and diversification of animals, fungi, and plants. The course will end with a study of human evolution.

Prerequisite: Any CBIOL or CPHYS class.

### **CBIOL 3300 - Infectious Diseases (3)**

A study of the causes, detection, prevention, control, and treatment of infectious diseases. Diseases studied include those caused by bacteria, fungi, protozoa, and viruses, with special emphasis on the sexually transmitted diseases (STD's) including AIDS and related

opportunistic infections such as Tuberculosis. The social and medical implications of infectious diseases are also examined.

Prerequisite: Any CBIOL or CHLTH class.

### **CBIOL 3311 - Cellular Neurobiology (3)**

How is it that, to borrow the words of Neurologist VS Ramachandran, "a threepound mass of jelly.. can contemplate the vastness of interstellar space.. the meaning of infinity..and.. contemplate itself contemplating on the meaning of infinity" and so much more? In this course we will examine the fundamental cellular and molecular structures that comprise the brain and other parts of the nervous system. Starting with the properties and behaviors of the basic unit of the nervous system the neuron we will find out how interactions among proteins and cells can give rise to complex phenomena like cognition attention memory and sensation.

Prerequisite: CBIOL 1100 or permission of instructor.

### **CBIOL 3330 - Research Methods in Biology (4)**

This is a laboratory-based course in which students will learn to apply biochemical, molecular and cellular biology techniques to address scientific questions. Students will learn principles and practices of basic biochemical characterization of DNA, proteins, bacterial culture, transformation, nucleic acid purification and quantitation, DNA restriction digestion and analysis, primer design and polymerase chain reaction (PCR). In addition, students will learn computer-based DNA sequence analysis, data acquisition and database searches. Students will also explore various aspects of bioinformatics and genomics, and advanced molecular techniques such as next generation sequencing and microarrays, which play important roles in genomics and proteomics.

This course meets for five hours weekly in order to integrate laboratory experiences.

### **CBIOL 3600 - Epidemiology (3)**

This course introduces students to the epidemiological methods used in the study of today's health-related problems. This course will integrate several different perspectives to help students gain a more complete understanding of the determinants of health and illness (e.g. genetic and epi-genetic factors behind chronic diseases; social psychological factors related to race, class, and gender; and the link between specific environmental toxins and asthma, in addition to other health conditions). The application of these perspectives to specific clinical and population data provide the foundation for students to identify the potential causal effects of modifiable risks and exposures in an effort to prevent negative health outcomes and promote well-being in communities.

Prerequisite: CBIOL 2502.

### **CBIOL 3888 - Selected Topics in Biology (3-4)**

This course focuses on a specific topic in biology.

### **CBIOL 4100 - Biology of Whales (Marine Studies Consortium course) (3)**

This course provides a comprehensive review of the biology and conservation of cetaceans. A thorough grounding in cetacean mammalogy and population biology will prepare students to understand conservation problems presented as case histories by leading researchers in the field.

Prerequisite: 3 credits from CBIOL, CNSCI, or CPHYS at the 3000 level or higher.

Off campus; Marine Studies Consortium course; involves fee.

**CBIOL 4110 - Biology of Fishes (Marine Studies Consortium Course) (3)**

This upper-level survey course covers the evolution, systematics, anatomy, physiology, and behavior of freshwater, marine, and anadromous fishes from temperate to tropical environments. The course also examines the diversity of fish interactions in aquatic communities: predator/prey relationships, host/symbiont interactions, and the various roles of fishes as herbivores. Study of inter- and intra-specific predator/prey relationships among fish populations in aquatic communities integrates principles of ecology. Access to the collection of the New England Aquarium provides an extraordinary opportunity to understand principles of ichthyology through the study of living fish.

Prerequisite: 6 credits from CBIOL, CNSCI, or CPHYS at the 3000 level or higher.

Off campus; Marine Studies Consortium course; involves fee

**CMGMT - BUSINESS MANAGEMENT****CMGMT 1150 - FYS - The Ethical Leader: Choosing Right for Good (3)**

Students will examine the various ethical and moral issues and actions arising in contemporary organizational activities that affect individuals, groups, society, and the world. Ethical theories frame a more universalistic view of motives, intentions, actions, and consequences – for example duties and rights. Morality is the application of ethics and the treatment of values in social and cultural context – for example, compassion and integrity. Thus, the course combines theoretical and applied dimensions of morality. Importantly, the treatment of ethics and morality is approached through the prism of leadership decision-making, recognizing the importance of making sound ethical judgments in a complex world. Ultimately, this course examines what it means to be an ethical leader in practice.

**CMGMT 1420 - Personal Finance (3)**

This is an introductory course for all Lesley students. The course addresses financial issues in today's environment of high living costs and financial uncertainties. A focus will be the importance of planning, analyzing, and controlling personal finances. Students will acquire a variety of skills and techniques for personal financial management, enabling success professionally and personally in achieving financial goals. A key project will be the development of a portfolio of stocks and mutual funds.

**CMGMT 1451 - Introduction to Business Management (4)**

This course provides an introductory view of contemporary organizations and the impact of change in the workplace of the twenty-first century. Students learn about organizational environments both physical and digital, the processes for managing these environments, and the roles of individuals to achieve organizational goals. Current theories and methods to effectively plan and manage change in public, private, and non-profit sectors are examined. The changing nature of organizational leadership is explored with particular emphasis on the realities of a global society.

**CMGMT 1590 - Quantitative Modeling for Business (3)**

This course provides students with fundamental quantitative and analytic concepts and tools needed to make informed data driven business decisions. This course is divided into two parts. Part One is centered on developing quantitative skills in algebraic operations, linear equations, functions and graphs, financial math, and basic statistics. Part Two of the course is centered on developing analytic skills in MS Excel. This includes the basics of Excel, manipulating

data, analyzing data, and statistics. This is a competency development based course. Students must achieve a minimum competency to complete the course.

**CMGMT 1888 - Special Topics: Management (1-3)**

This course focuses on a specific topic in management.

**CMGMT 1901 - Financial Literacy (1)**

An introductory course to managing personal financial decisions. The simulation focuses on methods and techniques for planning, analyzing, and controlling personal financial decisions and for setting achievable financial goals. Topics covered in this course reflect the necessary personal financial decisions students make throughout their adult lives.

**CMGMT 2310 - Leadership Skills Workshops (1-3)**

This course offers a series of workshops to develop specific skills critical to workplace effectiveness. These skills workshops, offered on rotation, will help students master competencies in areas that include conflict management; problem solving in the workplace; presentations; project management; portfolio development; planning for successful meetings; and strategies for effective negotiation. Hands-on activities, short-term projects, guest speakers, and current readings for discussion will provide the framework for these workshops.

**CMGMT 2455 - Financial Accounting (3)**

Students learn the basic concepts needed to analyze the financial status of an organization, and learn to use financial analysis for managerial decisions. Through step-by-step procedures, students learn how to develop and use basic accounting tools starting with the creation of balance sheets and income statements to the completion of other accounting records to form a complete accounting system. Other topics covered are revenues and monetary assets, inventories and cost of sales, depreciation, working capital, consolidated statements, and useful ratios for financial analysis. (Class – 3 hours, Lab – 1 hour, Course hours – 4; Credit – 3 credits.) The lab component is 25% of the course grade and attendance is required. The lab is scheduled on a day that is different from the days that the class meets.

Prerequisite: CMGMT 1451.

**CMGMT 2457 - Managerial Accounting (3)**

This course builds upon the student's understanding of basic accounting techniques and focuses on the internal accounting processes that help managers gather and organize the information needed for making day-to-day decisions within the organization. The course introduces students to methods for analyzing, interpreting and applying financial and non-financial information such as cost accounting, break-even analysis, cost analysis and the budgetary process. (Class – 3 hours, Lab – 1 hour, Course hours – 4; Credit – 3 credits.) The lab component is 25% of the course grade and attendance is required. The lab is scheduled on a day that is different from the days that the class meets.

Prerequisite: CMATH 1590 or CMGMT 1590, CMGMT 2455.

**CMGMT 2550 - Business Analytics I (3)**

A course in basic statistics is offered in a wide variety of disciplines-- from the social sciences to business to the natural sciences. The same statistical methods are applied across disciplines. Therefore it should not be surprising that the tools you will learn to use in this course will benefit you in your future courses and careers regardless of whether your career interest is Finance, Accounting, MIS, Management, Marketing, or outside the business realm. In this course you will learn

basic descriptive statistical methods, sampling methodology, how to draw inferences from samples to larger populations and how to make predictions based upon historical relationships between variables. We develop statistical methods of inductive reasoning to make the best-possible business decisions based on available partial (sample) information. We rely on deductive (mathematical) reasoning through Probability as a vital tool to help us achieve that goal. (Class – 3 hours, Lab – 1 hour, Course hours – 4; Credit – 3 credits.) The lab component is 25% of the course grade and attendance is required. The lab is scheduled on a day that is different from the days that the class meets.

Prerequisite: CMATH 1590 or CMGMT 1590, CMGMT 1451.

### **CMGMT 2551 - Business Analytics II (3)**

As a continuation of CMGMT 2550 Business Analytics I, this course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations, to apply basic business analytics tools in a spreadsheet environment, and to communicate with analytics professionals to use and interpret analytic models and results effectively for better business decisions. (Class – 3 hours, Lab – 1 hour, Course hours – 4; Credit – 3 credits.) The lab component is 25% of the course grade and attendance is required. The lab is scheduled on a day that is different from the days that the class meets.

Prerequisite: CMATH 1590 or CMGMT 1590, CMGMT 2550.

### **CMGMT 2701 - Leadership and Professional Development (3)**

This course is designed to help students identify, appreciate, and capitalize on natural strengths so that they will be better prepared to communicate, learn, think, make critical decisions, and set realistic goals in their own lives, their college experience, and in their work-world experiences. This is a “pre-internship” course, designed to prepare students for upcoming internships. In this course, students develop skills in teaming, personal effectiveness and efficiency, and professional and career development.

### **CMGMT 2888 - Selected Topics: MGMT (3)**

This course focuses on a specific interdisciplinary topic in business management.

### **CMGMT 3202 - Business in a Legal Context (3)**

This course examines the legal issues that affect businesses. The course begins with an overview of the contemporary legal environment and the courts and a discussion of crimes and torts. The course’s central focus is on common law contracts and Uniform Commercial Code contracts for sales and leases of goods. Course topics also include product liability, agency law and business organizations.

Prerequisite: CMGMT 1451.

### **CMGMT 3307 - Business Negotiations (3)**

This course is designed to orient you to some basic principles of negotiation increase your awareness of your individual negotiation style and provide you with practice to begin applying your new knowledge immediately to your own experiences. Thinking through critical interactions from the perspective of a negotiation framework allows for an analytical approach to problem solving which helps facilitate clear communication and better decision-making.

### **CMGMT 3444 - Sport Management (3)**

This course is designed to survey the field and practice of sport management in the contexts of youth, amateur, international, professional and recreational sport. The sport industry is legitimized by a comprehensive understanding of the organizational structure

and governing bodies of the sporting world. Course work will focus on the application of core management theories and methods to the sport industry. Topics will include corporate organization, manufacturing, marketing, finance, sales, sponsorship, communication, league management and event management. Students will work in groups and individually to simulate participation in a complete management team producing two main projects: one intramural tournament for college students and one large-scale sporting event proposal.

Prerequisite: 45+ credits complete.

### **CMGMT 3446 - Brand Management (3)**

As products pricing and distribution increasingly become commodities the new competitive arena is brand value which creates long-term profitable brand relationships. Building brand equity involves managing brands within the context of other brands as well as managing brands over multiple categories over time there are just as many opportunities for greatness as there are pitfalls. An effective branding process will create a unique identity that differentiates a brand from its competition. In this class you’ll be equipped with the tools you need to understand effective brand management the heart of a company’s competitive strategy

Prerequisite: 45+ credits complete.

### **CMGMT 3460 - Corporate Finance I (3)**

Students will study financial institutions and markets, analyzing how firms obtain, invest, and apply funds efficiently. The use of financial information in decision making is emphasized. Students will study such topics as cash budgeting, forecasting, ratio analysis, taxes, financial statements, internal/external financing, and capital investment in company resources.

Prerequisite: CMATH 1590 or CMGMT 1590, CMGMT 2455, CMGMT 2457, CMGMT 2550, CECON 2101, CECON 2102.

### **CMGMT 3464 - Marketing Strategies (3)**

This course provides students with a basic framework for understanding marketing principles and how the marketing process is managed. Emphasis is placed on the four P’s (product, place, pricing, and promotion) and their integration, as well as on the role of and reactions to marketing in today’s society.

Prerequisite: CMGMT 1451.

### **CMGMT 3468 - Management Information Systems (3)**

This course examines the management and use of information systems as a strategic tool. It covers the role of information technology in organizations, computer and information processing, hardware and software, managing data resources, telecommunications and networks, electronic commerce, security, ethics and leading information technologies and applications.

Prerequisite: 45+ credits complete.

### **CMGMT 3469 - Organizational Behavior and Ethics (3)**

This course embarks upon the study and practice of Organizational Behavior and Ethics with two major components: the theoretical/conceptual study of these intersecting areas of study, and the practical/professional applications. There are three central course elements: First, we explore the major intellectual and conceptual contributions to the understanding of Organizational Behavior and Ethics - an examination of a theoretical perspectives on Organizational Behavior and Ethics are drawn from the text and other readings. Second, we engage in the practical application of those intellectual contributions through Organizational Behavior and



Ethics Field Study. Third, and finally, we explore ethical theories and values and how they affect everyday decision making, including questions of right and wrong, good and bad.

Prerequisite: CMGMT 1451.

### **CMGMT 3470 - Human Resource Management (3)**

This course examines the major concepts and trends in human resources management, through a variety of classical and contemporary readings. Students explore relevant HR laws and how they apply, and their significance in the workplace; assess the elements of a competitive compensation system; determine “best practices” in assessing employee performance; generate a plan for acquiring, training, and developing employees; and generate a comprehensive analysis of a major HR area.

Prerequisite: 45+ credits complete.

### **CMGMT 3510 - Advertising (3)**

With the continuing fragmentation of markets, audiences, and the media, an understanding of advertising and its ties to contemporary integrated marketing communications is necessary for marketing programs to be successful. This course will provide students with the techniques and processes of traditional advertising, as well as a transition into modern integrated marketing communications. Students will have hands-on experience in developing a real advertising campaign.

Prerequisite: 45+ credits complete, CMGMT 3464.

### **CMGMT 3540 - Services Marketing (3)**

The service sector of the American economy, which includes education, government, health care, and not-for-profit organizations, has been growing in size and importance for a long time. This course will examine closely what differentiates the marketing of services from the marketing of products. Attention will necessarily be focused on the intricate interplay among traditional management function of marketing, operations, and human resources that characterize the marketing of services.

Prerequisite: CMGMT 3464 or permission of instructor.

### **CMGMT 3546 - Sports Marketing (3)**

The course provides an overview of sports marketing as a component of an integrated marketing strategy. The class will study the history and contemporary application of sports marketing as a method to achieve goals. In the course, the class will examine strategies that address critical business constituencies, including consumers, trade factors, employees, athletes and the financial community. It covers sports marketing within the context of special sporting event sponsorships and professional sports teams as well as governing organizations, sports media (broadcast, print and the Internet), licensing, hospitality, etc.

Prerequisite: CMGMT 3464 and 45+ credits.

### **CMGMT 3560 - Operations Management (3)**

This course provides students with fundamental management and analytical concepts/tools for the management of operations and the decision-making process within the supply chain. Competitive advantage driven by supply chain strategy is a rapidly developing practice in the global business environment. Topics include supply chains issues and strategy, the operations management framework, the Six Sigma approach, quality management, demand and supply planning, inventory management/control, and product and service delivery systems.

Prerequisite: CMATH 1590 or CMGMT 1590, CMGMT 3460, CMGMT 3464.

### **CMGMT 3600 - Digital Marketing (3)**

The internet is a dynamic marketplace if there ever was one. This class will give you the theoretical understanding of the internet marketplace necessary to adapt to its many changes, while also equipping you with the skills you’ll need to perform vital daily functions. By the end of the course, you will be able to walk into any company with an online presence and improve their use of the internet.

Prerequisite: CMGMT 3464.

### **CMGMT 3702 - Management Internship and Seminar I (3)**

This internship offers the student an opportunity to continue to study management in an organizational setting. The student works in an organization for 120 hours over a semester under the supervision of an experienced manager. Supervision involves written self-assessment and the development of a learning contract written under the guidance of the field site supervisor and a Lesley supervisor. The student writes a paper summarizing the work experience and evaluating learning in light of the goals specified in the contract. Seminar meetings are held throughout the semester.

Prerequisite: CMGMT 2701.

### **CMGMT 3706 - Public Relations (3)**

This class is an introduction to the field of public relations, and covers how to create comprehensive digital-influenced strategies and ultimately how to be an effective PR professional in this new digital age. In this course, we will explore emerging social media technologies and study their application in contemporary PR practice. The format is a combination of informal lecture and small-group discussion, case analysis, and guest lecture. We will also study how to use digital technologies to monitor conversations on the Internet, engage online communities, identify influencers, and establish thought leadership.

Prerequisite: 45+ credits complete, CMGMT 3464.

### **CMGMT 3720 - Sports Ethics (3)**

This course is designed to assist students in the development of moral reasoning and critical thinking skills as a basis for ethical decision making as a future manager in the sport industry. Students will identify major moral and ethical issues challenging sport administrators today and apply a theoretical framework that will lead them to a moral course of action and model for ethical responsibility.

Prerequisite: 45+ credits complete.

### **CMGMT 3888 - Selected Topics in Management (3)**

This course focuses on a specific topic in management.

### **CMGMT 4105 - Becoming a Reflective Practitioner (3)**

The professional practicum in management offers students the opportunity to apply management concepts within an organizational setting and to expand their management expertise. Students undertake a supervised internship or project. Supervision involves written self-assessment and the development of a learning contract. Students reflect on and evaluate the experience in light of the goals and objectives of the contract.

Prerequisite: CMGMT-4900.

### **CMGMT 4300 - Managing in the Global Economy (3)**

In this course, students explore the relationship among culture, politics, and economics and their influence on American firms doing

business in international markets. The course focuses on the process of globalization, and offers alternative perspectives on the complex issues that impact organizations engaged in business abroad. Topics include emerging views of consumer behavior, organizational adaptation to local life and work patterns, and ethical issues that firms and individuals must recognize and respond to in order to live and work in international communities.

Prerequisite: Remove all prerequisites.

#### **CMGMT 4732 - Business Management Internship Seminar II (4)**

The Senior Internship Seminar II represents the capstone experiential learning component of the course of study in management or communications. This course requires the completion of 120 hours at an approved site. Working in learning teams, students engage in weekly seminars that offer a supportive and enriching place for students to develop insights into the world of work and their own engagement as reflective practitioners. The instructor works as facilitator as students take ownership of their field and classroom experiences.

Prerequisite: Completion of CMGMT 3702.

#### **CMGMT 4888 - Selected Topics in Management (3)**

This course focuses on a specific topic in management.

#### **CMGMT 4900 - Strategic Management Capstone (4)**

This capstone course applies the concepts learned in many previous business management courses. Central to the outcome of the course will be the completion of a 5-step strategic analysis performed on an organization in which the student assesses the mission, external analysis, internal analysis and considers the organization's decisions and efforts pertaining to their functional, business, corporate and global strategies. It is recommended that students have reached senior standing or have permission of the department chair.

Prerequisite: CMGMT 3460 and CMGMT 3464 and CMGMT 3469.

#### **CMGMT 6462 - Managerial Accounting for Decision Making (3)**

Financial control procedures for a systems approach to program management are presented. Cost elements in manufacturing, research and development, logistic and support services are explored. Included will be the introduction of fixed and variable costs; computing and using overhead; process and job order costing methods; preparation of income statements in the contribution format; ratio analysis; profit planning and its relationship to cost; budget and overhead analysis; pricing, capital budgeting and investment decisions.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

#### **CMGMT 6463 - Technology and Operations Management (3)**

The growing use of technology in operation management helps organizations create value for customers by reducing costs, improving quality and optimizing the extended supply chain. Innovations in digital technologies are transforming global operations by utilizing cloud-based software and mobile applications, robotics, artificial intelligence, machine learning, automation, blockchain, predictive analytics and other manufacturing technologies. This course enables students to understand the concepts needed to ensure the contribution of a firm's operations to its competitive position. Students will recognize the growing use of complex technology related processes underlying the development and manufacture of products and the creation and delivery of services.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

#### **CMGMT 6464 - Managerial Economics & Finance (3)**

The Managerial Economics & Finance course aims to help students attain a broad understanding of the key theories and applications of economics and finance for executives and financial managers. The course offers optimal solutions to managerial problems related to production, cost control and reduction, and pricing analysis and determination. Students learn to make long term investment decisions utilizing different capital budgeting methods. They learn to make financing decisions to construct an optimal capital structure by minimizing the cost of capital. The course makes use of the concepts, tools, and techniques of economics and finance to find an optimal solution to a given managerial problem in the global economy.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

#### **CMGMT 6465 - Marketing Management (3)**

This course involves management of the marketing function, market environmental analysis, and marketing planning, strategy, and control. The course examines the marketing process, marketing research, product development innovation, pricing strategy, advertising and promotion, assessing the competitive environment, selecting the most appropriate customer targets, and implementing marketing programs. Emphasis is placed on case study analysis and current academic research with a marketing plan as a significant curriculum component.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

#### **CMGMT 6700 - Leading and Managing in the 21st Century (3)**

Students learn the scholarly context – classic and contemporary management theories in applied contexts. This course will help students identify and exploit new sources of competitive advantage. They will analyze the sources of S/W/O/T: Strength, Weaknesses, Opportunities and Threats and how to capitalize on them, which first means understanding what is seen.

Students will learn to think deeper, acquiring the foundation for building the skills and knowledge necessary to be an effective and ethical manager in a global and interconnected environment. Students will examine and contrast management and leadership theories and practice. Managers control and monitor, not firms in the traditional sense, but complex networks and systems. Leaders are focused on change and innovation.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

#### **CMGMT 6710 - What Outstanding Organizations Do Differently (3)**

“Mindsets” (the culture, assumptions, thoughts, beliefs, and feelings held by associates) drive results. Personalities/structures/processes impact outcomes, intended and unintended. Catalysts search for opportunities of creative disruption. Change management is grounded in organizational culture: it is people focused. Successful change is systemic, it alters how people work and behave. Everyone in the organization is impacted. The course’s “people focus” often explores the human response to change and their environment – a response that is often counter-intuitive, unconscious and resistant.

There will be an emphasis on organizational cultures. This course will examine the literature, theories and paradigms around change interventions. These interventions necessitate change management, which is a structured approach to enabling people in an organization to transition from their current state to a desired future state. Sustainable interventions need to be executed with integrity. The impact of this future state must enable social justice in the broadest sense.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

### **CMGMT 6760 - Measuring Success (3)**

This is a course for non-quantitatively trained professionals who will be making data driven decisions. As our world becomes awash in data, from suppliers/ customers/ trade associations/ third party ancillary services, it is critical that organizations have professionals who can:

- Summarize data
- Find meaning in data
- Find patterns in data

This course will explore Descriptive analytics (often called reports); Predictive analytics (predicting the likelihood of a phenomenon); and Prescriptive analytics (suggesting a course of action for the future). The goal is to speak the language of analytics and ask the right kind of questions. In short, be able to measure the success of your decisions.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

### **CMGMT 6770 - Business Models (3)**

“All it really meant was how you planned to make money.” A good business model answers Peter Drucker’s age-old questions, ‘Who is the customer? And what does the customer value?’ It also answers the fundamental questions every manager must ask: How do we make money in this business? What is the underlying economic logic that explains how we can deliver value to customers at an appropriate cost? This course will explore how to answer all those essential questions.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

### **CMGMT 6780 - Customer Value (3)**

“Learn to segment, reach and convert customers.” Customer insights are at the heart of every innovation. Understanding this involves a deep dive into what drives customer choices in B2C and B2B markets; a review of “marketing myopia” and answering the classic Question: What Business are we in? Students will also learn how to create the Service – Profit chain of virtuous efforts and how to employ customer analytics – blending big data and small data. The concept of “Customer Value” will be explored, from creation to perception to sales success. Understanding how to transform from a product-centered company to a customer-centric organization will be the focus of this course.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

### **CMGMT 6790 - Global Emerging Markets (3)**

From Alibaba to Gazprom to InBev, there are often different ecosystems, cultures and business models to be alert to. The global emerging environment is fluid and unpredictable. This course examines the hands on reality of collaborating, competing and compromising in emerging businesses markets. It provides insight to common emerging market dynamics through the deep study of Brazil, China and India.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

### **CMGMT 6800 - Simplicity/Innovation/Disruption (3)**

This course will examine the process of organizational growth and renewal. As the adage goes, “old habits die hard.” Innovations, as opposed to “old habits”, are really arguments. They are repeatable, not simply one-off insights. In this course we will dive deeply into the mindsets of design, simplicity and disruption, which fuel innovation. We will study the thinking, business models and processes of Steve Jobs, Jony Ive, Jack Welch and Clayton Christensen among others. The process of innovation is not just an “ah-ha” moment; it is something that can be repeated.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

### **CMGMT 7496 - Practicum I: Personal Branding and Career Management (1.5)**

Understanding business career paths and gaining a competitive advantage in the global workplace by developing lifelong career management skills are the objectives of this class. These strategic and tactical career management skills include identifying your purpose and career preferences, making informed career decisions, completing and executing a career development and action planning process, developing networking relationships, creating customized self-marketing tools, mastering interviewing requirements. The capstone will be to understand how to develop a successful personal brand as well as identify and practice successful work performance competencies.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

### **CMGMT 7497 - Practicum II: Mess to Model (1.5)**

This is the first of a three-course sequence to provide team-based experience with a real-world project using analytics. Student teams are introduced to real-world projects provided by corporate partners. Working with a faculty mentor, student teams are responsible for collaborating with the corporate partner to understand the problem scope, data requirements, expected deliverables and for identifying the analytical techniques necessary to provide those deliverables. Principles of effective leadership and how to build a high-performance team will be discussed. Team leadership will rotate throughout the three course sequence.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

### **CMGMT 7498 - Practicum III: Model to Insight (1.5)**

This is the second of a three-course sequence to provide team-based experience with a real-world project using analytics. This class is a continuation of Practicum II. Working with a faculty mentor, student

teams are responsible for conducting the necessary modeling and analysis to provide insights for the corporate partner.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

### **CMGMT 7499 - Practicum IV: Insight to Impact (1.5)**

This is the third course of a three-course sequence to provide team-based experience with a real-world project using analytics. This class is a continuation of Practicum III. Working with a faculty mentor, student teams are responsible for effectively communicating their results to the corporate client including a strategy for implementing the recommendations based on the insights from the analysis conducted.

Prerequisite: MBA courses are open to all matriculated Lesley University students in any Undergraduate (juniors & seniors only), or MBA program – or by permission of the instructor.

## **CCHST - CHILD STUDIES**

### **CCHST 3104 - Leading Recreational Activities for Children and Young Adults (3)**

The course examines the function of play and leisure in the lives of children and young adults, and surveys various kinds of recreation programs. Students learn and critically analyze a wide array of recreational activities used in a variety of settings. Practical delivery skills in leading community recreation activities are emphasized.

## **CCOMM - COMMUNICATIONS**

### **CCOMM 1500 - Introduction to Communication (3)**

This course provides an introductory survey into the study of communication. Through new and iconic communications research, we will study how humans create "meaning," using words or symbols or gestures, and explore the ways that communication has changed over the generations. Focus will be on how human beings interact, whether alone, in groups, with friends and family, or at work, but other forms of communication—such as that of animals—will also be considered. Among the topics we will look at are how babies learn to communicate; what impact such factors as gender identity, culture, social class, and ethnicity have on how people relate to each other; why certain words are considered "taboo" in a culture; whether the language a person speaks influences their thoughts and perceptions; and e-mail, texting, or sitting in front of computer screens affects communication.

### **CCOMM 1502 - Public Speaking (3)**

This course focuses on improvement of interpersonal, small group, and public communication skills. Through readings, journals, class discussions and activities, we explore the following: self-concept and perception, listening and responding, language and non-verbal behaviors, interviewing, problem-solving and decision-making, formal elements of speech-making, the evaluation of one's own and others' public messages.

### **CCOMM 1520 - Writing for the Lesley Public Post (1)**

This course provides an opportunity for students who like to write to get their best work published in our award-winning school newspaper, the Lesley Public Post. Students will learn best practices and ethical standards in newspaper reporting and utilize these skills by reporting on a variety of campus events, as well as writing opinion pieces, movie reviews, and other kinds of articles. Students will research and write at least three articles that can be published.

### **CCOMM 1888 - Selected Topics: Communication (3)**

This course focuses on a selected topic in communication.

### **CCOMM 2402 - Communication Ethics (3)**

While some behaviors seem easy to categorize as wrong, the distinctions aren't always so clear. Posing the question: What does it mean to be an ethical person?, this course will explore the many ways ethics show up in all aspects of human communication - including how we talk to each other (and how we talk about each other) and how ethical standards can vary over time. We will examine a number of theories about ethics, and apply them to the ethical dilemmas that can arise in political communication, interpersonal and organizational communication, and media communication.

### **CCOMM 2502 - Introduction to Journalism (3)**

Journalism today is in a time of transition, as traditional forms of delivering news, such as print and broadcast, are increasingly being replaced by online publications, podcasts, and streaming audio or video. Professional reporters are also competing with "citizen-journalists," as smartphones and social media allow almost anyone to disseminate a news story. In this course, students will be introduced to the changing world of modern journalism, from the traditional to the cutting-edge. We will begin by studying the history of journalism, including times when journalists changed society and times when they failed to do the right thing. Students will learn about various kinds of journalism, including political reporting, sports reporting, entertainment reporting, and science reporting, and find out how news stories are selected, written, and reported. Topics to be discussed are how to identify "fake news" and misinformation; how to fact-check claims that you encounter; the ongoing debate about media bias; and how media consolidation has affected newspapers and magazines. Throughout the course, we will examine the pressing issues, dilemmas, and controversies that confront journalists, both in the United States and in other countries. Students will also have the opportunity to report and write for Lesley's award-winning online newspaper, the Lesley Public Post.

### **CCOMM 2520 - Media Analysis (3)**

This course provides students with new perspectives on various kinds of mass media, including radio, television, print, social media, and recorded music. By reading essays from media scholars and critics, and watching videos, commercials, and episodes of popular programs, you will learn to deconstruct media products, identify media messages, and evaluate the validity of common criticisms directed at the media. You will also utilize key communications theories to critique, evaluate, and analyze media, and discuss the impact of this mass media on a culture. Among the topics to be considered are whether the mass media shape, or simply reflect, a culture's beliefs and attitudes; what role advertisers play in construction of media messages; an analysis of media representations of "the other;" and current controversies involving the media.

### **CCOMM 2888 - Selected Topic: Communication (3)**

#### **3505 - Political Communications (3)**

Political Communication refers to the exchange of messages, symbols, and information between institutions, elected officials, social groups, and citizens. We will study the way politics is communicated: how political messages, past and present, have been shaped and disseminated; how candidates decide on strategies and communicate them to the public; the methods used by political parties as they try to gain or maintain power; and how politics is covered by the media.

Prerequisite: CCOMM 1500.

**CCOMM 3888 - Selected Topics in Communication (3)**

This course focuses on a specific topic in communication.

**CCOUN - COUNSELING****CCOUN 3601 - Counseling Internship and Seminar I (6)**

The student works under the supervision of an experienced professional in a community setting with a Counseling focus for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to examine the issues growing out of daily field experience and to relate them to theories of human development, social policy, and counseling. Summer internship seminars are conducted on-line. Students must secure an approved internship site, by working with the Internship Office, before the first class. NOTE: A minimum grade of C is required to meet the requirements of the major.

Prerequisite: CSOCS 3444, a 2.3 cumulative grade point average in the Counseling major, and an overall cumulative grade point average of 2.0 or permission of the Department Chair.

**CCOUN 3888 - Selected Topics: Counseling (3)****CCOUN 4601 - Counseling Internship and Seminar II (6)**

The student works under the supervision of an experienced professional in a community setting with a Counseling focus for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to reflect on the practice issues observed over several internships and to relate student experiences to theories of human development, social policy, and counseling. Summer internship seminars are conducted on-line. Students must secure an approved internship site, by working with the Internship Office, before the first class. NOTE: students must achieve a minimum grade of C to fulfill the requirements of the Counseling major.

Prerequisite: You must take CCOUN 3601 before registering for this course.

**CCAST - COURSE ASSISTANTSHIP****CCAST 4089 - Course Assistantship (1-4)**

The student serves as a course assistant to the faculty member who has accepted them. The course includes both studying the process of planning, implementing, and evaluating the course curriculum, and assisting with the preparation and teaching of the course. The course is recommended for students interested in studying a particular subject in depth, and for those wishing to participate in the planning and teaching process.

**CCRWT - CREATIVE WRITING****CCRWT 1400 - Introduction to Creative Writing (3)**

This introduction to the methodologies of the art and craft of creative writing is designed to familiarize students with conventions of literary writing in both prose and poetry. Students will produce weekly creative writing assignments in the genres of non-fiction, fiction, poetry and drama. Students will engage both theoretical and practical readings to supplement their writing. At the end of the course, the students will be familiar with the conventions, intricacies and terminology as employed in the four genres.

Prerequisite: CWRIT 1101.

**CCRWT 1888 - Selected Topics in Creative Writing (3)**

This course focuses on a specific topic in Creative Writing.

**CCRWT 2000 - Art and Craft of Creative Non-Fiction (3)**

In this class we'll take an in-depth look at creative non-fiction through close readings, class discussions, writing exercises, and by producing polished pieces. We will workshop our pieces and work on revisions, culminating in a final writing portfolio. The class will also include critical writing assignments and stylistic imitations of writers we are studying, with the goal of helping you identify various writers' voices and get closer to your own.

Prerequisite: CWRIT 1101.

**CCRWT 2070 - The Art and Craft of Screenwriting (3)**

Geared to the student who loves film and scriptwriting, this course explores the art and craft of screenwriting. By studying films across genres and time periods as well as theories of screenwriting while practicing writing the craft, students will gain an understanding of how to write stories for the screen. Analytical writing assignments will aid students' examination of screenwriting. Finally, students will hear their work read aloud and critiqued in class in writing workshops as they practice aspects of the craft, including action, conflict, genre, events, etc.

**CCRWT 2100 - Art & Craft of Comedy Writing (3)**

What makes something funny? Why do some people laugh, but not others? This course investigates these questions, exploring the art and craft of comedy writing across genres. We will examine scholarly theories alongside sketch comedy, stand-up, poetry, essays, fiction, and plays from diverse voices, situating them within historical and cultural contexts. Students will identify comic techniques, including irony, satire, farce, etc., and apply them in their own work, probing what comedy teaches us about ourselves.

**CCRWT 2300 - Art and Craft of Short Fiction (3)**

Geared to the student who loves writing and reading, this course teaches the art and craft of short fiction. By studying and practicing those elements that comprise the genre, students will gain a fuller understanding of the nature of short stories and they will engage in a deeper connection with their own writing of the form.

Prerequisite: CWRIT-1101.

**CCRWT 2310 - Art and Craft of Poetry (3)**

This course introduces students to the art and craft of poetry. By studying and practicing the forms that comprise the genre, students will learn to think critically and develop a fuller understanding of poetry, while learning and writing in various poetic forms.

Prerequisite: CCRWT-1101.

**CCRWT 2400 - Art and Craft of Writing Children's and Young Adult Literature (3)**

This workshop-based course introduces students to the art and craft of writing for children and young adults. By studying the elements that underlie children's and teen literature, students will gain a fuller understanding of what it means to write for these age groups. Students will balance readings that focus on universal themes, common approaches and the essentials of writing, with two research papers in the form of craft annotations, and the preparation of a manuscript, consisting of either two picture books, two short stories or an excerpt from a middle grade or young adult novel.

Prerequisite: CWRIT 1101.

**CCRWT 2430 - Magazine Production (3)**

In CCRWT 2430, students will workshop and edit creative work: fiction, poetry, scripts, essays of their own, as well as the submissions for Commonthought. Students will develop a supportive critical

approach in the workshop atmosphere, sharpen their editing skills, learn layout, choose artwork, and assume leadership/editorial roles for the publication of *Commonthought*.

Prerequisite: CWRIT 1101.

**CCRWT 2888 - Selected Topics: Creative Writing (3)**

This course focuses on a specific topic in Creative Writing.

**CCRWT 3000 - Advanced Poetry (3)**

This course is designed as an advanced seminar for students who have completed preliminary study of poetry and are prepared to develop their mastery of the genre. As such, this course will balance an in-depth reading load of the major figures of poetry from the Renaissance to today with intensive individual writing and revision assignments culminating in a portfolio of 20 pages that might be used in part for admission to a graduate program or as the basis for submissions to magazines and/or publishers.

Strongly Recommended Prerequisite: CCRWT 2070 Art & Craft of Screenwriting, CCRWT 2080 Art & Craft of Playwriting, CCRWT 1400 Intro to Creative Writing, OR conversation with professor.

**CCRWT 3001 - Advanced Scriptwriting (3)**

This course is a continuation of CCRWT 2090 The Art and Craft of Scriptwriting, and is meant for students with a serious interest in and aptitude for the genre. Students will advance their understanding of the form through continued study of master works, regular writing assignments focusing on specific issues of craft, and regular in-class writing workshops, receiving and offering informed critique. Students will have the opportunity to work for much of the semester on conceiving, drafting, revising, and shaping one, full-length dramatic work, encountering and learning to solve challenges associated with writing full-length pieces, including common third-act problems, character development/growth, and tone consistency issues.

Strongly Recommended Prerequisite: CCRWT 2070 Art & Craft of Screenwriting, CCRWT 2080 Art & Craft of Playwriting, CCRWT 1400 Intro to Creative Writing, OR conversation with professor.

**CCRWT 3201 - Advanced Short Fiction (3)**

The Advanced Short Fiction Seminar refines fiction-writing skills developed in The Art and Craft of Short Fiction and prepares the student for graduate-level study in creative writing. Students will be expected to produce a portfolio of at least three short stories. At least 20 pages of this portfolio should be polished enough for inclusion as a writing sample in a graduate school application, or for use in querying magazines, publishers, or literary agents in the pursuit of publication.

Strongly Recommended Prerequisite: CCRWT 2070 Art & Craft of Screenwriting, CCRWT 2080 Art & Craft of Playwriting, CCRWT 1400 Intro to Creative Writing, OR conversation with professor.

**CCRWT 3300 - Autobiographical Writing (3)**

This workshop is designed to allow burgeoning writers to explore their lives through autobiographical writing across three major genres: Fiction, non-fiction and poetry. As such, students will be expected to explore the wealth and depth of their unique experience in order to craft works of writing both in and between the three modes. In our individual processes, we will develop strategies of composition and revision that extend, deepen, question and meditate on the authors' real and made autobiographical identities. Extensive reading models across genres intended to guide the students through various nodes and strategies of autobiographic writing will support student writing. The aim of the class is to put

together a portfolio of writing that will serve as a sort of photo album of a life.

Strongly Recommended Prerequisite: CCRWT 2070 Art & Craft of Screenwriting, CCRWT 2080 Art & Craft of Playwriting, CCRWT 1400 Intro to Creative Writing, OR conversation with professor.

**CCRWT 3400 - Genre Fiction Seminar (3)**

The Genre Fiction Seminar refines fiction writing skills developed in The Art and Craft of Short Fiction through the discussion, practice, and critique of short stories in a popular genre: science fiction, fantasy, horror, crime/detective, mystery, or suspense/thriller. By studying and practicing those elements that comprise the genre, students will gain a fuller understanding of the nature of short stories and they will engage in a deeper connection with their own writing of the form.

Strongly Recommended Prerequisite: CCRWT 2070 Art & Craft of Screenwriting, CCRWT 2080 Art & Craft of Playwriting, CCRWT 1400 Intro to Creative Writing, OR conversation with professor.

**CCRWT 3888 - Selected Topics in Creative Writing (3)**

This course focuses on a specific topic in Creative Writing.

**CCRWT 3900 - Junior Seminar in Creative Writing (3)**

Open to Creative Writing majors only, this course will help students hone their critical writing skills through in-depth analyses of contemporary authors across primary genres. The central focus of the course is craft analysis—the strategies and structures employed by accomplished writers to assemble creative work into the form of finished stories, poems, essays, and plays, and into book-length collections of the same. Keeping in mind a popular rather than a scholarly audience, students will analyze contemporary literary texts in ways literary critics might write book reviews or art essays for literary journals, focusing on technical merit as well as thematic content, and on specific ways technique and content interact and enhance one another, or fail to complement one another. Though the course will emphasize book-review writing, students will also critique each other's creative work in peer review workshop sessions. Through in-class discussion and thoughtful, written responses, students will demonstrate an increased understanding of the writer's craft in ways intended to inform their own creative work in and beyond the Creative Writing Junior Seminar.

Prerequisite: 6 credits of 2000-level CCRWT courses.

**CCRWT 4000 - Senior Seminar in Creative Writing (3)**

This course combines a common reading and workshop agenda with ongoing work on an individual creative project in a student's primary genre of study. In addition to class meetings facilitated by a primary Course Instructor, this class offers a unique opportunity for students to work individually with a second Faculty Reader who has specific expertise in the student's genre. This allows students to gain multiple critical perspectives during the revision process. The class culminates with students giving a public reading and defending their work in a question and answer session.

Prerequisite: 6 credits of 3000-level CCRWT courses.

Restricted to Creative Writing Majors

**CCRWT 4349 - Senior Thesis in Creative Writing (4)**

The student prepares a manuscript in their chosen genre of study for submission to publications and/or MFA programs in Creative Writing, working individually with the guidance of an appropriate faculty member. A thesis project proposal, including project description and potential goals for submission / application of manuscript, must be

submitted to the department for approval in the semester previous to enrollment. For more detailed guidelines, contact the Humanities Department.

Prerequisite: 6 credits of 3000-level CCRWT courses.

### **CCRWT 5888 - Selected Topics in Creative Writing (3)**

This course focuses on a specific topic in Creative Writing.

## **CDANC - DANCE**

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### **CDANC 2000 - Modern Dance I (3)**

This course is designed for training in the fundamental skills of modern dance technique. Students will focus on body awareness and alignment, as well as learning movement combinations that will enhance their understanding of spatial relationships and design. The second objective will be the exploration of creativity and expression through original movement. Students will be expected to work improvisationally and collaboratively in this course. Lastly, through class lecture time, discussion, and readings, students will discuss the historical perspective on the growth of modern dance in the United States. Emphasis will be on the early modern dance pioneers.

### **CDANC 2002 - Modern Dance II (3)**

This course is a continuation of work done in Modern Dance I. The course includes a greater emphasis on elements of choreography and an understanding of motion.

### **CDANC 2005 - Swing Dance (3)**

This course is designed for training in the fundamental skills of swing dance technique. Students will focus on body awareness and alignment, as well as learning movement combinations that will enhance their understanding of proprioception and spatial relationship. The second objective will be the exploration of the dynamics of lead and follow (action and reaction) as they apply to movement. Lastly, through class lecture, discussion, readings, and videos, students will discuss the social/historical perspective of swing dancing in the United States.

## **CDRAM - DRAMA**

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### **CDRAM 2050 - Play Production: Shakespeare (4)**

This course emphasizes the development of acting skills and practical play production in the theater, specifically concentrating on Shakespeare. Students will do an in-depth study of the Elizabethan world, Shakespeare's language, the role of music and dance in the production, and touch on the explosive authorship question. A significant portion of class time will be devoted to Linklater Voice Work, sound and movement, text work, and projects in which students take part in a variety of ways, including design and set construction, sound and light design, acting, and stage and house management.

### **CDRAM 2060 - Introduction to Voice and Acting (3)**

This course is an introduction to the basic principles of acting with an emphasis on voice production and self-scripted autobiographical storytelling. Group and individual exercises are designed to stimulate and develop imagination, physical and sensory awareness, creativity, and the capacity for ensemble work. Techniques for accessing emotional and psychological truth are practiced as the fundamentals of the actor's creative process. Voice work is drawn from Kristin Linklater's *Freeing the Natural Voice*. Students will perform original material which is based on experiences from their own lives.

### **CDRAM 2070 - Movement and Improvisation for the Actor (3)**

This course will introduce students to basic movement and improvisational technique essential to the actor's development. Material covered will include [1] the fundamentals of yoga, balance work, and weight exchange with an emphasis on contact improv and authentic movement skills, [2] basic mime technique and the rudiments of stage combat, and [3] basic character development through movement. Beginning actors will acquire tools which they can directly apply to their work in the Play Production class as well as any other acting experiences.

### **CDRAM 2080 - Art & Craft of Directing & Stage Management (3)**

Geared to students who enjoy theater and would like to delve more deeply 'behind the scenes,' this course explores the art and craft of directing and stage management. By studying the philosophy, strategies, and technical concepts of both directing and stage managing, students will gain an understanding of the creativity, discipline, and skills required for these two professional roles. Regular reading, writing, and group assignments will allow students to combine theory with practice as they direct and stage manage scenes from various plays. Students will gain a deeper appreciation of the ways in which theater artists work - and how they work together - to make a play come alive onstage.

### **CDRAM 2888 - Selected Topics: Drama (3)**

This course focuses on a specific topic in Drama.

### **CDRAM 3000 - Acting II (3)**

Second-level study and practical experience in the challenges of creating characterization with emphasis on developing vocal and physical skill in acting. Students will continue to build on the craft of acting through the use of exercises, assignments, scene work, play analysis, scansion and theatre attendance.

Prerequisite: CDRAM 2060 (or equivalent) or permission of the instructor.

### **CDRAM 3888 - Selected Topics in Drama (3)**

This course focuses on a specific topic in drama.

## **CECON - ECONOMICS**

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### **CECON 1101 - Introduction to Economics (3)**

This course introduces students to basic economic principles and explores selected contemporary social and political issues in an economic framework. Basic models and principles are explored, as well as topics such as income distribution, taxation, inflation, unemployment, environmentalism, and economic stagnation and growth.

### **CECON 1888 - Selected Topics in Economics (3)**

This course focuses on a specific topic in economics.

### **CECON 2101 - Microeconomics (3)**

Microeconomics examines the economic behavior of individual actors - individuals, households, businesses, nonprofit organizations, governments - in order to understand choice in the face of scarcity and the allocation consequences of these choices. This examination is set in the broader context of concern for human well-being. The course covers the basic model of the competitive market, as well as alternative models of market power. (Class - 3 hours, Lab - 1 hour, Course hours - 4; Credits - 3) The lab component is 25% of the course grade and attendance is required. The lab is scheduled on a day that is different from the days that the class meets.

**CECON 2102 - Macroeconomics (3)**

Macroeconomics is the study of aggregate economic behavior - determinants of total output and income, determinants of prices and their rate of change, determinants of growth in the aggregate economy. This includes the effects of government policy to achieve full employment, price stability, and economic growth. The study of macroeconomics is set in the broader context of concern for human well-being. (Class – 3 hours, Lab – 1 hour, Course hours – 4; Credits – 3) The lab component is 25% of the course grade and attendance is required. The lab is scheduled on a day that is different from the days that the class meets.

**CECON 3888 - Selected Topics in Economics (3)**

This course focuses on a specific topic in economics.

**CEDEC - EDUCATION****CEDEC 1111 - First Year Seminar (3)****CEDEC 1352 - Teaching, Learning and Social Responsibility (4)**

This course introduces aspiring teachers to the role of the school in a multicultural society and helps them develop a professional identity. Issues related to mainstreaming and inclusion are addressed. Through a variety of means which include site visits, speakers and panelists, and case studies, students are introduced to five areas of education: early childhood, elementary, special, middle, and secondary education. Issues related to the integration and inclusion of students with special needs in regular education environments are addressed. Students also expand and develop their critical thinking skills. Field visits/experiences are incorporated into the course throughout the semester.

Both a grade of C or higher in this course and the successful completion of the early field experience are prerequisites for CEDEC 2351, 2352, 2360 or CSPED 2354

**CEDEC 2351 - Early Childhood Education (4)**

This certificate-specific course lays the groundwork for those preparing to teach in preschools, child care centers, kindergartens, and grades 1-2. The focus is on provision of developmentally appropriate experiences in inclusive settings. Included are strategies for observation and assessment as these are related to the planning of integrated curriculum experiences which are relevant to the needs of children and families with diverse backgrounds. Also considered are the role of play in children's learning, various philosophical models that have impacted the field of early childhood education, and a historical perspective on current programs. A one-day a week field experience is an integral part of this course. Prerequisite: CEDEC 1352. Both a grade of C+ or higher in this course and the successful completion of field experience are prerequisites to student teaching.

**CEDEC 2352 - Elementary Education (4)**

The linking of theory and practice, begun in the student's freshman year, is continued with a focus on the elementary school curriculum. Students develop an understanding of the philosophical and historical foundations of education which have influenced the nature of schools today. The academic, social, and emotional needs of all children in our rapidly changing, multicultural society are considered as students learn to plan and teach effective lessons to meet the developmental needs of learners. They also design an interdisciplinary unit of study which can be taught in their field settings. Emphasis is placed on learning the skills of evaluation which are applied in all of their teaching. They learn to reflect critically about their effectiveness and to redesign teaching approaches, based

on concrete data. A field experience of one day a week for approximately 10 weeks of the semester is integrated into the course. Prerequisite: CEDEC 1352. Both a grade of C+ or higher in this course and the successful completion of the field experience are prerequisites to student teaching.

**CEDEC 2360 - Middle School Education (4)**

This course provides a perspective of the middle school experience and early adolescent learner. Emphasis will be placed on MA Curriculum Frameworks, curriculum and instruction, assessment, and models of teaching and learning that empower the middle level learner. Field experiences, linked to the content of the course and occurring one day a week for approximately 10 weeks, will provide experiential contexts. Attention will be given to community and family engagement, professional collaboration and development.

Prerequisite: A grade of C+ or higher in CEDEC 1352.

Both a grade of C+ and successful completion of the field experience are required to advance in the major.

**CEDEC 2401 - Literacy Learning (3)**

This is a foundational course that provides an understanding of fundamental principles and methods of instruction in reading, writing, listening, and oral communication in early childhood and elementary school settings. Students will explore pedagogy and assessment to meet the needs of diverse students using a balanced literacy framework. Through cognitive apprenticeship, students will analyze, construct, and reflect on instructional methods for teaching phonemic awareness, phonics, vocabulary, fluency, comprehension, guided reading, and writing. Students will synthesize their knowledge through classroom observation and the administration of an informal reading inventory to pinpoint the specific instructional needs of a student. Throughout the course, students will reflect on the implications of a sociocultural view on literacy learning with an eye toward equity, social justice, inclusion, critical literacy, and multicultural education. Students will learn to draw from the Massachusetts English Language Arts frameworks and the Literacy Common Core in order to meet the objectives of the course. This course has assigned to it specific competencies which students must fulfill in order to receive a passing grade.

Prerequisite: CEDEC 1352. A grade of C+ or higher in this course is a prerequisite to student teaching.

This course has assigned to it specific competencies which students must fulfill in order to receive a passing grade.

**CEDEC 2402 - Content Area Reading in Grades 5-12 (3)**

This course focuses on the research and instructional strategies relevant to content area reading in 5-12 classrooms. The major emphasis is placed on the teaching of reading in the content areas including the introduction of subject area vocabulary, pre-reading skills and activities, building comprehension skills, organizing information, and critical reading. Students examine a variety of methods for determining readability of subject area texts and supplementary materials. The course also includes the stages of the writing process and how those stages help to inform the students' understanding of the content area. Students learn to assess informally the reading and writing ability of pre-adolescents and adolescents. In addition, students learn to design and implement appropriate instructional strategies.

Prerequisite: CEDEC 2360 or CEDEC 3451. A grade of C+ or higher in this course is a prerequisite to student teaching.



**CEDUC 2710 - Effective Classroom Climate Strategies for Pre K-6 (3)**

This course provides students the opportunity to gain a deeper understanding for effective classroom climate strategies. Students will focus on routines, logical consequences, teacher language, social behavior lessons, mindfulness practices, energizers, family involvement, and student reflection. Students will gain understanding for dealing with the more challenging behaviors. This course provides the groundwork for creating an effective classroom climate.

Prerequisite: CEDUC 1352.

**CEDUC 2712 - Writing for Educators (3)**

This course introduces students to various purposes of writing typically required of teaching professionals. Students will foster an understanding of the linguistic demands of these types of writing through deconstructing, co-constructing, and independently developing texts. This knowledge of the inner workings of texts will support students' writing in college and will prepare them for expressing meaning in prose in the education professional. This course is recommended for students seeking opportunities to better their professional writing abilities.

**CEDUC 2714 - Young Adult Literature in the Middle/Secondary Classroom (3)**

The main goal of this course is to acquaint pre-service or in-service teachers with adolescent literature as a genre worth attention. Students will examine the power of young adult literature as a means of addressing social/emotional well-being, cultural awareness, critical thinking, and supporting literacy learning of diverse learners in middle and high school classrooms. Students will also learn theory and practical application regarding the use of young adult literature in meeting expectations of the common core classroom, encouraging struggling readers and students of varying exceptionalities, and fostering classroom community.

**CEDUC 3360 - Learning Environments for Infants and Toddlers (3)**

This course emphasizes the design of curriculum and group environments for infants and toddlers. Particular care is given to addressing issues of diversity and recognizing the developmental needs of young children, and to providing the appropriate educational match" of materials activities and environments to meet those needs. Strategies for facilitating the child's growth in all areas of the development are discussed. The course familiarizes students with approaches for working with infants, toddlers and their families in a variety of early childhood social service discussion focuses on building effective relationships and educational partnerships with parents. Prerequisite: CEDUC 2351.

**CEDUC 3373 - Developmental Experiences in Mathematics and Science (3)**

This course helps prospective teachers to acquire the knowledge and skills necessary to create a learning environment that fosters the development of each young child's mathematical and scientific power. A constructivist view of learning provides the foundation for consideration of the content, methods, and materials for the mathematics and science curriculum for children aged 3-8 years. Play strategies and integrated curriculum themes are developed. Students are expected to design a curriculum unit and to implement and evaluate the unit within their concurrent field placement. Developmental readiness, learning styles, multicultural issues, and other diagnostic concerns are addressed. Prerequisites: CEDUC 2351 and CPSYC 2401. Must be taken concurrently with CEDUC 3702.

**CEDUC 3374 - Teaching Mathematics for the Elementary School Teachers (3)**

This course explores the critical issues, content, and procedures involved in teaching children mathematics. The development of mathematical thinking in children is explored with particular attention given to research in the learning of mathematics, state and national standards, the appropriate use of concrete materials and models, and connections to other subject areas. Teaching through the lens of the mathematical practices and the development of conceptual and procedural knowledge are emphasized. Developmental readiness, learning styles, multicultural issues, the integration of technology, and assessment are addressed throughout the course.

Prerequisite: One of the following courses: CEDUC 2352; CEDUC 2360; or CSPED 2354. A grade of C+ or higher in this course is a prerequisite to student teaching.

**CEDUC 3379 - Teaching Geometry, Measurement, and Data (3)**

This course explores the critical issues, content, and procedures involved in teaching children mathematics. We will study the development of mathematical thinking in elementary school children, with a focus on student learning of geometry, measurement, statistics and algebraic thinking in elementary grades. Particular attention will be given to research in the learning of mathematics, the appropriate use of concrete materials and models, as well as the teaching of mathematics within an integrated curriculum.

A grade of C+ or higher in this course is a prerequisite to student teaching.

Prerequisite: One of the following courses: CEDUC 2352; CSPED 2354; or CEDUC 2360.

**CEDUC 3395 - Literature for Children (3)**

Students gain an in-depth knowledge of literature for children by reading widely from a broad range of books. They develop skill in applying evaluation criteria based on the developmental, linguistic, and personal needs of readers. They also consider how authors and illustrators influence the development of understanding about culture, race, ethnicity, tradition, sex roles, and family structures. Based on their knowledge of the books, students develop strategies for implementing classroom literature programs and for using literature to expand knowledge in other subject areas. Emphasis is placed on considering how books are used to foster growth in critical thinking, reading, writing, and oral communication, and to inspire young readers so that reading becomes an integral part of their lives. Prerequisite: CEDUC 2401 or CEDUC 2402.

**CEDUC 3410 - Teaching Social Studies and Science from a Problem-Centered Approach (3)**

This course provides students with knowledge of the principles of curriculum and instruction needed to teach basic concepts in social studies and science. The course focuses on the ability to teach children in elementary grades through different modes as appropriate to the children's developmental stage, with special attention given to the influences of diversity in contemporary society and cultures. Priority will be given to models of inquiry-based instruction and critical thinking as they apply to both social studies and science. Prerequisite: CEDUC 2352 or CSPED 2354.

**CEDUC 3415 - Teaching Language Arts and Literature (3)**

This course focuses on the relationship between literature written for children and young adults, and the development of competence in writing, speaking, and listening. The multicultural nature of our

society is addressed by designing relevant classroom experiences and instructional approaches, and focusing on critical analysis of literature written for children and young adults which reflects the diversity of our society. Many ways to teach writing are included, focusing on the writing process, expository writing, report writing, and outlining. Approaches to teaching spelling, grammar, punctuation, and handwriting underscore the importance of mastering these skills in order to be effective communicators. Prerequisites: CEDUC 2352 and CEDUC 2401.

### **CEDUC 3420 - Language Arts, Social Studies and Technology (3)**

This course will strengthen and build upon students' content area knowledge in language arts and social studies. It will enhance the power of knowledge through hands-on, curriculum-related technology applications. The main focus of the course will be on learning to teach specific skills and helping children acquire information and attitudes related to the language arts and social studies curriculum for young children. An additional goal of the course will be to investigate the continuum of methods for computer integration in these areas, from lap learning through multimedia experiences. Technological and curricular adaptations necessary for teaching children in an inclusive classroom will be integrated throughout the course. Prerequisite: CEDUC 2351.

### **CEDUC 3429 - Early Intervention: Theory and Practice (3)**

This course provides an overview of the legislative history and theoretical foundations on which family-centered early intervention programs are based. A major focus is placed on the relationship among maturational processes, environmental influences, and individual differences among children and families in natural environments in light of the research done in these areas as well as on the development of "model" programs based on this research. The course emphasizes applications of research and model program frameworks to the development of strategies for intervention with children 0-3 and their families. Students also become familiar with the range of tools used in screening and assessment of infants, toddlers, and families; the process of IFSP development; and the components of planning and program development in early intervention.

### **CEDUC 3450 - Teaching Middle/Secondary Mathematics: Exploring Connections (3)**

This course will engage students in exploring connections between various aspects of mathematics and teaching mathematics. Through course activities and school visits, students will consider connections between the mathematics that middle and secondary school students learn and mathematical knowledge of teachers, connections between topics encountered in their undergraduate mathematics courses and the mathematics they will be teaching, and connections between mathematical areas of study. Specifically, course activities will give students insight and understanding of middle and high school mathematics from an advanced viewpoint. The structure of the course enables a choice among mathematics topics for exploration. Specifically, different versions of the course may focus on different areas of school mathematics including, but not limited to: functions and modeling, geometry, algebra, and statistics and probability. This course will be taught primarily by a mathematics educator, with guest facilitation by a mathematician, when possible.

Prerequisite: CMATH 1990 and CMATH 2590 or equivalent.

### **CEDUC 3451 - High School Education (4)**

This course provides a perspective of the high school experience and adolescent learner. Emphasis will be placed on MA Curriculum Frameworks, curriculum and instruction, assessment, and models of

teaching and learning that empower the secondary learner. Field experiences, linked to the content of the course and occurring one day a week for approximately 10 weeks, will provide experiential contexts. Attention will be given to community and family engagement, professional collaboration and development.

Prerequisite: A grade of C+ or higher in CEDUC 1352; A grade of C+ or higher in CEDUC 2360 for Middle School Education; English, History and Political Science majors.

### **CEDUC 3550 - Disability Studies (3)**

This interdisciplinary course will encourage students to critically view representations of disability in art, literature and popular culture from a social justice lens. Through discussions, readings, viewings, and participation in community spaces/events, this course will familiarize students with the field of Disability Studies. We will examine the lived experiences of children and adults who have disabilities, and their families, from the disability rights movement to current economic and educational inequalities. Students will come away with an understanding of how disability and disabled people are omnipresent in our society, classrooms, places of work, and communities, and come to view disability as part of the natural human experience within a global culture.

Prerequisite: A grade of C+ or higher in CEDUC 1352; A grade of C+ or higher in CEDUC 2360 for Middle School Education; English, History and Political Science majors.

### **CEDUC 3702 - Junior Practicum and Seminar in Early Childhood Education (3)**

This practicum provides one of the student teaching experiences required for the initial licensure in Early Childhood Education. The student engages in student teaching for a minimum of 150 hours at either the preschool level (3 or 4 year olds) or kindergarten level OR a minimum of 200 hours in grade 1 or 2. During this time, they work under the direction of an experienced teacher in planning and implementing experiences for young children. They assume increasing responsibility for the classroom program and also attends a weekly seminar in which they are encouraged to reflect on their experiences as these are related to professional teaching standards. Each student must fulfill the licensure standards assigned to the course in order to receive a passing grade. Infancy and Parenting Studies/Early Intervention students will complete this practicum in a setting for children 0-3 and their families. Prerequisites: A grade of C or better in CEDUC 1352; C+ or better in CEDUC 2351 and 2401; and a cumulative grade point average of 3.0; Passing score on MA Educator Test of Communication and Literacy Skills. Taken for a pass/fail grade.

Prerequisite: CEDUC 1352, CEDUC 2351, and CEDUC 2401.

### **CEDUC 3704 - Junior Practicum and Seminar in Early Intervention (9)**

Early Intervention students will complete a 300 hour practicum in a setting for children 0-3 and their families. Students who choose to focus on Early Intervention must complete this experience in a Department of Public Health approved Early Intervention setting. Prerequisites: A grade of C or better in CEDUC 1352; C+ or better in CEDUC 2351 and 2401; and a cumulative grade point average of 3.0; Passing score on MA Educator Test of Communication and Literacy Skills. Taken for a pass/fail grade.

Permission of Department Chair required

### **CEDUC 3721 - Field Experiences in Learning Environments (4)**

This field experience is designed to provide students with an opportunity for additional study in a clinical setting. Under the

direction of the field supervisor, students work one and one-half to two days a week in a child care or educational setting. Students may choose a placement that relates to their license, specialization, non-licensure program, or liberal arts major. Students work under the guidance of an appropriate faculty member or, if enrollment is sufficient, participate in weekly seminars.

Prerequisite: CEDUC 2351, 2352, 2360, 3451, or CSPED 2354.

### **CEDUC 3730 - Immigration, Culture, and Education in Spain and Morocco (4)**

This travel course to Spain and Morocco offers students the opportunity to explore the intersectionality of issues in immigration, culture, and education from Spanish and Moroccan perspectives. Students are required to complete an in-depth, scholarly case study based on a 15-day field experience in Spain and Morocco, of a topic or issue pertinent to the course's central theme and their major discipline. Through a blend of guest lectures, experiential learning opportunities, educational field trips, and tailored field research learning, this travel course is designed to broaden students' understanding of immigration and education issues in Spanish and Moroccan contexts through intercultural, educational, and socio-historical lenses.

### **CEDUC 3888 - Selected Topics: Education (3)**

This course focuses on a specific topic in education.

### **CEDUC 4188 - Sheltered English Instruction: Pre-K - 6 (4)**

This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms.

Prerequisite: CEDUC 1352 and one of the following: CEDUC 2351, CEDUC 2352, or CSPED 2354.

### **CEDUC 4189 - Sheltered English Instruction: 5-12 (4)**

This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms.

Prerequisite: CEDUC 1352 and either CEDUC 2360 or CEDUC 3451.

### **CEDUC 4350 - Embracing Diversity in Classroom Communities (3)**

Through this course students will explore the complexity of factors impacting on their identities and the identities of students they will teach, and they will develop strategies for responding to students' diverse identities in the K-12 classroom. They will critically examine the intersections of race, class, culture, gender, language, sexuality, ability, and other experiential factors that affect student identity. Through experience and reflection, they will explore strategies for communicating with and reaching out to diverse parents and communities. They will explore teaching approaches to promote critical multiculturalism and inclusion in the classroom, such as community building, critical pedagogy, social action projects, and

connecting to students' funds of knowledge. Throughout the semester students will use literature on student diversity and social justice to refine their views of the student, the community, and the curriculum through a strengths perspective, and they will synthesize this learning through the development of a culturally responsive teaching vision.

Prerequisite: CEDUC 2352, CEDUC 2360, or CEDUC 3451.

### **CEDUC 4358 - Administration and Leadership in Programs Providing Early Care and Education (3)**

This course provides students with the opportunity for in-depth study of aspects of early care and education beyond the classroom. During a one day per week placement, the student works closely with a leader in the profession of early care and education. The areas in which a student may choose to work include the following: administration, supervision, regulation, training, politics-lobbying, information, and referral. Discussions focus on these areas and help the student to integrate theoretical information with practice. Prerequisite: CEDUC 2351.

### **CEDUC 4360 - Wkg/Parents&Chld Integ Setting (3)**

Taken concurrently with a practicum, this course is designed to be a synthesizing experience. It focuses on individual differences and how to create the environmental and curricular adaptations to meet them. It also considers differences in families, in parenting styles, and in culture as the basis for planning parent-teacher interactions around issues of curriculum, behavior management, and home-school continuity. In addition, it includes a variety of ways for gathering information about a child's development and for keeping track of a child's progress. Prerequisites: CEDUC 2351 and CPSYC 2401. This course is taken senior year, simultaneously with student teaching.

### **CEDUC 4580 - Enhancing Quality Early Childhood Programs: A Field Experience (3)**

A field experience and weekly seminar provides students with a framework and an experience base for deepening understanding and strengthening skills essential in high quality early childhood education programs. Topics to be explored include creating engaging environments; developing and implementing sustained inquiry projects; the Massachusetts Common Core; collaborating with families; fostering diversity; developing inclusive programs for young children and their families and using observation, documentation, and assessment to inform curriculum development. Through developing, assessing, and documenting environments and inquiry projects students will deepen their knowledge and impact the learning environments of their centers.

### **CEDUC 4721 - Senior Practicum and Seminar in Early Childhood Education (9)**

The semester-long practicum is designed to meet the standards for all initial licensure as defined by the state of Massachusetts. Students must work in classroom under the direction of experienced teachers and are supervised by College of Liberal Arts and Sciences faculty. As a complement to each practicum, students participate in a weekly seminar. Challenges and concerns growing out of daily teaching are examined and related to general educational methods, theories, and classroom practice.

Prerequisite: A grade of C or better in CEDUC 1352; C+ or better in CEDUC 2351, 2401; and a cumulative grade point average of 3.0; all education and support courses completed excluding CEDUC 4188; passing scores on MA Educator Tests of Communication and Literacy Skills, Foundations of Reading, and Early Childhood. Taken for pass/fail grade.

**CEDUC 4722 - Senior Practicum and Seminar in Elementary Education (9)**

The semester-long practicum is designed to meet the standards for initial licensure as defined by the state of Massachusetts. Students must work in classrooms under the direction of experienced teachers and are supervised by College of Liberal Arts and Sciences faculty. As a complement to each practicum, students participate in a weekly seminar. Challenges and concerns growing out of daily teaching are examined and related to general educational methods, theories, and classroom practice.

Prerequisite: A grade of C or better in CEDUC 1352; C+ or better in CEDUC 2351, 2401, and 3374; and a cumulative grade point average of 3.0; all education and support courses completed excluding CEDUC 4188; passing scores on MA Educator Tests of Communication and Literacy Skills, Foundations of Reading, and General Curriculum. Taken for pass/fail grade.

**CEDUC 4888 - Selected Topics: Education (3)**

This course focuses on a specific topic in Education.

**CEDUC 4731-4734 - Senior Practicum and Seminar in Middle School Education (9)**

The semester-long practica are designed to meet the standards for initial licensure as defined by the state of Massachusetts. At each licensure level students must work in classrooms under the direction of experienced teachers and are supervised by College of Liberal Arts and Sciences faculty. As a complement to each practicum, students participate in a weekly seminar. Challenges and concerns growing out of daily teaching are examined and related to general educational methods, theories, and classroom practice. Students engage in perspective-taking and critical reflection to gain an insight into their own personal growth and professional development as aspiring teachers.

Prerequisite: A grade of C or better in CEDUC 1352; C+ or better in CEDUC 2360, CEDUC 2402; and a cumulative grade point average of 3.0; all education and support courses completed excluding CEDUC 4189; passing scores on MA Educator Tests of Communication and Literacy Skills and appropriate Subject Matter Test.

**CEDUC 4736-4738 - Senior Practicum and Seminar in High School Education (9)**

The semester-long practica are designed to meet the standards for initial licensure as defined by the state of Massachusetts. At each licensure level students must work in classrooms under the direction of experienced teachers and are supervised by College of Liberal Arts and Sciences faculty. As a complement to each practicum, students participate in a weekly seminar. Challenges and concerns growing out of daily teaching are examined and related to general educational methods, theories, and classroom practice. Students engage in perspective-taking and critical reflection to gain an insight into their own personal growth and professional development as aspiring teachers.

Prerequisite: A grade of C or better in CEDUC 1352; C+ or better in CEDUC 2360 and 3451 for English, History and Political Science majors; CEDUC 3451 for Mathematics majors, CEDUC 2402; and a cumulative grade point average of 3.0; all education and support courses completed excluding CEDUC 4189; passing scores on MA Educator Tests of Communication and Literacy Skills and appropriate Subject Matter Test.

**CEXTH - EXPRESSIVE ARTS THERAPY****CEXTH 2623 - Principles of Expressive Arts Therapy (3)**

This course provides an introduction to the history, philosophy and theory of expressive arts therapy. Students will study the unique features of different media of creative expression: visual art, dance/movement, drama, creative writing, and music. The class will explore the integration of the arts in therapeutic practice. Readings, lectures, films and experiential exercises will be utilized.

**CEXTH 3302 - Writing from the Body (3)**

In this class, writing will be used as a tool to connect and give expression to body, mind, emotions, and spirit. Physical, mindful and expressive practices will be explored as methods for accessing the inner voice. This is a writing-intensive course that requires willingness for movement exploration, self-examination, academic and artistic inquiry.

Prerequisite: CEXTH 2623.

**CEXTH 3304 - Psychodrama and Sociometry: Making the Invisible Visible (3)**

This course will focus on the history, development and expansion of psychodrama and sociometry as forms of group intervention and applied social analysis. Participants will actively explore the various aspects of a psychodrama as well as its application to specific populations. In addition, applied group dynamics as seen in sociometry will be explored and applied to promote an understanding of interpersonal connections.

Prerequisite: CEXTH-2623 or CARTH-2423.

**CEXTH 3404 - Nia: Mind-Body Movement (3)**

This course teaches the theory, practice, and personal integration of Nia, a somatic movement approach. These approaches within psychology emphasize an understanding and practice of a more holistic sense of wellness and healing. Nia draws from nine disciplines within the martial arts, dance arts and healing arts, in the service of enhancing the practitioners' physical precision, expression and awareness of the body. Students' integration of the Nia philosophy and practice will be explored individually as well as demonstrated through applications to assist with the needs of specific populations.

Prerequisite: CEXTH 2623 or permission of instructor.

**CEXTH 3406 - Dance/Movement Therapy: A Kinesthetic Approach to Healing (3)**

This course will provide an introduction to the field of dance/movement therapy (DMT) by studying the history and theory behind DMT, pioneers in the field, and current goals and practices. Through experiential exercises, readings, and discussion, participants will examine the interplay between creative expression, kinesthetic awareness, movement response and interaction as it pertains to DMT. The basic components of a DMT session will be identified and practiced along with methods and techniques applicable to various settings and directed towards meeting the needs of the culturally, physically, and mentally diverse human body.

Prerequisite: CEXTH 2623 or permission of instructor.

**CEXTH 3502 - Music Therapy: History, Theory, and Application (3)**

This course will provide an overview of the history and theory of music therapy and its application with a variety of clinical populations. Through experiential learning students will examine

group and personal musical responses and study its effects on psychological, neurological and immunological function. Attention will be given to music therapy in a cross-cultural context. Musical proficiency is not required to enroll in this course; however a willingness to engage in active music making is essential.

Prerequisite: CEXTH 2623 or permission of instructor.

### **CEXTH 3504 - Guitar for Therapy and Education (3)**

This course will teach students how to bring the guitar into use as a tool in education and behavioral settings. Students with no prior guitar experience will learn functional guitar methods and adaptation for application with various human needs. The willingness to develop a skillful practice and creative thinking is required. Students must provide their own guitar.

Prerequisite: CEXTH 2623 or permission of instructor.

### **CEXTH 3506 - Integrated Arts Approaches (3)**

This course will examine the history and theory of the integrated arts in expressive arts therapy. Through experiential learning, participants will explore the interconnected elements of image, movement, imagination, sound and rhythm. Further focus will be given to the application of integrating the arts within a variety of different human needs and populations.

Prerequisite: CEXTH 2623 or permission of instructor.

### **CEXTH 3623 - Expressive Arts Therapy Studio (3)**

Within a format that combines studio work, online and classroom group discussion, and meetings with the professor, students will explore and examine the different media of expressive arts therapies and their cross-cultural significance. The theory and practice on the individual arts therapies will be studied as well as their integration and application to work with others and personal artistic practice.

Prerequisite: upper-class standing or permission of the instructor.

Prerequisite: CEXTH 2623 or CARTH 2423 or permission of instructor.

### **CEXTH 3801 - Expressive Arts Therapy Internship and Seminar I (6)**

The student works under the supervision of an experienced professional in an approved clinical site with an expressive arts therapy focus for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to examine the issues growing out of daily field experience and to relate these issues to principles of expressive arts therapy and social policy. Summer internship seminars are conducted on-line. Students must secure an approved internship site, by working with the Internship Office, before the first class. A minimum grade of C is required to meet the requirements of the major.

Prerequisite: CSOCS 3444, minimum grade of C in CPSYC 2551, and an overall cumulative grade point average of 2.0 or permission of the Department Chair.

### **CEXTH 3888 - Selected Topics: Expressive Arts Therapy 0**

This course focuses on a specific topic in expressive arts therapy.

### **CEXTH 4623 - Arts-Based Research and Performance in Expressive Arts Therapy (3)**

A capstone course for Expressive Arts therapy students where students produce a culminating project demonstrating their ability to integrate artistic modalities, research an expressive arts therapy theme of their choice, apply the knowledge gained to a method of practice, and then present their research through both a paper and a performance art presentation. Readings, group discussions,

studio practice and processing of the art-making experiences will be utilized.

Prerequisite: You must take CEXTH 3623 before registering for this course.

Student must achieve a minimum grade of C to fulfill the requirements of the major.

### **CEXTH 4801 - Expressive Arts Therapy Internship and Seminar II (6)**

The student works under the supervision of an experienced professional in an approved clinical site with an expressive arts therapy focus for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to reflect on the practice issues observed over several internships and to relate student experiences to relate these issues to principles of expressive arts therapy and social policy. Summer internship seminars are conducted on-line. Students must secure an approved internship site, by working with the Internship Office, before the first class. NOTE: A minimum grade of C is required to fulfill the requirements of the Expressive Arts Therapy major.

Prerequisite: You must take CEXTH 3801 before registering for this course.

## **CFDWK - FIELD WORK**

### **CFDWK 3100 - Field Work and Seminar I (3-4)**

A student identifies field work that complements his/her major and his/her own educational and professional objectives. Students meet in seminar groups to examine issues growing out of the field experiences, explore ways which their major informs their work and begin the development of their professional portfolio. An average of 8 hours per week is spent in the field.

Prerequisite: Cumulative grade point average of 2.0 overall.

### **CFDWK 4100 - Field Work and Seminar II (3-6)**

A student identifies field work that complements his/her major and his/her own educational and professional objectives. Students meet in seminar groups to examine issues growing out of the field experiences, explore ways which their major informs their work and further develop their professional portfolio. An average of 10, 13, or 16 hours per week is spent in the field, depending on the number of credits chosen.

Prerequisite: Cumulative grade point average of 2.0 overall.

## **CFINL - FINANCIAL PLANNING**

### **CFINL 3301 - General Principles of Financial Planning (3)**

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principle knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, student will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts.

**CFINL 3302 - Risk Management and Insurance Planning (3)**

This course provides students with an understanding of risk management and the tools and techniques available to minimize exposures to risk. Students will learn how to conduct an insurance needs analysis for clients and evaluate insurance contracts for life, disability, long-term care, and health insurance. The course also covers how insurance rates are developed, what types of contracts are available, how to read insurance proposals, and how life insurance is used in financial planning. Students also learn about property and casualty insurance, including homeowners', liability, and auto insurance. Other topics include group life and health insurance plans, business uses of insurance, and annuities.

**CFINL 3303 - Investment Planning (3)**

The course is designed for students interested in pursuing careers in the financial planning and asset management profession. The course and curriculum are approved by the CFP® Board of Standards and meet one component of the educational requirement for becoming a Certified Financial Planner. This course explores the securities market, sources of information, risk/return, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. You will learn how to evaluate different asset classes for different investment objectives and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situations.

**CFINL 3304 - Tax Planning (3)**

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies.

**CFINL 3305 - Retirement Savings and Income Planning (3)**

This course is designed to provide students with the foundation to conduct a retirement needs analysis for individuals, to understand the different types of retirement plans available to individuals, and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans, address client suitability, and provide plan recommendations. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations.

In particular, the course covers strategies used by financial planners to help clients assess employee benefits and to reduce the tax burden while planning for retirement. Topics include retirement needs analysis; defined benefit and contribution plans; profit sharing; 401k; 403b; ESOP; IRA; SEP-IRA; Roth-IRA; Keogh; TSA; social security benefits and integration; vesting; employee benefits analysis; funding vehicles; plan installation and administration; asset balancing; buy-sell agreements, ERISA; stock redemption and cross-purchase plans; evaluation of retirement timing; life-cycle planning; retirement lifestyle issues; distribution planning; and post-retirement financial and qualitative assessment of needs.

**CFINL 3306 - Estate Planning (3)**

This course provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. It also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The nontax aspects of estate planning, including the

estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans.

**CFINL 3307 - Financial Plan Development (3)**

This course provides students an opportunity to demonstrate the knowledge learned through the prerequisite six-course CFP® curriculum. Students will participate in developing a complete financial plan, through the use of case studies and interviewing mock clients. Presentations of a formal financial plan, demonstrating the ability to set client expectations and communicate with clients by answering questions and concerns, are also required.

Prerequisite: CFINL 3301, CFINL 3302, CFINL 3303, CFINL 3304, CFINL 3305, CFINL 3306.

**CCFYE - FIRST YEAR EXPERIENCE****CCFYE 1000 - Transitions Seminar (0-1)**

The Freshmen Transitions Seminar is designed to assist first-year students with their transition to the Lesley Community and position them for academic success. The course is presented in seminar format to foster the development of skills and strategies that bridge the various aspects of the college experience. The course helps students in their initial development of a three or four-year academic plan. Seminar topics include academic expectations, institutional policies and procedures, goal-setting, major and career options, ethical decision-making, the importance of self-care and wellness, and finding balance between the various aspects of students' personal, social and academic lives. Through the structure of the course students learn how to balance the intellectual and social responsibilities of college, the rewards and challenge of college culture, and making connections between their academic experiences, career planning and personal aspirations.

**CGEOG - GEOGRAPHY****CGEOG 1001 - World Geography (3)**

Geography is the study of the relationship between humans and the environment - addressing both the impact of the people on the earth, and the influence that the physical environment has had on the development of societies, political systems, and cultures. The course will focus on the human and natural composition of the world's great geographic realms, focusing on their location, their make-up, and their likely future in this changing world. Students will be introduced to the range of topical (systematic) fields of geography, including cultural geography, environmental geography, urban geography, economical geography, political geography, and historical geography.

**CGEOG 1888 - Selected Topics: Geography (3)**

This course focuses on a specific topic in geography.

**CGEOG 3888 - Selected Topics in Geography (3)****CGLST - GLOBAL STUDIES****CGLST 1200 - Global Issues and Challenges (3)**

This course examines core concepts and issues comprising the emerging field of global studies, and addresses the challenges they pose to the global community and its citizens. Using an interdisciplinary approach, the course incorporates the perspectives of related fields, including political science, economics, geography, sociology, history, biology and ecology. The course also addresses

**CGLST 4100 - Global Studies Internship and Seminar (6)**

The student works for the full semester in a global studies-oriented or political science-oriented setting under the supervision of an experienced professional. Field placements take place in public and private settings, such as: government agencies, advocacy organizations, legal offices, media organizations, and international service agencies. The student meets with their instructor and fellow students in a weekly seminar to examine the personal and professional issues that emerge from the field experience, and to relate them to the broader theory and content issues of global studies/political science and professional life. Students must complete a minimum of 180 hours in placement for six credits and a minimum of 90 hours in placement for three credits.

A minimum grade of C is required to progress in the major.

**CGLST 4400 - Senior Capstone Seminar: Global Social Change (3)**

In this integrative seminar, students will read and analyze current scholarship in social science and history and, as appropriate, natural sciences and humanities, that focus on unfolding issues that will give shape to the new century. Each student will also develop and pursue an appropriate and original research, scholarly, or creative project.

Prerequisite: Before registering for this course, you must take CSOCS 3444 and TWO additional 3000- and/or 4000-level courses from one or more of the following subjects: CHIST, CGLST, CHUMS, CANTH, CHLTH, CPLCY, CPOLS, and/or CSOCL.

A minimum grade of C is required to progress in the major. Fulfills Global Perspectives requirement.

**CHLTH - HEALTH****CHLTH 1112 - Lifetime Fitness (1)**

This course is designed to encourage personal awareness and responsibility for the maintenance of health and physical well-being through physical activity. Students will expand their knowledge base of health and wellness. Practical implementation and behavior change exercises are presented to assist students in applying the information to their life. Students will gain experience in self-assessment and personal program development. The above components are part of a total package of tools the course will provide the student to maintain health and wellness.

**CHLTH 1888 - Selected Topics: Health (3)**

This course focuses on a specific topic in health.

**CHLTH 2450 - A Global History of Medicine: Worldwide Indigenous Healing (3)**

Western Scientific Medicine (or, Biomedicine) has achieved dominance in medical practice throughout the world. Through colonialism, forced education, and genocide, indigenous cultures were coerced into accepting Biomedicine as the only medicine. In the process these global cultures neglected, and eventually lost, most of their original medical ways of knowing. This course focuses on what was “neglected and forgotten” as the west reached near total authority and hegemony in world medicine.

**CHLTH 3300 - Child and Adolescent Health (3)**

This course provides an introduction to the concepts of health and nutrition in childhood and early adolescence. Through the use of text and journal readings, films, and case studies, students will explore illness and health promotion, protection, and disease prevention strategies related to these populations. Topic areas will include but are not limited to chronic conditions affecting children; the identification and management of communicable and acute illness;

the interplay of a wide range of global actors with processes of contemporary global affairs. Students will engage in research on selected global issues and investigate prospective career options as they consider their personal and professional identity and engagement in the field of global studies.

**CGLST 2200 - Introduction to Globalization (3)**

This course presents the basic conceptual vocabularies that we use to study the perspectives, institutions, and ideas that are shaping the world around us. Students will deepen their understanding of how the social sciences and the humanities study and compare distinct cultures by examining the interrelationship between humans and their physical, political, cultural, and economic environments. The course stresses the overall importance of geographical and political literacy, and of the ongoing dialogues among the past, the present, and the future in the disciplines that shape cultural studies.

Prerequisite: CANTH 1101, CGEOG 1001, CGLST 1200, or CPOLS 1101.

**CGLST 2320 - Comparative Political Economy (3)**

Students in this class will study the emergence of capitalism as a global system; think critically about how different politics, policies, and economic systems generate different outcomes for people and groups in society; and, lastly, explore what kind of politics and what kind of economy can move us towards greater equity, social justice, and environmental sustainability.

Prerequisite: CPOLS 1101 or CANTH 1101 or CGLST 1200.

**CGLST 2888 - Selected Topics in Global Studies (3)**

This course focuses on a selected topic in Global Studies.

**CGLST 3100 - Global Studies Internship and Seminar (3)**

The student works for the full semester in a global studies-oriented or political science-oriented setting under the supervision of an experienced professional. Field placements take place in public and private settings, such as: government agencies, advocacy organizations, legal offices, media organizations, and international service agencies. The student meets with their instructor and fellow students in a weekly seminar to examine the personal and professional issues that emerge from the field experience, and to relate them to the broader theory and content issues of global studies/political science and professional life. Students must complete a minimum of 180 hours in placement for six credits and a minimum of 90 hours in placement for three credits.

A minimum grade of C is required to progress in the major.

**CGLST 3500 - Transnational Digital Activism (3)**

Can digital media transform the world of activism? How do “local” social justice activists use digital media to engage in “global” protest campaigns? How does transnational digital collaboration frame social justice at the intersection of race, gender, class, sexuality, nation, citizenship, and ethnicity? The course inquires how cross-border digital collaboration sustains or challenges unequal power relations and how grassroots activists use digital spaces to engage in anti-racist, anti-sexist, anti-capitalist, and anti-imperialist organizing with transnational allies.

Prerequisite: One 2000-level CSOCS, CGLST, CPOLS, CSOCL, CHIST, CPLCY, CPIL, CHMSR, or CHUMS course.

**CGLST 3888 - Selected Topics in Global Studies (3)**

This course focuses on a selected topic in Global Studies.

vaccine-preventable diseases and immunization regulations; childhood and adolescent stressors and stress management; nutritional needs and health risks influenced by diet; dental and oral problems; and the effects of environment on child health. Some background in health or human biology preferred but not required.

**CHLTH 3310 - Complementary, Integrative and Alternative Medicine (3)**

This course provides an introduction to complementary and alternative medicine and the treatment modalities that are increasingly being used by Americans. Students will explore the conceptual differences between the biomedical approach and alternative systems of healthcare, some of which are being used in conjunction with allopathic medicine by conventional medical practitioners. Topics will include but are not limited to mind-body interventions, biologically based treatments, and energy based therapies.

Prerequisite: Some background in health or human biology preferred but not required.

**CHLTH 3400 - Health in the Developing World (3)**

This course introduces students to a number of health issues which affect the lives of people in the developing nations. Topics will include definitions of health and disease; identification and etiology of major diseases; issues related to maternal and child health; the relationship between nutrition and health; changing patterns of morbidity and mortality with modernization; use of traditional and western health care; and strategies for disease prevention and control. Prerequisite: Some background in health or human biology strongly preferred.

Prerequisite: Any CBIOL, CPHYS, or CHLTH class.

Fulfills Global Perspectives requirement.

**CHLTH 3888 - Selected Topics in Health (3)**

This course focuses on a specific topic in health.

**CHLTH 4410 - Health and the Environment (3)**

This course examines the environmental challenges that face the human population and affect its health. Through the use of a textbook, journals, and selected internet website readings, films, guest speakers, and community site visits, students will explore a number of environmentally related issues and how human-altered environments can influence human health and disease. Topics include but are not limited to fundamentals of environmental health; population growth and environmental health priorities; the impact of climate change, air, and water quality on disease; the effects of industrial exposure and global conflict on environmental health; barriers and solutions to the prevention of environmental disease; and environmental politics and ethics. Prerequisite: Any laboratory science course.

**CHIST - HISTORY**

**CHIST 1150 - Genocide and the Ethics of Humanitarian Intervention (3)**

This course examines the history and ethical arguments behind international (non)intervention to prevent and punish genocide from the twentieth century to the present. From the Armenian Genocide in 1915 to systematic atrocities against civilians in Darfur and the Rohingya ethnic minority in Myanmar, murder on a mass scale is one of the most troubling crimes against humanity, and one of the only crimes that the international community is legally obligated to prevent and punish. Yet, since the signing of the Convention on the Prevention and Punishment of Genocide in 1948, the number of times

the international community did not intervene to prevent genocide are as numerous as these events themselves. Using historical documents, memoirs, and films, that present the perspectives of perpetrators, victims, and bystanders, we will interrogate the political, social, and cultural reasons behind why people kill, why no one stops them, and what more could have been done.

**CHIST 1501 - World History I (3)**

This course is a globally integrated survey of world history from 4000 BCE to 1500 of the Common Era. Tracing world history from the emergence of complex riverine societies in the fourth millennium Before the Common Era to the Ottoman conquest of Constantinople in 1453 CE, we will examine the geographical, political, economic, social, cultural, and intellectual developments that took place in pre-modern Afro-Eurasia and the Americas. Historical case studies will be used to emphasize both the global interconnectedness and regional divergence of the ancient and medieval world, and to elucidate broader topics and themes that transcend these individual civilizations, including: settlement and migration patterns; climatic and environmental change; trans-cultural diffusion; demographic transition; agricultural revolution; technological innovation; political transformation; long-distance commerce; warfare and imperialism; and the spread of universal religions. In addition to these regional case studies, several trans-regional and trans-oceanic topics will be covered in the course, such as the pandemic known as the “Black Death” that devastated Afro-Eurasia in the mid-fourteenth century. Along the way, we will endeavor to integrate historical narrative within our analysis, and also to investigate the lives of ordinary people within these societies. This course is not a teleological account of world history, a master narrative about increasing globalization and the rise of the West, nor does it privilege any one part of the globe in its geographical approach. Rather, it attempts to provide an academically critical and regionally balanced historical survey of the pre-modern world.

**CHIST 1502 - World History II (3)**

This course is a globally integrated survey of world history from 1500 CE to the present. Tracing world history from the early modern era to contemporary times, we will examine the geographical, political, economic, social, cultural, and intellectual developments that have taken place in Afro-Eurasia and the Americas over the past five hundred years. Historical case studies will be used to emphasize both global interconnectedness and regional divergence, and to elucidate broader topics and themes that transcend these individual civilizations, including: imperialism; global exploration and commerce; conquest and colonization; climatic and environmental change; trans-cultural diffusion; demographic transition; technological innovation; political, economic, and cultural transformation; religion and philosophy; revolution; nationalism; world war; decolonization; and globalization. In addition to these regional case studies, several trans-regional and trans-oceanic topics will be covered in the course, for example, the formation, growth, and effects of the Atlantic slave trade. Along the way, we will endeavor to integrate historical narrative within our analysis, and also to investigate the lives of ordinary people within these societies. This course is not a teleological account of world history, a master narrative about increasing globalization and the rise of the West, nor does it privilege any one part of the globe in its geographical approach. Rather, it attempts to provide an academically critical and regionally balanced survey of modern world history.

**CHIST 1888 - Selected Topics in History (3)**

This course focuses on a specific topic in history.



**CHIST 2121 - United States History to 1865 (3)**

This course examines major social, political, economic, and cultural shifts that shaped the development of the "new world" that became the United States. It introduces students to the ways historians think about and critically analyze the United States' complex past. Students build critical thinking skills, learn how to effectively analyze primary sources, and explore history through diverse perspectives. In particular, this course uncovers the experiences and voices of marginalized groups that have often been omitted or silenced in U.S. history, such as religious and political outsiders, women, Native Americans, and enslaved Africans and their descendants. Topics covered include: pre-Columbian settlements; Europe before colonization; Native American culture and interactions with colonists; transatlantic slave trade and African / African American culture; social, cultural, intellectual and political developments in colonial America and the Early Republic; national and global economic shifts, industrialism, and expansion; the American Revolution; and the emergence of the Civil War.

**CHIST 2317 - Power and Inequity in Modern Europe (3)**

This course examines power and inequity in Europe from the Renaissance to the 20th century. Particular attention will be paid to ideologies defining religious, national, racial, gender, and class differences that led to conflict both within Europe and with societies in Africa, Asia, South America, and the Middle East. Special attention will be given to understanding the diverse perspectives of historical individuals representing a range of views on these ideological conflicts. Topics include the Reformation and wars of religion, the Industrial Revolution, the Enlightenment and the French Revolution of 1789, European colonialism and imperialism, World War I and the Russian Revolution of 1917, the Cold War and anti-colonial national liberation movements.

**CHIST 2330 - United States History from 1865 (3)**

This course examines major social, political, economic, and cultural shifts from Reconstruction to the present day. It introduces students to the ways historians think about and critically analyze the United States' complex past. Students build critical thinking skills, learn how to effectively analyze primary sources, and explore history through diverse perspectives. In particular, this course uncovers the experiences and voices of marginalized groups that have often been omitted or silenced in U.S. history, such as those with differing racial, ethnic, sexual, gender, and class identities, and seeks to explore how they understood their role within the nation after 1865. Topics covered include: the Civil War and Reconstruction; prosperity, the Depression, and the New Deal; empire and immigration; World War II, the Cold War, and their impacts on the home front; social movements during the 1950s and 1960s; suburbanization and conservatism; and contemporary American politics.

**CHIST 2888 - Selected Topic in History (3)**

This course focuses on a specific topic in history.

**CHIST 3200 - Human Rights, Social Justice, and the Constitution in America (3)**

The meaning and scope of rights conferred under the American Constitution have been widely debated over the course of American History. The history of these debates will be studied in founding documents, landmark Supreme Court decisions and readings in legal and ethical theory. The Constitution will be viewed as a public text whose meaning has been subject to conflicting interpretations and

interpretive philosophies. Topics will include freedom of expression, religious freedom, the right to bear arms, the right to life, race and gender, the rights of criminal suspects, Constitutional rights in wartime, and shifting currents of judicial opinion on the topics being examined.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course.

**CHIST 3250 - Black/Brown Power! Rethinking the Civil Rights Movement (3)**

This course encourages students to reconsider the dominant narrative of the civil rights movement. Paying close attention to the intersections of race, ethnicity, class, gender, and sexuality, we examine the movement's early origins in the 1930s - 1940s, through the classical period of nonviolent direct action protest, to Black Power and urban politics of the 1970s - 1980s, to mass incarceration and contemporary politics in the age of Black Lives Matter.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course.

**CHIST 3370 - Indigenous America (3)**

This course will complicate traditional narratives of US history by centering American Indians' diverse voices and histories. It will explore the cultural complexity of American Indians and their responses to the expansion of Europeans in North America. In keeping with themes many Native American scholars emphasize, this course focuses on Indigenous peoples' relationships with the land and Europeans' violent seizure of that land. Topics include: colonialism; agency, resistance, and assimilation; Indigenous environmentalism; civil rights; urbanization.

**CHIST 3401 - Environmental History (3)**

Environmental history is the intertwined study of how humans and the environment have been shaped by each other. In this class, students will trace an American environmental history that begins before Columbus arrived in America and continues to the present day. Students will apply new historical methodologies and regularly ask the question: how can the study of environmental history help us address contemporary environmental issues in our own community?

Prerequisite: CLITR 1100 or one 1000- or 2000-level CHIST or CHUMS.

**CHIST 3700 - Travels in History (3)**

This course examines history through the lens of travelogue. Students read a classic work of travel literature and study its historical context. In directed stages, students write a research paper on a historical topic that emerges from the text. The selected travel writer, historical era, and geographical focus will alternate with each offering and academic year; the course can be taken more than once.

**CHIST 3315 - Nazi Germany and the Holocaust: Power & Inequity (3)**

This course examines power and inequity through the history of Nazi Germany and the Holocaust. The mass murder of 6 million Jews in the heart of Europe during World War II, and the decades-long attempt to understand how and why this took place, has had profound political, cultural, and philosophical consequences in Germany and the whole of the western world. We will examine the relationship between Nazi antisemitism and broader European discrimination against Jews; how the course of the Second World War affected the "twisted road" to the gas chambers in Auschwitz; why ordinary Germans, Poles, and other Europeans participated in mass murder; and why the international community didn't do more to stop the genocide. As we search for answers to these difficult questions,

we will strive not only to understand the Holocaust as a seminal event in the history of Europe, but also to come to a deeper understanding of our own humanity.

Prerequisite: CLITR 1100, or one 1000- or 2000-level CHUMS or CHIST course.

### **CHIST 3322 - African American History (3)**

The African American experience spans over four hundred years. For centuries, people of African descent in the United States have worked to help the nation realize its ideals of freedom and democracy, particularly since these ideals have been tied to their own status as free citizens. This course examines the shifting meanings of "freedom" and "democracy" for African Americans from the establishment of European colonies and the transatlantic slave trade to the present day in the age of Black Lives Matter. Topics covered include: slavery; the Civil War and Reconstruction; Jim Crow politics; the Great Migration; diaspora, nationalism, and internationalism; the long black freedom struggle and movements for civil rights; radicalism, feminist organizing, and Black Power; ghettoization and the prison industrial complex; and contemporary black politics since 1970.

Prerequisite: You must take CLITR 1100 or one 1000- or 2000-level CHIST or CHUMS course before registering for this course.

### **CHIST 3328 - America Since World War II (3)**

This course will highlight the people, ideas, events, and developments that shaped the history of America since World War II. Sources of disquiet at home, e.g., the McCarthy Era; the Civil Rights Movement; Sixties Radicalism; the revived Women's Movement; the Reagan Revolution;" the post-industrial economy; persisting inequality; and increasing voter apathy will be explored along with important challenges that the United States has faced abroad e.g. the Cold War; the conflict in Vietnam; the collapse of Communist regimes in Russia and Eastern Europe; the global economy; genocide and ethnic cleansing; crises in the Middle East; and the threat of international terrorism. Prerequisite: CLITR 1100, OR one 1000-level or 2000-level CHIST or CHUMS course, OR a 5 on the AP History test, OR permission of the instructor.

### **CHIST 3350 - Latin America Since 1900 (3)**

This course examines key persons and events in Latin America since 1900. It is designed to give students an introduction to contemporary Latin America from a historical perspective. Of special interest will be questions of historical memory and social mobilization, ethnic and racial conflicts of nationhood, and regional and political diversity.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course. Fulfills Global Perspectives requirement.

### **CHIST 3360 - Africa in World History (3)**

This course examines the significant role that Africa has played in world history from premodern times to the present. Rather than succumbing to the historiographical and curricular tendency to depict Africa's past as somehow peripheral, and its inhabitants as the passive victims of historical forces beyond their control, this course highlights the agency that Africans had in their commercial, political, and cultural encounters, both within the continent and with the outside world, while examining how Africa's history was also greatly influenced by these interactions and relationships. Topics include: ancient Egypt and Kush; early Christianity in Ethiopia; the spread of Islam to medieval West Africa; the Swahili civilization and its place in the Indian Ocean world; Africa's "discovery of Europe" in the early modern era; the Atlantic slave trade through African eyes; the nineteenth-century Scramble for Africa; the experiences of African soldiers in World War I; forms of colonial rule and African resistance;

decolonization, independence, and postcolonial Africa; and twenty-first-century Africa in global perspective.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course. Fulfills Global Perspectives requirement.

### **CHIST 3425 - World War I in Global Perspective: Power & Inequity (3)**

This course examines how global dynamics of power and inequity during World War I (1914-1918) shaped the twentieth century. Known as the Great War by those who lived through it, this war made a definitive impact not only on the people of Europe, but also of Africa, Asia, and the Americas. Utilizing memoirs, films, novels, and diplomatic documents, students will investigate and debate the origins of the war in 1914; why the experience of this war was so different from those that came before; how different nationalities, social classes, and genders were affected by the war; and why the so-called "war to end all wars" gave rise to a century of revolution, anti-colonial resistance, genocide, and armed conflict.

Prerequisite: CLITR 1100, or one 1000- or 2000-level CHIST or CHUMS course.

### **CHIST 3450 - International Humanitarianism: History and Ethics (3)**

Humanitarianism is defined by a belief in the ethical imperative to take action to relieve the suffering of others. International humanitarian aid has had a profound effect on the social, legal, and ethical development of the modern world. However, the principles and practices of humanitarianism has changed dramatically over the last 200 years. This course examines the history and ethical principles of international humanitarian organizations like the International Committee of the Red Cross and Doctors Without Borders from 1863 to the present. This history highlights a set of ethical tensions that continue to characterize international humanitarianism today, including: the influence of nationalism, imperialism, and human rights on aid provision from the global north to the global south; the changing definition of whose suffering is considered "worthy" of aid; the conflict between governments' foreign policy and independent humanitarian organizations; and the tension between emergency relief and long-term development.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course, OR a 4 or 5 on the AP History test, OR permission of the instructor.

### **CHIST 3475 - Voices of Black/Brown Cambridge: Oral History Methods & Prac (3)**

Oral history has emerged as an innovative method to document the histories of marginalized groups that are often absent from or obscured in traditional archives. This course is an introduction to the theory and method of conducting oral histories as well as to the history of black/brown Cambridge. Students will learn the best practices for preparing for, conducting, and processing oral history interviews, as well as design and implement their own oral history interview project.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course.

### **CHIST 3500 - History of Boston (3)**

Surveys Boston as a case study in American History from 1630 to the present including study of physical growth, ethnic groups, cultural and social developments, architecture, and contemporary issues. Course requires individualized projects and site visits.

Prerequisite: CLITR 1100 or one 1000- or 2000-level CHIST or CHUMS course.

**CHIST 3600 - Africa in Film (3)**

This course critically examines the history of Africa in film as represented through a wide variety of eras and film genres: early twentieth-century historical epics and biopics; jungle empire, and adventure films of the 1930s-1950s; mid-twentieth-century newsreels, documentaries, and ethnographic films; the rise of indigenous African cinema in the 1960s-1980s, and its more recent rebirth in Nollywood"; as well as twenty-first-century Hollywood "broken Africa" dramas. These films will be analyzed not only in terms of the African histories and subjects they encompass but also with respect to the historical and geographical contexts in which they were produced and the broader impact they had on perceptions of Africa and its past.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course. Fulfills Global Perspectives requirement.

**CHIST 3800 - Junior Writing Seminar in History (3)**

This course focuses on the tools and techniques that historians use to study the past. Students will learn about the process of modern historical inquiry, gain a better understanding of the diverse resources that historians use to conduct research, and develop the skills necessary to identify relevant sources in archives and libraries. In directed stages, students will conduct historical research and write a major paper utilizing both primary and secondary sources. The topical focus of the course will alternate each academic year.

Prerequisite: 6 credits in courses with CHIST prefix.

**CHIST 3888 - Selected Topics in History (3)**

This course focuses on a specific topic in history.

Prerequisite: CLITR 1100, OR one 1000- or 2000-level CHIST or CHUMS course.

**CHIST 4349 - Senior Thesis in History (4)**

The student chooses a subject for investigation and writes an extensive essay of about forty pages, working individually with the guidance of an appropriate faculty member. A thesis proposal, including project description and preliminary bibliography, must be submitted to the department for approval in the semester previous to enrollment.

Prerequisite: 6 credits in 3000-level CHIST or CHUMS prefix courses.

The thesis project is available only to History majors who have normally completed 90 credits, and at least 6 credits of CHIST or CHUMS courses at the 3000 level. This course may not be selected in the same semester as CHIST 4800: Senior Seminar, unless prior approval of the thesis director has been given. For more detailed guidelines, contact the Humanities Department.

**CHIST 4800 - Senior Seminar in History (3)**

This seminar is required of all history majors and will be taken typically in the senior year. It is also available as an upper level elective to students in the College of Liberal Arts and Sciences and the College of Art and Design. Students will deepen their engagement with key issues in contemporary historiography, use the resources of area libraries, and undertake a significant research project.

Prerequisite: 6 credits of CHIST or CHUMS 3000-level courses OR permission of instructor.

**CHIST 4888 - Selected Topics in History (3)**

Selected Topics in History.

**CHIST 5888 - Selected Topics in History (3)**

This course focuses on a specific topic in history.

**CHMSR - HUMAN SERVICES****CHMSR 1551 - Foundations and Systems in the Helping Professions (3)**

This course introduces students to a wide range of human service professions, with particular attention paid to the fields of art therapy, counseling, expressive arts therapy, holistic psychology, human services, and psychology. Students will get an overview of the history and methods of the human service professions. Career opportunities are explored through guest presentations and assignments in community settings. The values and ethical issues facing human service professionals are introduced.

A minimum grade of "C" is required to move on in the student's major.

**CHMSR 1552 - Introduction to Human Services (3)**

This course provides an overview of the helping professions and introduces students to the knowledge, values and skills of human service workers. We will explore the philosophical, moral, and ethical basis for the profession and emphasize the importance of understanding the social context and the ecological perspective for which human service delivery on local, national and global levels. Students will also have an opportunity to explore career path options consistent with the Human Services major. A grade of C is required in this course in order to move on in the major.

**CHMSR 1888 - Selected Topics: Human Services (3)**

This course focuses on a specific topic in Human Services.

**CHMSR 2301 - Power, Privilege & Practice (3)**

The client-worker relationship is the central relationship of professions like social work, human services, counseling, and psychology. It is essential that workers in these fields be self-aware and willing to engage in self-exploration. A component of this self-exploration is focused on the concepts of power, privilege, and oppression. These systems impact everyone on micro (individual), mezzo (family & groups), and macro (organization, community, society) levels. To effectively work with others, social workers, human services workers, counselors and psychologists must understand the role these systems play in their everyday lives. This understanding can make the worker-client relationship one that is more likely to be positively impactful and promote meaningful change. In addition, the knowledge of these systems and the ability to understand how they impact the worker's life will allow them to be the best advocate, educator, facilitator, and broker of resources for their clients. This course is focused on the understanding and application of knowledge about the systems of power, privilege, and oppression to practice in professions like social work and human services and disciplines across social sciences.

**CHMSR 2551 - Concepts and Skills in Professional Practice (4)**

This course focuses on the development of communication skills and the clinical skills of interviewing, case analysis, and professional conduct. Critical thinking about professional practice is emphasized through exploring the philosophical and values bases inherent in public policy that shape human service delivery. Students are exposed to the ethics governing the delivery of professional services within agencies and communities. A one-day per week internship is required of all students at an approved site.

Prerequisite: CSWRK 2101 OR CHMSR 1551.

**CHMSR 2888 - Selected Topics: Human Services (3)**

This course focuses on a specific topic in Human Services.

**CHMSR 3303 - Micro/Macro Assessment (3)**

Application of human services values, knowledge, and methods with individuals, families, groups, and communities is emphasized. Case assessment, biopsychosocial assessment, needs assessment, intervention strategies, resource utilization and program evaluation is examined through the lens of Human Services practice.

Prerequisite: CHMSR 1551 OR 1552.

**CHMSR 3553 - Practical Ethics in Human Services (3)**

The provision of human services often involves many conflicts such as the conflict between good practice and the demands of the institution for which you work, the conflict between the needs/rights of the client or group of clients and the public good, between workers, due to differences in training, profession, job responsibility, or approach to clients; or between research needs and the needs/rights of the client or group of clients. Utilizing readings and case studies, this course will explore the ethical issues human service professionals encounter, sources of unethical human service interventions, and the evaluation and development of ethical intervention approaches. Students will gain specialized knowledge and skill in applying ethical theory and decision-making to professional practice in human services.

Prerequisite: CHMSR 2551 or permission of instructor.

**CHMSR 3701 - Human Services Internship and Seminar I (6)**

In this course the student works in a human services setting for an average of 12-15 hours per week for the full semester under the supervision of an experienced professional. Internship placement settings include community service organizations, courts, residential group homes, and recreation agencies. Students meet with a College of Liberal Arts and Sciences supervisor for a two-hour seminar to examine issues arising from the student's internship and to relate these issues to clinical principles and theories of human development and social policy.

Prerequisite: CHMSR 2551 or CPSYC 2551.

**CHMSR 3702 - Human Services Online Internship and Seminar I pt. 1 (3)**

This course is the first course of a two course internship sequence offered for online human service majors. The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth in the applied areas of Human Services. Field placement settings include community service organizations, courts, residential group homes and recreational agencies. The student works under the supervision of an experienced professional in an approved site for 180 hours over the two course sequence. This experience is supported by a faculty led professional development seminar to examine the issues arising out of the student's field experience and to relate them to human development, social policy and ethical practice.

Prerequisite: CSOCS 3444.

**CHMSR 3703 - Human Services Online Internship and Seminar I pt. 2 (3)**

This course is the second course of a two course internship sequence offered for online human service majors. The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth in the applied areas of Human Services. Field

placement settings include community service organizations, courts, residential group homes and recreational agencies. The student works under the supervision of an experienced professional in an approved site for 180 hours over the two course sequence. This experience is supported by a faculty led professional development seminar to examine the issues arising out of the student's field experience and to relate them to human development, social policy and ethical practice.

Prerequisite: CSOCS 3444 and CHMSR 3702.

**CHMSR 3888 - Selected Topics: Human Services (3)****CHMSR 4300 - Design and Management of Human Services Organizations (3)**

This course provides foundational instruction in designing, leading, managing, evaluating, and improving human services organizations. Particular emphasis is given to effective and client-focused management practices in non-profit programs serving populations at risk.

**CHMSR 4551 - Senior Capstone Seminar: Human Services and Counseling (3)**

This course is designed as a senior capstone course for both Human Services majors and Counseling majors. Students critically examine selected contemporary issues related to the development of public policy and legislation. Topic explorations include study of the ethical issues related to service delivery and how political, economic, and social pressures impact policy development. Through analysis of targeted contemporary issues (e.g., teenage pregnancy, child abuse, AIDS, homelessness), students will examine the connections between social policy, the human service worker, and the delivery of human services.

Prerequisite: CHMSR 2551, CPLCY 3552, CCOUN 3601, OR CHMSR 3701 and senior status.

A minimum grade of "C" is required to meet the requirements of the major

**CHMSR 4701 - Human Services Internship and Seminar II (6)**

The student continues to work in human services settings for an average of 15-18 hours per week for the full semester under the supervision of an experienced professional. Internship settings include community service organizations, courts, research institutes, residential group homes, and recreation agencies, depending upon the individual's career goals. The student meets with a College of Liberal Arts and Sciences supervisor for a two-hour seminar to examine issues arising from the student's internship and to relate these issues to clinical principles and theories of human development and social policy. Prerequisite: Minimum grade of C in CHMSR 3701; 2.3 cumulative grade point average in Human Services and Liberal Arts support courses and overall cumulative grade point average of 2.0 or permission of the internship coordinator. A grade of C must be achieved to fulfill the requirements of the Human Services major.

**CHMSR 4702 - Human Services Internship and Seminar II pt. 1 (3)**

This course is the first course of a two course internship sequence offered for online human service majors. The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth in the applied areas of Human Services. Field placement settings include community service organizations, courts, residential group homes and recreational agencies. The student works under the supervision of an experienced professional in an approved site for 180 hours over the two course sequence. This experience is supported by a faculty led professional development

seminar to examine the issues arising out of the student's field experience and to relate them to human development, social policy and ethical practice.

Prerequisite: CHMSR 3702 and CHMSR 3703.

### **CHMSR 4703 - Human Services Internship and Seminar II pt. 2 (3)**

This course is the second course of a two course internship sequence offered for online human service majors. The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth in the applied areas of Human Services. Field placement settings include community service organizations, courts, residential group homes and recreational agencies. The student works under the supervision of an experienced professional in an approved site for 180 hours over the two course sequence. This experience is supported by a faculty led professional development seminar to examine the issues arising out of the student's field experience and to relate them to human development, social policy and ethical practice.

Prerequisite: CHMSR 3702 and CHMSR 3703.

### **CHMSR 4888 - Selected Topics in Human Services (3)**

This course focuses on a specific topic in Human Services.

## **CHUMS - HUMANITIES**

### **CHUMS 1150 - FYS: The Arts and Social Justice (3)**

The First-Year Seminar (FYS) seeks to elevate the intellectual curiosity of first-year students and to help them integrate into the academic community of the University. This section of the First Year seminar focuses on the role that the arts have played in promoting social justice. For many artists—writers, painters, composers, filmmakers—art has provided a means for examining and questioning society. Many of the great shifts in Western society were influenced by works of literature, visual art, and music whose impact stands as testimony to the capacity of the arts to affect societal beliefs and values. In this course, we will study a variety of works that have contributed to the expansion of social equality and political freedom. We will also read a number of major theorists who have explored the role that the arts can and have played in shaping culture and society.

### **CHUMS 1170 - FYS: Visual World (3)**

At the dawn of what has already been coined the visual century two- and three-dimensional environments are abundant with visual clues that intend to manipulate us. What is seen and not necessarily said can impact us profoundly through non-articulated visual conditioning. This First Year Seminar (FYS) class will examine the effect of these pervasive mechanisms on our state of mind and how we negotiate the contradictions, compartmentalization, and emotional responses they elicit.

### **CHUM 1180 - FYS-Thinking Outside the Bubble: Learn Comm w/the "Other" (3)**

During the 2016 presidential election, many scholars, reporters, and commentators observed how polarized our society had become; at times, it seemed we were not speaking the same language or accepting the same facts. So, how can we change this? The first step is learning what those who are different from us believe, and understanding why they believe it. This First Year Seminar course will provide many opportunities for that inquiry to take place. Throughout this course, students will not only participate in an extended conversation on the issues that divide our society, but they will debate and analyze some potential solutions that scholars and theorists have proposed.

### **CHUMS 1888 - Selected Topics: Humanities (3)**

This course focuses on a specific topic in humanities.

### **CHUMS 2200 - Internship Planning and Preparation (1)**

The Internship Planning and Preparation Seminar leverages Lesley's assets to best support you in preparation for your internship search. Through weekly discussion, you will learn more about your internship requirements and receive feedback from your peers on relevant internship issues. You'll gain a better understanding of how the skills you're developing in your Humanities coursework (critical thinking, writing/editing, languages, research, etc.) have prepared you for work in the field. You'll receive resources from Lesley's Career Resource Center on how to develop a cover letter and resume' for your internship search. You will develop these supporting materials through the guidance and support of Lesley faculty as well as your peers. The course will culminate with a meeting with the Internship Office to discuss Lesley's affiliated internship sites and to provide you with personalized advice and information regarding your internship search.

Prerequisite: CWRIT 1101.

### **CHUMS 2888 - Selected Topics in Humanities (3)**

This course focuses on a specific topic in Humanities.

### **CHUMS 3100 - Field Work and Seminar in the Humanities I (3)**

The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth. Students should see the internship as a chance to do" something an opportunity to apply what you have learned in the classroom and to explore new challenging experiences in a professional setting. It is a chance to explore the relationship between theory and practice to develop communication and interpersonal skills and to further develop your professional objectives. The internship is also a catalyst for personal growth - an opportunity to learn more about yourself. We meet once a week to examine issues encountered in field experiences exchange ideas share information encouraging students to become reflective readers and engaged speakers.

### **CHUMS 3201 - Why Nature? (3)**

In his book *The End of Nature*, Bill McKibben observes that the natural world that we have long taken for granted has, over the last two hundred years, changed in ways that few could anticipate. This change, he argues-- evident in climate change, species migration, species extinction, the destruction of natural habitat, and an increase in the number of zoonotic diseases ((like the Coronavirus)--has jeopardized not only our physical well-being, but also our capacity to find in nature a source of emotional and spiritual meaning. In the first part of this course, we will examine the causes for such changes and explore a variety of perspectives on why nature has and continues to matter to humans, despite—and in some cases, as a response to-- these changes. In the second part, we will focus on works of literature and art that underscore the utilitarian, emotional, aesthetic, and spiritual importance of nature for humans.

Prerequisite: CWRIT 1101.

### **CHUMS 3300 - Travel/Study London (3)**

Students will acquire a broad-based understanding of English culture through exploration of and reading about literature, art, theater, music, architecture, and history in the city of London. A critical journal will allow reflection on the variety of course experiences; an in-depth research project will allow extensive examination of a

critical problem presented by one aspect of the course. The particular focus of the course will change given the area of expertise and interest of the faculty member offering it. Prerequisite: Normally, CLITR 1100 OR one 1000- or 2000-level CHIST or CHUMS course. May vary according to focus of course.

### **CHUMS 3317 - Romanticism in the Arts: Literature, Painting, and Music (3)**

Far more than a movement in the arts, Romanticism profoundly influenced the philosophy and politics of its time. This course will examine Romanticism in literature, the visual arts, and music, and Romanticism's broader impact on 19th century culture and society. While the primary focus of the course will be on Romanticism in 19th century England, Europe, and America, attention will be given to works from our own time that reflect Romanticism's enduring legacy.

Prerequisite: CLITR 1100.

### **CHUMS 3331 - The Shock of the New: European and American Culture at the Turn of the 20th Century (3)**

The cultural period beginning in the 1880s and culminating in World War I is termed by some the age of decadence or the "fin de siècle" (end of the century) to reflect the widespread sense that one historical age was coming to an end and another was being formed. Thinkers such as Oswald Spengler, Arthur Schopenhauer, and Sigmund Freud disputed the assertion that reason alone stands at the basis of human decisions and activities and "irrational" impulses are reflected in the growth of racist and totalitarian movements during this period. The group of artists known as the symbolists (Baudelaire, Klimt, Debussy among others) abandoned the realistic private and obscure.

Prerequisite: CLITR 1100.

### **CHUMS 3400 - Masterpieces of World Cinema (3)**

This course introduces the student to the techniques of filmmaking as well as to the work of some of the world's greatest filmmakers. The student will learn to appreciate and analyze a film in view of its technical aspects, and to recognize the characteristic and idiosyncratic vision that different filmmakers reveal through their films.

Prerequisite: CLITR 1100.

### **CHUMS 3420 - Tech-Disaster Films (3)**

*Technology & Power in Post World War II Film & Literature* explores ways new post WWII technologies, and technologically-related climate change and natural disasters, have transformed some basic conceptions of the self and society in the modern era, as reflected in film, literature, and in the writing of social critics and other intellectuals who attempt to define the impact of new technological forms on the social and private lives of individuals in the late 20<sup>th</sup>, early 21<sup>st</sup> century.

Prerequisite: CLITR 1100 or any 1000- or 2000-level CHIST or CHUMS course.

### **CHUMS 3500 - Postcolonial History, Literature, Ethics (3)**

This course examines the history, literature, and ethics of decolonization and postcolonial societies. From 1945 to 1962, dozens of colonized peoples in Asia and Africa fought for and won national liberation. After achieving political independence, these postcolonial societies sought to liberate themselves from the economic, social, and cultural legacies of colonialism and imperialism. This course examines the ethical frameworks of anti-colonial and post-colonial activists; the literature of non-Western writers grappling with imperialism's legacies in both the past and present; and historical

texts that seek to recover the voices of the oppressed. Consistent with the field of postcolonial studies, this course takes an interdisciplinary approach to this topic. After analyzing representative philosophical, literary, visual, and historical texts, students will apply postcolonial theory to a past or present topic of their choice.

### **CHUMS 3700 - Study-Travel: Paris at the Crossroads (3)**

The period of the long" French Revolution (1789-1804) as well as the early years of the Third Republic (instituted in 1870) laid the foundations for present-day France. Together these events turned "peasants" into Frenchmen in the words of one historian. Disparate populations with regional loyalties and identities slowly came to share a national identity one forged nurtured and propagated by a number of different institutions texts artifacts. This course will consider the construction of a French identity through these media a French identity that has repeatedly been contested and debated.

Prerequisite: CLITR 1100.

### **CHUMS 3800 - Text and Image (3)**

This multi-disciplinary course investigates the critical and illustrative traditions of a major text or set of texts (the subject of the course can change from year to year), using techniques of art history and literary criticism as well as art creation in studio. Students can enroll in CHUMS 3800 for 3 humanities credits or IFINE 2750 for 3 studio art credits. All students complete all requirements no matter their course registration.

Prerequisite: CLITR 1100. Corequisite: IFINE 2750.

### **CHUMS 3888 - Selected Topics: Humanities (3)**

This course focuses on a specific topic in humanities.

### **CHUMS 4100 - Humanities Field Work and Seminar II (4-6)**

The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth. Students should see the internship as an opportunity to apply what you have learned in the classroom and to explore new challenging experiences in a professional setting. It is a chance to explore the relationship between theory and practice to develop communication and interpersonal skills and to further develop your professional objectives. The internship is also a catalyst for personal growth - an opportunity to learn more about yourself. We meet once a week to examine issues encountered in field experiences exchange ideas share information encouraging students to become reflective readers and engaged speakers.

### **CHUMS 5600 - Medieval History and Literature (3)**

At the conclusion of this course, the student will have a broad-based understanding of European and near Eastern history and literature from 600-1500 A.D., as demonstrated through in-class participation and assessment. A final research essay will demonstrate that the student has substantial knowledge of one set of primary texts from that period. The graduate student, through wide reading in secondary sources, will also have a familiarity with the critical and historiographical traditions of English medieval studies.

### **CHUMS 5888 - Selected Topics: Humanities (3)**

This course focuses on a specific topic in humanities.

## **CINST - INDEPENDENT STUDY**

### **CINST 4999 - Independent Study (1-12)**

Independent study is an educational opportunity undertaken by a student to learn specialized material or gain practical, studio, or

research experience. Independent studies provide a way for well-motivated students to pursue a topic of interest that does not necessarily fit into a traditional academic curriculum. Students may also use the independent study option to complete an existing course with an instructor on an individual basis. Independent study involves less instruction and guidance from instructors than a traditional course, and for an agreed upon number of academic credits.

#### **CINST 5999 - Independent Study (1-12)**

Independent study is an educational opportunity undertaken by a student to learn specialized material or gain practical, studio, or research experience. Independent studies provide a way for well-motivated students to pursue a topic of interest that does not necessarily fit into a traditional academic curriculum. Students may also use the independent study option to complete an existing course with an instructor on an individual basis. Independent study involves less instruction and guidance from instructors than a traditional course, and for an agreed upon number of academic credits.

#### **CINST 6999 - Independent Study (1-12)**

Independent study is an educational opportunity undertaken by a student to learn specialized material or gain practical, studio, or research experience. Independent studies provide a way for well-motivated students to pursue a topic of interest that does not necessarily fit into a traditional academic curriculum. Students may also use the independent study option to complete an existing course with an instructor on an individual basis. Independent study involves less instruction and guidance from instructors than a traditional course, and for an agreed upon number of academic credits.

#### **CINST 7999 - Independent Study (1-12)**

Independent study is an educational opportunity undertaken by a student to learn specialized material or gain practical, studio, or research experience. Independent studies provide a way for well-motivated students to pursue a topic of interest that does not necessarily fit into a traditional academic curriculum. Students may also use the independent study option to complete an existing course with an instructor on an individual basis. Independent study involves less instruction and guidance from instructors than a traditional course, and for an agreed upon number of academic credits.

### **CINTD - INTERDISCIPLINARY STUDIES**

#### **CINTD 1888 - Selected Topics: Interdisciplinary Studies (1-3)**

This course focuses on a specific topic in Interdisciplinary Studies.

#### **CINTD 2888 - Selected Topics: Interdisciplinary Studies (3)**

This course focuses on a specific topic in Interdisciplinary Studies.

#### **CINTD 3100 - Interdisciplinary Internship & Seminar (3-6)**

This interdisciplinary, faculty-led, professional development seminar provides concurrent support to students conducting internships via faculty-supported internship-goals development, as well as reflective and professional development activities. It is also a small group opportunity to share and reflect on professional development issues via online discussion. Students are expected to support one another in problem solving and brainstorming, as well as reflecting critically on instructor-posed discussion topics. This seminar also provides students with opportunities to explore career options and fit.

#### **CINTD 3150 - Career Development and Planning (1)**

This course will cover topics across Career Development & Planning. The topics chosen will enhance a student's ability to make career decisions after the completion of the course. Through lecture, online discussions, varied materials, and an individual project, students will

engage in self-assessment of career interests and values, discuss cross-cultural competency topics in the workplace, engage in networking dialogues, and prepare for future job or internship applications.

#### **CINTD 3888 - Selected Topics in Interdisciplinary Studies (3)**

This course focuses on a specific topic in Interdisciplinary Studies.

#### **CINTD 4100 - Interdisciplinary Internship & Seminar II (3-6)**

This interdisciplinary, faculty-led, professional development seminar provides concurrent support to students conducting internships via faculty-supported internship-goals development, as well as reflective and professional development activities. It is also a small group opportunity to share and reflect on professional development issues via online discussion. Students are expected to support one another in problem solving and brainstorming, as well as reflecting critically on instructor-posed discussion topics. This seminar also provides students with opportunities to explore career options and fit.

### **CLANG - LANGUAGES**

#### **CLANG 1101 - Spanish I: Community Engagement in Spanish (3)**

Spanish I is an introduction to Spanish language and culture for students with minimal or no previous knowledge of Spanish. It is designed to develop students' listening and speaking comprehension as well as their cultural awareness of Spanish-speaking societies and cultures. Students will focus on the Spanish-speaking cultures of New England, particularly of Massachusetts, and there will be intentional focus on developing community engagement with those cultures. Students will supplement their developing knowledge and skills with portfolios that they create in the target language. These portfolios will show the students' understanding of their future profession (Education, Social Work, and Psychology and Applied Therapies, among others) and the importance of community engagement in their native language. The class is conducted in Spanish as much as possible, using English only as necessary for clarity and efficiency.

#### **CLANG 1102 - Spanish II (3)**

This course is designed for students with prior knowledge of Spanish: Spanish I or equivalent. Spanish II focuses on oral expression, listening comprehension, reading and writing in Spanish. Students will approach these skills with a constant awareness of the cultural implications of language production. Students will learn practical vocabulary drawn from realistic situations, literature, and other cultural texts. Students will develop their cultural awareness of Spanish-speaking societies and cultures. Students will focus on the Spanish-speaking cultures of New England, particularly of Massachusetts, and there will be intentional focus on developing community engagement with those cultures. Students will supplement their developing knowledge and skills with portfolios that they will create in the target language. These portfolios will show the students' understanding of their academic interests, future careers, or future professions in Spanish (Education, Social Work, and Psychology and Applied Therapies, among others). The course stresses the importance of community engagement in Spanish. The class is conducted in Spanish as much as possible, using English only as necessary for clarity and efficiency.

#### **CLANG 1301 - French I (3)**

Emphasis is on acquiring conversational and communication skills, including some fundamental grammar and vocabulary.

**CLANG 1302 - French II (3)**

Course builds on skills acquired in French I. Emphasis is on improving conversational and communication skills, including some more advanced grammar and vocabulary.

**CLANG 1601 - Portuguese I (3)**

This is a Brazilian Portuguese course and is designed for students with little or no knowledge of Portuguese and who might want to study or travel in Brazil and other parts of the Portuguese-speaking world. It teaches fundamental communication skills: understanding, speaking, reading and writing and, at the same time, provides exposure to the culture and civilization of Brazil, Portugal and other Portuguese-speaking countries through media broadcasts, films, music and videotapes.

**CLANG 1602 - Portuguese II (3)**

Portuguese II is the continuation of Portuguese I, a beginning course in Continental Portuguese. It is a course designed to develop and practice the basic language skills: listening, speaking, reading and writing. In addition to providing instruction in the above skills, Portuguese II is also designed to help students appreciate aspects of the cultures in Portuguese-speaking countries. Portuguese is the primary language of instruction.

Prerequisite: CLANG 1601 or equivalent.

**CLANG 1701 - American Sign Language (3)**

Basic skills in American Sign Language (ASL) and fingerspelling will be learned. ASL training will include learning how facial expression serves as punctuation in this manual language. Topics related to Deafness will include Deaf culture and its criticism of deafness as viewed by the medical profession as well as the education of Deaf children.

**CLANG 1702 - American Sign Language II (3)**

Basic skills in American Sign Language (ASL) Classifiers, numbers and sentences will be learned. ASL training will include learning how facial expression serves as punctuation in this manual language. Part of the course will deal with education in Deaf History. Topics related to deafness will include Deaf World" and its criticism of deafness as viewed by the medical profession.

Prerequisite: CLANG 1701 or equivalent.

**CLANG 1888 - Selected Topics: Languages (3)****CLANG 2103 - Spanish for the Professions I (3)**

¿Sabías que...? Spanish has become the most significant U.S. language after English in terms of social, cultural, political, and economic impact. By 2060, the Spanish-speaking U.S. population will reach approximately 128.8 million people, making the U.S. the largest Spanish-speaking country in the world. If you are considering Business, Mental Health, Social Work, Education, Arts and Writing for your future career, you might want to learn some Spanish. By taking this course you are closer to become another Spanish-speaking person with an understanding of a rich variety of cultures and traditions. Spanish for the professions is a practical and increasingly necessary domestic skill that will give students a competitive edge for career opportunities.

**CLANG 2888 - Selected Topics: Language (3)**

This course focuses on a specific language topic.

**CLANG 3888 - Selected Topics: Language (3)****CLANG 5103 - Spanish for the Professions I (3)**

¿Sabías que.? Spanish has become the most significant U.S. language after English in terms of social, cultural, political, and economic impact. By 2060, the Spanish-speaking U.S. population will reach approximately 128.8 million people, making the U.S. the largest Spanish speaking country in the world. If you are considering Business, Mental Health, Social Work, Education, Arts and Writing for your future career, you might want to learn some Spanish. By taking this course you are closer to become another Spanish-speaking person with an understanding of a rich variety of cultures and traditions. Spanish for the professions is a practical and increasingly necessary domestic skill that will give students a competitive edge for career opportunities.

Before enrolling in this course, students should have an elementary level of Spanish (high school 1&2 or university level 1&2 or the equivalent), or permission of the instructor. Heritage students (students who grew up in a Spanish-speaking environment) are welcome to take this course, and don't need prior formal experience in Spanish 1&2.

*This is the same course as CLANG 2103, for students enrolled in a graduate program.*

Cross-Listed as: CLANG 2103.

**CLANG 5104 - Spanish for the Professions II (3)**

This course is a continuation of Spanish for the Professions I. ¿Sabías que.? Spanish has become the most significant U.S. language after English in terms of social, cultural, political, and economic impact. By 2060, the Spanish-speaking U.S. population will reach approximately 128.8 million people, making the U.S. the largest Spanish-speaking country in the world. If you are considering Business, Mental Health, Social Work, Education, and Arts and Writing for your future career, you might want to learn some Spanish. By taking this course you are continuing your education to become another Spanish-speaking person with an understanding of a rich variety of cultures and traditions. Spanish for the Professions II is a practical and increasingly necessary domestic course that will give students a competitive edge for career opportunities.

*This is the same course as CLANG 2104, for students enrolled in a graduate program.*

Prerequisite: CLANG 5103. Cross-Listed as: CLANG 2104.

**CLANG 5888 - Selected Topics: Language (3)**

This course focuses on a specific language topic.

**CLITR - LITERATURE****CLITR 1100 - Word and Image: Literary and Visual Analysis (3)**

The focus of this course is on analyzing and writing about literary genres and visual works. Students learn how to "read" and analyze written and visual texts while relating them to each other and to students' own lives and the world around them. Students explore fiction, poetry, and plays, as well as graphic narratives and/or films representing a wide variety of cultures and chronological periods. The course develops critical written and verbal analytic skills.

Prerequisite: CWRT 1101 (or equivalent, waiver).

**CLITR 1888 - Selected Topics in Literature (3)**



**CLITR 2120 - American Literature (3)**

This course surveys American literature from Colonial times to the present. It explores certain themes central to American literature and the American experience: Americans' ambivalent attitudes toward breaking with authority; the important place of "the wilderness" in the American imagination; the role of the different ethnic and regional voices that are expressing the American experience; and the figure of the self-made, self-invented human being.

Prerequisite: CLITR-1100.

**CLITR 2330 - World Mythology (3)**

This course provides an introduction to Middle Eastern, Greco-Roman, European, Asian, African, and North and Central American mythology. This course will compare and contrast the various myths and identify common features. Materials are organized according to themes and types, and include myths of creation, apocalypse, afterlife, floods, heroes and heroines, and archetypes.

Prerequisite: CLITR-1100.

**CLITR 2400 - Power and Identity: Literature in English (3)**

Power and Identity: Literature in English examines representative texts from an expanded literary canon written in English (UK, US, Anglophone cultures) c.1000 CE - present, exemplifying a variety of time periods, genres, and voices; it also provides an overview of the history of the English language (Old English > postcolonial Englishes). Students continue to build their critical reading and writing skills through exercises and essays in literary criticism and research.

Prerequisite: CLITR 1100.

**CLITR 2500 - Constructing the Self: Literature in Translation (3)**

This course covers a selection of texts from a wide variety of geographical and linguistic traditions. The course will explore topics on translation as a form of rewriting, the translatability of literature and the cultural relevance of texts. Because this is a sample of literary texts of different genres, it will allow students to reflect on how literature, as a means of representation, has adapted to the ideological and cultural needs through time and space. General questions about literature and power, gender representations, national, colonial and postcolonial subject representations and other topics as emerge from textual analysis will frame in-class discussions, writing and research assignments.

Prerequisite: CLITR 1100.

**CLITR 2888 - Selected Topics in Literature (3)**

This course focuses on a specific topic in literature.

**CLITR 3028 - United States Drama Since 1900 (3)**

This course examines Modern American Drama as an art form and a social institution, beginning with plays by Eugene O'Neill. The course emphasizes the link between the American theatre and social movements in America. Special attention is given to contemporary developments in the Black Theatre" and "Revolutionary Theatre" movements and to current experiential theatre productions.

Prerequisite: CLITR-1100.

**CLITR 3310 - The Family in Literature (3)**

Beginning with the Bible and Greek tragedy, and culminating in twentieth-century literature, this course will explore certain paradigms and conceptions of family that have retained great importance in Western culture: family as a reflection and extension of the surrounding society; family as the turbulent place where one

learns and grows through conflict and rivalry; and family relations as patterning an individual's psyche.

Prerequisite: CLITR 1100.

**CLITR 3312 - The Plays of Shakespeare (3)**

In this course students read, perform short scenes and monologues, and write on selected comedies, tragedies, and histories. Students also become familiar with important critical perspectives on the plays, and with historical and cultural influences present in them.

Prerequisite: CLITR 1100.

**CLITR 3313 - Seriously Funny: Comedy on Stage & Screen (3)**

This course examines comedy as a "criticism of life". Students read a selection of comic drama fiction and verse from Aristophanes to the Theater of the Absurd along with a number of critical essays.

Prerequisite: CLITR 1100.

**CLITR 3314 - Seriously Tragic: Tragedy on Stage & Screen (3)**

Readings are selected from works by Sophocles, Shakespeare, and Miller, among others. Using Aristotle's Poetics as a basis, students explore the tragic mode in representative works from the ancient Greeks to modern times.

Prerequisite: CLITR 1100.

**CLITR 3315 - Contemporary Latin American Women Writers (3)**

This course will explore Latin American women's participation in society as catalysts for social and political change. Through the works of Sor Juana De La Cruz, Isabel Allende, and Rigoberta Menchu, among others, students will learn about Latin American women's perceptions and values, and be better able to understand them. Sources will include readings in contemporary literature, history, sociology, personal narrative, interviews, and movies.

Prerequisite: CLITR 1100. Fulfills Global Perspectives requirement.

**CLITR 3317 - Marriage and Dangerous Liaisons in the Novel (3)**

Beginning with Laclos' eighteenth-century masterpiece, *Les Liaisons Dangereuses*, this course attempts to establish just what are dangerous liaisons in and out of marriage. Students will proceed to read novels by Tolstoi, Stendhal, Flaubert, Lawrence, Bronte, and O'Brien and determine to what degree Laclos' themes and definitions from the eighteenth century have carried forward into more recent literary treatments of love and marriage.

Prerequisite: CLITR 1100.

**CLITR 3320 - The Power of Words: The English Language Then and Now (3)**

This course surveys the history of the English language from its earliest times to the present, with attention to linguistic structure and form as well as to the social and political forces that have created and are creating the language. With attention to grammatical structure and etymology, the course examines language change through a wide variety of English language texts, including Caedmon's Hymn and the King James Bible. The course also addresses some of the crucial questions that the digital era has brought to the English language.

Prerequisite: CLITR 1100.

**CLITR 3329 - Race, Ethnicity, Identity in United States Literature (3)**

This course will focus on the question, "How is Race, Ethnicity, and Identity portrayed in U.S. Literature," and, more specifically, "How do the lives portrayed in this literature reflect the knowledge, identity, and experience of the authors?" We will investigate a wide range of

diverse perspectives and marginalized histories and voices, exploring concepts such as “otherness,” “difference,” “race,” and “gender,” among others. We will study these concepts within a theoretical framework that involves the roles of intersecting identities and bias in systems of oppression (including Eurocentrism, colonialism, white supremacy, patriarchy, and capitalism, among others). We will also examine our own biases as we analyze the self and identities of the narrators, exploring how their lives – and our own – might reflect a collective memory and experience of what it means to be American.

Prerequisite: CLITR 1100.

### **CLITR 3337 - Short Fiction and Novella (3)**

This course allows students to read and study short stories and novellas of different literatures. They read such characteristic forms of this genre as the fantastic tale, the literary fairy tale, the classical novella and the mystery tale. Students focus upon such central questions as construction of character, the treatment of space and place, narrative point of view, and symbolism.

Prerequisite: CLITR 1100.

### **CLITR 3400 - Major Authors (3)**

In this class, students read widely in the work of one major author in the literary tradition. Complementary contemporary texts may supplement the primary readings. At the end of the course, students investigate more recent literature influenced by the major author. The subject of the course changes each year; the course can be taken more than once.

Prerequisite: CLITR 1100.

### **CLITR 3670 - Bildungsroman: Novel of Self-Development (3)**

The Bildungsroman, often defined as “the novel of self-development,” involves the growth of a young person from adolescence to maturity. The Bildungsroman takes its name from the German *bildung* (education or development), combined with *roman* (novel). The term originated in Germany in the latter half of the 18th century with Goethe’s *Wilhelm Meister's Apprenticeship*. While the genre has taken on attributes characteristic of specific eras and cultures, critics argue that it shares a defining pattern: a protagonist struggles for intellectual and psychological growth in a society experienced as hostile or indifferent to their sensibility and understanding. For this course, we will read examples of the Bildungsroman from various periods and cultures. Novels will be examined not only in relation to the genre, but with respect to the larger societal and cultural dimensions presented in each work. We will also read examples of the *Kunstlerroman*, a sub-genre of the Bildungsroman that focuses on the development of an individual in the process of becoming an artist.

Prerequisite: CLITR 1100.

### **CLITR 3710 - The Feast of Blood - Vampire Novels: 19th-21st Century (3)**

Vampires are universal – they exist in ALL cultures. Why do vampires capture the imagination, especially of Anglophone readers and viewers? What qualities does the vampire incarnate? What might have triggered particular enthusiasm for depicting the undead? How has the depiction of the vampire evolved over centuries? How do we look at them through the lenses of culture, race, sexuality, and religion? You are all familiar with the *Twilight* series – bring your thoughts and obsessions to class.

This class will examine the shifting images and themes of the rise of the vampire as a literary obsession, beginning with a mysterious early 19<sup>th</sup> century text published in NYC - *The Black Vampire*. From there we will move on to England and meet the “first” literary vampire: Sir

Frances Varney, star of the notorious penny dreadful, *Varney the Vampire, or, The Feast of Blood*. The class will then study La Fanu’s *Carmilla* and Bram Stoker’s classic, *Dracula*, and with a focus on the ways Stoker borrowed, shifted, and altered the tropes started by Rymer. For the second half of the semester, the class will study the vampire in contemporary literature, and accompanying films, exploring how modern authors/filmmakers reimagine classic vampire images and themes and how modern vampires reflect the shifting cultural and political landscape.

### **CLITR 3888 - Selected Topics in Literature (3)**

Prerequisite: CLITR 1100 PLUS upperclass standing, OR one 2000-level CLITR course, OR permission of the instructor.

### **CLITR 3900 - Junior Writing Seminar on a Major Author (3)**

Through the study of the works of one major author, students engage with a variety of critical techniques to develop their own critical voices and analytical research skills. This writing-intensive seminar prepares students for the work of the seminar paper in CLITR 4340. English majors only.

Prerequisite: 6 credits of 2000-level CLITR courses.

### **CLITR 4340 - Senior Seminar in Literary Criticism (3)**

This course combines a common reading and discussion agenda with ongoing work on an individual senior project. Students will read critical pieces representing the range of different theoretical approaches to the study of literature and see how these explicate and illuminate the reading done in common.

Prerequisite: 6 credits of 3000-level CLITR or CHUMS courses OR permission of the instructor.

### **CLITR 4349 - Senior Thesis in Literary Criticism (4)**

The student chooses a subject for investigation and writes an extensive essay of about forty pages, working individually with the guidance of an appropriate faculty member. A thesis proposal, including project description and preliminary bibliography, must be submitted to the department for approval in the semester previous to enrollment. This course may not be elected in the same semester as CLITR 4340, senior seminar with critical methods. For more detailed guidelines, contact the Humanities Department.

Prerequisite: 6 credits of CLITR or CHUMS courses at the 3000-level.

### **CLITR 5400 - Major Authors (3)**

In this class, students read widely in the work of one major author in the literary tradition. Complementary contemporary texts may supplement the primary readings. At the end of the course, students investigate more recent literature influenced by the major author. The subject of the course changes each year; the course can be taken more than once.

### **CLITR 5888 - Selected Topics in Literature (3)**

This course focuses on a specific topic in literature.

## **CMATH - MATHEMATICS**

### **CMATH1009 - Making Meaning with Math with Lab (3)**

This course will focus on the importance of mathematics in the modern world. Topics will include logic and problem solving, dealing with data, modeling, and other real world applications. Students will enhance their ability to use concepts, procedures, and intellectual processes specific to quantitative reasoning. As well, students will engage in versatility in approaching and solving problems. Each

student will complete an individualized project to study a particular aspect of mathematics in further detail. This course is identical in content and workload to CMATH 1010, and it includes an additional hour of classroom time each week in the lab. Placement in/waiver from this class depends on SAT or ACT math or Lesley Math Assessment scores.

This course does not fulfill the General Education Mathematics requirement for the College of Liberal Arts and Sciences.

### **CMATH 1010 - Making Meaning with Math (3)**

This course will focus on the importance of mathematics in the modern world. Topics will include logic and problem solving, dealing with data, modeling, and other real world applications. Students will enhance their ability to use concepts, procedures, and intellectual processes specific to quantitative reasoning. As well, students will engage in versatility in approaching and solving problems. Each student will complete an individualized project to study a particular aspect of mathematics in further detail. Placement in/waiver from this class depends on SAT or ACT math or Lesley Math Assessment scores.

This course does not fulfill the General Education Mathematics requirement for the College of Liberal Arts and Sciences.

### **CMATH 1500 - Mathematics for Life (3)**

This online asynchronous course for online students will focus on the importance of mathematics in the modern world. Topics will include a basic mathematics review, problem solving strategies, real-world applications of functions, mathematics of personal finance, and understanding data through descriptive statistics. Students will enhance their ability to use concepts, procedures, and intellectual processes specific to quantitative reasoning.

### **CMATH 1501 - Problem Solving (3)**

This course focuses on the development of problem solving skills, strategies, and heuristics. Within this problem-solving context, the mathematical areas of number theory and functions, sets and logic, and combinatorics and probability are explored. Individual and group problem tasks will permit students to observe, analyze, and contrast problem-solving strategies and attitudes. Each student will keep a learning log noting insights into his/her own problem-solving ability, and written explanations to problem solutions are expected.

Prerequisite: CMATH 1009, 1010 or 1011 or 3 credits from CMATH from the 2000-level.

### **CMATH 1515 - Math, Art, and Design (3)**

This course is designed to introduce the student to some beautiful and surprising intersections between the world of mathematics and the world of art and design, as well as to provide practical solutions to mathematical problems encountered by practicing artists. We will look at intersections between mathematics and art over a fairly long historical period and a fairly wide variety of styles, including ancient Greek art and architecture, 20th century geometric art, fractal imagery, and current practices in design. Accompanying each topic in our historical thread will be hands-on development of solutions to mathematical situations encountered by artists, including the use of scale in diagrams and modeling, building three-dimensional objects, shipping and presenting work, and balancing resolution and print size. The class will consist of viewing art work, mathematical lectures, hands-on projects, guest lectures, and videos.

### **CMATH 1520 - Dealing with Data in the Real World (3)**

This course for adult learners provides a basic mathematics refresher, as well as a general introduction to descriptive statistics. In this course, students will develop quantitative reasoning and statistical skills that will benefit their academic, personal, civic and professional lives. Calculator and computer-based methods for data collection, calculation, display and analysis are integrated into the course. Students examine the advantages and limitations of the use of statistics in the investigation of contemporary issues and problems in areas that include science, health, education, management, and the social sciences. A group project involving descriptive statistics is required.

### **CMATH 1522 - Introduction to Statistics (3)**

This course provides a general introduction to the basic concepts of probability and descriptive statistics. Computer-based methods for data collection, calculation, display, and analysis are integrated into the course. Students examine the advantages and limitations of the use of statistics in the investigation of contemporary issues and problems in science, health, education, management, and the social sciences. A research project involving descriptive statistics is required.

Prerequisite: CMATH 1009, 1010 or 1011 or 3 credits from CMATH from the 2000-level.

### **CMATH 1590 - Patterns and Functions (3)**

This course focuses on using functions and algebra to model data and on using these models to make predictions, solve problems, and make decisions. Participants in the course will be generating mathematical data, identifying and describing patterns, developing mathematical models, solving problems, and sharpening the algebraic skills necessary to work with mathematical models. Topics covered include rates of change, linear functions, quadratic functions, exponential functions, logarithms, and trigonometric functions.

Prerequisite: CMATH 1009, 1010 or 1011 or 3 credits from CMATH from the 2000-level.

### **CMATH 1888 - Selected Topics in Mathematics (3)**

This course focuses on a specific topic in mathematics.

### **CMATH 1990 - Concepts and Applications of Calculus I (4)**

Calculus is the mathematical study of change. It provides a tool for exploration of a broad range of phenomena across the physical, biological, and social sciences. This course introduces concepts of limit, continuity, derivative, and the definite integral and draws connections between the graphical ideas of tangents and area and the functional ideas of instantaneous rate of change and net change. This course requires a facility with algebra and functions, including exponential functions, logarithms, trigonometric functions, linear functions, and logarithms.

Prerequisite: CMATH 1590 or CMATH 2146 or equivalent coursework in precalculus or college algebra or permission of full-time Mathematics faculty.

### **CMATH 2140 - Discrete Mathematics (3)**

This course is intended to introduce students to discrete mathematics and its importance in today's world. It is especially relevant for those planning to teach middle and high school mathematics. Topics include set theory, logic, introduction to proof,

combinatorics, probability, and graph theory. Other possible additional topics include voting methods and theory, fair division, models for population growth, linear programming.

Prerequisite: CMATH 1009 or CMATH 1010 or consent of instructor.

### **CMATH 2144 - Topics in Geometry (3)**

This course is intended to develop students' visual thinking and spatial relationships. Topics from plane geometry include transformations, tessellations of figures, and symmetry. Topics from solid geometry include three-dimensional symmetry and the platonic solids. Study of these geometric concepts is enhanced through extensive use of hands-on activities and computer applications.

Prerequisite: CMATH 1009, 1010 or 1011 or 3 credits from CMATH from the 2000-level.

### **CMATH 2522 - Mathematics of Contemporary Issues of Power and Inequity (3)**

*Mathematics of Contemporary Issues of Power and Inequity* will critically examine a variety of problems in our world through a statistical lens. We will use data science to bring an important perspective to contemporary issues with the goal of promoting more nuanced understanding, enhanced social awareness, informed decision-making, and effective civic action. The topics we deal with in *Mathematics of Contemporary Issues* will vary by semester based on current events.

Each week we will examine a different topic, focusing on historical data and context, current statistics, graphs and charts, and media reports from across the political spectrum. We will keep track of sources of news and research, and learn which ones tend to be credible, and which ones may be misleading and why. Students will learn about basic inferential statistics techniques that provide the foundation for much of the information we encounter every day. Students will be expected to work independently to gather background research on course topics, examine arguments made from differing perspectives, and be prepared to present and discuss information gathered on those topics. All students will participate in a project that involves in-class presentation along with a paper. Beyond class work, students will be encouraged to take community action, write a position paper, and/or make a presentation outside of class.

Prerequisite: CMATH 1520 OR CMATH 1522 OR CMGMT 2550 OR CSOCS 3444 OR CPSYC 3441, OR AP Statistics.

### **CMATH 2590 - Concepts and Applications of Calculus II (4)**

This course is a continuation of CMATH 1990 and examines the integral calculus and its applications. Techniques of integration, logarithmic, exponential, and trigonometric functions, as well as partial derivatives and differential equations are among the course topics. Applications of the integral to area and volume are highlighted as well as uses of the calculus in the natural and social sciences.

Prerequisite: CMATH 1990 or CMATH 2148 or equivalent.

### **CMATH 2888 - Selected Topics in Math (3)**

This course focuses on a specific topic in mathematics that is not covered in a regular course. Offered as needed.

### **CMATH 2990 - Multivariable Calculus (3)**

Multivariable calculus is an extension of single-variable calculus (CMATH 1990 and 2590) that allows us to tackle more real-world problems by modeling them with functions of more than one variable. Topics include vectors in the coordinate plane and 3-

dimensional space, polar and cylindrical coordinates, and multivariate functions. Applications are drawn from a variety of disciplines, with a focus on the physics of objects moving in space, linear and quadratic approximations, and optimization.

Prerequisite: CMATH 2590 or CMATH 3524.

### **CMATH 3000 - Number Theory (3)**

This course paves the way to "proof-based" mathematics courses (e.g. Abstract Algebra) and provides a comprehensive introduction to number theory. Major topics include the logic of direct and indirect proofs, divisibility, primality, and factoring, congruence and modular arithmetic. While mainly focusing on abstract topics, we will also investigate the mathematics behind divisibility tests, check digits, and public key cryptography. Class time and homework will engage students in mathematical inquiry: investigation, generalization, conjecture, proof, and counterexample.

Prerequisite: CMATH 1990.

### **CMATH 3001 - Mathematics in Context (3)**

In this course we focus on the rich historical connections between mathematics and the social context in which it developed, with a focus on the fact that non-Western cultures and mathematicians have made essential, significant contributions to the development of mathematics throughout human history. Examples from a variety of historical periods are considered along with the work of key mathematicians and the problems that captured their interest. By doing mathematics through an historical lens, students gain an appreciation for mathematics as a human endeavor and a greater ability to think critically about the development of new mathematical knowledge. *This course had been approved as a "Global Perspectives" course.*

Prerequisite: 3 credits of CMATH course numbered 1500 or higher.

### **CMATH 3011 - Linear Algebra (3)**

Linear Algebra arises from generalizing the solving of simultaneous equations in two unknowns to many equations in many unknowns. We will find that these kinds of algebra problems can be analyzed and generalized in the theory of vector spaces. Vectors and matrices will be central mathematical structures that we study in this course. Topics we will cover include: linear systems and their solutions; linear transformations; matrix and vector algebra; vector spaces; determinants; eigenvalues and eigenvectors; and orthogonality.

Prerequisite: CMATH 1990.

### **CMATH 3100 - Internship and Seminar (3-6)**

Internships at Lesley are designed to provide students with opportunities to perform research/field work in conjunction with practicing professionals in a supervised field setting. With the help of an advisor and the internship office, a student identifies fieldwork that complements his/her major and interest within that major and his/her own educational and professional objectives. This internship is an important experience, functioning as a catalyst for making important contacts in the workplace, building higher levels of skills to more effectively position you for success in the job market, and positively influencing post graduation employment or the pursuit of graduate school. The seminar is designed to support your work in the field and to provide a framework for analyzing the internship site through its structures, behaviors and cultures. The seminar provides a forum for discussion about organizational change, new trends and patterns, and anticipated issues in global environments.

**CMATH 3522 - Inferential Statistics (3)**

Statistical inference draws conclusions from data. The emphasis of this course is on the reasoning of inference - the what and how of making judgments about data. Topics include significance tests involving means and proportions, linear and multiple regression, and one- and two-way analysis of variance. A research project making use of inferential statistics is required.

Prerequisite: CMATH 1522 or permission of the instructor.

**CMATH 3888 - Selected Topics in Mathematics (3)**

This course focuses on a specific topic in mathematics.

**CMATH 4200 - Abstract Algebra (3)**

This course introduces the study of abstract algebraic systems such as groups, rings and fields, examples of which are abundant throughout mathematics and the sciences. Students will engage in the process of mathematical abstraction, the formulation of algebraic systems, and the development of an abstract theory from these systems. A significant amount of time in and out of class will be focused on reading and creating mathematical proofs.

Prerequisite: CMATH 3000 or permission of instructor.

**CMATH 4550 - Directed Research Capstone: Math (3)**

Students enrolled in this capstone course perform community-based mathematical research. They work in groups to develop and complete a significant research project based on community needs. Students will be required to use the mathematical tools of algebra, trigonometry, calculus, probability and statistics in order to fit data, construct models, and determine appropriate conclusions. Students will engage in projects that highlight the power of mathematical tools applied in practical situations, as well as the creativity necessary to make the connection between theoretical model and practical solution.

Prerequisite: CMATH 3522.

**CMUSC - MUSIC****CMUSC 1401 - Introduction to Form in Classical Music (3)**

How to listen to classical music and what to listen for will be the major focus of this course. Students shall study the representative works from the late Middle Ages through the beginnings of Modernism in order to gain an appreciation of how musical forms evolve over time, how they change, build upon one another, and ultimately become transformed into something new. Emphasis will be placed on the contributions of acknowledged masters such as Bach, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Schoenberg, Stravinsky, and Bartok. Although the course focuses primarily upon Western classical music, the influence of Asian, African, and Latin American music on the Western tradition will be emphasized where appropriate.

**CMUSC 2328 - Broadway and Beyond (3)**

This course examines the emergence and the development of musical theater as an art form. Although the course emphasizes musical theater in America, attention is given to European antecedents which influenced the shaping of American musical theater. The course requires assigned readings and discussion, attendance at selected concerts, and an analysis of representative works.

**CMUSC 2337 - Social Concerns in Music (3)**

This course examines social concerns and their effects on music. Such topics as war, love, death, prejudice, labor, and religion are considered through examples selected from musical comedy, opera, oratorio, art song, folk music, rock, and jazz.

**CMUSC 3339 - World Music: Folk and Popular (3)**

Characteristic music of various cultures is presented and discussed. Selections include examples from Europe, the Middle East, and Asian countries. The importance of ethnicity, as well as its influence on present day music, is emphasized.

Fulfills Global Perspectives requirement.

**CPMUS - MUSIC****CPMUS 1340 - Introductory Piano (3)**

The fundamentals of music theory are considered through the use of the keyboard. Music reading and practical harmony are presented through introductory sequenced piano literature. The course also includes lectures and some listening assignments introducing students to examples of great piano literature and its historical development.

**CPMUS 1888 - Selected Topics in Music (3)**

This course focuses on a specific topic in music.

**CPMUS 2345 - Concert Choir (1)**

This course includes discussion, evaluation, and preparation of significant and representative choral works selected from various historical periods. Ability to read music is not an entrance requirement and training in music fundamentals (theory) is included in the course.

**CPMUS 2400 - Secondary Piano (3)**

Advanced piano technique and music theory are presented through a combination of group and individual instruction. This is a continuation of CPMUS-1340 and requires previous experience in piano and music theory.

Prerequisite: Admission into course permitted only by successful completion of CPMUS-1340 or private audition.

**CNSCI - NATURAL SCIENCES****CNSCI 1150 - FYS: It's Not Easy Being Green (3)**

Explore what it means to be "green" in today's world through readings, in-class discussions, debates, projects and field trips in this First Year Seminar. We will delve into 4 broad topic areas: green food/agriculture, green design/architecture, green energy, and green consumerism. We will speak to the Lesley green campus coordinator, and visit with several green campus programs at other local Universities. We will evaluate various approaches to environmental sustainability, both at Lesley, and as a part of a larger global community. At the end of the course, the students will reflect on whether this class led to changes in their own behaviors relating to how "green" they choose to live and act.

**CNSCI 1888 - Selected Topics in Natural Science (3)**

This course focuses on a specific interdisciplinary topic in the natural sciences.

**CNSCI 2100 - Humans in the Environment (3)**

This course provides an interdisciplinary focus on the interactions between humans and the environment. Topics of consideration include an overview of ecosystems; population growth; species extinction and preservation; air, water, and soil pollution and control; agriculture and world food production; and preservation, conservation, and sustainable resource management. Specific case studies will be considered as well as the view of different cultures toward their physical surroundings. Prerequisite: Strong background in environmental issues and scientific thinking recommended.

Prerequisite: CPHYS 1110.

**CNSCI 2101 - Mapping Our World with GIS (3)**

Geographic Information Systems (GIS) are computer-based systems used to enter, store, transform, map, analyze and interpret data. In this introductory course we will study how GIS systems work and how to use GIS software (ArcMap) to map and analyze data. Emphasis will be placed on the basic elements of cartography and GIS (lecture) and hands-on applications (labs). The majority of the labs will focus on exploring Cambridge and analyzing our urban environment. The course will combine lecture, discussion, and hands-on exercises in the computer lab. The focus of the first half of the course will be learning how to use GIS software and how to perform geographic analysis. In the second half of the course, students will complete a GIS project.

**CNSCI 2102 - Issues in Environmental Sustainability (3)**

Few issues will have a greater impact on this and future generations than those currently affecting our global environment. This multidisciplinary course will use a complex systems approach to study the global environment and human impact upon it, including the roles of science and society in providing solutions. Topics include human population growth, natural resource use, energy, ecosystem decline, biodiversity loss, pollution, global climate change, and environmental sustainability theory from an international perspective. Current scientific research will be used to critically evaluate the validity of controversial issues. Independent research will allow students to more deeply explore an issue of particular interest to them. Forum discussions will cover topics presented in the text, as well as leaving room for student-directed exploration of tangential issues. The goal of this course is to help students apply scientific reasoning to make informed decisions about the effects of human activity on the planet, and to stimulate their own feelings of global citizenship.

**CNSCI 2140 - Coastal Zone Management (Marine Studies Consortium Course) (3)**

This course presents a survey of the coastal environment - its physical characteristics, natural systems, economic uses, and development pressures. Lectures examine strategies formulated in the U.S. for land and water resource management in the coastal zone. The roles of federal, state, and local government, environmental groups, and resource users are also explored. Finally, by comparing coastal zone management problems in the U.S. to those elsewhere in the world, students gain a global perspective.

Prerequisite: Any CPHYS course.

Off campus; Marine Studies Consortium course; involves fee.

**CNSCI 2204 - The Art and Science of Living in a Natural Place (3)**

Engaging in a 10 day field excursion (*with pre/post research online*), students are introduced to *The Art and Science of Living in a Natural Place*, within a rural, rustic field station context and methodology of conservation. Through an interdisciplinary lens of art (*both*

*contemporary and cultural*) and science (*descriptive and hypothesis driven*) within the context of place, students will investigate local wild aquatic and terrestrial communities, research related projects, and propose a potential scientific study of the relationships and an artist design to highlight the issue to a wider community. Students will experience the coastal Maine landscape as an important place to learn about the environment through local landscapes and outdoor living; engage in stewardship through a local service project; and increase their cultural competence through community experiences of resiliency within the intercoastal zone of Maine.

**CNSCI 2210 - Water Resources Planning and Management (3)**

This course is a comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater and wetlands protection, wastewater treatment, and coastal zone management. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recurring theme in the course. Strongly recommended for students interested in environmental management.

Off campus; Marine Studies Consortium course; involves fee.

**CNSCI 2220 - Science in The Movies (3)**

Whether you like science fiction or not, it is difficult to avoid the constant presence of science in the movies. Besides the prevalent aliens and astronauts traveling at faster-than-light-speeds through the universe, "science" permeates movie plots. Do any of these ideas have a basis in orthodox or laboratory science? This course looks at the biological environmental and physical sciences behind science in the movies. Students investigate the real science underlying movie phenomena and gain the critical thinking skills for separating scientific fact from science fiction. Each week of the course will be focused around specific scientific ideas and themes as they are portrayed in films. We will investigate the science behind each of these ideas through on-line discussions and presentations.

**CNSCI 2888 - ST: Natural Sciences (3)**

This course focuses on a specific topic in the natural sciences.

**CNSCI 3100 - Internship and Seminar (3-6)**

Internships at Lesley are designed to provide students with opportunities to perform research/field work in conjunction with practicing professionals in a supervised field setting. With the help of an advisor and the internship office, a student identifies fieldwork that complements their major and interest within that major and their own educational and professional objectives. This internship is an important experience, functioning as a catalyst for making important contacts in the workplace, building higher levels of skills to more effectively position you for success in the job market, and positively influencing post graduation employment or the pursuit of graduate school. The seminar is designed to support your work in the field and to provide a framework for analyzing the internship site through its structures, behaviors and cultures. The seminar provides a forum for discussion about organizational change, new trends and patterns, and anticipated issues in global environments.

**CNSCI 3101 - Advanced Topics in GIS (3)**

Advanced Topics in GIS builds on the techniques learned in the Introduction to Geographic Information Systems course by exposing students to more advanced methods of developing and utilizing GIS data. Students will learn how to explore spatial relationships, collect GIS information using GPS and other field collection tools, and design and implement analytical models using GIS. While the course's

exercises will focus on analyzing the urban environment, students are encouraged to focus on GIS techniques that are relevant to their field of study. Students will work towards producing a GIS project of their choosing as a final project.

Prerequisite: CNSCI 2140.

### **CNSCI 3130 - Urban Design for Sustainability (3)**

What would a truly sustainable society look like? We will address that question, starting with a look at the rise and decline of societies and how the ideas of sustainability fit into that historic context. We will consider the drivers that are changing the future and try to envision the society we hope for, while addressing the issues we face. The body of the course will focus on the design and technology of buildings and the built environment in an urban setting. We will then address the ramifications of this urban environment and the designer's possible impact on food supplies, transportation, energy, water, municipal waste and other endemic urban conditions. Students will undertake research projects that apply course material to circumstances within the local community and present their findings and/or solutions to the class.

Prerequisite: CNSCI 2100.

### **CNSCI 3410 - Human Neuroanatomy (3)**

This course will provide a comprehensive overview of the anatomy of the brain with special emphasis on relationships to both normal human function and dysfunction in the nervous system. Particular areas of study include: major sensory and motor tracts of the spinal cord and brainstem; cranial nerves; functional organization of the neocortex; basal ganglia; cerebellum; and limbic systems. Students will learn about the neurological exam and to visually identify specific structures on photographs of sectioned and gross brain specimens and neuroimaging. This course will prepare students with the medical terminology and neurological concepts for a general understanding of the human brain and its functions in relation to disease and behavior.

### **CNSCI 3500 - New England Field Studies (3)**

This field-based course focuses on the uniqueness of New England's ecology. Students investigate the geology, ecology, and natural history of regional sites including alpine meadow, mountains, and shorelines. The course includes preparation meetings on campus, day trips, and one weekend excursion. Prerequisite: One college science course or permission of the instructor.

### **CNSCI 3888 - Selected Topics in Natural Science (3)**

This course focuses on a specific interdisciplinary topic in the sciences.

### **CNSCI 4100 - Research Internship and Seminar (3-6)**

This course is comprised of an internship and a weekly seminar for students majoring in Biology Earth and Environmental Sciences, or Environmental Studies. Students are required to secure an internship placement, with the assistance of the faculty advisor, in a field of scientific research and/or mathematical analysis and, in some cases, educational research and development. Students spend 90 hours or more in field environments, contributing to active scientific research and related curriculum development, learning about problems that science and mathematics are being used to solve, experiencing first-hand how science is done, and how mathematics provides the models for scientific reasoning. The seminar is designed to support the student's work experience and provide a structure for analysis of the work they are doing. A final project/presentation is required.

Prerequisite: Required to secure an internship with the assistance of

the Internship Office and the faculty advisor; students spend up to 90 hours in their internships and attend a weekly two hour seminar.

### **CNSCI 4200 - Wetlands: Ecology, Hydrology, Restoration (Marine Studies Consortium Course) (3)**

This course examines the vital role of wetlands in the hydrology and ecology of global landscapes. The function of inland and coastal marshes, swamps and bogs, and their role in water and nutrient cycles, will be examined. Students will also survey the biodiversity of wetlands habitats, from microbes to vertebrates. The biological links between wetlands and human activities, such as agriculture, coastal development, and fisheries will be considered, as well as the legal framework for the protection and restoration of endangered wetlands.

Prerequisite: One year of an introductory science (geology, chemistry, biology, physics, engineering, or economics); and two semesters of upper level (elective) science courses.

Off campus; Marine Studies Consortium course; involves fee.

### **CNSCI 4550 - Directed Research Capstone: Science (3)**

Students enrolled in this interdisciplinary course complete a significant field research project focused on ecological sustainability. Students are expected to demonstrate ways of thinking and acting inherent in the practice of science. They use the language and instruments of science to collect, organize, interpret, and communicate information. Students utilize computer-based tools for organization, data collection, modeling, productivity, and presentation. The results are disseminated to the Lesley community and the general public through several venues (examples: poster session, oral, electronic and print forms of presentation).

Prerequisite: CMATH 1522.

## **CPHIL - PHILOSOPHY**

### **CPHIL 1120 - Introduction to Philosophy (3)**

This discussion-based course addresses questions which have puzzled human beings throughout the ages. A number of the possible answers developed by Western philosophers will be examined, and students will offer and support their own opinions. The overall question of whether humans are or are not part of nature will tie topics together. As the last topic students will choose from a number of contemporary questions (e.g., gender equality, cultural relativism, abortion, alternate thought systems, euthanasia) which have philosophical implications.

### **CPHIL 2000 - Political Philosophy (3)**

A comprehensive examination of significant political theorists and texts in the Western philosophical tradition. Course deliberations will begin with the roots of political philosophy in Ancient Greece and move chronologically through medieval Christian thinkers; social contract theorists; political thought surrounding the American and French Revolutions; defenders and critics of industrial modernization and imperialism; twentieth-century totalitarian theories; challenges to established orthodoxies in the 1960s; and post-1960s attempts to revive political philosophy in light of feminist, postmodern and postcolonial critiques of the modern polity.

Prerequisite: CPHIL 1120 Introduction to Philosophy or CPOLS 1101 Introduction to Political Science.

**CPHYS - PHYSICAL SCIENCES****CPHYS 1104 - Earth Science and Planetary Geology with Lab (4)**

This course examines the 3 primary disciplines of Earth Science – Geology, Oceanography and Meteorology as well as the relevance of those fields to our everyday lives. We will examine the structure and function of the various Earth systems as well as introducing the current applications of each field to our social and technological lives, to climate change, and to the uneven distribution of resources such as food, energy, and minerals.

This course meets for five hours weekly in order to integrate laboratory experiences.

**CPHYS 1110 - Environmental Science w/Lab (4)**

This course introduces various aspects of environmental science, including biodiversity, ecosystems, human population, water resources, air pollution, and climate change. Topics will be approached with a focus on urban environments, which will be emphasized through the lab activities and additional readings from journal and news articles. The lab activities will familiarize students with applied environmental science techniques including air and water quality testing, data analysis and visualization, and simple modeling techniques. Field trips will include visits to local watersheds, parks, harbor, and our own campus.

This course meets for five hours weekly in order to integrate laboratory experiences.

**CPHYS 1250 - Physics I with Lab: Forces, Sound, Momentum & Energy (4)**

This course is an investigation of the interactions of matter, encompassing motion arising through mechanical and gravitational forces, sound, and the principles of momentum and energy conservation. Connections to biology, medicine and climate are integrated into the course content. Students engage in active learning through observation, hands-on experimental labs, discussions, problem solving, data collection and interpretation.

Prerequisite: CMATH 1590 or CMATH 1990 or CMATH 2590.

This course meets for five hours weekly in order to integrate laboratory experiences.

**CPHYS 1308 - General Chemistry I with Lab (4)**

This course covers the basic topics in inorganic and organic chemistry including: atomic structure, periodic relationships, chemical bonding, chemical reactions, and molecular structures. The topics are developed further by considering practical examples such as: air and water pollution, pesticides, food additives, forensic science, pharmaceuticals, and energy technologies. The impact of each on public policy and human health is discussed. A student project is required. This course meets for five hours weekly in order to integrate laboratory experiences.

**CPHYS 1888 - Selected Topics in Physical Science (3)**

This course focuses on a specific topic in the physical sciences.

**CPHYS 2001 - A History of Science (3)**

Science more than any other discipline defines the western worldview, making it distinct from all other cultural systems of analysis. The benefits of scientific methodology and its discoveries have allowed the west to become a dominant political and intellectual force throughout the world. This course will look at the history of science from antiquity to the present, and provide students with a broad overview for how these systems of thought, empiricism,

and invention have contributed to the development of the west's social, religious, and political systems. We will examine the limitations of scientific methodology, and how the practice of science has resulted in the growth of technologies, substances, and techniques of debatable merit.

**CPHYS 2011 - Biological Chemistry I (3)**

The course will explore the fundamentals of biochemistry as it relates to life, starting with the major components (e.g. proteins) that perform various functions. Proteins perform very important activities in all living organisms, and students will learn about the thermodynamic properties of biological systems and the building blocks of proteins and their properties. The class will then explore various aspects of protein structure and their functional implications. Students will learn two important functions of proteins: metabolism and glycolysis and how they provide energy source for us. Genes that all living organisms carry in various forms encode proteins, so the class will investigate the building blocks of genes and their properties, and how organisms repair genes if some external toxic agents damage them.

Prerequisite: CPHYS 1308.

**CPHYS 2047 - Life Chemistry: Drugs in Our Lives (3)**

A "drug" is broadly defined as any chemical agent that affects living processes. While the subject of pharmacology is quite extensive this course is a survey of important classes of drugs (both legal and illegal) and food additives in common use in the United States. The central focus is on the biochemical mechanisms by which drugs interact with our human physiology to produce beneficial as well as deleterious effects. Topics include: physical and chemical properties of drugs; biochemical/physiological effects; mechanisms of action; the body's absorption and metabolism of drugs; toxicology; disease physiology; and therapeutic and recreational uses of drugs. In addition students will examine ethical and legal issues faced by education social services as well as illegal drugs.

Prerequisite: Any laboratory science course.

**CPHYS 2102 - General Chemistry II with Lab (4)**

In General Chemistry I, we learned about the subatomic particles that make up chemical matter. You also learned how atoms are connected through chemical bonding, specific stoichiometry and chemical reactions, all of which are guided by certain rules. General Chemistry II will investigate various principles and laws that impact chemical reactions, solubility and interactions between particles. Students will further explore chemical equilibrium and steady state kinetics, which determine the amount of product formation in a reaction. Topics will also include exploration of oxidation and reduction reactions via electrochemical processes and nuclear reactions.

Prerequisite: CPHYS 1308.

This course meets for five hours weekly in order to integrate laboratory experiences.

**CPHYS 2104 - Meteorology (3)**

This course is designed to take advantage of students' interest and curiosity about weather, as well as their desire to understand the impact that people have on the atmospheric environment. The course will cover such topics as temperature, precipitation, air pressure and winds; air masses and weather patterns; tornadoes and hurricanes; air pollution; and climate change. Laboratory activities and technology will be integrated into the course to give students a better understanding of weather variables and how weather data is



monitored, collected, and analyzed. A student project is required.  
Prerequisite: CPHYS 1104 or equivalent strongly recommended.

### **CPHYS 2106 - Oceanography (3)**

This course begins with the history of oceanography and covers the origin of the Earth and the ocean; marine geology and geophysics; chemical, biological, and physical oceanography; climate; coastal and estuarine environments; ocean resources; marine pollution; and the law of the sea. Laboratory exercises and field work along the coast are required.

Prerequisite: Any CBIOL or CPHYS course. Laboratory exercises and a whale watch (from Boston Harbor) are required.

### **CPHYS 2250 - Physics II with Lab: Electricity, Magnetism, Atoms & Light (4)**

This course is an investigation of electricity and magnetism extending to light and its classical and quantum interactions with matter. Modern connections to biology, medicine and climate are integrated into the course flow. The course integrates active learning through observation, hands-on experimental labs, discussions, problem solving, data collection and interpretation.

This course meets for five hours weekly in order to integrate laboratory experiences.

### **CPHYS 2308 - Organic Chemistry I with Lab (4)**

The primary objective of this class is to gain a basic understanding of Organic Chemistry. The class will start from an in-depth understanding of the periodic table: various properties of atoms and their implications. Then we will focus on various chemical bonds: ionic, covalent and coordination bonds, and also the concept of lone pair, Lewis structure, and single, double and triple bonding. Students will explore the four classes of hydrocarbons which form the basis of organic chemistry: alkane, alkene and alkyne and aromatic compounds. Student will explore nomenclature, hybridization and isomerism of these compounds. Students will learn the physical and chemical properties as they relate to real life examples such as life-saving drugs. The reactivity and their implication in the function of drugs will also be discussed.

Prerequisite: CPHYS 1308.

This course meets for five hours weekly in order to integrate laboratory experiences.

### **CPHYS 2510 - Astronomy (3)**

This course begins with the origin of the universe and covers: "the big bang;" unified field theory; the evolution of discrete fundamental particles; and the formation of stars and galaxies. This discussion includes the experimental evidence to support the current views. Both naked eye and telescopic observations of the night sky are stressed. Laboratory exercises evening observations and a field trip to a nearby observatory are required. Prerequisite: CPHYS 1104 or equivalent strongly recommended.

### **CPHYS 3010 - Our Changing Climate (3)**

From snowball to hothouse, we will look at the climate of Earth over the whole of Earth history. How does the human-induced climate change we are facing today differ from these past events? What regulates climate on our planet in the first place? We will take lessons from Earth history in order to better understand our present and predict our future. Using a systems-based approach we will explore how human actions are altering the Earth's atmosphere, oceans, continents, ecosystems, and the habitability of our home planet.

Prerequisite: CPHYS 1104.

### **CPHYS 3308 - Organic Chemistry II w/Lab (4)**

This upper level organic chemistry course will discuss the synthesis, characterization and identification of organic molecules which constitute building blocks of living organisms and many life-saving pharmaceutical drugs. The course will start with discussing fundamental techniques such as nucleic magnetic resonance (NMR), infra-red (IR) and ultraviolet-visible, and mass spectroscopy which are commonly used for the characterization of organic molecules. The course will also focus on investigating organic chemistry of biomolecules such as carbohydrates, amino acids, peptides, nucleotides and vitamins through lectures, key assignments, writing reports and hands-on laboratory activities. Topics will also include catalysis, radical reactions, organometallic compounds and their chemical and physical properties.

Prerequisite: CPHYS 2308.

This course meets for five hours weekly in order to integrate laboratory experiences.

### **CPHYS 3888 - Selected Topics in Physical Science (3-4)**

This course focuses on a specific topic in the physical sciences.

## **CPLCY - PUBLIC POLICY**

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### **CPLCY 3552 - Social Policy (3)**

This course analyzes major policies in the U.S. that provide for individuals' and groups' social welfare. Major emphasis is on income supplementation and poverty policies, including welfare and social security; health policies, criminal justice policies and family and child welfare policies. Students engage in critical analysis of policies, especially in terms of who is well served, who is not and what policies need development and change. Comparisons are made to social policies in other nations and students critically evaluate U.S. policies. Prerequisite: CHMSR 2551 or permission of the instructor.

Prerequisite for Human Services and Counseling majors: CHMSR 2551 or permission of instructor. No prerequisite for other majors.

### **CPLCY 3888 - Selected Topics in Public Policy (3)**

This course focuses on a specific topic in public policy.

## **CPOLS - POLITICAL SCIENCE**

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### **CPOLS 1101 - Introduction to Political Science (3)**

Politics determine who rules and who obeys, who eats and who starves, who lives and who dies. At the heart of politics is power. The first half of the course will focus on developing conceptual tools necessary for political analysis. The second half will concentrate on using those tools to analyze important political issues and problems. Along the way, students will be exposed to six major subfields in political science: political theory, comparative politics, U.S. politics, political behavior, public policy, and international relations. They will come out with deep understandings of the complexities of political concepts, systems, issues, policies and processes.

### **CPOLS 1888 - Selected Topics in Political Science (3)**

This course focuses on a specific topic in political science.

### **CPOLS 1911 - Doing Good or Looking Good? Decolonizing Community Engagement (4)**

This course critically thinks about our place of belonging in our communities and the larger world. It defines and applies the ethics, theories, and principles of social justice to community engagement and organizing. It also analyzes how differences in power and privileges (including gender, race, ethnicity, class, sexuality, and

other intersections of power relations) affect the practice of working with diverse communities locally and globally.

#### **CPOLS 2010 - Storytelling for Social Justice (4)**

Students will learn how story functions in the realm of political policy and activism that will culminate in a final project that uses digital and social media. Students will learn from stories of the status quo, stories of resistance and stories that transform the teller and the situation for different key social issues. Students will learn to create ways to present stories through digital media- including audio recordings, video and digital storytelling.

#### **CPOLS 2121 - U.S. Politics (3)**

This is a course on the U.S. political system and how to use it. It begins with a look at the U.S. Constitution and founding principles. It then focuses on the structures and processes of the United States Government: Congress, the presidency, the judiciary, bureaucracy, federalism, and state and local government. The second half of the course concentrates on American politics in action: political parties, public opinion, political news, interest groups, citizenship, patriotism, political socialization, political culture, social movements, civil rights and civil liberties. Welfare, economic, and foreign policy is also covered. Students will gain comprehensive knowledge of systems of government in the United States, and a critical understanding of theories and practices of U.S. politics. They will also develop practical skills for taking political action in the United States.

#### **CPOLS 2130 - Elections, Democracy and New Media (3)**

Democracy means political equality—all members of society have an equal opportunity to participate in the public decisions that affect their lives. In large, complex, economically stratified societies, democracy is an unreachable, but approachable, ideal. Electoral systems are imperfect, but practical, means to approach democratic ends. Elections serve three main political functions: empowerment, representation and legitimation. Elections can allow some members of society to empower and enrich themselves; they may ensure that government is more or less representative of the citizenry; and they can give people the impression that the regime deserves to rule. This course examines how different types of electoral systems serve these functions and achieve more or less democratic outcomes and examines the other non-electoral obstacles to achieving empowerment, representation, and legitimation. Students are encouraged to ask: How do democratic elections in my country compare to others? Does our electoral system function the way the framers' intended? Why aren't our elections more ideally democratic? What non-electoral factors impede democracy in the U.S.? What reforms might improve our electoral system and the practice of politics, and why haven't they been instituted? How can we use New Media to effectively engage with campaigns and elections?

#### **CPOLS 2401 - Drug Wars (3)**

From violent conflicts over drug trafficking routes to controversial government drug control strategies, "drug wars" take many, often intersecting, forms. This course takes a historical, comparative, and interdisciplinary approach to examine the production, distribution, use, and regulation of both licit and illegal drugs.

Prerequisite: One course from one of the following subjects: CGLST, CSOCL, CSOCS, CANTH, CPOLS.

#### **CPOLS 2888 - Selected Topics: Political Science (3)**

This course focuses on a specific topic in political science.

#### **CPOLS 3121 - American Constitutional Law (3)**

The purpose of this course is to introduce students to the principles of American constitutional law as well as the political struggles that

shaped them. The course focuses not only on constitutional doctrine, but also on competing interpretations and political effects of landmark decisions. This course emphasizes debates over civil rights and civil liberties that have been central to modern Supreme Court jurisprudence.

#### **CPOLS 3131 - Perspectives on International Relations (3)**

This course focuses on both the theory and practice of international relations, using a multidisciplinary approach including international law and organization (with particular focus on the United Nations), international politics, social psychology, history, ethics, and international economics. Special attention will be given to current global issues including human rights and the environment, and to the shape and content of international relations in the twenty-first century.

Prerequisite: CGLST 1200 or CPOLS 1101 or CECON 1101. Additional prerequisite for Global Studies majors: CGLST 2200 or permission of instructor. Fulfills Global Perspectives requirement.

#### **CPOLS 3202 - U.S. Foreign Policy (3)**

Foreign policies, devised and implemented by governments, shape the relationships between and amongst countries and regions. Beyond their impacts on international relations, foreign policies also have enormous domestic and societal impacts. How do citizens and residents experience the impacts of other countries' policies, and how are those whose government has implemented a foreign policy impacted "at home"? In this course, students will examine how foreign policies develop, how they are implemented, and what their implications are—both internationally and in the U.S. Major foreign policy areas addressed in this course include foreign intervention, war, national security, diplomacy, and trade.

#### **CPOLS 3300 - Violence, Markets and Globalization (3)**

This course offers survey of political thought since the mid-twentieth century. We examine a series of provocative attempts to make sense of the most striking political and social events of the last half-century: the rise and decline of right-wing (fascist and National Socialist) dictatorships, Holocaust, emergence of the welfare state, decolonization and proliferation of national liberation movements, a seemingly endless sequence of terrible wars, the worldwide spread of liberal democracy, and globalization.

Prerequisite: You must take one CPOLS course before registering for this course.

#### **CPOLS 3302 - Environmental Politics and Policy (3)**

Environmental politics and policies shape people's lives in both overt and subtle, including sometimes invisible, ways. We are increasingly impacted by environmental politics and policies in the "age of the Anthropocene"—when human impacts on the environment are provoking irreversible and far reaching change. This course examines several substantive issue and policy areas in international and transnational perspective, including water privatization, oil and gas development, and climate change. Conceptually, the course pays particular attention to issues of procedural justice, or the politics of participation in decision-making, and culminates with a section on environmental social movements and activism.

Prerequisite: CANTH 1101 or CGLST 2320 or CNCSI 2100 or CPOLS 1101.

#### **CPOLS 3401 - Latin American Politics (3)**

This course examines recent and profound shifts in Latin America towards political democracy, neoliberal economic models, and new kinds of social movements. These developments depart from a regional political landscape that several decades ago was

characterized by some combination of authoritarianism, state-led development, and civil war. Beyond patterns of change, this course pays attention to institutional innovations from above and struggles for social justice from below to deepen democracy and decrease inequality in the region.

Prerequisite: Completion of one CPOLS or CGLST course at the 200 level or above prior to enrolling.

### **CPOLS 3450 - HBO's *The Wire*: The Politics of U.S. Urban Inequality (3)**

Urban inequality has consistently been an intractable problem for politics, leading to inequalities of political voice and inequalities of life chances. Despite the wars on poverty" of the past the inequalities faced by many citizens trapped in isolated urban segregation is getting worse rather than better. Public policy scholars have found that one of the significant impediments to addressing urban inequality is the persistence of negative stereotypes about those trapped in urban poverty. This course addresses this problem by promoting an empathetic understanding that challenges the simple dichotomy between "deserving" and "undeserving" poor exposing the historical factors policies and racial discrimination that helped create this problem.

Prerequisite: One CPOLS or one CSOCL course.

### **CPOLS 3888 - Selected Topics in Political Science (3)**

This course focuses on a specific topic in political science.

### **CPOLS 4100 - Political Science Internship and Seminar II (6)**

The student works for the full semester in a global studies-oriented or political science-oriented setting under the supervision of an experienced professional. Field placements take place in public and private settings, such as: government agencies, advocacy organizations, legal offices, media organizations, and international service agencies. The student meets with their instructor and fellow students in a weekly seminar to examine the personal and professional issues that emerge from the field experience, and to relate them to the broader theory and content issues of global studies/political science and professional life. Students must complete a minimum of 180 hours in placement for six credits and a minimum of 90 hours in placement for three credits.

A minimum grade of C is required to progress in the major.

## **CPSYC - PSYCHOLOGY**

### **CPSYC 1101 - Introduction to Psychology (3)**

This course introduces students to the major concepts and issues in the field of psychology. Topics to be covered include schools of psychology, the experimental method, the physiological basis of behavior, states of consciousness, perception, learning, cognition, intelligence, motivation, emotion, personality, and social behavior.

### **CPSYC 1150 - FYS - Born to Be Wild: The Psychology of Wilderness Experiences - Honors (3)**

In this First Year Honors Seminar, students will examine and discuss the concept of wilderness as it relates to the human psyche. This course will consider different types of human relationships with wilderness by investigating the stories of individuals who stepped off the beaten path; walked in the wilderness in silence for 17 years; and paddled into vicious storms. As we look at these stories, we will consider the wilderness as a place of personal refuge, transformation, discovery, survival, and as a territory to be conquered. Students will explore complex questions, examining what motivates individuals to take risks and to seek out wild places and what happens to others who end up in close relationship with wild animals. The coursework

will also draw attention to various forms of diversity and culture as they relate to one's experience with nature. This inquiry will address these stories from a number of different areas of psychological research, including, but not limited to, research on peak experiences, risk, sensation-seeking, resilience, healing, and social justice.

### **CPSYC 1151 - FYS: Romantic Relationships in Context (3)**

We too often fail to fully appreciate how a comprehensive understanding of the role of romantic relationships in our lives requires a closer examination of the various contexts in which these relationships are entrenched. In this seminar, we will gain a richer understanding of romantic relationships by examining the different contextual factors that influence – and/or are influenced by – our romantic relationships.

### **CPSYC 1201 - Cross-Cultural Psychology (3)**

This course is designed to increase awareness and appreciation of cultural, historical, contextual, and systemic factors that influence human development, personality structure, mental health, illness, and interventions. Students are expected to develop their ability to critically examine the intersectional impact of psychosocial constructs (such as, race, gender, culture, religion, class, ability, sexual orientation, etc.) on the way people think, feel, and act. This course emphasizes multiple narratives and the way diverse worldviews (entrenched in systems of power and privilege) influence mental health, health management, and help-seeking pathways. This course relies heavily on experiential opportunities that encourage students to begin to explore their own social identities and utilize a social justice lens.

### **CPSYC 1401 - Lifespan Development (3)**

This course offers a comprehensive study of the theoretical perspectives and contemporary research on human development, exploring various stages of life and the developmental tasks associated with each. The major theories pertaining to cognitive, emotional, moral, and social development throughout the lifespan are explored, with attention given to the interaction of environmental and familial factors with the usual course of development.

### **CPSYC 1451 - Holistic Approach to Healing (3)**

This course provides an introduction to the concepts of health and wellness with an emphasis on the impact and interaction of psychological, physical, and spiritual factors. Health is regarded as more than the absence of disease in the physical body; it is regarded as consciously cultivating beliefs and behaviors that promote wellness. Wellness depends on the ability to become a fully integrated, fully functioning person. This course provides the student with an opportunity to expand their perspective on physical, emotional and spiritual well-being and healing, and to integrate a holistic approach into their personal and professional lives. Students are encouraged to examine their own beliefs about health and wellness. Class sessions include lecture, discussion and experiential exercises. This course is required for all Holistic Psychology majors.

### **CPSYC 1551 - Foundations and Systems in the Helping Professions (3)**

This course introduces students to a wide range of human service professions, with particular attention paid to art therapy, counseling, expressive arts therapy, human services, holistic psychology and psychology. Students will get an overview of the history and methods of the human service professions. Career opportunities are explored through guest presentations and assignments in community settings. The values and ethical issues facing professionals are introduced as students plan and prepare for their Sophomore internship experience.

NOTE: Students must achieve a minimum grade of C to progress into CPSYC 2551 for the following majors: Art Therapy, Counseling, Expressive Arts Therapy, Holistic Psychology & Wellness, and Psychology.

Students who do not meet the minimum grade requirement may only repeat this course once.

### **CPSYC 2401 - Child Psychology (3)**

This course focuses on human growth and development from conception through early adolescence. Emphasized are the characteristic stages of physical, language, cognitive, and social-emotional development considered from various theoretical perspectives. Also considered are the broad range of children's abilities and needs; the influence of family structures on personality and behavior; and common health problems, including substance abuse, as these impact development. Education students must fulfill the certification-related competencies assigned to the course in order to receive a passing grade.

### **CPSYC 2402 - Child Homelessness (3)**

This class will bring a multidisciplinary perspective to understanding of the nature, origins, and psychosocial consequences of child homelessness. Intervention strategies aimed at addressing the psychological and material needs of homeless children and their families will be examined. Although the focus will be primarily on homeless children in the United States, a global perspective will enable students to develop a comparative perspective on the problem of homelessness and its impact on children and families. Students will examine the challenges facing homeless children and families from various perspectives, including: developmental psychology and neuroscience; trauma theory; stress, coping, and resilience; community interventions/social work; and social policy.

### **CPSYC 2403 - Theories of Personality (3)**

This course explores the major paradigms of personality theory through the use of lectures, discussions, and case studies. Current research is examined and models of personality development are discussed as they relate to current clinical practices, including assessment. Perspectives will include biological and trait; psychoanalysis, along with other Neo-Freudian perspectives; feminist; social-behavioral; and humanistic /holistic.

### **CPSYC 2421 - Introduction to Counseling (3)**

This course introduces some basic issues central to the helping relationship. It offers: 1) an orientation to such topics as developmental perspective, self-image, experienced needs, perception of reality, etc., and how these relate to the counselor in a helping relationship; 2) an overview of current psychotherapies both on a theoretical and practical level; 3) an understanding of the psychological processes which contribute to a style of effective communication; and 4) an examination of the background, status, and future of the counseling field.

Required for the Counseling major.

### **CPSYC 2429 - Sport Psychology (3)**

This course introduces theoretical and practical aspects of sport psychology. We will discuss psychological theories which include personality, motivation, behavior with regards to competition and exercise, group dynamics and characteristics of performance in sport but also other domains such as the workplace, arts, and music. Practical applications involve performance enhancement or intervention techniques such as anxiety and arousal control, imagery and visualization, relaxation and breathing and goal-setting. We will

also examine individual and team sports where group dynamics and leadership are significant factors.

### **CPSYC 2431 - Social Psychology (3)**

The influence of social factors on human behavior are explored through theory and research. The course focuses on behavior in the context of interpersonal relations, and small and large groups. Topics include the basis of interpersonal attraction, social influence, attitudes, attribution theory, race relations, intergroup conflict and its resolution, and the family as a system.

NOTE: Meets lab requirement in Psychology major.

### **CPSYC 2433 - Cognitive Psychology (3)**

This course provides a critical review of theories, methods, and findings in human information processing, learning, and thinking. Topics include verbal learning, memory, attention, perception, problem solving, and creativity. Consideration is also given to the functioning of these cognitive processes during altered states of awareness (e.g., sleep, dreams, and hypnosis).

NOTE: Meets lab requirement in Psychology major.

### **CPSYC 2435 - Psychology of Learning and Behavior Change (3)**

This course offers a beginning theoretical and practical foundation in cognitive and behavioral interventions as they might be applied in both educational and clinical settings. The procedures covered include behavioral analysis, contingency programs, modeling and social learning theory, cognitive restructuring, and biofeedback, as applied in a range of settings. Particular attention is given to the social and ethical implications of employing behavioral procedures in a culturally and clinically sensitive manner.

NOTE: Meets lab requirement in Psychology major.

### **CPSYC 2437 - Equity & Inclusion for Children with Disabilities (3)**

This course offers students a legal, social, and educational understanding of inclusionary practices as they pertain to students with disabilities. The course examines the physical, cognitive, affective, and social experiences of children and youth with a variety of disabilities and discusses the implications of these characteristics for participation in school and community.

Prerequisite: CPSYC 1101 or CPSYC 1401.

### **CPSYC 2451 - Yoga for Mental and Emotional Health (3)**

This course explores how yoga can be used as a tool for mental and emotional health. Drawing on philosophical and theoretical principles of yoga, students will learn how yoga postures, breathing, and mindfulness meditation techniques can be used to promote emotional balance, healing, and growth. Specific emphasis will be given to mental health topics of primary concern to college students: depression, anxiety, body image, trauma, and addiction. Students will engage in a variety of yoga practices focused on developing practical skills to strengthen their capacity for inner witness consciousness, self-soothing, grounding, and self-regulation. Students will be guided to develop and maintain a personal yoga practice customized to their health needs and will complete a research project related to a topic of personal health interest.

### **CPSYC 2453 - Mindfulness and Mental Health (3)**

This introductory class is designed for students to conceptually integrate the theory, research, and practice of mindfulness in relation to mental health. The course will elucidate the Eastern religious and conceptual foundations of mindfulness and critically examine its diverse applications in Western contexts to stress management, wellness, trauma, recovery, and

social justice. Students will learn about the empirical basis of mindfulness through an overview of research in clinical psychology, counseling, and neuroscience and its integration into established counseling paradigms for diverse communities. This is an experience-heavy course that requires students to cultivate their own meditation practice.

Prerequisite: One previous CPSYC course.

#### **CPSYC 2551 - Concepts & Skills in Professional Practice (4)**

This course combines theory with practice as students engage in the first of their required internships. The course focuses on the development of communication skills, clinical skills of interviewing, case study, and professional conduct. Students are exposed to the ethics governing the delivery of professional services, with special attention paid to social services in diverse communities. The internship component of the course is designed to help students integrate theory with clinical skills in practice. Students spend a minimum of 90 hours in the field throughout the semester. Note: Students must secure an internship site before the start of the course.

Prerequisite: You must take ONE of the following courses before registering for this course: CPSYC 1551, CHMSR 1551, or CEDUC 1352.

NOTE: Students must achieve a minimum grade of C to proceed in the following majors: Art Therapy, Counseling, Expressive Arts Therapy, Holistic Psychology & Wellness, and Psychology.

#### **CPSYC 2888 - Selected Topics: Psychology (3)**

This course focuses on a selected topic in psychology.

#### **CPSYC 3405 - Understanding Psychological Diagnoses (3)**

Students are introduced to major approaches to conceptualization, classification, assessment, treatment and prevention of psychological diagnoses. In addition, students will learn about the lived experience of these diagnoses and the social, historical, and cultural contexts related to them.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course.

#### **CPSYC 3407 - Critical Issues in Infancy (3)**

This course offers interested students the opportunity to pursue, in depth, selected critical issues concerning infancy. The last 15 years have seen a dramatic surge of interest in infant development. Theories of infant behavior and empirical research studies have proliferated. Students become familiar with the contemporary conception of the competent infant; the major theoretical issues of infancy; the new methodology which has made the infant more available for study; and the implications of the theory and research for child-rearing, early education, and social practice.

Prerequisite: CPSYC 1401 and one additional 2000 CPSYC course OR CPSYC 2401 and one additional 2000 level CPSYC course.

#### **CPSYC 3409 - Psychology of Preadolescence and Adolescence (3)**

This course begins with the stage immediately preceding the onset of puberty and concentrates upon the adolescent years. The subject matter includes various theoretical views of preadolescence and adolescence; factors influencing normal development and developmental differences; and problems unique to these ages, both in the United States and in other countries. Male and female differences in these age groups are explored.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course.

#### **CPSYC 3410 - Ecopsychology (3)**

Ecopsychology increases the focus of psychology to include the human relationship with the natural world. This course introduces students to the full spectrum of what is meant by ecopsychology, covering the field's philosophical, ecological, and psychological roots. Building upon the theoretical foundations of the field students will investigate their own ecological identity. This is a discussion-based course that requires students to be active participants in their own learning process. This course will include a service-learning component.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course.

#### **CPSYC 3411 - Adult Development (3)**

This course is designed to be an investigation of selected themes and topics confronting the growing adult from post-adolescence to death. These topics include identity, intimacy, autonomy, sexuality, work, gender roles, parenting and family relations, stress, leisure, lifelong learning, spirituality, creativity, aging, and death and dying. The experience of adult development is explored within the context of gender, culture, and significant historical forces.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course.

#### **CPSYC 3413 - Psychology of Women (3)**

This course introduces the theoretical foundations in which the study of the psychology of women is grounded. Sexism in the development of psychological and psychoanalytic theory; the diagnosis and treatment of women's psychopathology; and women's mental health are examined in depth. Psychosocial issues including gender differences, patterns of love and work, and lifespan development are also explored as they affect the psychological lives of women.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course.

#### **CPSYC 3422 - Trauma and Crisis (3)**

In this course, students gain insights and skills at the paraprofessional level for dealing with severe interpersonal and intrapersonal difficulties which are sometimes perceived as crisis situations. Such difficulties include child abuse, severe drunkenness, drug abuse, rage, and traumatizing fear or grief. Analysis of case studies and role-playing is included in the course, and community speakers at class sessions supplement the course instruction.

Prerequisite: One 1000-level CPSYC course AND CPSYC 2421.

#### **CPSYC 3424 - Counseling Children, Adolescents and Young Adults (3)**

Students examine current theories underlying the counseling of children and adolescents. The play approaches of Axline and Moustakas; the person-centered interviewing techniques of Rogers; Glasser's Reality Therapy; Skinner's behavior modification theory; Satir's family counseling; Freud's frameworks, and others are examined in some depth. Students use case studies and role-playing in order to experience personally the issues implicit in counseling with children and youth. In addition, the course facilitates self-exploration and self-understanding in order to prepare students for work as child or youth services professionals.

Prerequisite: One 1000-level CPSYC course AND CPSYC 2421.

**CPSYC 3425 - Applied Group Dynamics (3)**

This course is designed for students who wish to increase their ability to function effectively in groups. Attention is given to understanding the processes and development of small groups, and to participation, influence, authority, leadership, and other aspects of working in groups. Students are expected to choose and pursue behavior goals for themselves.

Prerequisite: One 1000-level CPSYC course AND CPSYC 2421.

**CPSYC 3426 - Multicultural Counseling (3)**

This course is designed to assist students to deepen their understanding of equity, empowerment, social justice, and social change as they apply to counseling and other helping fields. Students will critically examine psychosocial constructs (such as, race, culture, religion, class, ability, sexual orientation, etc.) using multicultural frameworks and experiential opportunities to explore student's own social identities. This course emphasizes multiple narratives, and the way diverse worldviews influence mental health, health management, and help seeking pathways.

Prerequisite: One 1000-level CPSYC course and CPSYC 2421.

**CPSYC 3427 - Family Interventions (3)**

This course examines how different theories of family functioning help in understanding and diagnosing family problems. Students learn specific strategies for enhancing positive family functioning at three levels: [1] individual's experience of the family, [2] family structure and patterns of interaction, and [3] the community context of the family. Significant analysis of self and family of origin as well as understanding of socio-cultural context is required.

Prerequisite: One 1000-level CPSYC course AND CPSYC 2421.

**CPSYC 3429 - Understanding Addictions (3)**

This course will cover all of the major content areas in addiction psychology from its biological foundation, to how it is perceived and understood by ourselves and others, to psychopathology and treatment methods, with emphasis on social and cultural considerations. Underlying factors that are common in cases of addiction and different classifications of substances and other addictive behaviors will be identified. Historical and current theories of addiction disorders will be explored, with particular focus on the harm reduction and stage of change models.

Prerequisite: CPSYC 2421 and one additional CPSYC course.

**CPSYC 3439 - Organizational Psychology (3)**

This course examines the broad area of human behavior in organizations. It focuses on individual motivation, leadership, group dynamics, intergroup conflict, and organizational change. It emphasizes hands-on" applications and uses behavioral science theory and research to help students develop their own individual awareness and interactional skills. Students are required to participate in individual and group activities which replicate behavioral problems and challenges they will likely face in management settings in organizations.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course.

**CPSYC 3441 - Elements of Statistics in Psychology (3)**

This course introduces students to the basic concepts, techniques, and application of descriptive and inferential statistics. Topics include organization of data, measures of central tendency and variability, probability, sampling distribution, hypothesis testing, linear correlation, and prediction. The course emphasizes the

analysis and interpretation of research in psychology and education. Practice exercises are utilized. Recommend that CMATH 1522 be taken prior to this course.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course.

**CPSYC 3451 - Holistic Psychology (3)**

This course will examine the methodologies, theories, and research that emphasize the holistic approach in psychology. Topics include identity and self-expression, self-actualization, peak experience, free will, natural/organismic values, syntropy, altered states of consciousness, and suprasensory phenomena.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course.

**CPSYC 3888 - Selected Topics in Psychology (3)**

This course focuses on a specific topic in psychology.

Prerequisite: One 1000-level CPSYC course AND one 2000-level CPSYC course.

**CPSYC 3901 - Psychology Internship and Seminar I (6)**

The student works under the supervision of an experienced professional in an approved psychology site for 180 hours throughout the semester or summer term. This experience is supported by a faculty led professional development seminar to examine the issues growing out of the student's field experience. Summer internship seminars are conducted on-line. Students must secure an approved internship by working with the Internship Office before the first class. Students must achieve a minimum grade of C to fulfill the requirements of the major.

Prerequisite: CSOCS 3444, a minimum grade of C in CPSYC 2551, a 2.3 cumulative grade point average in major, and an overall cumulative grade point average of 2.0 or permission of the Department Chair.

**CPSYC 3902 - Psychology Internship and Seminar, Part 1: Online Program (3)**

This course is the first of a two course internship sequence offered for Psychology majors in the Online or accelerated LCAL Programs. The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth in the applied areas of psychology. The student works under the supervision of an experienced professional in a single approved psychology internship site for 180 hours over the two course sequence. This experience is supported by a faculty led, professional development seminar designed to examine issues arising out of the student's field experience. NOTE: A minimum "advisory" grade of C is required to proceed to the second half of this internship sequence CPSYC 3903. The courses are linked and must be taken in sequence. Students will receive an SIP (still-in-progress) grade at the end of this course and will receive a final grade for both courses at the end of the two-course sequence.

Prerequisite: CSOCS 3444; 60+ credits.

**CPSYC 3903 - Psychology Internship and Seminar, Part 2: Online Program (3)**

This course is the second of a required two-course internship sequence for Psychology majors in the Online or accelerated LCAL Programs. The purpose of the internship is to offer the student a unique opportunity for intellectual and ethical growth in the applied areas of Psychology. The student works under the supervision of an experienced professional in an approved psychology site for 180 hours over the two-course sequence. This experience is supported by a faculty led, professional development seminar to examine the issues arising out of the student's field experience.

Students must achieve a minimum grade of C in both CPSYC 3902 and CPSYC 3903 to successfully meet the requirements of the program. The courses are linked and must be taken in sequence. The student will receive a final grade for both courses at completion of this course.

### **CPSYC 4405 - Transpersonal Psychology (3)**

This course will explore the basic concepts, approaches and perspectives of transpersonal psychology. Transpersonal experiences may be defined as experiences in which the sense of identity or self extends beyond (trans) the individual or personal to encompass wider aspects of humankind, life, psyche, and cosmos. Transpersonal psychology appreciates the necessity of ordinary states of consciousness for mapping the terrain of the physical universe, but nonordinary states are seen as powerful means of extending our knowledge beyond the four dimensions of the Newtonian/Einsteinian universe. Some of these nonordinary states of consciousness to be explored include dreaming, meditative states, clear listening, intuitive wisdom and mindfulness.

Prerequisite: At least one previous 2000 and 3000 level CPSYC course.

### **CPSYC 4426 - Imaginative and Embodied Counseling Techniques (3)**

This course focuses on the refinement of individual counseling procedures and an in-depth examination of various theoretical approaches to therapy. The seminar makes extensive use of audio and visual recordings as well as video demonstrations and classroom exercises focusing on how the therapist and client interact. Strategies stress peer and faculty feedback in classroom exercises and role-playing.

Prerequisite: You must take CPSYC 2421 before registering for this course.

### **CPSYC 4451 - Seminar in Holistic Psychology (3)**

This capstone course provides a comprehensive and critical examination and integration of the major theories and practices of holistic psychology. Utilizing the perspectives of mind, body and spirit, the historical antecedents of holism, and contemporary research in psychology, students will examine the inter connections among contemporary theories and practices within holistic psychology. Each student will design and lead a seminar session, complete an integrative paper on a selected topic and participate in the design, implementation and evaluation of a group project.

Prerequisite: CPSYC 3451 and one additional 3000-level CPSYC course. Restrictions: Limited to seniors in the Holistic Psychology major.

NOTE: Students must achieve a minimum grade of C to fulfill the requirements of the major.

### **CPSYC 4452 - Psychology of Yoga: East Indian Understanding of Mind, Self and Society (3)**

In this course students will examine three historical East Indian texts on the nature of consciousness, mind and psychology: Samkhya's philosophy, The Taittiriya Upanishads and Patanjali's Yoga Sutras. We will critically explore how the interpretation of these historical texts is shaped by academics, those with political agendas, gurus, and the writers of popular New Age texts. We will also explore the ideas presented within these texts within our own lives, reflecting on the process by which we make meaning. This course is primarily lecture and discussion based.

Prerequisite: You must take two CPSYC courses before registering for this course.

NOTE: Fulfills Global Perspectives requirement.

### **CPSYC 4702 - Clinical Neuropsychology (3)**

This course builds upon the information learned from cognitive psychology in providing an examination of the brain-behavior relationships of major neuropsychological deficits and disorders. Emphasis will be on clinical presentations, differential diagnosis, and neuroanatomical correlates. Topics include the cognitive, emotional, and behavioral symptoms associated with various dementias, infectious diseases, vascular disease, alcohol and substance abuse, head trauma, and seizure disorders. We will also consider attention deficit/hyperactivity, learning disorders, emotion disorders, and the application of neuropsychology to forensic settings (i.e. criminal and litigation cases).

Prerequisite: CPSYC 2433 and one additional 3000-level CPSYC course.

### **CPSYC 4751 - The Science of Consciousness (3)**

This course explores the spectrum of conscious experiences including what is traditionally considered to be "non-conscious" and "un-conscious." Both philosophers and scientists have inquired into this elusive concept, leaving us with more questions than answers. The development of modern neuroscience techniques has opened new possibilities for examining this topic by considering the biological processes necessary for having an experience. Course topics will include: the history of consciousness studies, disordered states, the relationship between mind and body, artificial and animal consciousness, unconsciousness, the problem of other minds, altered states, and the economic, historical, cultural and ethnic shaping of consciousness.

Prerequisite: CPSYC2433 + one 3000-level CPSYC course, or permission of instructor.

### **CPSYC 4881 - Contemporary Issues in Counseling & Human Services (3)**

This course is designed as a senior capstone course for counseling majors. Students critically examine selected contemporary issues related to the development of public policy and legislation. Topic explorations include study of the ethical issues related to professional practice and how political, economic, and social pressure impact policy development. Through analysis of targeted contemporary issues students will examine the connections between social policy, the human service professional, and the delivery of services.

NOTE: Students must achieve a minimum grade of C to fulfill the requirements of the Counseling major.

Prerequisite: CCOUN 3601, CPLCY 3552, CSOCS 3444.

### **CPSYC 4907 - Psychology Capstone (3)**

This seminar builds upon theoretical foundations from required courses in the psychology major by providing students with an opportunity to critically examine and evaluate a new burgeoning field of psychological research. By examining and interpreting the latest psychological research from several sub-disciplines of psychology (cognitive, social, developmental, clinical, neuroscience, personality) we will gain a thorough understanding of the interconnections among several contemporary theories of psychological research and evaluate how they contribute to our understanding of psychological theory. Emphasis will be placed on the ways that scientists generate hypotheses regarding the nature of psychological processes and the methods by which these ideas are tested. Through the analysis of this specific area of psychological research, students will demonstrate

comprehension, evaluation, and application of the science of behavior and mental processes.

Prerequisite: You must take CSOCS 3444 before registering for this course.

NOTE: Students must achieve a minimum grade of C to complete the requirements of the psychology major.

## **CRELS - RELIGIOUS STUDIES**

### **CRELS 2330 - World Religions (3)**

An exploration into the important texts, histories, historical contexts, and worldview assumptions that inform several major religions in the modern world. Islam, Buddhism, Judaism, and Christianity are among the religions explored. While each tradition is approached as a separate entity, the course neither assumes nor advocates their mutual exclusivity.

## **CSOCS - SOCIAL SCIENCES**

### **CSOCS 1150 - FYS - The Image of the Child: From Perception to Actualization (3)**

What images of children exist in the minds of adults, who make decisions that affect our youngest citizens? How are children portrayed in the media? This seminar will explore art, music, literature, and film to inspire ideas about children's rights — to play, to joy, to childhood — and the ways that we can advocate for children in public arenas. We will consider provocations from different academic disciplines to generate new ways of thinking about children's participation and actualization in the U.S. and in the global domain.

### **CSOCS 1160 - FYS - Baseball and the American Experience (3)**

This first year seminar course uses the study of baseball as a national pastime in the United States to illustrate major themes in American social history. Through an examination and exploration of the game itself, media coverage, government interaction, teams, fans, major figures and movements within the game, students will achieve better understanding of themes and forces that have shaped modern America. Topics include labor history, demographics, immigration patterns, fan psychology, group dynamics racial integration, philosophy of sport, economics, social change, and media.

### **CSOCS 1441 - Children and Society (3)**

This interdisciplinary analysis of the life of children and the social construction of childhood draws on the social science disciplines of anthropology, history, sociology, psychology, and political science. Through readings, discussion, and mixed-media analysis, students will gain insight into children's lives and the forces that shape them.

### **CSOCS 1888 - Special Topics: Social Science (3)**

This course focuses on specific topics in social science.

### **CSOCS 2888 - Selected Topics: Social Sciences (3)**

This course focuses on a specific interdisciplinary topic in the social sciences.

### **CSOCS 3050 - Parenting Resilience (3)**

This course focuses on the broad topics of parenting and resilience, and how these concepts intersect to impact the lives of children and families. Examining parenting through a multidisciplinary lens provides students with an opportunity to explore research and theory anchored in developmental psychology (e.g., systems theory), public policy and social welfare, education, and science/technology. Topics include: parents' strengths and challenges; community-based

supports for parents and families; the impact of race and poverty on parenting and resilience; and current efforts and resources available to parents in the U.S. and in other countries.

### **CSOCS 3110 - Baseball and the American Experience (3)**

The study of baseball as a national pastime in the United States can illustrate major themes in American social history. Through an examination and exploration of the game itself, media coverage, government interaction, teams, fans, major figures and movements within the game, students will achieve better understanding of themes and forces that have shaped modern America. Topics include labor history, demographics, immigration patterns, fan psychology, group dynamics, racial integration, philosophy of sport, economics, social change, and media.

### **CSOCS 3401 - Social Science Internship and Seminar I (3)**

The student works in an appropriate setting for a minimum of 90 hours for the full semester under the supervision of an experienced professional. Field placement settings include community service organizations, residential group homes, recreation agencies, government agencies, advocacy organizations, schools, family & community support agencies, courts, and after-school programs. The student meets with a College of Liberal Arts and Sciences supervisor for a weekly seminar to examine issues arising from the student's field experience and to relate these issues to theory and social policy. Prerequisites: a 2.3 cumulative grade point average in required courses; an overall grade point average of 2.0, or permission of the Practicum Coordinator.

NOTE: A minimum grade of C is required to progress in the major.

### **CSOCS 3444 - Research Methods in the Social Sciences (3)**

Study of the logic, rules, and techniques of social science research. Topics include relationship of theory and research; research design; measurement; and analysis of data, including elementary statistical analysis. Data collection methods such as experimentation, observation, interviews and questionnaires, and secondary analysis of available data are studied and utilized in research projects. Prerequisites: Fulfillment of Social Science general education requirement.

### **CSOCS 3452 - Yoga: Theory, Culture and Practice (3)**

This course examines a non-Western approach to mind/body studies from an interdisciplinary perspective. Through the lenses of psychology, anthropology, Eastern philosophy, religious studies, and health, students gain insight into the rich history of the multifaceted practice of yoga that has prevailed in India for thousands of years. Within the practice component, students integrate the learning and apply the practice to elements of their own lives. For advanced students. Fulfills Global Perspectives requirement.

### **CSOCS 3730 - Immigration, Culture, and Education in Spain and Morocco (3)**

This travel course to Spain and Morocco offers students the opportunity to explore the intersectionality of issues in immigration, culture, and education from Spanish and Moroccan perspectives. Students are required to complete an in-depth, scholarly case study based on a 15-day field experience in Spain and Morocco, of a topic or issue pertinent to the course's central theme and their major discipline. Through a blend of guest lectures, experiential learning opportunities, educational field trips, and tailored field research learning, this travel course is designed to broaden students' understanding of immigration and education issues in Spanish and Moroccan contexts through intercultural, educational, and socio-historical lenses.



**CSOCS 3888 - Selected Topics in Social Science (3)**

This course focuses on specific topics in social science.

**CSOCS 4401 - Social Science Internship and Seminar II (6)**

The student continues to work in an appropriate setting for an average of 15-18 hours per week for the full semester under the supervision of an experienced professional. Field placement settings include community service organizations, residential group homes, recreation agencies, schools, family support agencies, courts, and after-school programs depending upon the individual's career goals. The student meets with a College of Liberal Arts and Sciences supervisor for a two-hour seminar to examine issues arising from the student's field experience and to relate these issues to theories of child development and social policy.

Prerequisite: Minimum grade of C in CCHST 3401; a 2.3 cumulative grade point average in required courses; an overall cumulative grade point average of 2.0, or permission of the internship coordinator.

A minimum grade of "C" is required to progress in the major.

**CSOCS 4444 - Senior Capstone Seminar: Current Issues in Social Science (3)**

This course is designed for students to complete an interdisciplinary research study or project in their chosen field of interest in their major. Each semester there will be a topical focus for group readings and analysis. The weekly seminar format allows students to present their research and works-in-progress, and provides students with peer and faculty review while focusing on a particular theme each semester.

Prerequisite: Before registering for this course, you must take CSOCS 3444 and TWO additional 3000- and/or 4000-level courses from one or more of the following subjects: CSOCL, CSOCS, CPSYC, CPLCY, and CPOLS.

A minimum grade of "C" is required to progress in the major.

**CSWRK - SOCIAL WORK****CSWRK 1150 - FYS - Prison Stories: Personal Experiences of Incarceration (3)**

This First Year Seminar course will engage students in a discussion about the experiences of incarcerated women and their lives. We will discuss pre-incarceration, incarceration, and community re-integration experiences. These discussions of transition will be blended with discussions about the first-year student's transitional experience. While learning about the group of women's experiences, students will also experience writing their own stories. All First-year seminars engage students in inquiry that reflects the mission and values of Lesley University, encouraging reflection on the connection between the university and society and honoring critical thinking skills in a collaborative environment.

**CSWRK 1888 - Selected Topics in Social Work (3)**

This course focuses on a specific topic in Social Work.

**CSWRK 2101 - Introduction to Social Work (3)**

Social workers demonstrate several core competencies, including the use of critical thinking to understand the role of diversity in the human experience, the role of the environment in shaping human behavior, and the dimensions of ethical practice. This course will explore the knowledge, values and skills that provide the basis for understanding and/or working in the field of social work. Through

course readings, case studies, experiential activities, and guest speakers, we will examine the roles that social workers play in providing a range of services to a variety of populations. We will also examine the systemic issues that social workers address as well as a variety of modes of intervention.

Prerequisite: CHMSR 1551 OR Sophomore status.

**CSWRK 2201 - Social Welfare Policy and Practice (3)**

This course will introduce students to the knowledge, values, and skills of entry-level generalist social work practice and the policies impacting social services. Topics include strategies for client engagement, interviewing, assessment, problem solving, client systems, and case management in the context of social service agencies and delivery systems. Students will explore the impact of power, privilege, and oppression on service access and delivery and will work extensively with case studies of clients with marginalized identities.

**CSWRK 2401 - Allyship for Disability Justice (3)**

This course, grounded in an anti-oppressive framework, brings together undergraduate students and students enrolled in the Threshold program. Students will explore principles of disability justice and will practice allyship while collaborating on a semester-long social action project in partnership with advocates with disabilities. The course will examine disability rights in US society throughout the 20<sup>th</sup> century and into the present.

**CSWRK 2888 - Selected Topics in Social Work (3)**

This course focuses on a specific topic in Social Work.

**CSWRK 3201 - Case Management in Social Work and Counseling (3)**

This course will focus on the knowledge, values, and skills of entry-level generalist case management. Topics to be covered include the case manager's role and function, interviewing, assessment, problem solving, client systems, casework, and case management in the social service agency. This course will be experientially based, utilizing case studies and class exercises. Prerequisite: CHMSR 2551 or permission of the instructor.

**CSWRK 3301 - Challenging Racism (3)**

Since its inception, the social work profession has been committed to developing services that promote diversity and alleviate social oppression and injustice. This course is an examination of the dynamics of racism and its intersectionality with various forms of oppression in US society. Through course readings, case studies and experiential activities, we will examine and engage in an analysis of racism from structural, psychological and applied perspectives. A focus of this course will be on the impact of race and racism for consumers, services and social work/helping professions. The goal of this course is to stimulate skills of critical analysis, provide and understanding of critical race theory, and heighten self-awareness. We will also begin to identify how social workers and helping professionals can intervene and oppose racism personally and professionally. In addition to the development of skills consistent with anti-racism work, students will actively engage in an action project.

**CSWRK 3350 - Forensic Social Work (3)**

Students will examine the intersection of the social work profession and the criminal justice system. This examination will focus on the role of social workers in the legal system, the nature of legal proceedings, and how the court system shapes policy that affects social work practice. Students will learn the basic functions of a

forensic social worker, the assessments they write to perform their work, and will learn how these social workers function in various international settings.

Prerequisite: CHMSR 1551/1552 OR CSWRK 2101 AND CHMSR 2551 OR CPSYC 2551.

**CSWRK 3450 - Child Welfare: Challenges and Solutions (3)**

This course will explore the knowledge, values and skills that provide a foundation for understanding and/or working in the child welfare system. Through course readings, case studies, guest lectures and/or agency visits, we will examine the relationships between social policy, child and family needs and services, and professional guidelines, policy, and ethics. We will also explore the roles that race and ethnicity have played in child welfare services and current culturally competent approaches to practice. We will review the familial and socio-cultural factors that can put children and families at risk, the variety of settings providing child and family services, as well as child welfare and protective services workers' roles.

Prerequisite: Any CHSMR, CSWRK, or CSOCL course.

**CSWRK 3550 - Human Behavior in the Social Environment (3)**

This course will present theories of human development in the context of families, groups, communities, organizations, and institutions and examine how larger systems impact human behavior. This life-course and social systems framework will be discussed in terms of an application to micro, mezzo, and macro practice. Students will learn to analyze and apply these frameworks to the concepts of race, class, gender identity, sexuality, ability, age, and geographic region.

Prerequisite: CPSYC 1401 Lifespan Development.

**CSWRK 3888 - Selected Topics in Social Work (3)**

This course focuses on a specific topic in Social Work.

**CSWRK 4101 - Principles of Practice: Individuals, Families, and Groups (3)**

This course extends and applies concepts and theories of human behavior in the social environment to inform the processes of engagement and relationship building in support of specific theories of change. Through structured assignments and video-recorded simulations, students will cultivate self-awareness around their own and their client's agency and relationships, as well as theories and skills for social work practice with diverse individuals, couples, families and groups.

Prerequisite: COCS 3444 CSWRK 3550 CPLCY 3552.

**CSWRK 4102 - Principles of Practice: Organizations, Communities, & Systems (3)**

Students will gain understanding of macro social work practice and roles. The course builds upon previously introduced theories and concepts of human behavior, social policy and research methods, and adds theories of advocacy and change to provide an understanding of diverse organizations, communities and systems and their relationship to local, national and global interventions. Students will be introduced to empirically supported models and emerging interventions that address macro level social issues. Students participate in work groups to learn how to engage, assess, and intervene in communities and organizations through problem-based learning, critical analysis of a social issue, and an organizational assessment.

**CSWRK 4551 - Senior Capstone (3)**

The social work capstone course helps students develop and master knowledge, skills, ethics and values necessary for generalist social work practice and offers students the opportunity to reflect on, integrate and apply their academic and field experiences throughout their social work program. As part of this course, students will a) develop, implement and present a research project related to their practicum agency and b) create a portfolio that documents their learning and growth throughout the social work program. Students will provide peer support and feedback throughout the semester on proposals, projects and portfolio assembly.

Prerequisite: CSWRK 4101 and CSWRK 4102.

**CSWRK 4701 - BSW Field Seminar (12)**

This field seminar provides students the opportunity to integrate their professional development and direct practice skills within the context of their fieldwork experiences. Students will engage in extensive self-reflection and assessment in relationship to their professional skills, knowledge, and identity. They will also explore the changing role of the socio-political climate and its impact on the provision of social services, policy development, and consumer/agency resources and practice. Constructs central to the field such as ethical decision-making, evidence-based practice, social justice and self-care will also be explored. The integration and application of classroom and field will build on the social work framework across the BSW curriculum and provide a springboard for entrance into the profession.

Prerequisite: CSWRK 4101 and CSWRK 4102.

**CSWRK 4702 - BSW Fieldwork Seminar, Part 1 (3)**

This field seminar provides students the opportunity to integrate their professional development and direct practice skills within the context of their fieldwork experiences. Students will engage in extensive self-reflection and assessment in relationship to their professional skills, knowledge, and identity. They will also explore the changing role of the socio-political climate and its impact on the provision of social services, policy development, and consumer/agency resources and practice. Constructs central to the field such as ethical decision-making, evidence-based practice, social justice and self-care will also be explored. The integration and application of classroom and field will build on the social work framework across the BSW curriculum and provide a springboard for entrance into the profession.

Prerequisite: CSWRK 4101 and CSWRK 4102.

**CSWRK 4703 - BSW Fieldwork Seminar, Part 2 (6)**

This field seminar provides students the opportunity to integrate their professional development and direct practice skills within the context of their fieldwork experiences. Students will engage in extensive self-reflection and assessment in relationship to their professional skills, knowledge, and identity. They will also explore the changing role of the socio-political climate and its impact on the provision of social services, policy development, and consumer/agency resources and practice. Constructs central to the field such as ethical decision-making, evidence-based practice, social justice and self-care will also be explored. The integration and application of classroom and field will build on the social work framework across the BSW curriculum and provide a springboard for entrance into the profession.

Prerequisite: CSWRK 4702.

**CSWRK 4704 - Fieldwork I (3)**

This required BSW Fieldwork I course is taken concurrently with BSW Field Seminar I. It is designed to provide structure and tools to prepare, plan, reflect and evaluate students' internship experience. Students complete this course while they are in an approved internship site and completing a minimum of 400 hours in their internship across two semesters (roughly 200 hours during this first semester). The course is asynchronous and pass/fail; students must complete all core assignments to pass the course.

Corequisite: CSWRK-4702: Field Seminar I.

**CSWRK 5000 - Human Behavior in the Social Environment (3)**

This course provides a holistic approach to social work practice that integrates biological, psychological, and socio-cultural frameworks that form the foundation of the Social Work concept of person-in-environment. Theoretical frameworks will be discussed in terms of their application to micro (individual), mezzo (couple, family, and social group), and macro (communities, social policies, and socio-cultural factors) practice to promote resilience and critically assessed for their influence on social work practice in the context of social identities.

**CSWRK 5005 - Fundamentals of Social Work Practice I (3)**

This course extends and applies concepts and theories of human behavior in the social environment to inform the processes of engagement and relationship building in support of specific theories of change. Through structured assignments and video-recorded simulations, students will be supported in the cultivation of self-awareness around their own and their client's social position and relationships, as well as specific, empirically supported theories and skills for social work practice to promote resilience with diverse individuals, couples, families and groups.

**CSWRK 5010 - Practice Through The Lens of Systemic Inequity (3)**

This course introduces a range of diverse populations and social issues to include race, ability, ethnicity, gender, gender identity, sexual orientation, and other human differences. We will examine the role, function, and effects of oppression as it relates to social, economic, and environmental justice. Assumptions underlying theory and research methodologies from which the constructs of human behavior are drawn will be evaluated in terms of their influence on access to opportunities at the individual and institutional levels. The role of oppression in planning and development of social policy and social services will also be critically examined.

**CSWRK 5015 - Field Seminar I (3)**

This required Field seminar is taken concurrently with Fieldwork I. The purpose of this course is to provide students the opportunity to integrate their professional development and direct practice skills within the context of their fieldwork experiences. Students will engage in extensive self-reflection and assessment in relation to their professional skills, values, knowledge, self-care, and identity. They will also explore the changing role of the socio-political climate and its impact on the provision of social services, policy development, and consumer/agency resources and practice. Constructs central to the field such as ethical decision-making, evidence-based practice, social justice, and self-care will also be explored. The integration and application of classroom and field will build on the social work framework across the Social Work curriculum and provide a springboard for entrance into the profession.

**CSWRK 5020 - Fieldwork I (3)**

This required Fieldwork course is taken concurrently with Field Seminar I. It is the first of four foundation, experiential learning, or Fieldwork courses designed to link the four Fieldwork courses and experiences (for a total of 400 hours during the Foundation year and 600 hours in the Advanced Generalist year) with the social work curriculum through assignments that integrate understanding of the influence of social policy on service delivery, and concepts such as self-awareness, evidence-informed practice, social work values and ethics, culturally-aware and evidence-informed engagement with clients, assessment processes, interventions and strategies for the evaluation of client progress.

**CSWRK 5025 - Social Work: Communities and Social Systems (Macro Practice) (3)**

The purpose of this course is to provide students with a foundational level understanding of macro social work practice and roles. The course builds upon knowledge of human behavior in the social environment and adds resilience theory and a critical introduction to theories of change to frame assessment of diverse communities and social service local, national, and global interventions. The course also introduces students to empirically supported models and emerging interventions that address macro level social issues. Through project-based assignments, students practice community/organizational assessments and asset mapping. They also participate in workgroups to learn how to engage, assess, and intervene in communities and organizations. Course content for MSW students provides additional breadth and depth and course assignments are tailored to the masters-level student.

**CSWRK 5030 - Research Evidence for the Helping Professions (3)**

The purpose of this foundation course is for students to develop skills in the identification, analysis, and application of empirical evidence to promote resilience in social work practice. The course introduces students to formal and informal research methods to evaluate client outcomes in their individual practice and program outcomes with a critical awareness of the implications of person-in-environment factors such as race, class, gender and other social influences. Students will develop research questions that relate to basic research concepts such as the relationship between research needs and research design, internal and external validity, triangulation, and basic quantitative and qualitative research processes so that they may critique the existing evidence for practice. Students also critically examine available social work practice/research 'evidence' for biases and relevance for the diverse array of clients, populations, and contexts with which they work.

**CSWRK 5035 - Policy (3)**

This course provides students with skills to understand the relationship between agency/organization policies and local, state, federal and global policies and regulatory guidelines as these influence the nature and scope of human services. The history of human and civil rights as codified through social policies and programs frames our analysis of the nature and scope of contemporary social welfare. Students will analyze the intended and unintended consequences of specific social policies to advance social and economic justice. Students will explore and debate the rights and responsibilities of government, citizens, and corporations in a just and humane society.

**CSWRK 5040 - Field Seminar II (6)**

Field Seminar II is a continuation of Field Seminar I. The purpose of this seminar is to enable students to integrate social work theory, policy, research, ethics, and evidence-informed practice principles. Students are guided through the processes of social policy analysis as

these influence services, conscious and deliberate examination of the working relationship, ongoing assessment of progress toward goals and objectives, goal revision and treatment planning, working with involuntary clients, assessment of outcomes and termination.

Prerequisite: CSWRK 5015 (B- or higher), CSWRK 5020 (B- or higher).

### **CSWRK 5045 - Fieldwork II (3)**

This required Fieldwork course is taken concurrently with Field Seminar II. It is designed to link Fieldwork experiences (which total 400 hours during the Foundation year and 600 hours in the Advanced Generalist year) with the social work curriculum through assignments that integrate understanding of the influence of social policy on service delivery, and concepts such as evidence-informed practice, social work values and ethics, the person-in-environment perspective, culturally-aware and evidence-informed engagement with clients, assessment processes, and interventions and strategies for the evaluation of client progress and how this client outcome information can be used to revise our practice.

Prerequisite: CSWRK 5015 and CSWRK 5020.

### **CSWRK 5050 - Interdisciplinary Social Work Practice (3)**

This required, Advanced Generalist course builds on the foundation of Generalist courses to prepare students to design and implement a range of assessments from a bio-psycho-social framework that links with evidence-supported for holistic wellness with emphasis on the natural helping network of families and peer support, and culturally informed models of care. Accordingly, the course engages a life-course approach to build student competency for practice in interdisciplinary and integrated care settings. Throughout this course students will acquire knowledge and skills for interdisciplinary practice using evidence-supported, skills-based theoretical and practice frameworks to include Interpersonal, Cognitive-Behavioral, Dialectical Behavioral, Acceptance and Commitment and Trauma-focused Cognitive Behavioral interventions.

Prerequisite: CSWRK 5000, CSWRK 5005, CSWRK 5010, CSWRK 5015, CSWRK 5020, CSWRK 5025, CSWRK 5030, CSWRK 5035, CSWRK 5040, CSWRK 5045.

### **CSWRK 5055 - Advanced Practice with Individuals and Families (3)**

The purpose of this course is to broaden and deepen foundation-level assessment and intervention skills with diverse client systems and to link assessment findings with a critical analysis of innovative approaches to conceptualization, ethical decision-making, research processes, policy initiatives and direct social work practice informed by anti-racist, feminist and queer theory. The course engages students in creative approaches to social work practice with individuals, couples, families, groups and organizations that considers the values and assumptions, efficacy, efficiency and effectiveness of explanatory, developmental and change theory and the corresponding skills to engage, assess, and collaboratively develop goals for intervention. The course emphasizes skills to promote motivation, resolve relational conflicts, and to evaluate the efficacy of these processes. Careful attention is given to the student's social identities as these influence power dynamics and contribute to assumptions and biases in social work practice.

Prerequisite: CSWRK 5000, CSWRK 5005, CSWRK 5010, CSWRK 5015, CSWRK 5020, CSWRK 5025, CSWRK 5030, CSWRK 5035, CSWRK 5040, CSWRK 5045.

### **CSWRK 5060 - Mental Health, Neurodiversity, and Substance Use (3)**

The purpose of this course is to enable students to engage with diverse clients and to critically assess as well as perform structured and semi-structured assessments of psychological, social, and biological contributors to mental health, neurodevelopmental, and substance use disorders across the lifespan and link these to evidence-informed interventions. The course includes critical analyses of the limitations and benefits of the DSM-5 classification system in terms of social work values, the promotion of human rights and equitable treatment of persons with varying abilities, as these inform the selection of interventions. Students will learn theories of etiology, symptoms, evidence-informed practice frameworks, and prognoses across the diagnostic categories most often encountered in social work practice. Students will select, use, interpret, and critique the validity and efficacy of standardized assessment instruments and protocols for their influence in the promotion of holistic client well-being.

Prerequisite: CSWRK 5000, CSWRK 5005, CSWRK 5010, CSWRK 5015, CSWRK 5020, CSWRK 5025, CSWRK 5030, CSWRK 5035, CSWRK 5040, CSWRK 5045.

### **CSWRK 5065 - Field Seminar III (3)**

This Advanced Generalist course is the third of four Field Seminar courses in the MSW program. This course is designed to use the field experience to integrate and build on the social work curriculum. Course assignments focus on practicing cultural humility, processing and analyzing the field experience and facilitating the further development of advanced generalist social work knowledge, skills, values, and ethics.

Prerequisite: CSWRK 5000, CSWRK 5005, CSWRK 5010, CSWRK 5015, CSWRK 5020, CSWRK 5025, CSWRK 5030, CSWRK 5035, CSWRK 5040, CSWRK 5045. Corequisite: CSWRK 5055.

### **CSWRK 5070 - Social Work and Social Change: Macro Practice (3)**

This Advanced Generalist course prepares students for effective, evidence-supported practice with larger social systems, to include groups, organizations, and communities. The course builds on the Generalist Curriculum, particularly CSWRK 5025 Communities and Social Systems, through a hands-on evidence-supported theory and skills-based approach to collaboration for social change. Students will develop skills to initiate and facilitate capacity assessment and development that build on strengths as well as change initiatives in diverse organizational, community and group contexts. Methods of community building that broaden the perspective of traditional macro practice to include issues of grassroots organizing, cross-border campaigns, and coalition building for global movements will also be covered.

Prerequisite: CSWRK 5000, CSWRK 5005, CSWRK 5010, CSWRK 5015, CSWRK 5020, CSWRK 5025, CSWRK 5030, CSWRK 5035, CSWRK 5040, CSWRK 5045. Corequisite: CSWRK 5055.

### **CSWRK 5075 - Policy, Grant Writing, and Program Design (3)**

This course builds on the policy analysis frameworks introduced in the foundation curriculum to include, CSWRK 5035: Social Policy Analysis, Advocacy, and Practice and CSWRK 5030 Research Methods for the Helping Professions. The course enables students to cultivate deeper understanding of the relationships and processes associated with social research and social policy in mental health, disability, substance use/addiction and other social issues as these affect the lives of individual clients and social systems. Students will gain requisite knowledge and skill to analyze how, and in what ways social policies, research and program development

reflect societal values, how some values are elevated over others, and hands-on methods to devise organizational and policy change initiatives. The course emphasizes social work values for their influence on social work policy advocacy, research and program development.

Prerequisite: CSWRK 5000, CSWRK 5005, CSWRK 5010, CSWRK 5015, CSWRK 5020, CSWRK 5025, CSWRK 5030, CSWRK 5035, CSWRK 5040, CSWRK 5045.

### **CSWRK 5080 - Field Seminar IV (6)**

This Advanced Generalist course is the fourth of four Field Seminar courses in the MSW program. This course is designed to use the field experience to integrate and build on the social work curriculum. Course assignments focus on practicing cultural humility, processing and analyzing the field experience and facilitating the further development of advanced generalist social work knowledge, skills, values, and ethics.

Prerequisite: CSWRK 5000, CSWRK 5005, CSWRK 5010, CSWRK 5015, CSWRK 5020, CSWRK 5025, CSWRK 5030, CSWRK 5035, CSWRK 5040, CSWRK 5045, CSWRK 5065.

### **CSWRK 5085 - Standards and Ethics for Socially Just Practice (3)**

This Capstone course is framed by the organizing theoretical models of the program: person-in-environment, critical theory, and resilience theory. From these perspectives, students engage in project-based applications of past and present Field experiences and hypothetical case examples to develop a personalized framework for ethical practice informed by knowledge and analysis of social policy, organizational factors, critical awareness of our own and our clients' social position, decision-making that includes consultation of the National Association of Social Work (NASW) Code of Ethics, ethical theory, values clarification, and social justice considerations.

Prerequisite: CSWRK 5000, CSWRK 5005, CSWRK 5010, CSWRK 5015, CSWRK 5020, CSWRK 5025, CSWRK 5030, CSWRK 5035, CSWRK 5040, CSWRK 5045, CSWRK 5065.

### **CSWRK 5090 - Social Work Practice with Groups and Families (3)**

Throughout this course application of social work values, knowledge, and methods with families and small groups is emphasized. Assessment, planning, intervention strategies, resource utilization, and evaluation are examined. Role-plays and group processing are utilized. Students learn how to construct many group formats including task and treatment groups and how to mobilize the resources of existing groups. Primary focus is given to those dynamics that are common to all groups, and students will begin to explore how leadership and issues of difference (gender, race, sexual orientation, age, culture, class, ability, spirituality, immigrant status) affect group processes.

### **CSWRK 5095 - DSM-5 & Diagnostic Tools (3)**

This 8-week course introduces classification systems of adult mental functioning and mental disorders will be presented, such as the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM 5-TR), ICD-10, and Person-in-Environment (PIE). Students will be taught to critically understand both the strengths and limitations of these classification systems. Recognizing variables associated with the onset and maintenance of psychological disorders may also help students differentiate among various psychological disorders.

### **CSWRK 5550 - Forensic Social Work (3)**

An overview of the development of forensic social work with emphasis on various settings in which forensic social work is practiced. Specific attention will be devoted to experiences designed

to enable students to gain familiarity with the dynamics of forensic social work.

### **CSWRK 5888 - Selected Topics: Social Work (3)**

This course focuses on a specific topic in Social Work.

### **CSWRK 6000 - Designing Personal Success Plans for Youth Achievement (3)**

This course will introduce students to Success Plans, along with strategies and resources for implementation and efficacy. This course considers what it would mean for every child and youth to have an individualized success plan that could support their present and future selves. Students will explore the benefits of individual success plans; examine how they support personal growth, agency, and identity; and experience how they can be transformative for preparing for future academic and career successes.

## **CSOCL - SOCIOLOGY**

### **CSOCL 1101 - Introduction to Sociology (3)**

An introduction to the basic concepts, perspectives, and methodology of sociology. The course examines the influence of social relations on human behavior, social structures, and society. Topics include culture and society; social interaction; socialization; social control and deviance; inequality; minority groups; the family; and the policy and the economy as social institutions.

### **CSOCL 1404 - Social Problems (3)**

This course offers a critical examination of major social problems in the contemporary United States within the context of wider global issues. The examination of causes and theoretical and practical approaches to solutions will be explored. The course studies social problems such as poverty and inequality; racism and sexism; hunger; violence; crime and justice; and health.

### **CSOCL 1888 - Selected Topics in Sociology (3)**

This course focuses on a specific topic in sociology.

### **CSOCL 2101 - Contemporary US Society (3)**

This course offers a sociological examination of major institutions in the United States today with a particular focus on the economy and work; politics, health and medical care, schools and education, media. The analysis of social institutions will be grounded in an understanding of inequality in the U.S. and how the institutions are experienced and differentially affect members of different social classes, racial/ethnic and gender groups, as well as other social groups. Through the course we will analyze changes in the institutions over time and ways that contemporary institutional problems might be addressed to improve social conditions and opportunities for all.

### **CSOCL 2115 - Politicizing Sex, Gender & Race: Transnational Perspectives (3)**

This course offers an introduction to major concepts, theories, and debates in feminist, critical race, and sexuality studies. It explores how our identities and experiences are locally and globally constituted at the intersection of gender, race, class, sexuality, nationality, ethnicity, religion, and so on. It will address key theories and concepts of historical, social, and scientific construction of gender, race, and sexuality, intersectionality, hetero- and homonormativity, settler colonialism, neocolonialism, imperialism, neoliberalism, orientalism, and globalization.

Prerequisite: None.

**CSOCL 2119 - Race and Ethnic Relations (3)**

This course focuses on the study of relations between racial and ethnic minority groups and the dominant groups which oppress them. The course covers general processes experienced by all minority and dominant groups such as oppression, prejudice, discrimination, economic exploitation, resistance, and assimilation. The course presents an overview of major American racial and ethnic groups along with focused study of racial/ethnic relations in several other cultures (e.g., South Africa, Northern Ireland, Brazil, Palestine). (Multicultural Perspectives course)

**CSOCL 2402 - Sociology of Family (3)**

This course focuses on family as a social institution in contemporary North American society. Students will examine the variety of family forms and changing family relations using sociological and psychological frameworks. Topics include: a historical overview of family forms and practices reflecting race/ethnic and class diversity; the gendered division of labor in the home; immigrant family experiences; and social policies which reflect the inter-relationship of family with other social institutions. (Multicultural Perspectives course)

**CSOCL 2406 - Health, Illness, and Society (3)**

This course is a cross-cultural analysis of health care and society designed for students interested in health and illness from a sociological perspective. The course uses both a cross-cultural and historical approach to analyze how access to health care systems is affected by age, race, class, and gender. The American health care system will be compared to other health care systems with regard to the major topical areas of 1) the social production of health and illness, 2) the social organization of health and illness, and 3) the social experience of health and illness. Special attention will be given to current health care issues in global perspective, such as health care reform, AIDS, medical ethics, defining quality of care, rationing, and health care policy.

**CSOCL 2501 - Japan: Identities and Expressions (3)**

The theme of this travel course is an examination of cultural expressions in Japan through sociological lens. The course will explore construction of identities of Japanese people across the life span through our observation of their relationship with cultural and artistic products. This class will incorporate skills from disciplines of social sciences, history, writing and the arts to grow our observational abilities and our capacity to communicate those discoveries through the medium of visual products.

**CSOCL 2601 - Contemp Immigration: Migration, Incorporation & Fam Lives (3)**

Immigration has transformed social, political, economic, and cultural terrain of not only the United States, but also elsewhere. Refugees, for example, challenge our thoughts about displacement of people, incorporation into a host country, and family lives, just to count a few. Among the questions we will address are: Why do people migrate across international borders? Who migrates? How does immigration affect the social, economic, and political landscape of the United States? How do immigrants and their children experience integrating in their new home country? This course, therefore, will examine sociological theories of migration, immigration policy, the role of the state and citizenship, racial ethnic identities, migration and gender, interracial marriage, and America's changing color lines.

**CSOCL 2888 - Selected Topics: Sociology (3)**

This course focuses on a specific topic in sociology.

**CSOCL 3016 - Social Issues in Aging (3)**

This course will introduce sociological frameworks for analyzing aging in the contemporary United States. We will analyze what it means at the individual and societal levels that people in the U. S. today live relatively long lives, with a significant period of life described as advanced elderly." Questions the course will focus on include how are aging and aged individuals viewed socially; what are their needs; how are social institutions such as family economy health systems meeting the needs of the elderly and shaping later stages of their lives; what are the policies that exist to support aged Americans what policies do we need to change or implement; how are various experiences of aging affected by gender race/ethnicity class and other group differences?

**CSOCL 3445 - Sociological Lens on Systemic Inequities (3)**

This course is an investigation of race, class, and gender inequality in modern society. Students will examine the causes of race, class, and gender divisions as well as the social structures that give rise to and maintain such divisions. Students will also examine the effects of these differences on the daily lives of individuals in racial, ethnic, and gender groups.

**CSOCL 3500 - Social Theory (3)**

This course introduces students to the major foundation theorists in sociology and their respective impact on the development of sociological thinking. Students will read and analyze selections from the thinkers considered to be the "classical" theorists in sociology those who work shaped the discipline in its early stages in the nineteenth and early twentieth centuries as they attempted to explain social change and the structure of society and social interaction. We will focus on sociological theories of Karl Marx May Weber Emile Durkheim George Simmel and their impact on subsequent thinkers who developed their theories in more contemporary times in the West. We will study theorists explanations of economic social and cultural changes of their worlds. The Impact of these classical thinkers on contemporary sociological thinkers and schools of thought will be culminating part of the course.

Prerequisite: Three CSOCL courses (9 credits), or permission of instructor.

**CSOCL 3551 - Activism and Change in Communities (3)**

Using a variety of teaching methods, including field trips, guest speakers, readings, simulations, videos, and field work, this course will introduce students to the development and modification of policy and programs through the study of how the government works, how to lobby for changes, and how to organize grassroots efforts. Readings will be from the fields of government, sociology, and communications. A field-based project, either on- or off-campus, is required as well as participation in class exercises. Prerequisite: CHMSR 2551 or permission of instructor.

**CSOCL 3820 - Girlhood, Identity, and Girl Culture (6)**

This course introduces students to the emerging discipline of girls' studies. We will focus on the social and cultural construction of girlhood and how social categories of race, class, ethnicity, education, and the media, shape girls' lives in contemporary U.S. society. Following an examination of the rise of Girls' Studies during the 1990s, we will study various constructions of girlhood in both academic and popular discourses. Topics to be explored include the commercialization of girlhood, fitting in, negotiating identities, girls experiencing and perpetrating violence, sexualities, interventions and possibilities for resistance. We will apply theoretical understandings of girlhood and girl culture to practice in a seven-week service learning project for middle-school girls (grades 6-8) in

Cambridge. Lesley students enrolled in this course will research, design, implement, and evaluate a girls' group focused on the intersections of identity, body image, and media literacy.

Prerequisite: CPSYC 1101 or 1401, CSOCL 1101 or 1404.

### **CSOCL 3888 - Selected Topics in Sociology (3)**

This course focuses on a specific topic in sociology.

## **CSPED - SPECIAL EDUCATION**

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### **CSPED 2354 - Special Education (4)**

This license-specific course draws on the foundations of education begun in the student's first year and focuses on the role of the special education teacher in today's inclusive educational settings. Students develop an understanding of the collaboration needed between special education and general education so that a successful, inclusionary education can be offered to students with special learning needs. Emphasis will be placed on the Individualized Educational Plan (IEP) regulated under state and federal law; assessment strategies addressing both personal and professional special education concerns; the Massachusetts Curriculum Frameworks; and skills in the design of curriculum and instructional approaches. These are the essential areas needed in order to make inclusionary education accessible for a range of individuals with moderate special learning needs. Prerequisite: CEDUC 1352. Both a grade of C+ or better in this course and the successful completion of the early field experience are prerequisites to student teaching.

### **CSPED 3300 - Developing Accessible Instruction for Struggling Readers and Writers (3)**

This course explores the challenges experienced by students who struggle to achieve grade-level proficiency in reading and writing. Emphasis will be placed on understanding and analyzing the range of difficulties encountered by struggling readers in order to design and deliver appropriate and accessible instruction. The focus on nurturing and extending the literacy learning of special needs students in inclusive classrooms will require that issues relevant to the diverse nature of this population be addressed throughout the course. Particular attention will be paid to the academic challenges of English language learners. The foundational knowledge acquired in CEDUC 2401 (Literacy Learning) is a prerequisite for course content. Students will both review and extend their understanding of the principles of instruction in reading, writing, listening, and oral communication in school settings.

Prerequisite: CEDUC 2351, 2352, 2360 or CSPED 2354, and CEDUC 2401.

### **CSPED 3320 - Assessment that Develops Potential: Diversity in Cognition and Learning (3)**

This course applies contemporary developments from research and practice in the fields of special education, cognition, and language to the assessment of learners with moderate special learning needs. Students examine, administer, and evaluate commonly applied instruments in special education: diagnostic, psychometric, and achievement tests for reading, written language, and math. They develop informal and alternative approaches to assessment and relate assessment to curriculum and instruction. Identifying and advancing strengths in all learners is a focus. Prerequisites: CSPED 2354 and CSPED 3300.

### **CSPED 4420 - Curriculum Adaptation and Technology (3)**

Prior to enrolling in this course, students have built a firm foundation with coursework in assessment and curriculum development in math and language literacy, social studies, and science. This capstone

course, offers students the opportunity to expand their skills in assessment and curriculum adaptation from the perspective of a special education teacher in the real world of the inclusive classroom.

Prerequisite: A grade of C+ or higher in CSPED 2354.

### **CSPED 4724 - Senior Practicum and Seminar in Special Education (9)**

This semester-long practicum is designed to meet the standards for initial licensure as defined by the state of Massachusetts. Students must work in classrooms under the direction of experienced teachers and are supervised by College of Liberal Arts and Sciences faculty. As a complement to the practicum, students participate in a weekly seminar. Challenges and concerns growing out of daily teaching are examined and related to instructional strategies and adaptations, theories, and classroom practice.

Prerequisite: A grade of C or better in CEDUC 1352; C+ or better in CSPED 2354, CEDUC 2401 and CEDUC 3374; a cumulative grade point average of 3.0; all education and support courses completed excluding CEDUC 4188; a passing score on MA Educator Tests of Communication and Literacy Skills, Foundations of Reading, and General Curriculum. Taken for pass/fail grade.

## **CWRIT - WRITING**

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### **CWRIT 1100 - Essentials of English (3)**

This course is designed to develop the pre-reading, reading, pre-writing, and writing skills needed for academic work in college. Attention is given to creating strategies to improve students' abilities to move from the word to the sentence to the essay, and how to respond intellectually to course and outside readings. Students will focus on different kinds of assignments including analyzing nonfiction, writing five paragraph essays, writing summaries and paraphrases, writing arguments with outside sources, and developing grammatical confidence. Students will also learn to write timed essays and improve self-editing of papers. This course will meet for class time and an extended lab time, and it is required for specified students prior to taking English Composition.

### **CWRIT 1101 - English Composition (3-4)**

This course is designed to develop writing skills for college writing assignments, professional communication, and personal expression. The focus of the course is on writing in a variety of forms. Assignments include reading essays or longer pieces, writing paragraphs, short essays, and a research paper. Attention is given to mechanics, syntax, and grammar.

### **CWRIT 1888 - Selected Topics: Writing (3)**

This course focuses on a specific topic in writing.

### **CWRIT 2250 - Writing Workshop (3)**

Writing Workshop focuses on the development and expansion of logical, analytical and research skills to enrich academic writing. The course will include critical reading, modes of organization, research skills and methods, collaborative learning, on-line collaborative learning and peer editing. The course will give consideration to "power" in language and communication and will include discussion critical appraisal of the readings in-class and out-of-class writing activities and oral presentations.

Prerequisite: CWRIT 1101 or equivalent.

## **AINTD - CENTER FOR THE ADULT LEARNER COURSES - INTERDISCIPLINARY**

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### **AINTD 2008 - Transition Seminar: Lives in Context (3)**

Students critically reflect on the impact of cultural assumptions related to race, ethnicity and class. They explore the construction of identity in diverse contexts, learning from the perspectives of others and empathizing with alternative viewpoints. Students think critically and give and receive constructive feedback. This exploration includes identifying coursework, resources, and experiences integral to succeeding in their field of study. Skills and strategies that contribute to academic success are woven into the course structure.

Required for new students entering the Individually Designed Programs.

### **AINTD 4002 - Research Capstone (3)**

Focuses on design and execution of the senior research project (a 20-page essay) by exploring topics, questions, and research methodologies. Students work with faculty to design, research, draft, and finalize a senior essay in the student's area of interest. Students do general and specialized reading in their field of inquiry while they participate in class discussion and activities to clarify their research processes.

Required for LCAL students completing Individually Designed programs

### **AINTD 4102 - Research Capstone pt. 1 (1.5)**

This course is the first of a two course research capstone sequence, offered for LCAL students in an Online Program. Both courses in the sequence, AINTD 4102 & AINTD 4202, must be taken in successive terms or credit will not be granted for either course. This sequence of courses focuses on design and execution of the senior research project (a 20-page essay) by exploring topics, questions, and research methodologies. Students work with faculty to design, research, draft, and finalize a senior essay in the student's area of interest. Students do general and specialized reading in their field of inquiry while they participate in class discussion and activities to clarify their research processes.

### **AINTD 4202 - Research Capstone pt. 2 (1.5)**

This course is the first of a two course research capstone sequence, offered for LCAL students in an Online Program. Both courses in the sequence, AINTD 4102 & AINTD 4202, must be taken in successive terms or credit will not be granted for either course. This sequence of courses focuses on design and execution of the senior research project (a 20-page essay) by exploring topics, questions, and research methodologies. Students work with faculty to design, research, draft, and finalize a senior essay in the student's area of interest. Students do general and specialized reading in their field of inquiry while they participate in class discussion and activities to clarify their research processes.

## **AWRIT - WRITING**

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### **AWRIT 4010 - Prior Learning Assessment Preparation (3)**

Required for all students who will be submitting a portfolio of life experience for credit. The criteria and guidelines for the portfolio process will be presented. In addition, the organization of the portfolio and various writing components will be completed.

This course is for matriculated students only. By arrangement only.

## **COLLEGE OF ART AND DESIGN COURSES**

### **IANIM - ANIMATION / MOTION MEDIA**

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#### **IANIM 1250 - Principles of Animation 1 (3)**

This course will introduce students to animation as an narrative art form, expose them to its wide range of aesthetic possibilities, and teach them the twelve principles of animation as well as basics of filmmaking. Class projects will focus on the physical manipulation of mediums such as clay, cut-paper, puppets and found objects. There will be an exploration of materials and methods of experimental animation that encourage students to work with paint, collage, sand and photographs within nonlinear narrative structures. Students will be introduced to basic technological production tools that will support project development and completion of their short animations.

#### **IANIM 1260 - Principles of Animation 2 (3)**

This course will utilize digital drawing tools and hand drawn methods to investigate and illustrate the full visual vocabulary of the Twelve Principles of Animation. Through a series of in-class demonstrations and projects students will practice and refine their understanding of the Twelve Principles of animation as well as combine several principles into one action to create more dynamic and interesting animations. Students will be exposed to 2D animations from historically and artistically relevant films and TV series for inspiration and context.

#### **IANIM 1261 - Principles of Animation 2 for VFX (3)**

This course will utilize digital 3D animation tools and keyframe methods to investigate and illustrate the full visual vocabulary of the Twelve Principles of Animation. Through a series of in-class demonstrations and projects students will practice and refine their understanding of the Twelve Principles of animation as well as combine several principles into one action to create more dynamic and interesting 3D animations. Students will be exposed to 3D animations from historically and artistically relevant films and TV series for inspiration and context.

#### **IANIM 1300 - Animation Seminar (3)**

This course focuses on the creation of a short animated film. Students bring their ideas, and they will cover the twelve principles of animation, as well as filmmaking, conceptual thinking, story boarding, story structures, animatics, character design and lip-syncing. Each week, you will work toward finishing your animated film, presenting a complete piece with sound at the end of the semester.

#### **IANIM 2110 - Animation Sophomore Seminar 1 (3)**

In this course students will be introduced to a variety of storytelling structures such as: the 3 act story, hero's journey, and conceptual abstract narrative. Through historic and contemporary examples students will examine the relationship between narrative and medium. Students will develop and produce experiential time based narratives utilizing visual language and audio soundscape. The course will culminate in the production of a 60 second Animatic that contains an intended narrative with clearly conveyed mood and emotion that is supported by timing/pacing, a complete scratch audio track, and may include character design.



**IANIM 2120 - Animation Sophomore Seminar 2 (3)**

This course builds on the conceptual development and storytelling of Sophomore Seminar I. Students will create a short animated film based on their pre-production work, using the class as a resource for discussion and critique, as well as demonstrations of a wide variety of technical and conceptual tools that expand and enhance projects. At the end of the semester students will present a final 60 second animation that reflects their process and skills as an animator. A final grade of "C" or better is required for IANIM 2110 Sophomore Seminar I in order to enroll in IANIM 2120 Sophomore Seminar II. Failure to meet the minimum grade requirement may result in having to retake IANIM 2110 before enrolling in IANIM 2120.

**IANIM 2350 - Storyboarding for Time Based Media (3)**

This course will cover the history of storyboarding from the early age of animation through current film and television production. Students will examine and employ principles of composition and technical concepts such as frame axes, the rule of thirds, Hitchcock's Rule, aperture and focal length, and Eisenstein Theory of Montage. Students will develop narrative through cinematic language such as the use of a McGuffin, the theory of Chekhov's Gun, the hierarchy of framing, and color as a tool for storytelling. The relationship between writing, boarding, and directing will be explored in historic and contemporary examples.

**IANIM 2450 - Stop Motion Animation (3)**

This course explores various techniques of 3-D animation including clay, objects, puppets, and the animation of people (pixilation). The history and aesthetics of this genre are also examined. Students produce short 3-D experiments.

**IANIM 2470 - Drawing for Animation (3)**

This course includes drawing the dynamic structure of human and animal figures and other lively objects, from the initial quick execution in sequential key poses through a series of revisions. Characters are designed in precisely drawn model sheets, and figures and backgrounds are composed in meaningful, dynamic cinematic sequences expressed in storyboards, from rough to polished.

**IANIM 2490 - Character Animation (3)**

Animation Basics II covers more advanced animation techniques, especially for drawn figure animation, including use of exposure sheets, moving backgrounds, digital ink, and paint. It also covers production of short, animated pieces from cinematically meaningful storyboards.

**IANIM 2495 - Digital Animation: 2D (3)**

This course expands your skills in 2D digital animation, it teaches Industry standard 2D software through exercises and projects that utilize the 12 Principles of Animation and cinematic language, while creating short visual narratives. Create dynamic time-based shots that illustrate a solid understanding of color and composition that clarify a visual time-based gestalt.

**IANIM 2500 - Experimental Motion Media (3)**

Experimental Motion Media introduces majors and non-animation students to the cornucopia of animation techniques available to impart the dimension of motion to their artwork. Animation here is a means of creating paintings that move, or music that is purely visual. There is a long history of using animation to produce fine art or experimental film. The animated works of Dada artists like Hans Richter, Viking Eggling, and Walter Ruttmann; and the works of modernists like Oscar Fischinger, Len Lye, Robert Breer, Paul Glabiki, as well as contemporary animators are viewed.

**IANIM 2550 - Introduction to 3D (3)**

Students will become familiar with 3D animation industry techniques and software used in the 3D pipeline. Through in-class lectures, demonstrations, and studio assignments students will be introduced to hard surface and box modeling using 3D software programs. There will be an ongoing discussion and emphasis on the vocabulary of 3D project development and tools. There will be an emphasis on developing a workflow and tool set that is universal to 3D project development and not on short cuts in specific software applications.

**IANIM 2600 - Experimental Animation (3)**

This course will explore the concept of animation as fine art, using fine arts practices and principals to create the illusion of movement and action. Students will develop traditional and contemporary tools that will enhance and clarify specificity in their personal narratives. The iterative process will be explored with traditional techniques and mediums such as, but no limited to: scratch film, motion painting, chalk board animation, pixilation, and cut paper, as well as digital technologies, to delve into the experimental process. Students will challenge conceptual and aesthetic solutions through the process of experimentation to enhance their visual language. The history of experimental animation will be discussed and utilized as research for student's visual narratives.

**IANIM 2610 - Audio Production & Design (3)**

This course will introduce students to the basics of audio production and sound design. Audio recording hardware, such as microphones, mixers, and digital recorders as well as industry standard audio software will be utilized in recording voice overs and creating sound design. Constructing musical components for projects using tools such as sound loop and MIDI technology will be explored. Live-recording and studio work: mixing dialogue, creating sound effects, as well as ambient and musical sounds to create dynamic soundscapes that will enhance clarity in the gestalt of students art. Different approaches to creating unique sound designs for varied media including: film, animation, installations, and games will be studied.

**IANIM 2650 - Technical Drawing (3)**

This is an introductory course in Technical, Structural and Perspective Drawing, a drawing discipline that enables the visual communication of how forms function and are constructed in dimensional space. The drawing process is facilitated by traditional drawing methods and may utilize computer aided drafting (CAD) software. This software enables the creation of drawings of three-dimensional objects on a two-dimensional surface in architectural, industrial, and 3D modeling applications.

**IANIM 2700 - Mixed Reality: Non-Linear Storytelling (3)**

This class will explore ways in which an Industry Standard game engine can be used for interactive storytelling and nonlinear narrative art in various platforms such as AR and VR, as well as for animation and game. Some programming concepts may be explored as well as the study of the utilization of game engines in various practices from art to human experience.

**IANIM 2750 - Rendering & Lighting for Virtual Space (3)**

This course covers the techniques involved in preparing 3D models for the photo-real rendering process. The shading and lighting process will explore a number of industry standard rendering engines. This course covers advanced skills in integrating Computer Generated Images and simulations into film and animation. Students will explore techniques that blend real and virtual worlds. Students

will design shading networks, explore various light types and attributes, and build lighting rigs common to the animation and visual effects industries.

### **IANIM 2775 - 2D Staying on Model (3)**

Drawing "on model" is a highly sought after drawing discipline directly connected to the 2D studio animation production pipeline in which artists analyze and emulate a specific drawing style, creating the illusion of 1 artist drawing the content even if dozens (or hundreds!) are involved. This digital drawing intensive course prepares students to analyze existing IP (intellectual properties) and emulate them, directly relating to industry studio productions and practices. Through a series of case studies, workshops, and assignments, students will explore how to research, design, and animate in various styles of television/film productions while staying "on model" to the visual design style.

### **IANIM 2800 - VFX for 2D (3)**

Visual Effects tools help Artists tell powerful stories. This course will look at the integration of Visual Effects skills specific to 2D animation to enhance storytelling. Students will add 2D digital visual effects to their traditional and 2D animation. This class will create digital smoke, fire, fog and flame as well as other Visual effects found in 2D digital computer programs.

### **IANIM 2850 - Organic Modeling (3)**

This is an introductory course in digital sculpting to facilitate the creation of organic 3D models. This course covers the techniques involved in building organic 3D models using industry standard modeling-specific applications. Emphasis is placed on figure study, character creation, and character props, their importance in the modeling process, and the utilization of application tools for an efficient production pipeline. Methodologies for building animation-ready assets from concept sculpts will also be explored. Students will sculpt virtually through 3D digital sculpting programs and build models in virtual clay for use in animation and real-time projects.

### **IANIM 2900 - 3D Character Animation (3)**

The fundamentals of creating animation lie in the ability to generate believable characters that have emotion and life. This course will explore tools and techniques used in the animation industry to design convincing 3D character animations for bipedal characters and/or quadrupeds.

### **IANIM 3100 - Game Production I (3)**

This course introduces students to creating 2D games. At a conceptual level, students will examine the whole game building process, including game design, architecture of a game engine, asset creation, and level design. Students will explore some programming by creating an application using Processing (a high level programming environment for artists), design levels, and create all art and sound assets for a 2D side scroller game for the iPhone.

### **IANIM 3300 - Community Animation Studio (3)**

Mirroring the processes of a professional animation studio, this course exposes students to animation development, client relations, and managing animated productions. Students collaborate and work directly with selected clients to produce original content and animation projects. Emphasizing the importance of the collaborative nature of animation production, students are immersed in the creative development process and partake in a wide variety of conceptual and technical workshops exploring various forms of storytelling and narrative.

### **IANIM 3320 - Procedural Modeling (3)**

Procedural Modeling will provide in-depth study of methodologies utilized within all 3D-related industries related to procedural and non-destructive model design. Students will create models using contemporary 3D technologies to be integrated into cinematic compositions that emphasize storytelling in virtual worlds. Procedural systems on both a macro and micro level will be covered, while maintaining a wider perspective of non-destructive modeling capabilities. This course will strengthen practical knowledge in 3D modeling, providing a greater understanding of the relationship between traditional 3D modeling principles and more contemporary procedural techniques.

### **IANIM 3350 - Art Directed Destruction (3)**

Art Direction Destruction is an in-depth course that develops the technical skillset needed to integrate computer generated images (CGI) and simulations into film and animation. Students will explore techniques that blend real and virtual worlds through art-directed hard surface and solid modeled destruction. Students will develop a critical eye for how cinematic language can be enhanced through art directed destruction to create believable environments and narrative sequences.

### **IANIM 3450 - Stop Motion Animation (3)**

This course explores various techniques of 3D animation, including clay, objects, puppets, and the animation of people (pixilation). The history and aesthetics of this genre are also examined. Students produce short 3D experiments.

### **IANIM 3455 - Advanced Stop Motion Animation (3)**

In this course students will explore the integration of traditional animation mediums with advanced CGI technology to develop and produce experiential time-based narratives. Through historic and contemporary examples students will examine how stop-motion informs and expands narrative structures. Students will utilize cinematic language and the 12 Principles of Animation in conjunction with stop-motion techniques to fully realize their concepts.

### **IANIM 3500 - Junior Seminar (3)**

This course will focus on the importance of the collaborative nature of animation production. Students will be immersed in the creative development process as well as partake in a wide variety of conceptual and technical workshops that explore various forms of storytelling and animation production. By the end of the semester students will collaboratively produce an imaginative and thoughtful animated 120 second short film using the class as a resource for critique and production work. The collaborative structure of this course mimics the Animation studio pipeline found in the professional world. A final grade of "C" or better is required for IANIM 2120 Sophomore Seminar II in order to enroll in IANIM 3500 Junior Seminar. Failure to meet the minimum grade requirement may result in having to retake IANIM 2120 before enrolling in IANIM 3500.

### **IANIM 3625 - 3D Physics & Simulation (3)**

In this class students will create art directed computer generated destruction as well as simulated effects such as fire, steam, water and other visual effects that support the cinematic language of time based narratives.

### **IANIM 3650 - Toys, Props & Products (3)**

Toys, Props & Products is a course that explores how we think about physical objects. This course will consider industry, culture, markets and studio practice culminating in a complete ready for market toy, prop, or product. Students will be taught how to utilize simple 3D software, as well as a 3D printer to manufacture a prototype.

Students will approach this process in a collaborative manner: brainstorming ideas, markets, production, promotion and funding. Each student or group of students will choose a toy, prop, product or line of the aforementioned to develop from sketch to specs to mock up; research and build a shared list of manufacturers and materials, and markets to approach with their developed ideas and mock-ups

### **IANIM 3665 - Props for Film & Practical Effects (3)**

In this course students will create believable and historically accurate objects and props to be used in live action film. A special or practical effect is a fabricated real-world tangible model used in conjunction with computer generated (CG) visual effects. Students will develop 3-d modeled objects, fabricate them using various substrates and materials, and create finished surfaces and textures for filming on set. Students will composite these practical effects with visual effects to enhance and supplement narratives.

### **IANIM 3675 - Foley (3)**

This course involves the production of audio recordings and sound effects using live performance studio techniques and site-based field recordings. Students will learn processes for recording, creating, manipulating, and layering audio elements to create unique sound design solutions will be studied. Students will learn Professional studio procedures such as gain control, signal flow, effects processing, and layering to mix multi-track projects for a variety of applications will be explored. Emphasis is placed on building believable soundscapes encompassing ambiances, actions, emotions, objects, and transitions in order to enhance student's visual and audio compositions in such areas as: game, animation, film, and installations.

### **IANIM 3750 - Contemporary Topics in VFX (3)**

This course covers advanced skills in integrating Computer Generated Images and simulations into film and animation. Students will explore techniques that blend real and virtual worlds.

### **IANIM 3800 - Anime: Roots to Modern Day (3)**

This Japanese Anime class explores the history of this internationally popular art form through the investigation and creation of art. The intellectual emphasis for this course favors the conceptual side. Its goal is to challenge students to be thinking artists who intensely research their content in art collections and libraries. This class plays upon popular notions of stereotypes, attempting to strip away existing prejudices. Anime reveals much about the society and mythology of Japan, along with the influence other countries have had on the Japanese diaspora. Students will learn Japanese aesthetics like Wabi (transient and stark beauty), Sabi (beauty of aging and decay), Yugen (subtle grace), Miyabi (refinement, perfection), Shibui (simple beauty), and Kawaii (cuteness). They will observe and learn their roles in Anime contrasting these concepts with those commonly used to evaluate art in Western society. This course investigates how going past surface perceptions enables one to think like a researcher so that their finished animation artwork will reflect the culture and narratives of Anime's Japanese roots.

### **IANIM 3825 - Rigging & Skinning (3)**

This course covers the techniques involved in preparing 3D models for the animation process. In this course students will create the internal rigging of 3D computer generated models and characters. Students will design efficient and intuitive rig systems using popular industry tools such as bones, joints, control objects, and constraints to puppet character movement. Furthermore, model edge flow and the process of skinning and application interoperability will be explored.

### **IANIM 3850 - Visual Effects Studio (3)**

Visual Effects tools help artists tell powerful stories. This course integrates visual effects skills and storytelling. Students will add virtual worlds to live action film using motion capture, set extensions and compositing tools. In addition, this course will emphasize team work and collaboration. This course will follow the structure of a professional visual effects studio pipeline.

### **IANIM 3875 - Tracking + Rotoscoping (3)**

The process of Rotoscoping covers a broad area of the VFX industry from wire and rig removal to dynamic matte design for isolating live action footage. These various areas of Rotoscoping will be covered using state-of-the-art VFX production pipeline tools and techniques. This course will introduce students to the tracking and Rotoscoping techniques utilized in the VFX industry. 2D tracking such as point and planar tracking as well as 3D camera tracking will be covered as a process for infusing digital content into live action footage.

### **IANIM 3950 - Motion Capture (3)**

This course focuses on principles and techniques related to producing, editing, and rendering both pre-recorded and live motion capture data. Students will learn the techniques and technology needed to keyframe, manipulate time effectively, control the movement of visual elements, and seamlessly blend motion capture data. General animation project discussions will take place focusing on the various considerations and processes for extracting looping animation data for game-focused projects and leading and supervising an animated project.

### **IANIM 4200 - Business of Animation (3)**

Success in the animation field depends upon a solid, fundamental knowledge of business standards and practices in order to build a career. This course addresses such issues as strategies in seeking employment, copyright, taxes, contracts, and the studio workplace. Freelance concerns like creating a business plan and making presentations or selling an idea are also dealt with. Students also work together in class with University Career Resource Center personnel on resume, cover letter, and interview skills.

### **IANIM 4300 - Creating Worlds (3)**

This project-based course combines the full array of visual effects tools and skills to create a capstone project. Students will work as part of a VFX team for a filmmaker or animator on large scale film and animation projects that integrate a variety of skills.

### **IANIM 4320 - Set Extension (3)**

This course explores techniques that blend real and virtual worlds by focusing on elements such as lighting and shading to create depth and build layers of nuance and believability in environments to support the characters, action, and narrative. This course covers the techniques involved in compositing 3D assets for the photo-real rendering process. Students will design complex shading networks, explore various light types and attributes, and build lighting rigs that can match real film plates that are common to the animation and VFX industries. This course makes what is unattainable in reality believable on screen.

### **IANIM 4465 - Animation Senior Studio 1 (6)**

This course is the first of the 2-part Senior Studio, in which students create and complete a personal animatic. Senior Studio 1 emphasizes pre-production, conceptual development, narrative structure, storyboarding and pre-visualization. Students will develop and produce experiential time based narratives utilizing visual language and audio soundscape. The course will culminate in the production of a 120 second Animatic that contains an intended narrative with clearly

conveyed mood and emotion that is supported by timing/pacing, a complete scratch audio track, colored backgrounds and may include character design. Students will complete post-production of their animatic in Senior Studio 2. The duration and pacing of this course mimics the expectation of Animation studios in the professional world. A final grade of "C" or better is required for IANIM 3500 Junior Seminar in order to enroll in IANIM 4465 Senior Studio 1. Failure to meet the minimum grade requirement may result in having to retake IANIM 3500 before enrolling in IANIM 4465.

### **IANIM 4625 - Advanced Rigging (3)**

Advanced Rigging is an in-depth course that develops the technical skillset needed to build and manipulate the underlying structures of figures in a 3-d environment. This course builds on the fundamental understanding of anatomy and physiology to apply nuanced kinesthetics to figures as they move through space and time. Students will master individual techniques and use them singularly and in conjunction to create believable animations.

### **IANIM 4880 - External Internship Animation + VFX (3)**

Through the internship program Animation majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional art environments, including, but not limited to, animation studios, publishing, or media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department. (3 credits = 180 hours of work)

### **IANIM 4882 - Internal Internship Animation + VFX (3)**

Through the internship program Animation majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional art environments, including, but not limited to, illustration studios, publishing, or media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department.

### **IANIM 4890 - Animation Senior Studio 2 (6)**

This course is the second of the 2-part Senior Studio, in which students complete the production of a personal thesis film for presentation in juries and screening. Senior Studio II emphasizes production and post-production, conceptual development of experiential time based narrative, editing and clarity in visualization. At the culmination of this course students will present their final capstone project. Students will create a short animated film based on their pre-production work, using the class as a resource for discussion and critique. The duration and pacing of this course mimics the expectation of Animation studios in the professional world. A final grade of "C" or better is required for IANIM 4465 Senior Studio 1 in order to enroll in IANIM 4890 Senior Studio 2. Failure to meet the minimum grade requirement may result in having to retake IANIM 4465 before enrolling in IANIM 4890.

## **IAHIS - ART HISTORY**

### **IAHIS 1001 - History of Game Design (3)**

Since the 1970s, the game industry and game arts have assumed an increasing significance within our culture. This course examines the history of electronic games and the game industry. More specifically, the course explores the evolution of games in terms of their design and technical innovations, economic and commercial growth, and social and political impact. Students will analyze how programmers, designers, artists and writers have contributed to the development of

electronic games and the game industry in the past five decades. In doing so, students will acquire a deeper understanding of the complex role that electronic games and interactive media play in contemporary culture.

### **IAHIS 1190 - Design Thinking & Research (3)**

Design Thinking (first half): Introduces students to various approaches and methods used to successfully solve difficult, multi-dimensional problems. Industry examples will be used to show process, ideation and results. Students will explore various creative problem-solving tactics that can be applied to future coursework.

Research Methods (second half): Introductory course for students to learn and explore various design research practices. Different creative strategies and tactics in design research will be presented in context to actual case studies.

### **IAHIS 1200 - Art of the Western World I (3)**

This course begins with an introduction to the art of the Ancient World and the Middle Ages, and then explores in greater depth European art from the time of Giotto until the beginning of the Romantic period (1300-1800). Through a chronological study of pivotal styles and artists, students will demonstrate understanding of the formal, social, political and psychological components that shape artistic expression. The course draws extensively on the rich visual resources of the Boston/Cambridge area.

### **IAHIS 1210 - Art of the Western World II (3)**

This course continues the history of visual culture in Europe and America from the beginning of the nineteenth century until about 1960. Through a chronological study of pivotal styles and artists, students will demonstrate understanding of the formal, social, political and psychological components that shape artistic expression. The course draws extensively on the rich visual resources of the Boston/Cambridge area.

### **IAHIS 1800 - Art Across Borders (3)**

This is a theme-based survey course that explores art and artifacts from around the world. The class focuses on diverse themes -- such as "Authority & Resistance", "Landscape & Nature", "Death & Afterlife", etc. - to examine a broad range of images, objects and monuments from across time periods, geographic locations, and cultures. Each theme, covered over two or three weeks, is represented by a selection of images, objects and monuments. In addition to exploring each theme in the contexts of methods, materials, styles, ideas and purposes, the course demonstrates how the selections for one theme can also be relevant to some of the other themes. The primary objectives of the course are to introduce diverse worldviews and approaches to art, and to demonstrate that classifications and categories used to understand images are always fluid and open-ended.

### **IAHIS 2100 - History of Modern Design (3)**

This course examines transformations of form during the modern period (c.1850 to the present), with emphasis on the crosscurrents between the various fields of design - graphic design, industrial design, and architecture - and their impact on developments in the fine arts.

### **IAHIS 2105 - History of Interface (3)**

What was the first "interface?" How has the interface reshaped our understanding of knowledge and meaning? How has the interface used metaphors to bridge our physical environment? This course examines the history of interface from the 19th century to present through a chronological study of various tools and technologies

created for human computer interaction. Through illustrated lectures, readings, and discussion, students will understand the impact of the interface on modern society.

### **IAHIS 2200 - History of Photography (3)**

This course examines the primary issues in the history of photography from the medium's invention in the 1830s until the appearance of Postmodernism in the 1970s, including the dynamic interaction between technological and aesthetic discovery. Through slide lectures, critical readings, class presentations and discussions, students will gain a comprehensive understanding of the formative history of the medium within the era's social, cultural and theoretical context.

### **IAHIS 2300 - Modernism (3)**

This course explores key movements and figures in art from c.1890 up to the outbreak of World War II, a time often known as the Modern Period. Emphasis is on European painting and sculpture. We study artists such as Picasso, Matisse, Duchamp, Arp, Mondrian and Brancusi, who questioned long-standing assumptions about the appearance and purpose of art, and strove to forge radically new artistic languages to express their individual experiences of the rapidly changing modern world.

### **IAHIS 2400 - Illustration Survey (3)**

An historical survey of illustration from its earliest beginnings to the present, this course covers the important social and technological changes that directly affect the art of illustrators. Through slides, assignments, and a term project, students become familiar with both the work of renowned illustrators, as well as stylistic trends of the past. This information is used to enhance student's individual creativity.

### **IAHIS 2460 - History of Animation (3)**

In just over 110 years of existence, animation has gone from a curiosity to an integral part of the art and business of worldwide film-making and culture. Through screenings of independent and studio shorts, in-class note-taking and critical discussion, a midterm essay and a final research paper, you will explore important and innovative cartoon films well-known and obscure, American and foreign, made-for-television or for movie theaters, made by hand and/or with computer, and by groups or individuals.

### **IAHIS 2465 - The History of Women, Gender, Race and Animation (3)**

Contemporary animation has emerged as a primary means of both social and cultural expression. This course examines how the issues of gender, sexuality and race are represented in animation and related time-based media. This course illustrates the importance of recognition and representation for artists who are of marginalized communities to remain relevant in the industry. Students will research both the animators and subject matter of animations and time-based media throughout history, examine contemporary examples of animation as a tool to express ideas and promote activism, and respond by creating time-based media that addresses their own reflections on contemporary cultural and political issues.

### **IAHIS 2500 - History of the Moving Image (3)**

This course introduces students to the history of moving images from serial photographs and pre-cinema through the rise of modern film and video, to the YouTube era. Students will examine a wide range of films and moving images that reflect the social, cultural and historical contexts in which they were produced. In so doing, students will also learn to read the formal and structural vocabulary of the moving image. During the course, students will watch movies, television

shows, animations and experimental works that illustrate both a wide range of possibilities and the rich history of the moving image.

### **IAHIS 2505 - History of the Moving Image II (3)**

This course expands on the history of cinema that is covered in History of the Moving Image. Looking beyond the canon of Hollywood films, this course will explore film history through non-Western, experimental and underground perspectives. Discussion will focus on the impact of the work on both mainstream filmmaking and society at large, as well as the broader historical and cultural contexts in which they were produced. During the course, students will watch movies, television shows, animations and experimental works that illustrate both a wide range of possibilities and the rich history of the moving image outside the Hollywood studio system.

### **IAHIS 2515 - History of Sound Art (3)**

Through an exploration that embraces sound and hearing as channels for creative expression, this course examines the history of the medium of sound in the arts, establishing a conceptual foundation for the understanding of sonic art aesthetics and practices. Students will explore the cross-disciplinary practices of artists who have employed sound to complement their visual work, composers who have used sound to expand the boundaries of music, and artists who focus on working with sound as its own medium. Topics include noise, sound-poetry, acoustic ecology and environmental listening, acoustics and perception, narrative storytelling, non-Western and experimental approaches to musicality, installation and site-specificity, live performance, the influence of technology upon sound art production.

### **IAHIS 2550 - Paris History of Architecture (3)**

This course is designed to broaden one's understanding of Western architecture and its social, political, and cultural meanings. The course will examine the history of Western architecture from antiquity to the present using the city of Paris as a specific case study". Towards this end the course will include a 6-8 day trip to Paris during Spring Break. This travel experience is intended to provide students with a unique opportunity to study buildings and monuments in their original contexts. During our stay in Paris students will visit Roman ruins Gothic churches Renaissance palaces Baroque monuments and contemporary museums. At the same time the trip to Paris will immerse students in French culture thereby providing them with international experience. Although this course is primarily structured as a historical overview of major architectural styles and monuments consideration will also be given to current methodological and thematic issues that shape one's engagement with the built environment."

### **IAHIS 2600 - Art, Representation and Identities (3)**

This course explores the interrelationship between art, representation, and identities as they intersect across gender, sexuality, race, ethnicity, class, etc. With this in mind, students will examine artistic representation and the production of meaning around these representations. Although this course may address the intersection of art and identities in the distant past, primary attention will be given to contemporary forms of representation as they have emerged within visual culture during the last fifty years. Students will consider the following questions: Which subjectivities are represented in mass media, and how do these representations serve to structure and enforce systems of power in our society? How can artists and designers engage in discourse around representation in art and design history and address the complexities of identification in art and design practice today?

**IAHIS 2625 - Visual Narratives Across Time and Media (3)**

Throughout history, visual narratives have played a primary role in defining social and cultural experience. This course provides students with an introduction to visual narratives as they have functioned in different cultures and historical contexts. Students will develop the analytical skills and theoretical language to understand how visual narratives mediate our sense of reality on both an individual and collective basis. By examining artifacts from the past and present, students will explore both the evolution and impact of visual narratives across various fields of cultural practice and media - including advertising, animation, design, film, gaming, illustration, photography and the fine arts. In order to accomplish this task, students will study both the content and structure of visual narratives, analyzing the various ways in which artists and designers employ pictorial codes, cultural tropes and graphic styles to create compelling narratives for viewers and consumers alike.

**IAHIS 2650 - Introduction to Museum Studies (3)**

Museums have come to play an increasingly significant role in contemporary society. Indeed, by providing a critical lens through which audiences can analyze images and objects, museums help to shape how we perceive our culture and interpret the past. With this in mind, the purpose of this course is essentially four-fold: 1) To study the evolution of art museums in the United States; 2) To examine diverse trends and practices within museums today; 3) To analyze and critique current exhibits of contemporary art and culture; 4) To expose students to professional opportunities within the museum field. This course will begin with a brief history of museum and exhibition display, as well as a consideration of how museums have fulfilled their civic and historical roles over the years. This course will then consider different artistic practices and critical discourses as they pertain to contemporary museums and art institutions. Through visits to the ICA and other museums in the Boston area, students will explore the various factors that impact contemporary exhibit selection, display, and interpretation - including institutional mission, audience demographics, exhibition learning points, museum teaching strategies, and accessibility issues.

**IAHIS 2750 - Digital Culture (3)**

How have digital/interactive technologies restructured our economic and cultural landscape? In what ways have digital technologies inserted themselves into our social fabric and transformed our political landscape? How have interactive technologies affected our cognitive processes and social skills? This course explores the ways in which digital technologies and interactive technologies are fundamentally restructuring our social, political, economic, and cultural experiences. Students will engage in theoretical discourse, and will be challenged to think critically about how these technologies impact culture and/or can be employed a means of affecting change.

**IAHIS 3025 - Cinema Eye, Cinema Art: A History of Film (3)**

A survey of masterpieces by major film directors, this course situates each film within the historical and cultural context of its time. Topics will include cinematography, mis-en-scene, montage, narrative strategies, and genre. Classes are organized around the personal style and innovation of directors such as Welles, Hitchcock, Fellini, Coppola, Kubrick, Zhang, and Almodovar. Students will develop narrative sequences of their own using a medium of choice (drawing, animation, photography, or video), in addition to engaging in film screenings, class discussions, and written essays.

**IAHIS 3043 - Curators, Critics, & Collectors (3)**

This course provides an introduction to the principle institutions that play an ever-increasing part in supporting and shaping the art world

of today. During the semester students will read and discuss critical essays on museology and display, patronage and the art market, the role of critics and the art press, and art in the public sphere. The students will visit museums and galleries and meet with curators, gallerists, collectors and critics: encounters that allow them to apply theoretical principles to the real world.

**IAHIS 3140 - Architecture and Power (3)**

Architecture is not merely a utilitarian form of shelter. It also serves as a visible representation of power within a society. The pyramids in Egypt, for example, were intended to convey the power and authority of the Pharaohs. In this course, students will explore how architectural structures engender and magnify power across diverse cultures and historic periods. Towards this end, students will consider the following questions: How has architecture served as an instrument of domination and control in different contexts? How do architectural monuments enforce various modes of social, political and cultural power? How do built environments effectively regulate our actions and behaviors? What does contemporary architecture say about the nature of power and privilege today?

**IAHIS 3200 - Art and Nature (3)**

Students examine the complexity and ambivalence of humankind's relationship to the natural world, and the rich variety of artistic responses it has inspired. Taking a thematic approach, the course explores selected topics across chronological, geographic and cultural lines, including: varieties of landscape painting in the West and the East and the expressive shaping of landscape across the centuries. This covers topics like Neolithic earth formations, landscape design, development of the Olmsted urban park systems, recent Land Art, as well as the rise of a modern-day ecological consciousness with its expression through art.

**IAHIS 3210 - 20th Century Sculpture (3)**

This course explores the major turning points in, the perception and definition of sculpture in the, twentieth century, with special attention to its, relation to the modernist and postmodernist, discourses in painting, photography, and, architecture.

**IAHIS 3230 - Comics and Globalization (3)**

As the contemporary boom in sequential graphic texts shows 'the comics' can be both a media bonanza and a deeply personal and engaging creative medium. Comics are often cheap to produce, accessible to large audiences, and relatively easy to distribute around the world. In fact, the scholar Hillary Chute has argued that comics represent the most effective form of cultural expression today. In this course, students will consider comics as means to analyze the social, political, and economic conditions of globalization, and thus examine various systems of financial exchange, political power, cultural expression and ideological belief. Towards this end, we will focus on three primary regions of comics production: Japanese Manga, European 'Bande Desinee' and the comic book through the Americas -- including the comic form in South America.

**IAHIS 3240 - The Art & Archaeology of Pandemics (3)**

Given our current global health crisis (and the associated social crises), the words epidemic and pandemic conjure immediate concerns over health and well-being, critical lifestyle changes, and a marked difference in how we collectively conceive, confront, and represent the future. Yet, the impact on human civilization triggered by epidemic crises is nothing new. In this course, we will study the effects of epidemics and pandemics on different cultures throughout history. Towards this end, we will examine how art and design have served to forge community bonds; how visual culture has changed in times of crisis; and how communities across the world, in different

times and spaces, eventually find resilience in fundamentally altered worlds. Case studies will consider recent archaeological projects and art historical research that are causing scholars to reevaluate the ways in which diseases have prompted both cultural upheavals and artistic transformations. These case studies will include the Plagues of the Ancient Mediterranean World, the 14th century Black Death, the 16th century Great Dying, the Spanish Flu of 1918, AIDS and the current COVID-19 crisis.

### **IAHIS 3250 - History of Public Art, Monuments & Memorials (3)**

Since antiquity, public art, monuments and memorials have taken various forms and served different purposes. This course explores the history, language and meaning of public art, historic monuments and memorial sites as they have appeared across time and cultures. Towards this end, students will consider a broad range of objects, structures and sites. In so doing, students will consider the following questions: How do we define public art? In what ways do monuments and memorials shape our understanding of history and culture? How do they serve to commemorate our past and mediate our sense of identity on both an individual and collective basis? How do monuments and memorials engender different forms of power, privilege and ideology? How do these sites inform our values and beliefs? And finally, how might our conception of public art, monuments and memorials evolve over time and with the development of new technologies?

### **IAHIS 3260 - Public Space and the Politics of Representation (3)**

As the artist Adrian Piper famously stated: "Public spaces are political arenas in which power is recognized, underwritten, disputed, attacked, lost and gained." This course explores the ways in which different forms of representation and speech – whether visual, textual or verbal – serve to politicize public spaces, thereby shaping our sense of cultural identity on both an individual and collective basis. Towards this end, students will examine diverse modes of representation in order to determine how they mediate our relationship to social, physical and virtual landscapes. Throughout the semester, students will employ their research to explore and propose possible interventions into public spaces and built environments in order to raise critical awareness regarding the politics of representation within contemporary culture.

### **IAHIS 3280 - Contemporary Art in East Asia (3)**

This course offers an overview of contemporary art movements in East Asia, focusing primarily on China, Japan, and Korea. The variety of influences on contemporary art in the three countries will be explored, considering the specific political and cultural histories that have come to define art in each. Furthermore, the various manifestations of contemporary art - from anime to painting, performance, photography, and new media - will be considered on thematic levels.

### **IAHIS 3290 - Art & Photography in Contemporary China (3)**

This course exposes students to the historical and aesthetic conditions that have come to define contemporary Chinese Art. Students will become familiar with traditional art forms and methodologies (including a range of painting, printmaking, ceramics and sculpture) as well as more recent social and political contexts that have influenced current Chinese work. Students will visit four cities, a number of museums, galleries and cultural sites, and several art schools.

### **IAHIS 3310 - Women in Art (3)**

This course explores both the history of the struggle of female artists from the Renaissance to the present, and the representation of women by men in works of art over the centuries. Students read and

discuss feminist critical theory, as well as art historical accounts of the careers of women artists.

### **IAHIS 3311 - Gender in Focus: History of Women in Photo (3)**

Women photographers play a major role in defining the contemporary landscape of photography, but the history of women in photography is filled with varying modes of representation and expression. In this one semester advanced photo course, we will examine the social and cultural shifts regarding women and photography, including how the portrayal of women changes with the power to use the camera to self-express. Divided into two sections, the initial half, The First Century, will serve to inform how historical constructs help define the female photographer and images of women in The Modern Era.

### **IAHIS 3313 - Multicultural Photography (3)**

From early images made within the colonialist framework to the work of contemporary photographers such as Yasumasa Morimura and Dawoud Bey, the representation of multicultural peoples has paralleled global social and political shifts. Examining the photograph as a means of power and control as well as self-expression, this course will explore the many complexities of image making in the multicultural context.

### **IAHIS 3354 - Art Now (3)**

Art Now examines that creative output in light of specific issues: identity, conflict, patronage, displacement, climate change, etc. The course introduces students to the complexity of the shifting borders of global art, where "global" is constantly informed and defined by "local", most prominently around the question of imbalance of economic, political and other forms of power. The first two weeks of the semester are devoted to briefly covering the key traits of postwar art (appropriation, the decentered object, self-consciousness, irony, etc.) that originated in the West, not as a foundation for the subsequent material, but rather as a discourse specific to the West that has an uneven relationship (of both conformity and divergence) to contemporary art from around the world. In the absence of a comprehensive textbook, students read a range of essays and book chapters, and are assessed through take-home tests and research assignments.

### **IAHIS 3357 - Art and the Islamic World (3)**

This course is designed to increase understanding of the Islamic world and its artistic legacy. The course will examine the history of art in and relating to the Islamic world from the birth of Islam in the 7th century through the present day. Although this course is primarily structured as a historical overview of major works of architecture and art in a variety of media (i.e. mosaic, ivory, manuscript illumination, metalwork, glass, textile, etc.) that exemplify the main developments and styles traditionally associated with Islamic art, consideration will also be given to current historiographic, methodological and thematic issues - such as the definition and categorization of Islamic art; the movement and reception of Islamic objects and motifs within global contexts; the representation of the Islamic world in the artwork of other cultures; and the place of contemporary Islamic artists within the global history of art.

### **IAHIS 3360 - History of American Art (3)**

This course will explore the development of the visual arts in America and their role in American society from its colonial beginnings to the eve of the Second World War. During this period, American artists moved rapidly beyond their initial limited role as provincial imitators of European high styles to explore questions of national identity" through a wide variety of subject matter and styles. We will consider painting sculpture architecture and photography in the context of a



developing American society including examining issues surrounding representations of gender and race. We will take advantage of the many opportunities that the Boston area provides to explore historic buildings and original art works.

### **IAHIS 3365 - Pre-Columbian Art & Its Legacy (3)**

This course is designed as a general introduction to Pre-Columbian art and its impact on Western culture. As such, the course will introduce students to the dominant art forms in the New World and consider how the Columbian Exchange influenced artistic production in the Western world. More specifically, the course will examine how the arts of the Inka, Aztec, and Maya informed Western thought and image. This course is primarily structured as a historical overview of major works and styles of Pre-Columbian art, culminating in an investigation of the impact that Pre-Columbian art had on artists of the modern movement - including Pablo Picasso and Barnett Newman. Finally, the course will consider the current use of Pre-Columbian imagery by Chicano artists such as Guillermo Gomez-Peña and Native North American artists like Jaune Quick-to-See Smith.

### **IAHIS 3380 - History of New Media (3)**

Digital, audio/video installation, and performance art are becoming ever-greater parts of the experience of art making and viewing. Rather than being seen as oppositional to traditional forms of art making, these media can act as tools for students and artists. They can be understood as opportunities for the next movements in art, with the option of working in conjunction with traditional media.

### **IAHIS 3450 - Arts of Africa (3)**

The class examines selected case studies of artistic practices from different historical eras in a range of cultures across the African continent. It analyzes, on a comparative basis, how different worldviews contribute to the shaping of diverse aesthetic models. The class also examines the choice of specific formal and technical means, and how art plays a crucial role in rituals of transformation, regeneration, power and identity.

### **IAHIS 3530 - African-American Art: The Harlem Renaissance Through the Civil Rights Movement (3)**

The primary goal of this course is to study the responses of African-American artists of the twentieth century to the issues of power, otherness, and selfhood. Following a brief glance at the history of African-American cultural representations from the eras of slavery and the Civil War, the course pays critical attention to the five decades between the Harlem Renaissance and the Civil Rights Movement. The class first studies the "New Negro" awareness among artists in the years between the world wars moving up through the Civil Rights Movement when more complicated questions of gender class and political identities profoundly affected the strategies of African-American artists. The semester concludes with a quick look at the more recent contributions of African-Americans to the discourse of contemporary art.

### **IAHIS 3545 - Art of Black American Protest (3)**

This course examines the role of art and visual culture in Black American protests. Beginning with images from the Jim Crow era, the course focuses on the discursive roles of visual representations from the period between the civil rights movement and the present, with special attention to the street art produced in the context of the most recent activism spearheaded by such organizations as Black Lives Matter. With regard to creative expressions, the term "protest" here is understood across a wide connotative range, from covert critique of injustice to explicit visual statements closely connected to political activism. Readings, images, media clips and discussions illuminate the social, political and historical bases of Black American protests,

while images in a variety of media and careers of artists are examined to demonstrate how they embody the complexities and contradictions of those discourses.

### **IAHIS 3600 - Art Since 1945 (3)**

This course explores the rapidly changing work of post-war art, emphasizing developments in the United States. After an introductory overview of the formative early modern period in Europe and American, in particular the rise of abstraction and the emergence of surrealism, the course examines such artistic movements as Abstract Expressionism, Pop, Minimalism, Earth Art, Realism, Conceptual Art, Performance Art and Video Art. In addition to the artistic movements themselves, the course also considers such issues as the place of art and the artist in contemporary society.

### **IAHIS 3610 - Design Discourse (3)**

Is the purpose of design to communicate clearly, to advocate for a particular point of view, or to sell specific products? Does a designer have any responsibility to society, beyond the normally accepted boundaries of ethical behavior? Is legibility a moral issue or simply a practical virtue? These are just a few of the issues we research, discuss, analyze, and write about in this course. The emphasis is on constructing a coherent written argument and developing a personal point of view about contemporary issues that inform design practice.

### **IAHIS 3710 - Paris at the Crossroads (3)**

The period of the long" French Revolution (1789-1804) as well as the early years of the Third Republic (instituted in 1870) laid the foundations for present-day France. Together these events turned "peasants" into Frenchmen in the words of one historian. Disparate populations with regional loyalties and identities slowly came to share a national identity one forged nurtured and propagated by a number of different institutions texts artifacts. We will be considering the construction of a French identity through these media a French identity that has repeatedly been contested and debated.

### **IAHIS 3750 - Critical Perspectives in Art History & Visual Culture (3)**

This course explores various critical discourses that serve to frame and shape our understanding of art, visual culture, and their respective histories. What is more, its primary aim is to examine texts about images, than the images themselves. It is designed to provide students with a basic introduction to the theories and methodologies that define the related disciplines of art history, visual studies, and museum studies. At the same time, students will have the opportunity to engage with issues relating to the wider realm of visual culture in contemporary society. This course is interdisciplinary in its scope. Accordingly, all forms of visual expression will be open for critical examination, including painting, sculpture, photography, installation art, performance, animation, digital media, mass communication, etc. The course will also consider the institutions that underpin the contemporary global art world: museums, auction houses, biennials and art fairs, galleries, critics and art press. To introduce students to the scope and diversity of contemporary critical perspectives, weekly reading assignments will be drawn from a wide variety of sources.

### **IAHIS 3760 - Visual Culture & Power (3)**

This course addresses the historical role of power in visual culture. Towards this end, the course examines a broad variety of topics, from images of colonized societies made by European colonizers to representations of racial and other differences in current media. The course covers a wide range of visual practices that demonstrate how a dominant culture shapes and controls social perceptions of marginalized identities. Students will investigate how such images



reflect the prejudices, aspirations and needs of dominant cultures much more than they represent any convincing realities of those who are oppressed. A diverse array of images and texts will enable students to understand not only the historical origins of such visual practices, but their lingering impact on contemporary culture.

### **IAHIS 3800 - The Nude (3)**

This class examines the image of the nude from Greek sculpture and vase painting to contemporary popular images. While both sexes receive attention, the female nude will be central to the discussion of gender discourse in post-Enlightenment West. The class also analyzes the age-old controversy over the nude versus the "naked" (which leads to the question of art versus pornography) in light of such contemporary debates as the one over Robert Mapplethorpe's photographs. Finally in addition to the readings and written assignments the course offers a studio component. Students organize an exhibition of their own works on the theme of the nude.

### **IAHIS 3900 - Alternating Currents: Experimental Film & Video (3)**

In this course, students study film and video made by artists and directors working outside of - and often in opposition to -- the established norms of mainstream cinema. Experimental film and video has been associated with avant-garde, non-linear, poetic filmmaking and encompasses works by artists (Leger, Ray, Paik, Schnabel), auteur-directors (Brakhage, Deren, Snow, Berliner), and videographers (Tanaka, Viola, Nehshat). Throughout the semester, students will research the origins and history of experimental films, explore diverse genres of avant-garde cinema, consider new directions in contemporary video, and develop a critical framework for analyzing these forms of motion media. Classes are structured to include presentations, screenings, and discussions.

### **IAHIS 4010 - Art History Thesis I: Seminar (1.5)**

The Thesis Seminar is offered to Art History majors to work toward completion of the required senior thesis. It is the first semester of a two-semester sequence, to be followed by a Thesis II to complete the project. The seminar format offers candidates both the experience of group learning, peer review, and individualized attention. Each student will produce a thesis proposal and a draft for critical examination and discussion by the group. Towards the end of the semester students will deliver the developing papers in class presentations to receive final feedback from the cohort.

### **IAHIS 4020 - Art History Thesis II (1.5)**

Thesis Writing is required as the final phase of the capstone for the Art History degree, the thesis, to be written in the second semester of the senior year on a topic relating to art of the 20th or 21st century. Prior to taking the Thesis II the student must complete the Thesis Seminar. The student will work closely with a Thesis Advisor to prepare the paper which will then be submitted to a Thesis Committee for evaluation, to be followed by an Oral Defense.

### **IAHIS 4100 - Art and War (3)**

This course examines representations of warfare. The goal is not to survey the actual histories of conflicts, but to understand how political and cultural ideologies are demonstrated by images made either as propaganda for or commemoration of a war. Each case study illuminates the key art historical issues of the period evident in the images.

### **IAHIS 4150 - Africa: Between Tradition and Modernity (3)**

This course is as much about the cultural politics surrounding African art as it is about the art itself. With particular emphasis on colonialism as a vital agent of change, students first learn how the early modernist view of African objects as works of art paradoxically

fostered a new myth of primitivism. The lingering hold of this fantasy about the Other on Western imagination today is also examined. A variety of cultural representations from postcolonial Africa are explored in the context of tradition and "modernity."

### **IAHIS 4200 - Representing Representation (3)**

This course begins from the premise that all images are mediated by pre-existing images. Through a wide variety of case studies, ranging from Velazquez' *Las Meninas* to MAD Magazine it examines how artists have confronted the question of cross-references of visual images in different eras; how they have produced new fictions by exploiting illusions of mirrors imaging themselves making statements about the enterprise of art making and quoting other images quite openly.

### **IAHIS 4400 - The Art and Culture of Japan (3)**

This course concentrates on those major forms of fine and applied arts that have distinguished Japan in Asia, and the aesthetic, religious and political forces that have shaped the culture of modern Japan.

### **IAHIS 4500 - Art and Popular Culture (3)**

Art and Popular Culture considers the interplay between popular culture and recent trends in contemporary art. The topical focus of this course is the complex relationship that has emerged between contemporary art and popular culture. Students will investigate this relationship by analyzing three tendencies: a) the conditions of complicity between art and popular culture; b) the question of cultural value and commercial value; c) the underlying sensibilities that have propelled contemporary art beyond modernism and postmodernism.

### **IAHIS 4600 - Postmodernism (3)**

This course examines the term postmodern" in light of the seminal changes in the production and consumption of visual cultures of the recent decades. Its primary aim is to trace the implications of this concept in the shaping of a contemporary artist's awareness. A series of critical readings and discussions provides insight into the historical background and the global character of the postmodern experience. In this context the course also questions the reductive connotations of the buzzword "postmodernism treating it instead as an umbrella term that accommodates a range of overlapping as well as conflicting ideas and theories.

### **IAHIS 4620 - Hyperculture: Art & Technology (3)**

This course focuses on the changes that have occurred in how we think about and respond to new technological transformations, such as digital computer technology and Internet communications. We consider the ways in which artists have appropriated these technologies to create new art forms, e.g. cyberpunk and science fiction, in visual and literary art forms. The goal of the course is to inform student understanding of these new art forms and to encourage creative experimentation.

### **IAHIS 4630 - Scandalous Art (3)**

This course examines the role of images in a democratic, capitalist society via the scenario of adverse reception: when an image is interpreted by an audience as unacceptable or offensive, even when offense was not intended in the context of its making. In other words, the course's focus is on images that trigger controversies, some of which lead to scandals. While the course begins by analyzing a specific case in sixteenth-century Italy, all the other cases are from the twentieth and twenty-first centuries. All or some of the following questions are considered in each case: a) What were the circumstances (intention, purpose and other factors) of the making of

the image? b) Which aspect(s) of the image was/were found unacceptable or offensive when placed in a context other than that of its making, and why (arguments of the critics/accusers)? c) What were the identities of the critics/accusers, and what values triggered the reaction? d) What are the differences between the values of the critics/accusers and the defenders of the image? e) If the defense of the image was grounded in the claim that specific knowledge of art history and/or the art world was mandatory to its appreciation, then what does the controversy/scandal reveal about the relationship of such a claim of privilege to the rest of society? f) What were the terms of reconciliation between the two sides, if at all? g) What lessons can be drawn from this controversy/scandal with regard to the role of images in society?

### **IAHIS 4880 - Internship (3)**

The Art History Department offers students a range of internships to provide experience and exposure to a range of careers relevant to the Art History major. Pending availability, museum and gallery internships are available for 1 to 3 credits in the spring, summer and fall semesters. All Art History internships must be approved and supervised by the Art History Program Coordinator. Interested students should meet with the coordinator prior to the semester of the internship.

### **IAHIS 4910 - Critical Theory (3)**

This course introduces students to the main currents of contemporary critical theory, including phenomenology, post-structuralism, and deconstruction. Discussion focuses on artists working in mediums of painting, installation art, performance art, new media, cinema, and poetry. Readings offered in the course help students to become active as they locate themselves in analysis and critical response.

Prerequisite: IAHIS 1200 and 1210, or permission of instructor.

## **IDESN - DESIGN**

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### **IDESN 1270 - Language of Design (3)**

This intense introductory course immerses students in a design studio environment, and helps them develop habits of thinking and making that result in thoughtfully conceived design projects. Work on these projects incorporates the language, skills, processes, and methods that serve as a foundation for all design work. Topics include: ideation, iteration, visual analysis, form and meaning making. Students participate in critical dialogue that explores design ideas and intentions. The course is required for several design majors, minors, and certificates, and work is done largely in Adobe Illustrator and Acrobat software (online students should be sure they have access to the software if they cannot work in University computer labs).

### **IDESN 1300 - Design Workshop (3)**

Design Workshop comprises of two seven-week workshops: Color and Drawing for Communication introducing students to foundational color and drawing processes related to the Design major. 7-weeks color (theory & tech): Students will learn color theory and various aspects of color production. Principles of subtractive and additive color will be explored through projects incorporating a variety of media including print (offset) and digital (screen-based). 7-weeks drawing for communication: Intensive exploring shorthand methods using the sketching process as a means of exploration and visual communication. Students engage in a series of short, accelerated projects for the purpose of visual ideation for communication.

### **IDESN 1400 - Introduction to Interactivity (3)**

This introductory course focuses on basic interaction and motion design principles for the purposes of creating interactive experiences. A variety of prototyping processes will be introduced, requiring students to move seamlessly between digital and physical constructs. Students learn the value of user testing and feedback through a process of involving outside participants in the design process. Coursework engages students in a highly iterative practice of sketching, prototyping and user testing-while emphasizing core design values, material skills, and craftsmanship for both analog and digital environments. Historical and contemporary contexts will be used to frame assignment research and development. Designed products may include interfaces, physical artifacts, or systems of engagement; with the focus on creating a meaningful dialogue between a person and the designed elements.

### **IDESN 1500 - User Experience I (3)**

This course will provide students with an overview of User Experience (UX), design methods, and the role of research in designing for user experience. Through assignment, lecture and discourse, students will engage in an industry-modeled process, including research, team/collaboration, stakeholder interviews, sketching, diagramming, and presenting. Students will experience various methods associated with producing design deliverables within the context of real world practice.

### **IDESN 1600 - User Experience Research Methods (3)**

This intensive 8-week fully online course introduces students to quantitative and qualitative research methods specific to user experience design. Students will develop the knowledge and skills to uncover the needs, behaviors, and motivations of individuals as it relates to their interaction with a product or service. This course teaches various models to facilitate empathy and design for human interaction. Students will create hypotheses, test assumptions, and analyze results from user interviews, usability testing, user journey- and empathy mapping. By the end of this course, students will be able to create user personas, and refine content based on user feedback to make recommendations for the design of products and services. Team-based work and collaboration is emphasized throughout the course. (On-campus students please note: if this course is not listed as a requirement or choice in your program it will only count as a "general elective;" not as a studio elective nor as a design major elective.)

### **IDESN 1700 - Sketching for Interactive Design (3)**

Experience mapping is a strategic process of visually diagramming and communicating complex user interactions. This introductory course teaches the fundamentals of drawing and mapping user experience diagrams. Course will cover various types of diagramming (such as decision trees, user flows, hierarchical structures, matrices and isometrics) for mapping interactive experiences. Students will be introduced to a variety of media in the process of researching, sketching and designing clear and articulate narratives for user experiences. Students and advisors please note: this is not a studio elective, and it is not a design elective for other design programs.

### **IDESN 2115 - Introduction to Web Design (3)**

The web has quickly become a common communication and business tool as well as a new opportunity for graphic designers to use their visual and conceptual skills. Students explore the use of basic design principles in the web environment, and are introduced to new concepts in interactivity and site navigation. The course also covers basic technical aspects of page and site construction.

**IDESN 2220 - Typography I (3)**

A deep-dive into the study of letterforms, typefaces, type identification, classification, and nomenclature. Course work includes typographic form and structure; including consideration of the micro (individual letters) outward to the macro (a page of text with clear hierarchical structure). Studio exercises begin with letterform drawing and spacing, followed by a comprehensive exploration using text to study typographic arrangement, hierarchy, contrast, expression, and readability. Coursework is framed within historical and contemporary contexts.

**IDESN 2250 - Design Thinking (3)**

Introduces students to the basic processes and vocabulary of design, as well as various approaches and methods used to successfully solve difficult, multi-dimensional problems. Industry examples will be used to show process, iteration and ideation, goals and objectives, strategies and tactics, and rapid prototyping. Students will explore various creative problem-solving tactics that can be applied to future coursework.

**IDESN 2300 - Interactive Workshop (3)**

Interactive Workshop is comprised of two seven-week workshops that are an introduction to the web development and design process. 7 Weeks HTML/CSS: Introduction to the fundamentals of web design and development. Geared towards the novice web designer, this course covers beginner web coding (HTML/CSS) and the creative processes associated with web design according to industry practices. Course content includes file management, cross-browser compatibility, semantic mark-up and responsive design. Course technologies utilize HTML/CSS editors, HTML/CSS coding, CSS Frameworks and various web browser developer tools. 7 Weeks Site Architecture: Students learn how to visually diagram and map complex user interactions. Course will cover various types of diagramming (such as decision trees, user flows, hierarchical structures, matrices and isometrics) in the context of mapping websites for screen, tablet and mobile. Students will also learn the audit process for assessing an existing website. Various prototyping tools will be explored will aid in researching, sketching and designing clear and articulate narratives for user experiences.

**IDESN 2505 - User Experience II (3)**

A continuation of the principles and methods of User Experience 1, with further depth and analysis through case studies involving user scenarios. Students will use all aspects of the user experience design process, with the goal of developing a prototypical solution for a specific end user. Course topics include behavioral psychology, cognition, and empathy associated with designing for human/computer interaction.

**IDESN 2590 - Bindings & Boxes (3)**

Using traditional bookbinding techniques as well as more contemporary methods, the art and craft of building boxes, portfolios and other containers for holding, carrying, or presenting work are taught. Students build basic forms such as the clamshell box, the drop-spine box, portfolio forms, and albums. Once basic skills have been mastered, the goal is to create a final piece that is experimental, challenging, and personal.

**IDESN 2700 - Information Architecture (3)**

Introductory course involving the concepts, methods, and procedures of information architecture focused on managing information complexity towards accessibility and understanding by an audience. Sensitivity to the relationships of form and content in complex and dynamic systems of information will be emphasized. Major topics include organization, navigation and labeling. Through

assignment, lecture, and discussion, this course will address the issues of research and content analysis, selecting and editing, organization, and thus the visual dissemination of representing complex information in context to static, dynamic, and interactive media. Students and advisors please note: this is not a studio elective, and it is not a design elective for other design programs.

**IDESN 2750 - Elements of Interface (3)**

This course focuses interface design through the creation of a consistent visual language for interface appearance and usability. This course introduces students to design, prototyping, and evaluation of user interfaces in relation to Human-Computer Interaction (HCI). Course will cover human capabilities (mental models and interface metaphors), interface technology (interface styles and paradigms), interface design methods (user personas, prototyping, design) and interface evaluation (user testing and feedback). Course will utilize various prototyping tools for digital simulations.

**IDESN 2810 - UX Design Business Practices (3)**

This course introduces students to the business of design. Students use information on budgets, salaries, freelance rates, project planning, and project proposals to understand their role in a business environment. Research and writing exercises help students clarify their own professional goals. Students also develop familiarization with various studios and design practices. Students will learn how to seek industry opportunities, review start-up culture and entrepreneurship.

**IDESN 3015 - Graphic Design London (3)**

This alternative Spring Break travel course in London will examine the role of graphic design in Britain's history, culture, education system and studio practices. Students will explore British design through its modern typography, books, information design, print design and digital media. The course will include a pre-travel class, course time in London, online assignments and critique a month after we return to review an integrative (history, research and making) design project.

**IDESN 3110 - Interactive Projects (3)**

Students work on projects that utilize the complete interactive design process, including research, user scenarios, wire framing and prototyping, as well as exploration of navigation, feedback, and information design principles. Issues of human/computer interaction are discussed in the context of more sophisticated web sites, information kiosks, and the overall category of experience design.

**IDESN 3200 - Typography II (3)**

A process-oriented course aimed at developing a personal typographic voice." Through a sequence of restricted typographic exercises students learn to structure informational hierarchies while working with the formal composition of type as point line and textural element. The principles learned from exercises are applied to progressively more complex problems with emphasis on the process of experimentation.

**IDESN 3210 - Typography III (3)**

A continuation of the principles and methods introduced in Typography II, with further emphasis on typographic structures and grids and a focus on longer, more complex typographic documents.

**IDESN 3230 - Typeface Design (3)**

This course reveals how typefaces are conceived, designed, made and used. Students study typefaces in various contexts and then use digital tools to create a typeface for use in everyday communications.

Technical standards of typeface design, the visual nuances of form, consistency, and spacing in a particular typeface, the interaction of type software with other applications, as well as the broader issues of the cultural context and history of western type design are introduced and addressed in this course.

### **IDESN 3250 - Type & Letterpress (3)**

The purpose of this course is to learn how to work with large amounts of text, respecting both the content and the structure of the page, while refining the art of "setting" type. This course will introduce students to the materials and manual technique of the letterpress process as a means for typographic design. Using type and materials in the LA+D shop, students will be introduced to, and encouraged to consider the design potentials that result from working within the limitations of the process and materials at hand, and how those limitations influenced the appearance of design. This will be a studio experience that balances hands-on typographic activity with examination, and discussion of historic materials to inform more sophisticated typographic sensibilities while also making solid the architectonic nature of type that continues to define and underlay digital page structure.

### **IDESN 3300 - Scene + Heard Magazine (3)**

This course uses an expansive and inclusive lens to present what it means to be an artist and designer today, while accentuating the unique student experience of the LA+D community. Through a rigorous process of critical inquiry and discourse, students take the lead on writing, image making and design execution to produce a professional publication. Each issue will be developed in response to an overarching theme chosen by the faculty. The goal is to showcase student writing and student works that investigate and question traditional narratives associated with the words "art" and "design." In addition to the magazine, the class will generate content for different media modalities while simultaneously giving voice to the students at the College of Art and Design who want to be Scene + Heard (s + h). Enrollment is by permission of the instructor.

### **IDESN 3310 - Packaging and Presentation (3)**

This course is a hands-on studio course in which students design and construct packages and other three-dimensional forms. Attention is paid to materials and construction techniques, application of type and images to three-dimensional surfaces, and the conceptual aspects of three-dimensional presentations.

### **IDESN 3370 - Community Design Studio (3)**

Community Design Studio is a professional work-experience course in which students collaborate with non-profit organizations to produce vital, real-world projects. The course helps students develop essential skills - communicating ideas, understanding client relationships (meetings, presentations, budgets and schedules), collaborating with peers, and coordinating a project with its complex attributes from a design brief through to actual production. The mission of the course is to use design to strengthen the communities around us and, in the process, to strengthen ourselves as designers.

### **IDESN 3371 - Community Design Internship (Variable Credit 1.0 - 3.0)**

Community Design Internship can be taken by students who have earned 75 or more credits to fulfill their design internship requirement. This course is cross-listed with Community Design Studio, a professional work-experience course in which students collaborate with non-profit organizations to produce vital, real-world projects. The course helps students develop essential skills - communicating ideas, understanding client relationships (meetings, presentations, budgets and schedules), collaborating with peers, and

coordinating a project with its complex attributes from a design brief through to actual production. The mission of the course is to use design to strengthen the communities around us and, in the process, to strengthen ourselves as designers. Students taking this course to fulfill their internship are expected to work in a leadership capacity and produce a substantive amount of work.

### **IDESN 3400 - Brand Realization (3)**

This course focuses on how an identity is established for an enterprise -- its 'brand'. Students will discuss and analyze the organization's mission, products or services and then create a public 'persona' for the company through graphic style, message content, image content, and marketing approaches.

### **IDESN 3510 - Visual Communication I (3)**

This process-based course explores methods to both stimulate the imagination and capture fleeting ideas. Emphasis is put on the sketching process as a means of exploration and visual communication. Students "learn by doing" through a series of conceptual projects and problem-solving exercises. All projects begin with intensive sketching on paper as part of the design process. Students will learn how to employ various conceptual and creative tactics in the making of visual design imagery.

### **IDESN 3515 - Visual Communication II (3)**

Intermediate course for IBFA 8101 Graphic Design majors that focuses more specifically on the conceptual and practical problems of visual communication. Students learn to create or vary messages for various audiences, formats or media, and to consider the context of their communication. They also examine issues of maintaining identity or concept in sets of materials, or across multiple pages, and of preserving visual relationships over space and time.

### **IDESN 3525 - Visual Communication III (3)**

The purpose of this course is to develop a deeper understanding of the structure of visual communications problems, and to develop mastery of problem finding, strategy and tactics in more complex design situations. Studio projects cover a range of design issues and introduce students to concepts of visual systems across project components. Students also learn to consider and integrate a variety of user and client needs into their project development strategies.

### **IDESN 3535 - Advanced Web Projects (3)**

This course will introduce students to a range of web programming technologies while considering the impact of those technologies on the user experience. Through coding assignments, industry-modeled projects, lectures and discourse, you will learn modern, real-world technical skills used to create and launch websites and build experience collaborating and communicating in a professional, interdisciplinary context. These skills can help improve your repertoire as a designer and open up more possibilities for contracting new jobs and collaboration opportunities.

### **IDESN 3540 - From Concept to Campaign (3)**

With the widespread adoption of the web and mobile phones, instant response and immediate market data are driving public communication strategies to be more precise, change more often and use a complex mix of integrated media to reach individuals with messages. In this class students will create and develop strategic, informative and persuasive marketing and advertising concepts and devise and develop innovative strategies to implement them in a variety of media. Students will explore traditional and dynamic digital media to create and deliver messages that bring people together in the global marketplace of products, services, ideas and causes. Students will create, produce and present prototypes of their

ideas and concepts by visually implementing them for diverse populations in varying contexts.

### **IDESN 3750 - Junior Design Studio (3)**

Advanced studio course required for all Graphic Design and Interactive Design majors. Students investigate an "epic problem" (a complex situation without a predetermined design product as an outcome). Working in teams, they focus on both strategy and implementation-first understanding potential opportunities for improving the situation; then framing specific project goals; and finally developing and prototyping design solutions. Project outcomes include fully articulated team presentations, as well as polished prototypes or simulations that address the problems being solved.

### **IDESN 3800 - Physical Computing (3)**

An introduction to experience design for physical computing, tangible user interface (TUI), augmented and virtual reality. In this collaborative studio, artists and designers will create products, performances, objects (and other interactive experiences) that mix the physical with the virtual world. As small teams you will build physical interfaces to products and experiences around themes such as: generative design (audio, video), gaming, digital instruments, installation and performance. We will leverage technologies spanning from: programming languages like Java and Processing; hardware platforms like Arduino, Makey Makey, littleBits, and Raspberry Pi; and creative apps like MIT App Inventor and MIT Open Hybrid.

### **IDESN 3850 - Type on Screen (3)**

Type on Screen is a course for art and design students who want to learn best practices for working with screen-based typography. This course introduces the theories, techniques, and practices of motion literacy with the integration of design, photo imaging, sound, video, and animation. The primary emphasis of the course is the successful creation of imagery, sound, video, and animation for use in motion graphics projects. Students will learn the basic principles of typography in the context of screen-based design projects for the application of motion titles and interface design. Adobe After Effects and other software will be emphasized in the course.

### **IDESN 3888 - Design Special Topics (3)**

### **IDESN 4250 - Mechanics of Search (3)**

This class examines the history, mechanics, and code of Search, from its initial inception in Altavista.com and Google.com to its current role in applications like Uber, Facebook, and Amazon. Students will understand how search has grown from a database feature to a standalone service that drives customer-centric experience. Students will research and collect their own data and build a full search engine UI. Students will learn the data concepts of full text search and faceted search, UI approaches and patterns, as well as the analytics for driving user engagement.

### **IDESN 4455 - Design Senior Capstone (3)**

This course is a single-semester studio focused on research, ideation and prototyping a self-driven capstone project. The capstone project goal is to create a bridge within each students' portfolio which will help them achieve their desired job placement (or grad school placement, or launch their own business). The project will also help students promote their own unique skills as designers and/or stretch them to practice an additional skill. Students will present their research, ideation and prototypes to a jury of professionals from the design community at the end of the course and gain valuable feedback on how to improve both their concepts and presentations of those concepts.

Prerequisite: IDESN 3200 Type 2; IDESN 3515 Vis Comm 2.

Corequisite: IDESN 3210 Type 3; IDESN 3525 Vis Comm 3; IDESN 3750 Junior Design Studio.

### **IDESN 4456 - Design Senior Portfolio (3)**

This course is a single-semester portfolio-building studio in which students identify opportunities for both adding new work and/or improving existing work intended for self-promotion and job-finding. The goal of this studio-based class is for students to identify their own unique skills as designers and to hone the culmination of the work done inside design studios; at internships and/or as personal projects down to a cohesive, standout professional portfolio. Students will also work on a personal brand, resume, business card and web presence as part of this course.

Prerequisite: IDESN 3210 Type 3; IDESN 3525 Vis Comm 3.

Corequisite: IDESN 3750 Junior Design Studio.

### **IDESN 4465 - Interactive Senior Capstone (3)**

This course is a single-semester studio focused on research, ideation and prototyping a self-driven capstone project. The capstone project goal is to create a bridge within each students' portfolio which will help them achieve their desired job placement (or grad school placement, or launch their own business). The project will also help students promote their own unique skills as designers and/or stretch them to practice an additional skill. Students will present their research, ideation and prototypes to a jury of professionals from the design community at the end of the course and gain valuable feedback on how to improve both their concepts and presentations of those concepts. Students focus on framing and presenting their work in the context of professional problem-solving and issues beyond initial classroom assignments.

Prerequisite: same. Corequisite: same.

### **IDESN 4466 - Interactive Senior Portfolio (3)**

This course is a single-semester portfolio-building studio in which students identify opportunities for both adding new work and/or improving existing work intended for self-promotion and job-finding. The goal of this studio-based class is for students to identify their own unique skills as designers and to hone the culmination of the work done inside design studios; at internships and/or as personal projects down to a cohesive, standout professional portfolio. Students will also work on a personal brand, resume, business card and web presence as part of this course.

Prerequisite: same. Corequisite: same. Cross-Listed as: n/a.

### **IDESN 4490 - Special Topics in Design (3)**

A field-based learning experience where students work under faculty supervision to solve a specific design problem presented by an outside organization. Problems are defined either as collaborations with non-profit organizations or as research-based projects that go beyond the design of individual components. Students research a general graphic communication problem and then create a design brief" to define the work that follows.

### **IDESN 4510 - Environmental Graphic Design (3)**

This intermediate course will explore how the design of environments shapes human experience. Design as a service is a behavioral art. Architecture and urban planning clearly influence attitudes, guide human behavior, and establish frameworks for living together on this planet. From art installations, performance, and public art to industrial design of objects and informational design of services, the need to balance information capacity, notification levels, representational fidelity, and aesthetic emphasis in ambient information systems produces issues of usability, flexibility, diversity,

practicality, spirituality, and etiquette. Modes of learning, forms of identity, and implements of branding and way finding inform creation, awareness, and experience of the designed environment. This course explores these matters and uses studio exercises and field trips to develop skills and knowledge necessary for the designer to operate in the world of human events and experience.

### **IDESN 4700 - Design Senior Seminar (3)**

This course introduces students to the business of design. Students use information on budgets, salaries, freelance rates, project planning, and project proposals to understand their role in a business environment. Research and writing exercises help students clarify their own professional goals. Visiting design professionals discuss various sizes and types of the design business they are involved in.

### **IDESN 4705 - Professional Practices (3)**

This course introduces students to the business of being a professional designer. Various career options will be discussed, such as in-house work, agencies, smaller "boutique" studios, and freelance. Students will learn about business-to-business (B2B) industries and opportunities, design entrepreneurship, financial management, project management, job hunting, freelancing, and legalities related to design. Students will also learn how to scope design projects, estimate fees, and develop proposals as part of the business of being a designer. Students will be able to clarify their own professional goals through understanding key aspects of design-specific career and business topics.

### **IDESN 4882 - Internship/Design (2)**

The internship program provides senior Design majors with experience in a professional environment, helping to prepare them for entry into the job market. As members of a design team, interns put their technical and creative knowledge to work and have the chance to make professional connections within the design community. To obtain credit, students must register for the course and meet with the internship advisor prior to getting their internship. Positions generally last 15 weeks.

### **IDESN 4885 - Design Internship Seminar (1)**

This course addresses professional development issues for the students in the design department, including identification of personal interests within the field, matching those interests with appropriate businesses and organizations, and presenting oneself as an appropriate candidate for any professional position. Course content includes identification and development of career research resources; introduction to networking skills; and development of portfolio, resume, and cover letters. The goal is to give students the ability to identify and pursue high-quality internship experiences, and eventually to pursue more meaningful and satisfying professional opportunities overall.

## **IDFLM - DIGITAL FILMMAKING**

### **IDFLM 1200 - Storyteller: Intro to Digital Filmmaking (3)**

This course provides a basic understanding of how films are made and produced. Course instruction will provide technical training in film production and post-production software. Students will develop a foundation of skills and sensibilities specific to cinematography. Technical exercises, critiques of student work, and discussions of narrative film, art cinema, documentary, and experimental works--all created by artists--will inform each student's personal vision and craft. Elements of composition, lighting, editing, and sound will be presented in class as students work towards the creation of a final short film to be screened at the end of the semester critique. This is an introductory course for non-majors.

### **IDFLM 1210 - Digital Filmmaking Techniques 1 (3)**

The most important tool in digital filmmaking is the camera, and this required foundation course focuses intensively on camera technique. Working on a wide variety of projects, students build their skills through hands-on practice, demonstrations and assignments that explore the many ways the camera and lens can tell a visual story. Each week the class builds on these skills, introducing basic lighting and editing techniques to enhance the complexity of their filmmaking. Students will shoot footage in a wide variety of ways, using new techniques each week to build their skills and vocabulary with the camera.

### **IDFLM 1220 - Digital Filmmaking Techniques 2 (3)**

Digital filmmaking is a highly technical process that brings together many different tools: the camera, sound, lighting and storytelling. This required foundation course introduces students to the techniques they will use and the tools they will need. Each week, through demonstrations, exercises and lots of shooting, this class focuses on camera technique and introduces tools for camera movement and sound recording. These tools will be emphasized in short narrative projects created over the course of the semester.

### **IDFLM 1230 - Concepts of Cinema I (3)**

This core seminar is an important part of the foundation year. Each week, students will present projects for discussion and critique, applying new techniques to their work. This course emphasizes narrative and structure, working with students to craft their vision and storytelling abilities through hands-on experience. This course will also introduce concepts of pre-production, conceptualizing and storyboarding.

### **IDFLM 1240 - Concepts of Cinema II (3)**

This course is the second core seminar of the foundation year. Working on short-form projects, students will present projects for discussion and critique. This course emphasizes concepts and themes that students will develop through their assignments, culminating in a final project that showcases their skills and ideas.

### **IDFLM 1500 - LA+D TV (3)**

Do you want to be a part of a fast-paced production that makes a new show every week? This is LA+D TV, producing the weekly episodes that tell our community what's going on, what's interesting and what to see. Each week we meet twice, first for production planning, pitching stories and writing segments. Our second class is when we film and edit the show, getting it finalized for broadcast by the end of the week. LA+D TV gives you exposure to the process of creating serial episodes, and offers a taste of what it's like to work in live television. No previous video experience is required.

### **IDFLM 2211 - Visualization (3)**

How many times have you watched a film and wondered how the director came up with the look and feel of the movie - the visual story? Sets, props, backgrounds, colors and wardrobe are all part of production design. Yes, but where did the raw idea come from? Was it a novel, short story adaptation, or was it born as a script to screen picture? What about the cinematography, the framing and lens choices? Whatever the case may be, you can be sure the director and her cinematographer did not embark on the journey without answering four very basic and important questions. They are often overlooked, but are essential to consider when you are just starting out as a filmmaker.

**IDFLM 2215 - Cinematography (3)**

In filmmaking, the cinematographer is responsible for how a film looks. They are the director of the camera team, lighting and grip crews. The cinematographer is the person primarily responsible for bringing the visual aspects of the film to the screen. This course is an in-depth exploration of film cinematography, covering tools, techniques and practices common in the field. Students will study cinema, and gain hands-on experience in a variety of aspects of cinematography. This course is more than just making pretty pictures: it is about understanding all the aspects of Cinematography and using them to create an integrated cinematic vision.

**IDFLM 2220 - Digital Filmmaking Techniques 3 (3)**

You know how to tell great stories, and can make beautiful footage -- now we put it all together! This course focuses on intermediate editing skills, emphasizing editing for your story. We look at post-production techniques that bring that professional finish to your work. We'll also focus on audio recording, live audio and how to get great sound on-set! We'll learn how to edit and mix sound for your film, and put it all together into a complete package that looks and sounds great on the big screen!

**IDFLM 2300 - Production Studio (3)**

Every semester, we produce a wide variety of films at Lesley. This course offers students the opportunity to work on a range of projects by coordinating the needs of the filmmakers with the skills of our students. In this class, you'll work in teams to support Lesley filmmakers, working as a professional agency to provide services to a "client" that needs filmmaking support. You'll learn professional skills by working on film sets for our senior thesis films, and by creating an "agency" that provides filmmaking services.

**IDFLM 2350 - Experimental Filmmaking (3)**

In this course, students explore avant-garde story conception and development, story structure, media choices, and a develop an understanding of linear and non-linear storytelling. Utilizing a variety of materials including film stock, digital cameras, masking tape, destructive and constructive manipulation of film and painting, students explore a broad range of techniques to enhance their storytelling abilities and bridge artistic mediums while conveying a visual or sonic message.

**IDFLM 2410 - Concepts of Cinema III (3)**

Presents the wide variety of ideas and concepts currently used by digital filmmakers. This class will place emphasis on reading, writing and discussion of ideas, as well as visits to museums and galleries and presentations on the topics that are explored. Assignments are structured to encourage a broad understanding of the ways in which these ideas can be incorporated into your working methods.

**IDFLM 2500 - Music Video & Commercial Editing (3)**

Music videos are a fun and compelling way to enhance a song, and the best videos often create a new visual synthesis with the song they illustrate. This course will use the music video format to explore story-telling and commercial editing techniques to produce visually compelling short videos. We will watch short films, music videos and other forms of experimental and commercial editing, going deep into the history of the music video as we make our own.

**IDFLM 2600 - 12 Documentary Films (3)**

Documentary films can show us the world, introduce us to new people and places, and sometimes even change the world. Each week students will watch an important film and discuss its impact. Homework will include readings, response essays, a research paper and the creation of a short documentary project.

**IDFLM 2675 - Multimedia News Narrative (3)**

From journalism to filmmaking, there is an expanding need to be conversant with visual media tools and skills. Nearly everyone carries a video and still camera on their phone. Future professional content creators need to acquire the skills to use the various types of acquisition equipment effectively. However, it's not just having access to these ubiquitous tools that matters most — it's how one uses them to create non-fiction stories that matter. The course will teach professional methods of creating multimedia news and news magazine pieces for publication/broadcast.

**IDFLM 2700 - Genres in Cinema (3)**

Film genres have evolved as a way to contain the stories we tell, and to establish expectations for the viewer. In this course we begin by looking at seminal films in 3 major genres, and then expand the conversation by exploring films that attempt to "hybridize" genres to create new and unexpected stories. Each week students will watch a film and discuss the components of its genre or hybrid. Homework will include readings, response essays, a research paper and the creation of short scenes in different genre styles.

**IDFLM 2725 - Identity in Filmmaking (3)**

This seminar course places emphasis on discussions, research and cinematic analysis of the identity & politics of race, class, gender, ethnicity, and sexuality. Students will evaluate how cinema and media shape stereotypes, as well as influence people to have empathy, understanding and connection between diverse cultures. Assignments are structured to encourage students to investigate their own cultural heritage as well as identities that are unfamiliar to them. The intent of this course is to analyze social diversity within different movements and times in cinema, understand the Other, and offer solutions to create authentic and well-represented characters in cinema.

**IDFLM 2750 - Cinema for Social Impact and Change (3)**

This course will explore the idea of making films that address social issues and create social change. Film is a medium that can reach people in many ways - through online channels, local screenings and film festivals - this allows filmmakers to impact social change in a magnified way. What does it mean to have an impact, to make a film that will create change? How do we tell visual stories that people can feel? How do we distribute content so people can see it? How do we tell stories that impact change? How does our personal lens impact the way in which we tell that story? This course will explore the importance of the role and lens of the director in creating films that people can see and feel; films that tell a story that that will foster awareness. Students will produce two short films, screen films that address social change and critique work that brings forth topics of social awareness.

**IDFLM 2800 - Makeup, Hair & Prosthetics (3)**

You've got the right camera. Your lighting is perfect. The story is compelling. The crew is ready to go. But your actors look.. bland. Whether it's a simple brush of makeup or an elaborate prosthetic mask, you need the right look to tell your story. This course teaches the basics of makeup design, hair styling and prosthetics. We will use makeup, latex and other tools to create compelling looks for film and video. If your film or photograph calls for fantasy, horror, crime or maybe just a touch of the dramatic, you will research how to make the right elements to enhance your visuals.

**IDFLM 2825 - LA+D Film Festival (3)**

Create a film festival at Lesley University! This course is designed to facilitate a new virtual Festival that will premiere in the spring. Working collaboratively, students will take an active role in organizing and running the festival. This involves learning about presenting films in a virtual cinema space, details around exhibition, screening and programming film submissions, fundraising, marketing, and what it's like to work in the film festival industry and create a successful film festival. Students will work with faculty to establish the theme of the festival, send out a call for submissions on the industry-standard platforms, review submissions, and create the film festival.

**IDFLM 2975 - Cinema in Germany: The Berlinale (3)**

This travel course offers you a chance to experience the Berlin International Film Festival (The Berlinale) and the cultural experience of the city of Berlin. We will travel to the film festival, experience the latest in international cinema, and explore the city and its history. The emphasis of this course is based in cinema, but you'll have a chance to learn about post-WWII Germany, the art and architecture of Berlin and the experience of German culture. A portion of this course will occur online prior to travel, and there will be follow-up meetings after we return. This course includes fees for travel, lodging and film festival access.

**IDFLM 3210 - Production & Management (3)**

Production and Management focuses on generating original work in the form of a short film. Emphasis is on the elements of storytelling: beats, scenes, sequences, and scripts. Students connect with what they find meaningful; whether it's a personal story or something taken from the culture at large. Storyline and script must be built from the ground up. Understanding how to come to something from nothing provides the student with knowledge about storytelling they would not get if they were adapting a pre-existing story. Additionally, the scope of the semester involves creating scripts, building small production crews, working with actors, and developing realistic shooting schedules. Students are encouraged to carefully consider their locations and are asked to instill a spirit of teamwork and collaboration at this production level. The course also provides the student with lessons in production management, script breakdowns, budgets, scheduling, releases, call sheets, and a range of business skills necessary to create a successful short film.

**IDFLM 3215 - Advanced Cinematography (3)**

Filmmaking is a visual medium, and the cinematographer creates the beautiful images we see on screen. This course builds on skills developed in the Visualization and Cinematography courses, exploring more advanced camera, lighting and technical skills for creating powerful images on-screen.

Prerequisite: IDFLM 2215 Cinematography.

**IDFLM 3430 - Junior Studio (3)**

The Junior Studio will explore all elements of the pre-production and production processes for the development and execution of a narrative film. This course will serve as the theoretical basis for students' work in Production & Management, and is aligned to support the success of the production of an original short, narrative film. Students will work both independently and collaboratively to develop a script, participate as part of a production team and edit a film. Each step of these processes will be covered in depth, including: devising detailed budgets and production plans, practices associated with developing a working script and pitching a film, identifying and securing crew members and locations, roles and responsibilities on

the set, and casting and working with actors. The course will culminate in finished films and a thorough evaluation of the process.

**IDFLM 3500 - Compositing & Visual Effects (3)**

The green screen studio is an important tool in film and television, allowing filmmakers to isolate a subject and place them in a new reality. This project-based course introduces digital visual effects tools, as well as advanced filming and lighting techniques using the green screen. Students are encouraged to create new cinematic realities that are surreal, fantastical, and invented.

**IDFLM 3625 - Directing Actors for the Screen (3)**

In this course you will experience a step-by-step approach to an actor's development of a character. As a director, you will learn the language and techniques of acting in order to effectively communicate with actors to fulfill your vision of the character's journey in a film.

**IDFLM 3750 - Advanced Post-Production (3)**

You make a movie 3 times: when you write it, when you shoot it and when you edit it. For many filmmakers, the story truly emerges in the edit suite. In this advanced class you'll learn conceptual and technical skills that give your film that final polish and professional look. Primarily, we'll explore the fine-cutting techniques necessary to find the story in your footage. Using advanced technical editing, this course will emphasize cutting for story and character, and explore the various techniques that editors use to build movies from footage. How do you bring your characters to life? How do you make your performances shine? How can you use editing to save your film? Additionally, you'll explore color grading, integrating visual effects and audio mix downs, as well as other technical skills needed to complete a film. We'll cover a variety of workflows that are used in a professional editing house (proxy, round-trip, etc). The goal of this course is to use advanced editing techniques to finalize the look and story of your film.

**IDFLM 4210 - Thesis Seminar I (6)**

By the time you arrive to your final year, you will be expected to have chosen a particular emphasis in which we will spend the rest of the year honing. A production team will be created and each student will serve in the several roles. A short script script will be created, and pre-production will ensue. Throughout the semester, you will be creating either a documentary or a narrative film for submission to various festivals in order to making it your calling card. Here you will deal with pre-production, and production while preparing for post-production to be completed next semester. Emphasis will be given to refining cinematic language, storytelling, how to prepare a shooting script, create storyboard, scout locations, cast talent, rehearse, block and direct actors and crew in a dramatic film or a documentary short. Once pre-production is completed (securing locations, actors, equipment, production schedule) you will enter the production phase. At the end of the semester you will be evaluated by a jury of faculty. During presentation to the jury, you are expected to present evidence of how your, including paper work like director's statement/ vision, a cinematographer's visual treatment, production design color pallets, shot list, script continuity daily reports, 1st AD production schedule, day out of days, and producer's breakdown.

**IDFLM 4220 - Thesis Seminar II (6)**

Your final semester is dedicated to editing and refining your film. The same group will reassemble and new duties are assigned for each member of the team. You will review your footage and decide if you need any scenes to be re-shot. In the first two weeks you will be able to reshoot or begin to assembly process. The producer and 1st AD will be the post production supervisors as well as defining possible



markets, creating a strategic plan of execution for film festivals. You will also be introduced to various market places (festivals, exhibitions...etc) you will be able to create posters, websites, and strong marketing materials geared to placing your film in the marketplace. An editor will be chosen to work with the director to realize the vision of the film. Script continuity will work closely with the director to insure all aspects/ logging/ organization of assembly to completion and become the main editor. The cinematographer and gaffer will work on VFX, Color grading, and any other visual compositing as well as final output of the film format. The sound mixer will be in charge of cleaning the production sound, finding sound effects, and final sound mix. The team will use all available special effects, sound and various storytelling styles to insure your film is presentable for public consumption through the various platform. You are required to exhibit your film within the school for juries as well as for a final thesis presentation. Your final grade will be based on your presentation of evidence in having done your duties within the assigned jobs.

### **IDFLM 4880 - Internship/Digital Filmmaking (3)**

Through the internship program Film majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional art environments, including, studios, publishing, or media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department.

### **IDFLM 4882 - Digital Filmmaking Internship (2)**

Through the internship program Film majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional art environments, including, studios, publishing, or media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department.

### **IDFLM 4885 - Digital Filmmaking Internship Seminar (1)**

This course covers aspects of your professional development in the area of video & animation, including exploration of your personal interests within that field, matching those interests with appropriate businesses and organizations, and presenting yourself as an appropriate candidate for any professional position. Course content includes identification and development of career research resources; introduction to networking skills; and development of portfolio, resume, and cover letters. The goal is to give you the ability to identify and pursue high-quality internship experiences, and eventually to pursue more meaningful and satisfying professional opportunities overall.

Corequisite: Taken concurrently with IDFLM 4882 Digital Filmmaking Internship.

## **IFINE - FINE ARTS**

### **IFINE 1210 - Introduction to Painting (3)**

This course introduces students to direct and indirect painting processes from observation and through source materials. Color theory will be explored as related to the mediums of oil and acrylic painting dealing with hue, value intensity, and temperature in response to a particular set of relationships. Volume, space, and light will be of emphasis from direct observational exercises. There will be a continual emphasis on how drawing issues such as gesture, plane analysis, diagrammatic and structural line are important to the painting process. We will also be looking at paintings, past and

present, in order to understand historically how these issues were applied.

### **IFINE 1220 - Color and Composition (3)**

Color and Composition introduces students to the formal, historical and expressive properties and uses of color and composition by fine artists, past and present. After studying the theoretical observations on color by Johannes Itten and Joseph Albers the course will investigate historical art movements as well as individual artist's approaches and interpretations of color and its orchestration within a composition. While answering many questions about color, the elusive mysteries of color's affect on us will also be discussed. Through a series of 2-D assignments using water-based paints, students will put into practice this knowledge.

### **IFINE 1320 - Introduction to Sculpture (3)**

Sculpture as a practice and art form has greatly evolved over the last 50 years. This course serves to ground students in an introductory experience in 3D/sculpture art making and build a platform to sustain further interests and exploration in sculpture. Traditional additive and subtractive methods will establish a base of reference and understanding and applying principles of 3D design will inform them along the way. Processes of assemblage and installation as well as components dealing with light, time and movement will also be introduced and considered. Students will explore various mediums on an introductory level, such as clay, wax, plaster, wood, and soft stone. Students will also be introduced to found object integrated with assemblage processes. Skill and craft regarding fabrication are a priority to establish an appropriate level of quality, while content and context will balance the class from being technique heavy. How does form relate to content? Does the material and craft provide meaning behind the work? Can the content transcend its process of fabrication? These are a sampling of questions we will address in this introductory course.

### **IFINE 1630 - Drawing Intensive (3)**

This course introduces the fundamentals of perception and pictorial organization. Beginning with basic concepts and processes involved in responding objectively to observed subject matter, projects progress to cover compositional and subjective issues. Elements of line, volume, space, and planar analysis of form, value, and perspective are closely examined in a variety of drawing media. Lectures and field trips are part of this course.

### **IFINE 1655 - Drawing Elective: Self-Portrait (3)**

This drawing course concentrates on the numerous approaches to the self-portrait as subject matter. The continuing development of fundamental drawing skills within this context is a primary focus. Special emphasis is, nonetheless, placed on expanding expressive potential through the exploration of techniques, materials, composition, historical context, and concept. Numerous projects are done inside and outside of class, culminating in a life-sized, head to toe self-portrait.

### **IFINE 1656 - Figure Drawing (3)**

Students make drawings in various media based on important perceptual concepts and challenges. Most drawings are made from the nude or clothed human figure, some from the student's imagination. Emphasis is placed on developing skills needed to create sensitively observed and envisioned images and their environments. Some discussion of anatomy is covered. Slides and lectures are included.

**IFINE 1657 - Exploratory Drawing (3)**

This course introduces and develops students' understanding of and skill with drawing as a tool for generating original abstract form to articulate and discuss ideas. Students will develop drawing skills beyond observational to abstract, symbolic, constructivist and speculative drawing, sketching, diagramming and rendering of simple and complex concepts, events, stories and processes. Student's will explore a range of drawing techniques that enable informal and formal presentation, discourse and development of original concepts, compositions, constructs and projects. Students will draw comprehensive and coherent renderings to convey understanding of elements and relationships inherent in simple and complex concepts. Students will practice habits of keeping a drawing notebook. Students will present, interpret and discuss drawings as tools for testing the understanding of ideas and concepts with others and conducting conversations with others about incremental and radical improvements to each drawing's effectiveness.

**IFINE 1670 - 3D Concepts (3)**

This course focuses on the evolution of ideas in three-dimensional form in space. Formal issues and construction methods are considered as they arise. Materials may include but are not limited to: wire, wood, paper, cardboard and found objects. Studio work is supplemented by images, research, assigned readings, class discussions and group critiques.

**IFINE 2115 - Fine Arts Drawing Studio I (3)**

The instructor of this class posts a course description at the time of registration. This allows the faculty to design unique drawing courses of concerns or media tailored to both their interests and those of the students. The class may be media, subject or concept based, as well as abstract or figurative.

**IFINE 2116 - Fine Arts Drawing Studio II (3)**

This course offers students additional inquiry into perceptual drawing. Working from life, assignments will explore multiple means of interpreting, analyzing and depicting what they see. Various mediums will be introduced or expanded. Historical and contemporary ideas will be discussed and investigated.

**IFINE 2180 - Collage (1.5)**

This course is an exploration of 2-D collage highlighting its significance as a 20th century medium, including the seminal works of the Cubists, Dadaists and Surrealists. Collage works that explore these innovative techniques are created in the course. Discussion of collage in the context of early Modernism takes place through slide lectures. Topics also include the work of the Russian Avant-garde and their use of text, Abstraction and Photomontage.

**IFINE 2200 - Painting I (3)**

A beginning level course designed to introduce students to a direct or alla prima approach to painting in oils. Emphasis is on color mixing and the physical manipulation of paint as direct response to visual perception.

**IFINE 2205 - Painting II (3)**

Painting II is a continuation of the techniques and ideas explored in Painting I. Working perceptually from still life, the figure, and interiors, students will further investigate the properties of color, space, and form and consider the relationships between abstract and representational painting.

**IFINE 2215 - Abstract Painting (3)**

This highly structured, advanced level course is intended to expand and refine the technical repertoire of painting processes and manipulations available to students through the exploration of non-objective, abstract painting. The course begins with monochrome painting, explores stripes, the grid, and abstract mark making. It ends with extended, individually designed final projects, undertaken in consultation with the instructor.

**IFINE 2231 - Assemblage/Mix Media (3)**

This course offers students the opportunity to address the technical, conceptual and aesthetic concerns that confront the developing artist who is interested in combining different art media. Special emphasis is placed on the development of an individual approach in subject matter. Students are encouraged to develop their sensitivity to a variety of 2 and 3-dimensional materials. This course continues to address formal issues such as compositional structure and properties of color, while introducing alternative methods to image-making. Prerequisite: Foundation or permission of instructor.

**IFINE 2250 - Watercolor (3)**

Through painting from observation and imagination, the basic water color techniques of wet-on-wet, dry brush, and glazing are studied. Emphasis is on transparent watercolor methods, but gouache may also be explored.

**IFINE 2275 - Introduction to Printmaking (3)**

This course will introduce students to the breadth, versatility, and unique possibilities inherent in printmaking processes, with a technical focus on monotype, relief and intaglio techniques. Alongside this workshop focus, students will be introduced to the key historical moments in the evolution of printmaking through an introductory lecture, which encompasses the fundamental technological innovations that have impacted printmaking, as well as the major terms of reference that will allow students to engage with printmaking terminology within a workshop environment.

**IFINE 2285 - Relief Printmaking (3)**

Printmaking, as a translation of drawing will broaden a student's thinking and allow them to pursue the expressiveness and aesthetic qualities that are unique to relief prints. While developing technique and skills students will gain appropriate visualization skills while planning and carving blocks. Students will be introduced to supportive history of relief printmaking from Europe, Asia and North America.

**IFINE 2295 - Large Scale Relief Print (3)**

Large Scale Relief is a printmaking course focusing on relief techniques at a larger scale. Students will learn the fundamentals of relief carving and printing, as well as experimenting with surface design, 3-D applications and installation. The course will culminate in a collaborative project wherein students will work on carving larger blocks that will be printed and displayed in a large-scale wall collage. In addition to experiential learning, students will participate in critiques, discussions and readings surrounding historical and contemporary relief printmaking. This course introduces alternative modes and innovative working processes allowing students the capability for working "at home" outside of a traditional print studio.

**IFINE 2300 - Printmaking: Intaglio I (3)**

Various intaglio techniques are learned, including dry point, etching, and aquatint. Emphasis is on both technical proficiency and on the student's development of personally significant imagery.

**IFINE 2310 - Printmaking: Intaglio II (3)**

This course presents a deeper exploration of etching with the introduction of color printing techniques and engraving. The student's development of imagery will continue to be stressed.

**IFINE 2351 - Lithography I (3)**

Utilizing handwork and photo processes, students will develop a firm understanding of this very versatile medium. Traditional stone and contemporary plate lithography will be taught in both color and black and white. Students will be encouraged to use this medium to develop their personal voice and imagery.

**IFINE 2352 - Lithography II (3)**

This course further develops the techniques and concerns introduced in Lithography I. An emphasis is placed on imagery development and sensitivity and command of the medium. Assignments will be more individually conceived under the supervision of the instructor. Historical context, printing skills, complexity and ambition of the prints will all be emphasized.

**IFINE 2372 - Monotype (3)**

Monotype is a multifaceted form of printmaking wherein students will produce one-of-a-kind prints. The creation of these prints will include a wide variety of traditional and contemporary techniques. Images are either transferred through a stable matrix to the paper or are painted directly on a plate and then printed. Students will use direct painterly approaches and the incorporation other printmaking media, such as silkscreen, letterpress, stenciling, collograph, laser cut and more. Monotype is also an extremely generative process in which students will create a robust portfolio of unique prints. Students will gain access to a range of traditional hands-on printmaking techniques as well as explore new technologies in the Fabrication Lab.

**IFINE 2392 - Screenprinting I (3)**

The purpose of this course is to introduce students to the various skills required for mastery of the silkscreen process: concept development, image development and printing. The focus will be on each student exploring her/his personal artistic vision by connecting and transforming ideas she/he has produced in other studio classes, as well as generating new ones sparked by the new medium.

**IFINE 2401 - Ceramics: Handbuilding (3)**

This course introduces students to clay as a versatile material for making art. Techniques include traditional hand building methods such as pinch, coil, and slab, as well as the use of the extruder and plaster molds. Projects focus on developing skills and experimenting with both functional and sculptural clay forms. Various surface treatments, slip/glaze applications, kiln loading, and firing methods are introduced. Ceramics studio available for student use.

**IFINE 2411 - Ceramics: Wheel Throwing (3)**

This course introduces students to throwing clay on the potter's wheel. Students learn to center, shape, alter, combine, and carve wheel thrown forms. Projects focus on developing skill and expressive content in both wheel-thrown vessel and sculptural forms. Various surface treatments, slip/glaze applications, kiln loading, and firing methods are introduced. Ceramics studio available for student use.

**IFINE 2420 - Abstract Principles of Sculpture (3)**

Issues of mass and gravity, process, and materials are investigated towards an understanding of three-dimensional definition. The emphasis is on experimentation that leads to discovery of the fundamental principles of sculptural expression.

Prerequisite: Foundation or permission of instructor.

**IFINE 2431 - Principles of Perceptual Sculpture I (3)**

Working from the human body and forms from nature, students explore the basic concerns an artist needs to address when working in three dimensions, such as design, proportion, structure, surface and gesture. Mold-making and casting are also introduced.

**IFINE 2435 - Principles of Perceptual Sculpture II (3)**

Working from the human body and forms from nature, students explore the basic concerns an artist needs to address when working in three dimensions, such as design, proportion, structure, surface and gesture. Mold-making and casting are also introduced.

**IFINE 2445 - Core Clay I (3)**

This is an intensive study of ceramic form and process. Through structured exercises and individual exploration, students will build a repertoire of core technical skills that can be applied to both ceramic sculpture and clay vessels. Students are encouraged to stretch the limits of their material formally, functionally, and expressively. Demonstrations cover wheel throwing and hand-building, surface treatment, glaze mixing and application, as well as kiln loading and firing methods.

**IFINE 2470 - 3D Printing in Clay (3)**

3D clay printing offers students the opportunity to create three-dimensional ceramic forms using digital technology. Students will investigate new forming and surface techniques in ceramics, while exploring how to fully realize 3D concepts, design and form by digital means. Students will explore both utilitarian artforms and vessels along with conceptually developed sculpture.

**IFINE 2555 - Abstract Drawing (3)**

Utilizing pen, brush, and ink on paper, students explore issues of process, control, and accident. Students utilize a basic vocabulary of dots, lines, wash, and collage to evolve a personal abstract drawing vocabulary.

**IFINE 2590 - Kinetic Sculpture (3)**

This class provides an opportunity to produce kinetic works that are mechanically and aesthetically compelling. Students will work to understand how materials and processes can be harnessed to produce movement. They will learn about pulleys, bearings, gears, and other mechanical components which help to get things moving. They will also utilize some basic electronic and digital fabrication skills to further develop a kinetic toolset. Students will study basic mechanical movements in order to understand how they work, and to attain the level of precision necessary for making kinetic sculptures. While this course is technically driven - we will also spend time looking at contemporary and historical kinetic artworks, to understand the visual, expressive and conceptual impact such work can provide and provoke. There is a physical dimension and a conceptual dimension, and we will seek to understand both. (No previous experience in either the Woodshop or Digital Fabrication Lab is necessary to take this course.)

**IFINE 2645 - Mixed Media Figure Sculpture (3)**

The primary goal of this course is introduce students to a broad range of strategies and materials for figure sculpture. Figure-derived compositions will be constructed, often at life size, and sometimes as group projects. Some of the broader themes the class will take on include: life casting and additive processes, abjection and hybridization, wholeness and fragmentation, inside/outside the body and installation and theatrical tableaux. The class also will consider the types of interactions that occur with sculptures of the body. There

will be 4-5 large-scale projects, which will be assigned as both in-class work and homework. Slide lectures, site visits and readings accompany each assignment.

### **IFINE 2655 - Wood Working (3)**

Woodworking is a practice that transcends cultures and offers a universal utility unlike any other discipline. Students will be using wood and wood materials to develop 3d/sculpture projects. To work in this organic material, one must acknowledge the many varied qualities of the fiber and grain of wood. Each kind of wood requires an understanding of its character that yields questions about how to accomplish the design of each object. At its core, woodworking is about the shaping of fibrous material into a structured form. By being informed about the character and potential of wood, a maker can create an object that is sound in structure, proficient in craft, and thoughtful in aesthetic, while also promoting conceptual development and ideation.

### **IFINE 2700 - Figure Painting (3)**

Using the live model, this course explores a range of conceptual, chromatic, and scale considerations. Paintings begin with 2-3 session set-ups and gradually increase to larger, 6-session projects. Varied painting techniques and mediums accompany each assignment.

### **IFINE 2750 - Text & Image (3)**

Text and Image will both expose students to an important literary work that is central to our cultural heritage and require that they respond to the text in a visual interpretation. How a sequential narrative can be translated into a still image, how a text from a different historical period can be re-imagined in a contemporary manner, the varieties for of such re-imaginings will be issues explored in theory, through historical examples and in practice. This course will also investigate the critical and illustrative traditions of a major text or set of texts (the subject of the course can change from year to year), using techniques of art history and literary criticism.

### **IFINE 2850 - Drawing by Stitch + Thread: Knit, Sew, Crochet, Embroider (3)**

This course serves as an introduction to Fiber arts. Using stitch, thread forms, the creation of textiles and weaving fabric structures, students will practice the processes involved in constructing a textile art form. Traditional techniques and contemporary innovations in fiber work will be presented. Demonstrations will include machine and hand sewing techniques in knitting, crochet, weaving and embroidery, with an emphasis on the expansion from two dimensions. Students will study historical works and the contemporary evolution of this art form as it relates to our culture. Students will develop a fiber journal accumulating "sketches", practices, and the mindful daily practice of concepts and communication through the stitch and thread.

### **IFINE 2860 - Knots, Nets and Twine: Transforming Line into 3 Dimensions (3)**

Knots, Nets and Twine is a three dimensional fiber arts project-based course inclusive of research and studio practice. Students will study the physical and conceptual implications of textile art through twine (cording) and develop a set of personal art-making principles involving traditional and inventive knotting/wrapping with various 2-strand, 3-strand (natural and synthetic) fibrous materials. Historical processes will be discussed and students will apply learning towards contemporary practices in the making of objects, projects and installation-based 3D work. The course will culminate in a comprehensive sketchbook history of ideas and inspiration, and a collection of three-dimensional fiber pieces.

### **IFINE 3100 - Advanced Projects in Drawing (3)**

Figurative: Working from a variety of sources, this class investigates a wider range of representational drawing issues and concerns on a deeper level. Classroom experiences are supported by individual research for large-scale works in selected mediums that address both contemporary and historical figurative drawing. Abstract: Through a variety of approaches and mediums, students evolve a personal graphic vocabulary as a vehicle for individual expression. Issues of mark making, process, control, and accident are explored.

### **IFINE 3190 - Interdisciplinary Studio I (3)**

Junior and senior fine arts majors explore and combine their interest in various media and subjects into single works of visual art. This may include media within the Fine Arts Department or a combination with media from other majors and academic classes. Lectures, visiting artists, field trips, and critiques expose students to new artists and contemporary trends in this field.

### **IFINE 3200 - Advanced Projects in Painting (3)**

This class investigates individual approaches to non-objective painting. Abstraction, conceptualism, mix media, and the painting as object are explored. A range of ideas in twentieth century painting is discussed.

### **IFINE 3215 - Painted Identity: Large Scale Self Portraiture (3)**

This is an advanced painting studio course utilizing large scale painting projects as assigned to involve students with specific formal problems, process challenges and conceptual innovations on the subject of painting the self in relation to identity, sociocultural and political context. Students will be required to produce a single large-scale painting per assignment while practicing short daily exercises. While the assignments will utilize "the self" to explore identity issues/content we will aspire to utilize the self to address universal identity politics outside of the self, informed and informing contemporary culture and context. It is anticipated that each student will produce unique solutions, promoting personal vision and formal investigations while contributing dialogue to contemporary issues that touch on acceptance, diversity, inclusion and representation of voice, body, and beauty, challenging outdated modes of representation and standards of beauty. A collective presentation from all assignments will be presented in final critiques and aspire towards a pop-up exhibition (organized by the students).

Prerequisite: IFINE 2200 Painting I. Cross-Listed as: IFINE 4215 (4K level of the same course).

### **IFINE 3270 - Concepts in Drawing (3)**

This course examines a wide range of approaches to drawing as a means of conveying ideas. Using both traditional and alternative drawing media, this class emphasizes development of concepts, use of imagination, and invention. Students are encouraged, through selected problems, to expand and even challenge the conventions of mark making. Inquiry into separate themes: perception, formalism, fantasy, and ritual, provide students with a variety of strategies for developing a personal approach to drawing methods and imagery.

### **IFINE 3295 - Large Scale Painting Projects (3)**

This course will operate as a working studio course where large scale painting projects are assigned that involve specific formal problems, process challenges and conceptual innovations. Students will be required to produce a single large-scale painting per assignment. While the assignments will be uniform and genre specific (grand-scale figuration/narration, abstraction through observation and large-scale portraiture and the process and formal challenges the same, it is anticipated that each student will produce a unique

solution expanding on their personal vision and formal investigations unique to their pursuits and potential. Enveloping the viewer and dominating interior spaces, large scale paintings create an impact. Artists and their patrons have utilized size and scale to display power and prestige to impress their audiences and show painting skills and prowess. In 18th century Europe, history painting was considered to be the most important genre, above portraiture, still life, and landscape, and thus was executed on bigger canvases by artists like Jacques-Louis David and Benjamin West. Inspired by their the large-scale public murals for the Work Progress Administration (WPA), abstract expressionist artists like Jackson Pollock and Lee Krasner painted on large scale canvases that could take up entire walls, interpreted by some to represent the freedom of American expression. Contemporary artists such as Chuck Close, Jenny Saville, Kerry James Marshall have employed scale as a major component in their formal investigations. Kehinde Wiley amongst many other have employed monumental portraits of young black men in scenes and poses appropriated from western art history to critique and reclaim the identity politics of the genre. Students in this class will expand from these contexts to develop individual work adding to the conceptual discourse and critique of large scale painting.

### **IFINE 3300 - Advanced Printmaking (3)**

While new intaglio techniques are introduced, students begin to work on individually directed series of prints. Students with previous experience in other print media, such as woodcut, lithography and monotype, may continue to explore these mediums. The spring semester class creates a group, theme-oriented portfolio.

### **IFINE 3390 - Screen Printing II (3)**

This course will build upon the basic printing techniques developed in Screen Printing I. During the first half of the semester, students will be encouraged to reexamine several printing processes (CMYK, handdrawn positives, paper & rubylith stencils, drawing fluid, and more) using their creative work and studio practice for inspiration. Emphasis will be placed on perfecting registration techniques, clean & consistent print quality, best practices for screen making and exploring the possibilities of transparent, metallic and neon inks. During the second half of the semester, students will develop a print project based on their portfolios and studio interests and will work to create a professional fine art edition.

### **IFINE 3395 - Screenprint & Zines (3)**

This course serves as an exploration into zine, DIY and counter-culture art making through screenprint techniques. The creative process in screenprint involves collaboration while also emphasizing personal growth and creative flexibility, developing skills through experimentation and critical problem solving. Students will study the history of zine culture and screenprint technologies, while exploring how contemporary artists utilize these formats to foster connections with both other artists and the public. You will need access to a laptop and internet access to be able to participate in this course. Students will also be expected to set up a basic work station with supplies provided through the course fee. This course is fully remote.

### **IFINE 3415 - Special Topics in Claywork (3)**

In this course, students choose topics of personal interest to explore in depth. Library research, Internet research, museum visits, and field trips are assigned on an individual basis. Students keep notebooks recording their research and their studio work. Each student develops a body of work to be presented at the final critique.

### **IFINE 3420 - Advanced Projects in Sculpture (3)**

Working in a variety of materials, students explore contemporary trends in sculpture: mixed media, installation, process, conceptual,

and systemic art. Projects are conceived and executed entirely by the student in small classes, under the professor's supervision. Technical instruction is individually tailored to meet the needs of each project.

### **IFINE 3460 - Clay as a Canvas (3)**

This course focuses on using clay as a canvas pushing beyond the vessel and exploring the relationship of color, pattern, and textured surfaces to three-dimensional ceramic form in relief and bas-relief and as tableau (upright and extended from the wall, developing ceramics as a medium, serve conceptual development and exploring narrative and content driven work while expanding drawing and painting practices to 3D/clay.

### **IFINE 3475 - Expressive Ceramic Sculpture (3)**

Clay's responsiveness to touch makes it the ideal medium to sculpt both what we can see with our eyes and new forms that reveal what we can't. Through lectures and demonstrations, we will discuss a variety of techniques on developing individual creative approaches that students will then use to make a cohesive series of ceramics sculptures. Use of other materials such as wood, metal, and plastics will also be encouraged in developing sculptural forms.

### **IFINE 3480 - Clay: Molds, Multiples, Iteration, Installation (3)**

This course will introduce students to basic concepts of plaster mold making, creating prototypes, slip casting, and press molds. Through technique-based assignments, students will create ceramic multiples to make functional ware, sculpture, and installation. We will study these techniques through both historical industrial design and contemporary fine arts practices and perspectives. Practice of iterative display options and final display decisions, interactions and installation of grouped/arranged/artifacts will be emphasized.

### **IFINE 3490 - Perspectives: Inspiration, Interpretation, Appropriation (3)**

In this course, students focus on the issue of interpretation vs. appropriation in the context of using historical sources in contemporary ceramics. Historical sources have influenced contemporary ceramic form for centuries. While employing traditional and non-traditional ceramic processes, students will explore individual content-driven work grounded from historical ceramic sources, while moving towards the conceptually conceived and contemporary experienced.

### **IFINE 3515 - Advanced Figure Sculpture (3)**

This course allows students to delve into more ambitious works using direct observation from the human figure as the primary resource. Students aim towards developing their ability to interpret structure, surface, anatomy, and form. Both single figure and multi-figure compositions are addressed through long-term homework assignments. Casting techniques covered include silicone rubber molds and waste molds.

### **IFINE 3700 - Advanced Figure Drawing (3)**

Working from a variety of sources, this class investigates, on a deeper level, a wider range of representational drawing issues and concerns. Classroom experiences are aided by individual research for large-scale works in selected mediums that address both contemporary and historical figurative drawing.

Cross-Listed as: IFINE 4700.

### **IFINE 3810 - Fine Arts Junior Studio (3)**

Junior studio is a combination studio and seminar course that is intended to link class room studio experience with independent creative work. Field trips to artists' studios, museum and gallery exhibitions, readings in criticism and artists writings and seminar

discussions as well as studio exploration of possible directions for future work will all be utilized toward this end. Students will gain an expanded understanding of the vital and reciprocal relation of conceptual development and material experimentation. The variety of ways that fine artists begin and develop a project will be the center of this course.

### **IFINE 3950 - Advanced Figure Painting (3)**

This course deals with large scale, long-term figure paintings. There are three assignments; each one consisting of 8 full-session poses. Slide lectures, studio visits, and museum shows accompany each painting assignment.

Cross-Listed as: IFINE 4950.

### **IFINE 4100 - Advanced Projects in Drawing (3)**

**Figurative:** Working from a variety of sources, this class investigates a wider range of representational drawing issues and concerns on a deeper level. Classroom experiences are supported by individual research for large-scale works in selected mediums that address both contemporary and historical figurative drawing. **Abstract:** Through a variety of approaches and mediums, students evolve a personal graphic vocabulary as a vehicle for individual expression. Issues of mark making, process, control, and accident are explored.

### **IFINE 4190 - Interdisciplinary Studio II (3)**

Junior and senior fine arts majors explore and combine their interest in various media and subjects into single works of visual art. This may include media within the Fine Arts Department or a combination with media from other majors and academic classes. Lectures, visiting artists, field trips, and critiques expose students to new artists and contemporary trends in this field.

### **IFINE 4200 - Advanced Projects in Painting (3)**

This class investigates individual approaches to non-objective painting. Abstraction, conceptualism, mix media, and the painting as object are explored. A range of ideas in twentieth century painting is discussed.

### **IFINE 4215 - Painted Identity: Large Scale Self Portraiture (3)**

This is an advanced painting studio course utilizing large scale painting projects as assigned to involve students with specific formal problems, process challenges and conceptual innovations on the subject of painting the self in relation to identity, sociocultural and political context. Students will be required to produce a single large-scale painting per assignment while practicing short daily exercises. While the assignments will utilize "the self" to explore identity issues/content we will aspire to utilize the self to address universal identity politics outside of the self, informed and informing contemporary culture and context. It is anticipated that each student will produce unique solutions, promoting personal vision and formal investigations while contributing dialogue to contemporary issues that touch on acceptance, diversity, inclusion and representation of voice, body, and beauty, challenging outdated modes of representation and standards of beauty. A collective presentation from all assignments will be presented in final critiques and aspire towards a pop-up exhibition (organized by the students).

Prerequisite: IFINE 2200 Painting I. Cross-Listed as: IFINE 4215 (4K level of the same course).

### **IFINE 4295 - Large Scale Painting Projects (3)**

This course will operate as a working studio course where large scale painting projects are assigned that involve specific formal problems, process challenges and conceptual innovations. Students will be required to produce a single large-scale painting per assignment.

While the assignments will be uniform and genre specific (grand-scale figuration/narration, abstraction through observation and large-scale portraiture and the process and formal challenges the same, it is anticipated that each student will produce a unique solution expanding on their personal vision and formal investigations unique to their pursuits and potential. Enveloping the viewer and dominating interior spaces, large scale paintings create an impact. Artists and their patrons have utilized size and scale to display power and prestige to impress their audiences and show painting skills and prowess. In 18th century Europe, history painting was considered to be the most important genre, above portraiture, still life, and landscape, and thus was executed on bigger canvases by artists like Jacques-Louis David and Benjamin West. Inspired by their the large-scale public murals for the Work Progress Administration (WPA), abstract expressionist artists like Jackson Pollock and Lee Krasner painted on large scale canvases that could take up entire walls, interpreted by some to represent the freedom of American expression. Contemporary artists such as Chuck Close, Jenny Saville, Kerry James Marshall have employed scale as a major component in their formal investigations. Kehinde Wiley amongst many other have employed monumental portraits of young black men in scenes and poses appropriated from western art history to critique and reclaim the identity politics of the genre. Students in this class will expand from these contexts to develop individual work adding to the conceptual discourse and critique of large scale painting.

### **IFINE 4300 - Advanced Printmaking (3)**

While new intaglio techniques are introduced, students begin to work on individually directed series of prints. Students with previous experience in other print media, such as woodcut, lithography and monotype, may continue to explore these mediums. The spring semester class creates a group, theme-oriented portfolio.

### **IFINE 4415 - Form Development in Clay (3)**

Since clay is a material linked to earliest human expression in nearly every culture around the world, in what ways can we draw on those historical sources; yet transform them to develop an individual voice in clay? This course explores a source idea's evolution toward personal expression through the methodology of working in a series.

### **IFINE 4420 - Advanced Projects in Sculpture (3)**

Working in a variety of materials, students explore contemporary trends in sculpture: mixed media, installation, process, conceptual, and systemic art. Projects are conceived and executed entirely by the student in small classes, under the professor's supervision. Technical instruction is individually tailored to meet the needs of each project.

### **IFINE 4700 - Advanced Figure Drawing (3)**

Working from a variety of sources, this class investigates, on a deeper level, a wider range of representational drawing issues and concerns. Classroom experiences are aided by individual research for large-scale works in selected mediums that address both contemporary and historical figurative drawing.

Prerequisite: IFINE 3700. Cross-Listed as: IFINE 3700.

### **IFINE 4800 - Senior Studio I (3)**

Seniors are given semi-private studio space to work on independent projects in their choice of media and subject. They meet as a class each week with Fine Arts faculty to discuss their work. Students interact with each other at group critiques and field trips. Visiting artists give lectures on their work and provide additional feedback. An exhibition in the school's student gallery is required for completion of this course.

**IFINE 4810 - Senior Studio II (3)**

Seniors are given semi-private studio space to work on independent projects in their choice of media and subject. They meet as a class each week with Fine Arts faculty to discuss their work. Students interact with each other at group critiques and field trips. Visiting artists give lectures on their work and provide additional feedback. An exhibition in the school's student gallery is required for completion of this course.

**IFINE 4882 - Internship/Fine Arts (2)**

The Fine Arts Department offers students a range of fine arts related internships to provide experience and exposure to the professional art world. Pending availability, internships are available for 1 to 3 credits during the fall, spring, or summer sessions. All internships must be approved and supervised by the Fine Arts faculty internship coordinator. An ongoing list of potential internships is available. Interested students should meet with the internship coordinator prior to the semester of internship.

**IFINE 4885 - Fine Art Internship Seminar (1)**

This course covers aspects of your professional development in the area of Fine Arts, including exploration of your personal interests within that field, matching those interests with appropriate businesses and organizations, and presenting yourself as an appropriate candidate for any professional position. Course content includes identification and development of career research resources; introduction to networking skills; and development of portfolio, resume, and cover letters. The goal is to give you the ability to identify and pursue high-quality internship experiences, and eventually to pursue more meaningful and satisfying professional opportunities overall.

**IFINE 4900 - Professional Development (3)**

This course prepares students for the real world. Through a series of lectures and discussions covering a range of professional issues for Fine Artists including; job opportunities, gallery representation and exhibition solicitation, further education, exhibition opportunities and writing project/proposals, grant writing, bookkeeping, taxes, artists' rights, and professional website and social media presence and management for building networks for marketing and self-promotion, students will be better prepared to immerse themselves as a working artist. Each student will be juried on their preparation and professionalism by providing a final senior presentation addressing their work and performing as a guest artist in front of a jury of professional artists.

**IGAME - GAME DESIGN + IMMERSIVE TECHNOLOGIES**

1000 level

**IGAME 1120 - Introduction to Game Design (3)**

This is an introductory course on the various aspects of the creative process and workflow for designing games and working within a production team. Students will survey the various roles in a game design team and discover areas of interest in the process of building a game. Through assignments, lectures and critique, students will learn how to conceptualize, prototype and design a game, with consideration of various platforms, genres, objectives, rule dynamics, and overall playability. This course also introduces story development, user interface design, character development, sound design, and level design. Using an iterative process, students will learn the fundamentals of an industry standard game design workflow.

**IGAME 2130 - Introduction to 3D Animation (3)**

This course introduces the techniques involved in animating digital models in 3D scenes using industry standard digital content creation tools. Students will apply the principles of animation to 3D assets to achieve appeal and clarity in a specified shot. Creativity is explored through animation principles using keyframes, non-linear deformers, motion paths, and fundamental rigging principles to achieve inorganic animation results. Finishing techniques including lighting, camera composition, and rendering are covered to provide students with tools needed to design demo reel-ready content.

**IGAME 2200 - Visual Programming I (3)**

This class introduces the principles of programming that are necessary for game development and digital content creation. Students will learn principles of object-oriented programming in a visual node-based environment within a real time game engine. Basic language and syntax will be used to sketch, design, implement, and test algorithms for basic character actions and behaviors. Emphasis is on event-driven programming methods, including creating and manipulating objects and classes, and using tools such as the class debugger. The course also covers programming functions including data structures, variables, and conditionals. No prior programming experience is needed for this course.

**IGAME 2205 - Visual Programming II (3)**

This course builds upon Visual Programming 1 and covers advanced concepts in game design. Emphasis is on gameplay functionality and applying these techniques within a real time game engine. Programming language and syntax will be used to sketch, design, implement, and test algorithms in the creation of AI characters, as well as gameplay features such as the management of inventory systems, character abilities, and interactions. Students will learn intermediate programming functions including objects and constructors, overloading operators, strings, pointers, casting, interface inputs and outputs, and event dispatchers.

**IGAME 2300 - Virtual Sets (3)**

This course teaches the concepts and skill sets involved in creating virtual environments within a real time game engine. Students will develop virtual spaces, environments, sets, and backdrops for use within game worlds as well as for application within cinematic virtual productions. Emphasis will be given to planning and concept development within pre-existing visual designs, as well as construction of unique spaces guided by conceptual decision-making. Approaches for creatively handling technical limitations and constraints are explored.

**IGAME 2702 - Digital Music Production (3)**

This course explores the fundamentals of digital music production. Creating and mixing digital music is a ubiquitous practice in the world of audio and music production, with skills applicable in the field of game audio as well as film, animation, and fine arts contexts. In this class, students will learn MIDI (Musical Instrument Digital Interface) concepts to create and mix music in a DAW (digital audio workstation). Through demos and creative projects, students will learn how to implement virtual instruments, mix music using signal processing, and interface MIDI controllers with software. Students are also introduced to synthesis principles for creating electronic sounds, basic rhythmic and tonal music theory, and introductory concepts of non-linear adaptive music.

**IGAME 2703 - Music Theory (3)**

This course is an introduction to the fundamentals of music theory. Understanding music theory principles is important for someone who aspires to write music, and also contributes to the development of musical literacy and appreciation in the arts. Topics include an overview of music theory concepts such as rhythms, scales, intervals, chords, keys, harmony, and modulations, as well as introductory concepts in music composition. The course sets a solid foundation for the understanding of musical language and the application of musical terms and structures in the development of audio for games and other media.

**IGAME 2800 - Sound in Art (3)**

Sound is an important medium with its own characteristics, qualities, and attributes. It can be utilized in a variety of contexts such as in the creation of pieces for listening, and in interdisciplinary work combined with other media. This course sets a conceptual, technical, and historical foundation for the understanding and use of sound as a medium in art. Students will be introduced to a variety of sound-art concepts through a survey of artist works, writings, and topics, and explore these ideas through the production of creative studio projects. Students will develop a strong technical toolset, utilizing audio hardware such as portable recorders and microphones, editing sound using digital audio software, and creatively manipulating audio with signal-processing techniques to create finished recordings and audio mixes.

**IGAME 3020 - Game Audio 1 (3)**

This course focuses on game audio production, and the techniques and methodologies commonly used in implementing sound and music assets into an electronic game environment. Students work within a game engine to implement audio components into functional interactive experiences, and build dynamic, adaptive systems as opposed to linear pieces. Technical and creative considerations are addressed that are specific to designing and implementing effective interactions in digital games. Asset management, audio design document authoring, and general project workflow will also be examined as part of the game development structure.

**IGAME 3030 - Game Audio 2 (3)**

In this class, students build off-of skills from Game Audio 1 to create more advanced audio systems for interactive games. Principles of sound design and components in a game engine environment are reviewed, along with deeper examinations into game audio production techniques and advanced audio implementation within playable game levels. Industry-standard game engine and middleware tools are used to design and build dynamic systems, procedural and adaptive audio components, and interactive audio mixes. Asset management and version control systems will also be explored in a team project-based environment.

**IGAME 3120 - Intermediate Game Design (3)**

This course introduces students to more advanced concepts in game design and development such as ideation, digital prototyping, interface design, usability testing, team work, project scoping and management. The main emphasis of the class is on the conceptualization of innovative design goals and the execution of those goals in the form of a complete, polished intermediate game project.

**IGAME 3250 - Geek Culture for Wellness (3)**

Geek culture is a subgroup of popular culture that is associated with a variety of media fandoms such as video games, table-top role-playing games, anime/manga, film and television, and graphic novels/comics. Within this subculture, personal and collective experiences can be deeply impacted by these expressive, niche affinities. This course invites makers, artists, and healing professionals to explore theoretical frameworks, ethical considerations, and applications of geek culture media within personal expression and experiences as well as medical, psychotherapy, education, and community settings.

**IGAME 3300 - Digital Texture and Light (3)**

In this intermediate course, students create and manage textures using digital painting and procedural methods in 2D and 3D applications. Students will identify textures that define the different properties of 3D surfaces and use UV mapping techniques to correctly apply 2D textures to digital 3D objects. Believability and appeal will be strengthened by designing appropriate wear and tear, weathering, and age. Furthermore, lighting techniques are explored to prepare portfolio-ready work.

**IGAME 3400 - Hard Surface Modeling (3)**

In this course, students will learn techniques for creating hard surface environment assets and props. Students will explore and develop advanced 3D modeling skills in digital sculpting for creating high resolution assets suitable for real-time rendering environments. Content and ideation will be reinforced through the research, study, and sketching of reference materials. Students will employ the tools and sculpting techniques used within industry-standard digital sculpting applications to create highly detailed hard surface/mechanical assets. A variety of pipeline solutions for digital asset preparation and production are also explored.

**IGAME 3650 - Environment Modeling (3)**

The scene elements and art assets used in game design are important components to developing digital environments. Students will design compelling digital environments exploring pre-made assets as well as creating original terrains, props, buildings, and other set pieces using industry standard tools and techniques. Finishing techniques including lighting, camera composition, and rendering are covered to provide students with tools needed to design demo reel-ready narrative content.

**IGAME 3701 - Music Composition for Games (3)**

In this class, students build off-of fundamental music theory skills from the Music Theory course and go deeper into writing music with topics including scoring, arranging, and orchestration, specifically with the unique needs and parameters in mind for implementation in interactive games such as composing for adaptive and non-linear arrangements. Non-game students may also be interested in this course as an elective if they are interested in writing music in general such as for film or animation. Although non-linear and adaptive concepts are explored, the role and importance of music and emotion to drive and support thematic narrative structures is encouraged and emphasized. Concepts in this course are explored and applied through creative songwriting projects. Historical context is given for musical styles as demonstrated in the development of game music.

**IGAME 3702 - Sound Synthesis (3)**

Understanding and creating sounds through synthesized and electronic processes is imperative in the world of sound design, with skills applicable to sound effect production and musical instrumentation purposes within digital games, film, animation,



music production, and fine arts contexts. In this course, students learn to creatively build and sculpt their own sounds through a variety of sonic techniques and tools. Numerous synthesis topics and procedures will be covered such as subtractive, FM, wavetable, additive, physical modeling, granular, and sampling, as well as signal processing with effects. Students will use these tools to create original sounds for music production and sound effect design.

### **IGAME 3750 - Sound Sculpture and Installation (3)**

This studio course will explore the medium of sound in relationship to sculpture and installation, focusing on the fusion of audio with sculptural media, environments, and immersive spaces. A range of ideas and materials will be examined to apprise students of historic and contemporary trends in sound and sculpture installation. The course will cover various conceptual and practical methods and approaches to producing sound and sculpture projects. Topics explored include sculptural sound-objects and experimental instruments, site-specificity, narrative environments, multi-channel playback systems for recorded sound, interactivity and performative spaces, and sensor control for real-time processes. Students may produce both individual and group projects.

### **IGAME 3775 - Voice-over Production (3)**

This course focuses on the production of voice recordings for application within animation, games, film, and video. Studio production including microphone use and digital-audio recording techniques will be explored as well as Automatic Dialog Replacement (ADR), and post-production utilizing digital audio editing tools and signal-processing in software. Students will actively engage in script reading for narration and character dialogue, as well as voice acting exercises, dialect study, vocal modulation, and directing of performers and recording sessions. The course will also cover a discussion of SAG-AFTRA, the voice acting union utilized by major game and film studios.

### **IGAME 3888 - Special Topics in Game Design (3)**

This course focuses on a specific topic in Immersive Technologies & Game Design.

### **IGAME 3900 - Interactive Studio 1 (3)**

In this Junior-level course, students work collaboratively in a hands-on team environment with students in Interactive Studio 2 to design and build an interactive media project or title to be exhibited or released. Students will gain experience working in roles pertinent to their specialization as part of a game studio team with various departments, leads, development infrastructure, and real-world demands, maintaining responsibilities as intermediate content-creators for the project under the leadership and tutelage of senior colleagues. Class projects are guided by the instructor and may include serious games, artistic installations, simulations, entertainment, or new technological exploration, and may involve long-term development cycles across multiple semesters. Students are required to successfully complete two sections of this class as Juniors in the Game Design & Interactive Technologies BFA program, and are required to present their work to a Review Board during Critique Week for assessment and grading purposes.

### **IGAME 4450 - Character Creation Pipeline (3)**

Characters and creatures are a major component for games, animation, VFX, and other real-time titles. This course explores the character creation process from concept to final output with a focus on real-time rendering methodologies. Presentation techniques including lighting and camera composition are covered to provide students with tools needed to produce portfolio-ready content.

### **IGAME 4500 - Digital Cinematography (3)**

This course combines the creative and technical aspects of live action filmmaking with digital environments using game engine technology. Various aspects of the production process will be covered including video and audio recording, editing, special effects generation, and final preparation for use in a variety of interactive media formats. Pre-production processes of story development and screenwriting are also explored. Students will use real-time nonlinear editing techniques to create scenes that combine digital and physical components in order to construct and design imagined worlds. Finally, students will examine the relevance and impact of cinematography in game formats.

### **IGAME 4610 - Portfolio (3)**

In this course, a professional review of a student's cumulative work toward the degree is provided. Students spend the semester gathering and documenting their work, updating and refining pieces and projects that demonstrate skills within their chosen concentration, participating in critiques, and creating a professional presentation which is meant to be shown for post-grad opportunities. Personal branding in the form of media such as websites and business cards is explored, as well as job-related skills and topics such as creating résumés and cover letters, preparing for interviews, social-media representation and networking.

### **IGAME 4700 - Electronic Projects in Sound (3)**

This class explores the creation of hand-made electronic projects for sound generation, installation, and instrumentation, combined with digital signal processing, sampling, and manipulation in interactive software. Topics include an introduction to basic electronics principles, oscillators and noise generators, circuit-bending, microcontrollers, sensors, and creating systems in a visual programming software environment for real-time processing, interactive computer music, performance, multimedia works and art installations.

### **IGAME 4880 - Internship/Immersive Tech & Game (3)**

Through the internship program, Immersive Technology & Game Design majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional production environments, including, but not limited to, game, audio, animation, VFX and virtual production studios, or interactive media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department. (3.0 credits =180 hours of work.)

### **IGAME 4881 - Internship/Immersive Tech & Game (0.5-12.0)**

Through the internship program, Immersive Technology & Game Design majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional production environments, including, but not limited to, game, audio, animation, VFX and virtual production studios, or interactive media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department. (3.0 credits =180 hours of work.)

### **IGAME 4882 - Internal Internship Game Design (3)**

Through the internship program Game Design & Immersive Technologies majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional art and design environments, including, but not limited to, game production studios, publishing, or media-based companies. The department will

post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department.

### **IGAME 4900 - Interactive Studio 2 (3)**

In this Senior-level capstone course, students work collaboratively in a hands-on team environment with students in Interactive Studio 1 to design and build an interactive media project or title to be exhibited or released. As a summation of studies within the Game Design & Interactive Technologies BFA program, students will maintain responsibilities as advanced content-creators for the project, as well as provide a leadership role within their specialization including task-management of team members, attention to the needs of development cycles, and sprint presentations. Class projects are guided by the instructor and may include serious games, artistic installations, simulations, entertainment, or new technological exploration, and may involve long-term development cycles across multiple semesters. Students are required to successfully complete two sections of this class as Seniors in the program. As a capstone course, students are required to present and defend their work to a Jury during Critique Week for assessment and grading purposes.

## **ILLU - ILLUSTRATION**

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### **ILLU 1240 - Illustration Now (3)**

Illustration Now is an introductory course to the professional field of illustration. In this course students will be exposed to a diverse range of contemporary illustrators, illustration techniques, and assignments based on current industry trends. Weekly assignments encourage students to develop critical thinking and problem-solving skills to visually communicate their ideas through iteration and exploration of media.

### **ILLU 1250 - Illustration Tools & Methods (3)**

This is a fundamental course designed to familiarize students with many of the tools and methods used by illustrators working in all parts of the field. They will learn the ways that composition, color, value, line and shape express ideas; and the ways that technique, medium, craftsmanship and presentation influence the viewer and characterize successful work. Through demonstrations and experimentation students will develop individualized studio practices that are an ongoing and iterative undertaking that begins in art school and continues throughout an artist's career.

### **ILLU 2100 - Anatomy and Figure Drawing (3)**

This course is a thorough study of the human skeletal and muscular systems. Through lectures and drawings from the figure, skeleton and imagination, students explore the complex issues of figure composition.

### **ILLU 2110 - The Dynamic Figure (3)**

This class is a follow up to Anatomy & Figure Drawing: It allows students to apply their gained knowledge and acquired drawing skills to create figures in dynamic, active poses. The class will focus on drawing figurative comps (composites) through the direct process of working from a model, as well as indirectly through anatomical and visual research. Emphasis is placed on capturing and exaggerating action in short poses with line drawing, building anatomical form on top and honing skills to create a fluid figure in action and in context.

### **ILLU 2130 - Sequential Projects (3)**

An introductory projects course to working sequentially. It includes the basics of illustrating for different book formats, as well as exposure to excellent examples. Students interpret a selected story or narrative in order to develop an idea into a series of images.

### **ILLU 2260 - Animal Anatomy (3)**

The course is an introduction to the study of animal anatomy and kinesiology through drawing animals from life, animal skeletons and taxidermied specimens. It is designed to help create animal or animalistic characters as well as biologically accurate illustrations.

### **ILLU 2300 - Principles of Illustration (3)**

This foundation course focuses on the fundamentals of illustration, with an emphasis on idea generation, concept development, and the thoughtful reception and contribution of art direction and critique. Students will consciously practice and catalogue their process, from lists to thumbnails to comps to finished products. In addition, students will develop their vocabulary for critique and art direction. Students are expected to follow assignments with the rigorous attention to detail expected from professionals. Students will experiment with a range of media and content. In-class demos of techniques will be offered, as well as examples of contemporary illustration.

### **ILLU 2351 - Digital Storytelling (3)**

This course will introduce students to non-print platforms for illustration. Students will learn how to format work of all mediums for digital output on social media and online publications, as animated gifs, and as projections on screens in public spaces. Projects will include singular pieces as well as images in a series. An emphasis will be placed on the learning the specific parameters needed to successfully translate work for digital output including RGB colorspace, image resolution, and file types.

### **ILLU 2420 - Techniques: Composition & Transparent Media (3)**

This course covers fundamental techniques and develops skills in the use of transparent media in the context of strong composition and illustrative expression.

### **ILLU 2430 - Techniques: Opaque Media (3)**

This course covers fundamental techniques and develops skills in the use of a variety of opaque mediums from painting to collage. Students will understand how to work with 2D opaque mediums to express strong illustrative concepts.

### **ILLU 2440 - Techniques: Mixed Media (3)**

A fundamental techniques course that develops skills in the use of a variety of mixed media techniques. Students will explore and apply techniques such as collage, experimental printmaking, and assemblage to express strong illustrative concepts.

### **ILLU 2515 - Design for Illustration (3)**

Throughout history and in the contemporary world, Illustration has a unique relationship to graphic design. This course will examine the dynamic between image and text, and between images and page design. Students will develop fluency and discernment in the language and application of design through assignments that are based on real world examples in a variety of both print and digital formats. This course will introduce InDesign as the program to execute layouts, study typographic arrangement, hierarchy, contrast, expression, and readability.

### **ILLU 2530 - Surface Design Drawing (3)**

This course is an introduction to surface design - the application of illustrative patterns and images to produce surfaces of all kinds. Students will keep sketchbooks, design mood boards, experiment with color and texture to create work for textiles, apparel, rugs, snowboard decks, etc. The course will include an overview of the 20th century arts and crafts movements that influenced decorative

surface design as well as how to approach the current marketplace including a look at trends, marketing, and licensing.

### **ILLU 2750 - Artist as Author (3)**

The power of art is held in the story. Do you like to write? Do you like to draw? Have you ever felt it's not enough to do just one? Graphic novels, picture books, and illustrated memoirs, are some of the formats that allow artists the chance to tell their stories with words and pictures. Learn how to meld these two artistic expressions seamlessly to create a unique voice that harnesses the power to tell a story unlike any other artistic medium.

### **ILLU 2910 - Digital Duo (3)**

This course introduces two essential software programs for the visual artist: Photoshop and Illustrator. Students will learn the fundamentals of each program individually, and how to integrate them into a variety of production ready print and digital formats. This course teaches students fundamental digital skills such as: scanning a range of work, color correcting, image formatting for print and digital output, and file preparation.

### **ILLU 3140 - Natural History Drawing (3)**

The study of the natural world has long been supported by observational drawing and visual documentation. The subject of Natural History encompasses a cross-discipline umbrella of many branches of science that focus on the study of living things and their environment including botany, zoology, geology, paleontology, and ecology. This course will investigate the relationship between art and science through lectures, field trips, and the study of physical specimens from the natural world. In addition to direct observation, students will explore historic and contemporary scientific imagery to inform the development of concepts and execution of projects.

### **ILLU 3150 - Body Adornment & Fashion Drawing (3)**

Body Adornment & Fashion Drawing is a drawing course in which students will examine adornments, such as garments, tattoos, piercings, hairstyles, and jewelry, and how they are used as expression and self-identification. Through readings and lectures students will be presented with the cultural context to understand adornment in its many forms, knowledge that will serve them in the development of characters for illustration, sequential narratives, and animation. Students will experiment with a variety of media, drawing from radically clothed models, and developing adornments and fashions of their own.

### **ILLU 3165 - Junior Studio (3)**

This course is the first of three directed toward construction of a professional portfolio and culminating in Senior Jury. Faculty will help students broaden their awareness of the illustration field and their unique place in it. Students will complete broadly constructed assignments to help them develop their individual interests as illustrators.

### **ILLU 3265 - Character Design (3)**

The course teaches the skills necessary to create appealing and visually distinctive characters for the illustration/animation industry. It utilizes the visual techniques and psychological knowledge to invent and refine professional character designs.

### **ILLU 3275 - Comix: Process and Practice (3)**

Beyond traditional super-heroic narratives, sequential-art in America (and beyond) is wide-open in both content and format. From short, autobiographical meditations to thousand-page historical epics, indy and alternative authors create comics from low-tech to polished, from low-brow to avant garde. Weekly assignments will push your

storytelling skills, while class lectures demonstrate the vast range of comic book genres and production methods. Your comics can be anything you want, and in this class, they will be.

### **ILLU 3550 - Self Publishing (3)**

With an entrepreneurial focus, this course will consider the industry, culture, markets, and studio practice culminating in a complete ready for market book, comic, or zine series. Students will approach self-publishing in a collaborative manner: brainstorming ideas, production, albeit physical or digital in form, funding, and promotion, as well as building, and sustaining readership. Each student will develop concept sketches, book dummies, as well as finished art. Through lectures, research and object-based learning, students will compile a list of industry and production resources for publishing, marketing, and distribution of their projects in the contemporary world.

### **ILLU 3540 - Advanced Surface Design (3)**

With an entrepreneurial focus on development and production, students will design single images or collections for a diverse range of products including home, apparel, and stationary. They will examine different design challenges for their products and how color, texture, and consumer demographics affect design decisions. Through discussions and research, students will compile a list of resources for production, marketing, and distribution of their designs in traditional and ecommerce markets. Students will gain an understanding of industry specifics and develop skills to promote their work in the contemporary marketplace.

### **ILLU 3610 - Comic Book and Storyboard (3)**

The comic book is an art form that knows no age or social boundaries; it is a feature of popular culture that is present from museum walls to the newsstand. Through historical perspectives and assignments, students explore this visual, narrative art. Issues of content, plot, character development, sequential narrative, and design are addressed. Techniques for creating compelling storyboards for a variety of outlets are also covered.

### **ILLU 3710 - Book Illustration (3)**

This is an advanced course dealing with all aspects of illustration for children's and other picture books. Through assignments based on actual jobs, students gain practical experience in various stages of book illustration, from initial conceptualization and manuscript interpretation to presentation and production techniques used in publishing today.

### **ILLU 3811 - Editorial Illustration (3)**

Editorial is a course based on editorial assignments (newspapers, magazines, etc.) and the pace of the editorial world. It has a social and cultural focus that might include illustrating articles from Scientific American, The New Yorker, Rolling Stone or the Boston Phoenix.

### **ILLU 3860 - Visual Journalism (3)**

This course will address the research practices needed to successfully develop content for non-fiction Visual Narratives. The non-fiction genre encompasses a wide variety of audiences and can include historical, scientific, and biographical subjects. Throughout the semester written and visual research will become an essential part of the development of the studio practice from thumbnails to finished projects. Content development will focus on how to analyze, organize, and summarize information from a variety of sources including books, articles, and databases. Students will use their research to develop short and long form sequential projects for print or digital platforms targeted to a specific audience or demographic.

**ILLU 3960 - The Working Illustrator (3)**

This course focuses on the transition from student to professional illustrator and is broken into three main components: marketing and self-promotion, real-world experience and how to land and keep jobs. While the subjects overlap in content, we dedicate time to understanding strategies specific to each. Throughout the semester, the course explores potential career choices available after graduation, including agency work, in-house illustration teams and freelance opportunities. It examines methods for marketing one's portfolio both online and off, as well as techniques for professional networking in a connected world. Students research subjects critical to the professional illustrator, including marketing, networking, agency representation, ethical guidelines, pricing and contracts, client management, participating in the illustration community and maintaining a successful studio practice. The course structure combines readings, lectures, visiting speakers, real-world illustration work and developing and marketing a portfolio website.

**ILLU 4310 - Portfolio for Illustration/Senior Jury (3)**

Portfolio for Illustration will focus on the development and presentation of a professional portfolio that reflects a student's unique visual voice and capabilities. Students will refine work created in previous semesters and produce a capstone project to add to their professional portfolio. Students will edit and format work to populate their professional website and selected social media, produce self-promotional materials, and strengthen their presentation skills. At the conclusion of the semester this portfolio will be presented to a jury panel.

**ILLU 4315 - Senior Studio (3)**

In this class, students develop self-initiated projects under strong faculty guidance. Upon completion of a studio project, each student gives a public digital presentation. The purpose of this class is to encourage a strong sense of self-direction and personal vision, as well as an effective professional practice.

**ILLU 4880 - Internship/Illustration (3)**

Through the internship program Illustration majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional art environments, including, but not limited to, illustration studios, publishing, or media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department. (3.0 credits = 80 hours of work.)

**ILLU 4882 - Internship/Illustration (2)**

Through the internship program Illustration majors have the opportunity to work in a professional setting, while gaining important on-the-job experience. Internships provide exposure to a wide range of professional art environments, including, but not limited to, illustration studios, publishing, or media-based companies. The department will post opportunities or students may make arrangements on their own with prior approval from the chairperson of the department.

**INTGR - INTEGRATED STUDIES****INTGR 1000 - Foundation Honors Seminar (3)**

The Foundation Honors Seminar is a course grounded in research, critical analysis and critique that challenges students from all departments to take risks in their artistic and design practices. Coursework is structured around a semester-long assignment based

on a real-world Call For Proposals. Field trips, visiting professionals, readings, and workshops relevant to the project support students in engaging critically with their studio practices and the world at large.

**INTGR 1001 - First Year Conference (0)**

First Year Conference is a required Freshman course designed to assist first-year students with their transition to the Lesley Community and position them for academic success. The course is presented in seminar format to foster the development of skills and strategies that bridge the various aspects of the college experience, including developing an academic plan, understanding academic expectations, institutional policies and procedures, setting goals, exploring majors, minors, and career options, practicing self-care, and finding balance between the various aspects of students' personal, social, and academic lives.

**INTGR 1637 - Transfer Visual Culture Seminar (3)**

This course introduces transfer students to a broad range of artistic practices. In so doing, the course provides transfer students with the tools to think more critically about visual culture and its impact on society; while at the same helping them to analyze and discuss their own work in terms of its form, content, and meaning.

**INTGR 1650 - Visual Culture Seminar (3)**

This course encourages critical thinking about visual culture and its impact on society. Both the means to analyze and discuss personal work in terms of its form, content, and meaning, and the development of a sense of visual acuity occur in this course. A clearer, more concise communication of ideas is enabled while providing a sense of artistic community and professional development.

**INTGR 1665 - Image in Context (3)**

Image in Context is a Foundation course based in interdisciplinary practice. The course investigates both the image -- whether found, captured, created, or manipulated -- and its various contexts inclusive of fine arts, pop culture, sub-culture and/or specifically designed for purely communicative purposes. This is a studio course intended to introduce students to fundamental image making establishing the basic formal elements by practice. Through assignments and projects, students will address the following questions: How do images/objects function in our society? How do they accumulate and accrue meaning? How is our understanding of an image shaped by its context? How do different technologies mediate our engagement with images/objects? How do artists and designers use and think about imagery" in their work? Students should see this course as a way to introduce and articulate their ideas through the work that they make and the imagery they archive."

**INTGR 1888 - Special Topics (3)**

This course will focus on a specific topic in Integrated Studies.

**INTGR 2000 - Sophomore Honors Seminar (3)**

The Sophomore Honors Seminar is a course grounded in research, critical analysis and critique that challenges students from all departments to take risks in their artistic and design practices. Coursework is structured around a semester-long project based on realworld Calls For Proposals. Field trips, visiting professionals, readings, and workshops relevant to the project support students in engaging critically with their studio practices and the world at large.

**INTGR 3005 - Junior Honors Seminar (3)**

The Junior Honors Seminar is a course grounded in research, critical analysis and critique that challenges students from all departments to take risks in their artistic and design practices. Coursework is structured around a semester-long project; students at this level

research and identify an individual project to develop independently over the course of the semester. Field trips, visiting professionals, readings, and workshops relevant to the project support students in engaging critically with their studio practices and the world at large.

### **INTGR 4005 - Senior Honors Seminar (3)**

Senior Honors Seminar is a project-based seminar dedicated to critique, critical dialogue and the experience of creative process and practice. The seminar will utilize and encourage self-defined interdisciplinary work from participants, representing multiple departments, as scaffolding in which to engage in a critical dialogue dealing with the concepts, intentions, context, and syntax of the work created in a semester long project.

### **INTGR 4300 - Advanced Topics: Exhibitions and Publications (3)**

Advanced Topics: Exhibitions and Publications is not a degree requirement but is highly recommended as an alternating year, spring, Critical Studies elective. The broad intent of this seminar is to raise students' level of critical thinking about photographs and the ways they are disseminated and consumed. It will combine practical knowledge with history and theory, and will utilize readings, lectures, writing, discussions, visits to exhibitions, guest curators and practical exercises. Students who successfully complete this course will be able to render critical judgments, both written and spoken, about photographs and their presentation and interpretation. They will be able to demonstrate a basic knowledge of the history, purpose and structure of such exhibiting institutions as museums, galleries, specialized art fairs, international photography festivals, and independent spaces, as well as a similar understanding of publishing, self-publishing and web-based publishing as it relates to the photographic field. The course will draw on such texts as Adrian George's *The Curator's Handbook*, Terry Barrett's *Criticizing Photographs*, Jorge Ribalta's *Public Photographic Spaces* from *Prensa to the Family of Man* and Alessandra Mauro (ed.) *Photoshow: Landmark Exhibitions that Defined the History of Photography*, as well as such sources of reviews as *The New York Times*, *Photograph*, and *The London Review of Books*. Students will be expected to conduct independent research, to prepare short classroom presentations on assigned topics, to write two short papers, and to participate in class discussions.

## **INTDS - INTERDISCIPLINARY STUDIES**

### **INTDS 2160 - Letterpress Studio (3)**

This course introduces students to the process, terminology and context of letterpress printing. After developing a solid foundation in traditional letterpress techniques such as typesetting, inking and printing on fine papers, we begin to explore experimental techniques and applications, like pressure printing, linoleum cuts, photopolymer plates, layering colors, and combining with digital media. Our course structure is a mixture of lectures, readings, typesetting, hand-printing, design and illustration. The relationship between text and image is central to letterpress and, thus, our projects combine various artistic elements, and may include posters, broadsides, calendars, coasters, cards, fine art and finally, small books.

### **INTDS 2340 - Interdisciplinary Installation (3)**

This course introduces students to concepts of time, space and interdisciplinary practice, and encourages experimentation with non-linear forms of creation. Focusing on ways in which time impacts artistic experience foregrounded in contemporary installation art, students use video, sound art, and performance in combination with 2D and 3D artistic practices. Students are encouraged to create projects that use time and space in unexpected ways. Through lectures and demonstrations students learn new ways to approach

their ideas and create art projects that reflect a multimedia approach grounded in contemporary art and interdisciplinary installation.

### **INTDS 2500 - Interdisciplinary Video (3)**

Interdisciplinary Video focuses on narrative and non-linear digital filmmaking in time-based work. Digital video incorporates the language of cinema, stretching back to the early 20th century, but is not limited to movies. As contemporary art demonstrates, video is a medium that can take on a multitude of meaning when combined and/or installed with other media and can be used to tell stories (real or imagined), record processes and methods, document cultural events and social movements, and to perform for and/or interact with the viewer in compelling ways. Students explore applications of digital filmmaking to an interdisciplinary practice while gaining a solid technical and formal foundation through the production and critique of projects. Class sessions are comprised of a mix of screenings, discussions, technical demonstrations, periodic lab/studio time, and group critiques.

### **INTDS 2600 - Experimental Animation (3)**

This course will explore the concept of animation as fine art, using fine arts practices and principals to create the illusion of movement and action. Students will develop traditional and contemporary tools that will enhance and clarify specificity in their personal narratives. The iterative process will be explored with traditional techniques and mediums such as, but not limited to: scratch film, motion painting, chalk board animation, pixilation, and cut paper, as well as digital technologies, to delve into the experimental process. Students will challenge conceptual and aesthetic solutions through the process of experimentation to enhance their visual language. The history of experimental animation will be discussed and utilized as research for student's visual narratives.

### **INTDS 2800 - Sound in Art (3)**

Sound is an important medium with its own characteristics, qualities, and attributes. It can be utilized in a variety of contexts such as in the creation of pieces for listening, and in interdisciplinary work combined with other media. This course sets a conceptual, technical, and historical foundation for the understanding and use of sound as a medium in art. Students will be introduced to a variety of sound-art concepts through a survey of artist works, writings, and topics, and explore these ideas through the production of creative studio projects. Students will develop a strong technical toolset, utilizing audio hardware such as portable recorders and microphones, editing sound using digital audio software, and creatively manipulating audio with signal-processing techniques to create finished recordings and audio mixes.

### **INTDS 3110 - Visual Books (3)**

This course explores the nature and possibilities of the book form as a medium for artists. We will investigate both traditional and non-traditional book forms and techniques to develop a visual vocabulary of the creative possibilities of the book as art. Through the exploration of openings, structure, pacing, materials, imagery, and the writing or manipulation of text, students will create several artist's books that integrate concept with form. Class time will focus on material experiments and model making, developmental critiques of projects, and discussions of contemporary artists using the book format.

### **INTDS 3120 - Letterpress Multiples (3)**

This course will build on the basic printing and editioning skills developed in Letterpress studio (IILLU-2160). Via field trips, visiting artists, and lectures, students will be exposed to the history of fine press letterpress books, contemporary artists' books, and hand-

printed multiples. Each student will design an editioned multiple (fine press, artist's book, or artist's multiple, depending on their interests) and take the project through conceptualization, planning, printing, and binding stages. Students will learn how to design and print polymer plates and have the opportunity to use polymer in their edition. Letterpress-specific image-making techniques like woodcut, linoleum cut, and pressure printing will be reviewed; additionally, student will be encouraged to use other printmaking techniques in their books, as appropriate. By the end to the class, each student will produce a completed edition of their multiple/book project and have the conceptual and technical skills to produce other editioned projects in the future.

### **INTDS 3130 - Artist's Books (3)**

Bringing together majors throughout the college this class will expand upon basic book binding skills to explore new methods of presentation that go beyond conventional techniques of traditional book design and structure. Students will engage in a variety of unusual contemporary practices, such as cut paper, cutting-edge textiles, text & image, and advanced 3-D objects. Students will create work generated by their individual projects, which will investigate conceptually based ideas, embracing alternative materials that challenge the very concept of the book. This studio class will be comprised of demonstrations, critique, survey and field trips to studios, galleries and permanent collections.

### **INTDS 3210 - Visual Books II (3)**

This course is for students who have taken Visual books, or who have had previous experience in making books. It gives students the opportunity to further develop the skills and techniques learned in Visual Books. This course is useful to students in developing their own writing skills, using writing with other mediums, and as a way to continue creating and inventing their own unique books. The course includes field trips to important collections.

### **INTDS 3215 - Books: Series and Multiples (3)**

Through hands-on exercises, model building, and discussions, students will explore how the creation of artists' books in series and in multiple can express a rich array of ideas. Students will first generate 8-10 ideas for books and then create a series of related artists' books based on the development of one of these ideas. At least one of those books will also be produced in an edition. The class will encourage students to generate a rich and complex body of interconnected pieces exploring a concept of interest to them, while considering how artist's books contribute to cultural discourses.

### **INTDS 3275 - Contemporary Practices and the Archive (3)**

This studio course provides a hands-on approach to investigating the relationship between contemporary art practices and institutional archives. Using local and online archive collections as our sites of inquiry, this course will explore how contemporary artists in the fields of painting, sculpture, video, and installation are mining the archive to trace, inscribe, contest, or retrace history, memory, and identity as art practices. This course will decenter whiteness and decolonize the structure of institutional archives to ethically include the lives and experiences of marginalized populations through visual and textual research. Students will present their final self-published project in visual, textual, or a combination of the two reflecting their chosen area of archival study.

### **INTDS 3300 - Fabrication for Exhibition (3)**

This course provides students across disciplines with practical experience in the development of exhibition-ready work and exposure to professional production techniques for interdisciplinary artists. This course intensely focuses on fabrication for exhibitions

and is intended to integrate transferable skills used in the finishing of artworks and project/process management. This course provides students across disciplines with practical experience in the development of exhibition-ready work and exposure to professional production techniques for interdisciplinary artists. This course intensely focuses on fabrication for exhibitions and is intended to integrate transferable skills used in the finishing of artworks and project/process management.

### **INTDS 3375 - Contemporary Practices and Latinidad in the U.S (3)**

This course explores contemporary art discourses of Latinidad in the United States as manifested in contemporary art and design practices. As the second largest group in the U.S. population, Latinx/e lives, and experiences will be centered in this course through the positionality, intersectionality, and liberatory practices of Latinx/e artists and designers. Students will critically engage with the works of Latinx/e artists and designers in relation to U.S. contemporary life and culture. GSOE, GSASS, CLAS, and LA+D students will work in their chosen field of study to create an independent project from the topics covered in the course.

### **INTDS 3400 - Interdisciplinary Performance (3)**

This interdisciplinary course explores performance as a means to deepen one's existing creative practice. Students in this course can expect to incorporate performance methods into their creative processes, synthesize performance with individual areas of expertise, and produce new work individually as well as collaboratively. Students will examine a range of performance art practices including experimental production from the early twentieth-century to today. Class time will involve workshops, discussion, and critique, and will include opportunities to work outside of the traditional classroom setting. Students should see this course as a way to further develop and articulate their ideas through performative praxis, research, and experimentation.

### **INTDS 3500 - Interdisciplinary Synthesis (3)**

This course builds on technical and conceptual skills specific to time based work acquired in Motion, Matter and Meaning. This course develops advanced technical skills to extend digital elements into an existing art practice. Projects originate from a student's primary focus, what they bring to the table from their major. For example: We look at how a painter can make a digital painting, or a sculptor can incorporate projection within/onto objects, how a performance artist will work with digital media, or a designer work with a project that exists wholly as a digital file. The possibilities for incorporating time-based media into traditional art practice are considered through research and experimentation. An understanding of the historical context as well as the contemporary artist working across disciplines informs assignments and projects which are aesthetically considered as well as technically proficient.

### **INTDS 3745 - Contemporary Practices and Identities (3)**

This studio course explores contemporary discourses of identity as manifested in contemporary artistic 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 contemporary artists working with the mediums of photography, painting, sculpture, video, or installation art.

### **INTDS 3750 - Sound Sculpture and Installation (3)**

This studio course will explore the medium of sound in relationship to sculpture and installation, focusing on the fusion of audio with sculptural media, environments, and immersive spaces. A range of

ideas and materials will be examined to apprise students of historic and contemporary trends in sound and sculpture installation. The course will cover various conceptual and practical methods and approaches to producing sound and sculpture projects. Topics explored include sculptural sound-objects and experimental instruments, site-specificity, narrative environments, multi-channel playback systems for recorded sound, interactivity and performative spaces, and sensor control for real-time processes. Students may produce both individual and group projects.

### **INTDS 3950 - Introduction to Socially Engaged Art (3)**

This studio course introduces students to the genre of Socially Engaged Art (SEA). As its name suggests, Socially Engaged Art is a form of public art practice that seeks to engage diverse audiences in the process of building community and influencing social change. With this in mind, students will explore different ways that contemporary artists and designers can address social and political issues in collaboration with local communities. Each semester, students will work with designated community partners in Cambridge and Greater Boston. Through research, community-based processes, and site visits, students will acquire a critical understanding of SEA while developing their own collaborative projects in the public realm.

Cross-Listed as: EARTS or EARED.

### **INTDS 4000 - Senior Studio I (3)**

This senior studio is a mentored course in which students work independently on a final body of work. In collaboration with the Program Coordinator, and regular classroom meetings, students can select a faculty mentor to guide them through an interdisciplinary process. Students are encouraged to explore multimedia and cross-disciplinary approaches to their artistic goals, and to present their work at the end of the semester to a jury of faculty.

Senior Studio 1 concludes with a jury of faculty that includes mentors, the Program Coordinator and other invited faculty. Jury grades account for 50% of the student grade for each course. Interdisciplinary Senior Studio 2 emphasizes process, project completion and presentation.

### **INTDS 4010 - Senior Studio 2 (3)**

This senior studio is a mentored course in which students work independently on a final body of work. In collaboration with the Program Coordinator, and regular classroom meetings, students can select a faculty mentor to guide them through an interdisciplinary process. Students are encouraged to explore multimedia and cross-disciplinary approaches to their artistic goals, and to present their work at the end of the semester to a jury of faculty.

Senior Studio 2 concludes with a jury of faculty that includes mentors, the Program Coordinator and other invited faculty. Jury grades account for 50% of the student grade for each course. Interdisciplinary Senior Studio 2 emphasizes process, project completion and presentation.

### **INTDS 4700 - Electronic Projects in Sound (3)**

This class explores the creation of hand-made electronic projects for sound generation, installation, and instrumentation, combined with digital signal processing, sampling, and manipulation in interactive software. Topics include an introduction to basic electronics principles, oscillators and noise generators, circuit-bending, microcontrollers, sensors, and creating systems in a visual programming software environment for real-time processing, interactive computer music, performance, multimedia works and art installations.

### **INTDS 4882 - Internship/Interdisciplinary Studies (2)**

The internship program provides senior Interdisciplinary Studies majors with experience in a professional environment students must register for the course and meet with the internship advisor prior to getting their internship. Positions generally last 15 weeks.

### **INTDS 4885 - Interdisciplinary Internship Seminar (1)**

This course covers aspects of your professional development in the area of interdisciplinary studies, including exploration of your personal interests within that field, matching those interests with appropriate businesses and organizations, and presenting yourself as an appropriate candidate for any professional position. Course content includes identification and development of career research resources; introduction to networking skills; and development of portfolio, resume, and cover letters. The goal is to give you the ability to identify and pursue high-quality internship experiences, and eventually to pursue more meaningful and satisfying professional opportunities overall.

Corequisite: Take concurrently with INTDS 4882 Internships/Interdisciplinary Studies.

## **IPHOT - PHOTOGRAPHY**

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### **IPHOT 1200 - Photography Lab I (3)**

Photography studies begin with this Photography Foundation course. The intention of Lecture Lab I is to prepare students to deal with a vast palette of traditional, wet lab black white photographic materials and to serve as the technical complement to the conceptual and critique based Visual Seminar I. In Lecture & Lab I, students learn the basic properties of light, camera and lens functions; control of exposure and development including basic exposure index testing and pushing and pulling of film stocks; basics of B&W printing including split filter printing and print toning; working with available light; and presentation options of the final imagery. The emphasis of this course is to reinforce good overall habits and make high quality negatives as well as fiber-based prints.

### **IPHOT 1210 - Photography Lab II (3)**

This second semester Photography Foundation course is designed to build on the skills developed in Lecture & Lab I and to serve as the technical complement to the conceptual and critique based Visual Seminar II. This course emphasizes the relationships of concept, context, materials, and techniques with particular emphasis on digital imaging, workflow, and printing. Specific areas of study include hand-held metering; working with strobes and flash; introduction to medium format cameras; and an introduction to basic Zone System principles.

### **IPHOT 1220 - Introduction to Photo: Non-Majors I (3)**

This course is a basic, hands-on introduction to the photographic arts. It addresses both technical and aesthetic areas of photographic concern. Beginning with the basic properties of light, this course covers camera and lens functions, basic black and white printing processes, and presentation of the final image. Aesthetic concerns of space, composition, point of view, image rendering, manipulation and the intentions of the artist are covered in class critique.

### **IPHOT 1240 - Introduction to Photography Non-Majors: Digital (3)**

Introduction to Photography for Non-Majors: Digital explores the traditional concepts, techniques, and language of photography via the use of contemporary digital technologies.

**IPHOT 1300 - Photography Seminar I (3)**

This is an introductory (I) / intermediate (II) level seminar course in the contemporary, historical, and personal aesthetics of photography. Foundation Seminar is primarily a critique experience. The intention of the course is to investigate the personal, interdisciplinary, and subtle aspects of the medium, to help students become actively engaged with their own creative abilities and vision, and to cultivate, and support artistic risk within a nurturing and demanding environment.

**IPHOT 1310 - Photography Seminar II (3)**

This is an introductory (I) / intermediate (II) level seminar course in the contemporary, historical, and personal aesthetics of photography. Foundation Seminar is primarily a critique experience. The intention of the course is to investigate the personal, interdisciplinary, and subtle aspects of the medium, to help students become actively engaged with their own creative abilities and vision, and to cultivate, and support artistic risk within a nurturing and demanding environment.

**IPHOT 2005 - Photography Lab III (3)**

This intermediate Lab course builds on the skills taught in Photo Lab I & II. Students will learn advanced cam-era, lighting and printing techniques in both digital and traditional formats. This course emphasizes the relationships of process and materials to create new photographic work. Students will be introduced to and become familiar with large-format cameras.

**IPHOT 2015 - Photography Lab IV (3)**

This advanced Lab course focuses on digital photography and workflow. Students will learn camera techniques, image preparation and advanced printing processes that are unique to the digital workflow. This course will introduce file management, color calibration and a variety of printing options. Students will learn to use the Digital Darkroom, and this course is required for students to be allowed to work in that space. This course emphasizes process and output, with priority placed on high quality printing.

**IPHOT 2075 - Lighting Techniques (3)**

This course covers all aspects of artificial light used in still photography, both in the studio and on location. Students will become familiar with various camera systems, studio equipment, including strobes and continuous lights, and workflow software (including Lightroom and Capture One). The course will cover ideal lighting for portraiture, still life, and interior spaces and will discuss applications for Fine Art, Commercial, and Fashion photography.

**IPHOT 2100 - Alternative Processes (3)**

Alternative Photographic Processes is a hands-on and dynamic group learning experience. In this course you will investigate an extensive range of alternative photographic processes from the historical birth of the medium through digital negative production. You will be introduced to a variety of processes including salted paper, gum bichromate, 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 2015 - Photography Lab IV (3)**

This advanced Lab course focuses on digital photography and workflow. Students will learn camera techniques, image preparation and advanced printing processes that are unique to the digital workflow. This course will introduce file management, color calibration and a variety of printing options. Students will learn to

use the Digital Darkroom, and this course is required for students to be allowed to work in that space. This course emphasizes process and output, with priority placed on high quality printing.

**IPHOT 2330 - Contemporary Trends in Photo (3)**

This course is an introduction to the major trends in photography and in the cultural context for that photography since the 1970s. Our emphasis will be on identifying major and emerging figures in contemporary photography as well as bright young photographers just gaining attention. We will discuss the technical and philosophical strategies that photographers employ to create work and the concepts they try to tackle through photography. Our emphasis will be primarily on art-oriented and documentary photography, including visits to local museums and galleries, but will investigate photographers that are known for editorial work as well as fine art portfolios.

**IPHOT 2410 - Photography Seminar III (3)**

Presents the wide variety of ideas and concepts currently used by photographers. This class will place emphasis on reading, writing and discussion of ideas, as well as visits to museums and galleries and presentations on the topics that are explored. Assignments are structured to encourage a broad understanding of the ways in which these ideas can be incorporated into your working methods.

**IPHOT 2420 - Photography Seminar IV (3)**

Sophomore Seminar is an examination of the ideas behind photography and art making. This class places an equal emphasis on creative projects, readings on photography and art, visits to museums and galleries, and responses and presentations on the ideas brought forth by our investigations. Assignments are structured to encourage thoughtful, individual responses. The intent of this course is to encourage critical thinking about attitudes towards photography and art.

**IPHOT 3160 - Junior Year Portfolio (3)**

Photography students meet together as a class to produce an integrated portfolio and to develop technical expertise, insight into their media and personal vision. Finished portfolios are evaluated by faculty members and other photography professionals.

**IPHOT 3275 - Contemporary Practices and the Archive (3)**

This studio course provides a hands-on approach to investigating the relationship between contemporary art practices and institutional archives. Using local and online archive collections as our sites of inquiry, this course will explore how contemporary artists in the fields of painting, sculpture, video, and installation are mining the archive to trace, inscribe, contest, or retrace history, memory, and identity as art practices. This course will decenter whiteness and decolonize the structure of institutional archives to ethically include the lives and experiences of marginalized populations through visual and textual research. Students will present their final self-published project in visual, textual, or a combination of the two reflecting their chosen area of archival study.

**IPHOT 3370 - Documentary Projects (3)**

This is an advanced level course designed to allow each student to work on a single documentary. Students are introduced to the techniques, planning, and practical decisions involved in a successful documentary project. There are visits by working photojournalists, viewing and discussion of documentary films and exhibitions, articles to be analyzed, and critiques of documentaries.



**IPHOT 3375 - Contemporary Practices and Latinidad in the U.S (3)**

This course explores contemporary art discourses of Latinidad in the United States as manifested in contemporary art and design practices. As the second largest group in the U.S. population, Latinx/e lives, and experiences will be centered in this course through the positionality, intersectionality, and liberatory practices of Latinx/e artists and designers. Students will critically engage with the works of Latinx/e artists and designers in relation to U.S. contemporary life and culture. GSOE, GSASS, CLAS, and LA+D students will work in their chosen field of study to create an independent project from the topics covered in the course.

**IPHOT 3440 - The Constructed Image (3)**

The Constructed Image concentrates on conceptual portraiture and self-portraiture, still life, and tableau. The evolution, and evolving perceptions of photographic subject, from objective description to subjective depiction in contemporary image making are explored.

**IPHOT 3600 - Advanced Printing (3)**

This course focuses on developing mastery of black and white printing techniques and processes in order to explore the potential for expressive interpretation of the negative. Once sufficient mastery is attained, students are asked to pursue the direction best suited to their own goals for fine art, commercial, or documentary photography.

**IPHOT 3680 - Conceptual Editorial Photography (3)**

An intermediate level course which explores areas of professional photography outside of advertising, such as magazine covers and editorial illustrations; compact disc and cassette covers; brochures, calendars, and posters; fashion, food, industrial, travel, and stock photography. Students are encouraged to create innovative as well as traditional solutions.

**IPHOT 3715 - Landscape of Memory: Histories (3)**

Landscape of Memory: Histories is a portfolio seminar that discusses the significance of past events in the context of individual and collective memory. Ruins, landscapes and the urban environment will serve as platforms for investigating experiences that are of historical, political, socio-economic, environmental or cultural importance. Students will be encouraged to situate themselves within the work of artists who have dealt with these themes such as Shimon Attie, Alfredo Jaar, An My Li, Sophie Ristelhueber, Richard Misrach, Kara Walker, Mark Klett, Sally Mann, W.G. Sebald, Anselm Kiefer, Gerhard Richter, Claude Lanzmann, and Susan Meiselas. Students will be encouraged to verbally and visually articulate the significance of an experience of the past and its impact on understanding the present in order to enable students to understand the complexities of cultural and individual inheritance. Video, installation, photography, fine art, or mixed media are encouraged.

**IPHOT 3745 - Contemporary Practices and Identities (3)**

This studio course explores contemporary discourses of identity as manifested in contemporary artistic 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 contemporary artists working with the mediums of photography, painting, sculpture, video, or installation art.

**IPHOT 3750 - Photographic Books (3)**

This course is intended for advanced photography students who wish to develop their photographic work into the book format. We will focus on two distinct kinds of books incorporating photography:

limited edition photographic books and artists' books. The former focuses on presenting a body of photographs in sequence, with an emphasis on high production value. The latter is a genre in which the "bookness" of the object is particularly important, usually with emphasis on the relation between the concept of the book and the physical structure created.

**IPHOT 4100 - Advanced Alternative Processes: Projects (3)**

Advanced Alternative Processes: Projects is an intermediate / advanced level project based experience. The intent of the class is to provide a workshop-like environment in order to facilitate the creation of new and personal directions, utilizing alternative photographic processes. Students will be encouraged to investigate, and refine, specific techniques such as albumen, salted paper, cyanotype, gum bichromate, platinum/palladium, Ziatype, kallitype, Argrotype, Van Dyke, carbon, hand applied emulsions, combination processes, and interdisciplinary media, leading to a fully realized portfolio, book, technical investigation, or personal project. Invention, experimentation, and risk will be strongly encouraged.

**IPHOT 4120 - Professional Directions (3)**

This course is about succeeding as a photographer in the real world - and because of that you will be treated like an art professional and not a student. In class discussions will provide the foundation for a broader understanding of what lies beyond art school, career options in photography, and strategies to make it in a variety of ways. The assignments will require you to master and demonstrate key skills for networking by developing a verbal, visual, and written self-promotional presentation and packet. In person introductions to gallery owners, established photographers and master printers will lead to an understanding of how to approach potential exhibition opportunities, employers, gallerists, clients, etc. (and how not to!). This reality check is designed to generate a desire for more learning and growth after school, whatever direction and form that might take, and begin to actively take steps to achieve your goals.

**IPHOT 4150 - Senior Portfolio I (3)**

This class is a concentration requirement providing a pivotal base for the entire senior year. Students from fine art, commercial, and photojournalism areas meet together in a single, year-long class. The primary concern is developing and refining a personal vision and style to produce a strong, finished portfolio. At the end of each semester, student work is evaluated by visiting faculty and outside guest critics.

**IPHOT 4160 - Senior Portfolio II (3)**

This class is a concentration requirement providing a pivotal base for the entire senior year. Students from fine art, commercial, and photojournalism areas meet together in a single, year-long class. The primary concern is developing and refining a personal vision and style to produce a strong, finished portfolio. At the end of each semester, student work is evaluated by visiting faculty and outside guest critics.

**IPHOT 4882 - Internship/Photography (2)**

The internship program provides Photography majors with experience in a professional environment, helping to prepare them for entry into the job market. Interns put their technical and creative knowledge to work and have the chance to make professional connections within the photography community. Students must formally apply; positions generally last 15 weeks. See Department Chair for approval.

**IPHOT 4885 - Photography Internship Seminar (1)**

This course covers aspects of your professional development in the area of photography, including exploration of your personal interests within that field, matching those interests with appropriate businesses and organizations, and presenting yourself as an appropriate candidate for any professional position. Course content includes identification and development of career research resources; introduction to networking skills; and development of portfolio, resume, and cover letters. The goal is to give you the ability to identify and pursue high-quality internship experiences, and eventually to pursue more meaningful and satisfying professional opportunities overall.

**IINST INDEPENDENT STUDY + ISTUD STUDIO ASSISTANTSHIP****IINST 4999 - Independent Study 0**

Independent study is an educational opportunity undertaken by a student to learn specialized material or gain practical, studio, or research experience. Independent studies provide a way for well-motivated students to pursue a topic of interest that does not necessarily fit into a traditional academic curriculum, and is not covered within an existing course. Students may also use the Independent study option to fulfill an Incomplete with an instructor on an individual basis. Independent study involves less instruction and guidance from instructors than a traditional course, and for an agreed upon number of academic credits.

**ISTUD 4089 - Studio Assistantship (1.50)**

Course number is assigned when paperwork is submitted to the Registrar's Office. The student assists a faculty member with the weekly preparation and instruction of a class. Duties may include research, slide show preparation, demonstrations, instructing and assisting in critiques. This position provides valuable experience and insight into the teaching profession, and strengthens the student's abilities to articulate and communicate visual concepts. Additionally, this position provides the opportunity for developing mentor relationships. Participation in this course is limited to students selected by the faculty of the specific course and/or the Department Chair. Prerequisites: Junior or Senior standing and permission of the Department Chair.

**DIRECTORY****COLLEGE OF ART AND DESIGN ADMINISTRATION**

LA\_D\_OfficeoftheDean@lesley.edu

Heather Shaw, ASSOCIATE DEAN AND HEAD OF ART + DESIGN; PROFESSOR, DESIGN; BFA, University of Massachusetts - Dartmouth; MFA Massachusetts College of Art + Design

Atoosa Malekani, PROGRAM MANAGER; BFA, The Art Institute of Boston

Carolyn Latourelle, ASSISTANT PROGRAM MANAGER; BA, Franklin Pierce College, New Hampshire; MFA, The Art Institute of Boston at Lesley University

Andrew Mroczek, DIRECTOR OF EXHIBITIONS; BFA, The Art Institute of Boston; MFA, Lesley University, College of Art + Design

Katherine Shozawa, DIRECTOR OF COMMUNITY ENGAGEMENT; BA Yale University; MFA, University of California, Berkeley

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Anthony Apesos, PROFESSOR; BA, Vassar College; Four-year Certificate, Pennsylvania Academy of Fine Arts; MFA, Milton Avery Graduate School of the Fine Arts, Bard College

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Michael David, PROFESSOR; BA Brandeis University; MFA Boston University; Skowhegan School of Painting and Sculpture

Eugene Dorgan, PROFESSOR; AA, University of Wisconsin Center - Richland; BFA, Boston University; MFA, Boston University

Timothy Finn, SENIOR LECTURER; BFA, Rhode Island School of Design; MAT, School of the Museum of Fine Arts

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---

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Kristina Lamour Sansone, PROFESSOR; BFA, University of the Arts; MFA, Yale University; Certificate of Advanced Graduate Study, Lesley University

Fisiha Likke, ASSISTANT PROFESSOR; BFA, Rhode Island School of Design; M.Arch, Rhode Island School of Design

Keith MacLelland, ASSOCIATE PROFESSOR; BFA, The Art Institute of Boston at Lesley University; MFA The Art Institute of Boston at Lesley University

Thomas Matthews, SENIOR LECTURER; BFA, West Oregon University; MFA, Lesley University College of Art & Design

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Ellen Schon, SENIOR LECTURER; BA, Marlboro College; MFA, Boston University

Sarah Slavick, SENIOR LECTURER; BFA, Wesleyan University; MFA, Pratt Institute

Ingrid Stobbe, ASSISTANT PROFESSOR; MFA, Emerson College, Boston; BA, John Carroll University, Ohio

Sunanda Sanyal, PROFESSOR; Diploma, Ramindra Bharati University, Calcutta, India; BA, University of Calcutta; MFA, University of California - San Diego; MFA, Ohio University; PhD, Emory University

Ingrid Stobbe, ASSISTANT PROFESSOR; MFA, Emerson College, Boston; BA, John Carroll University, Ohio

Brandon Strathmann, ASSOCIATE PROFESSOR; BFA, Rhode Island School of Design; MFA, University of Massachusetts

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Steven S. Shapiro, DEAN; PROFESSOR, PHYSICS; BA, Colby College; PhD, Massachusetts Institute of Technology

Ingrid Johnston, ASSOCIATE DEAN; PROFESSOR, PSYCHOLOGY; BS, Quinnipiac College; MA, Connecticut College; PhD, University of Rhode Island

Mark Donohue, PROGRAM COORDINATOR; BA, Emerson College; MSM, Lesley University

Brian D. Greene, MANAGER OF BUDGET AND OPERATIONS; BA, Boston College; MA, Lesley University

Cara Szeghy, ADMINISTRATIVE ASSISTANT II; BA, Hampshire College

Joshua Baldwin, DEPARTMENT CHAIR, SOCIAL SCIENCES; INTERIM DIRECTOR, MSW PROGRAM; ASSOCIATE PROFESSOR, SOCIAL WORK AND HUMAN SERVICES; BS, University of Alabama - Birmingham; MSW, PhD, University of Alabama

Brian Becker, DEPARTMENT CHAIR, PSYCHOLOGY AND APPLIED THERAPIES; PROFESSOR, NEUROPSYCHOLOGY; BA, Salve Regina University; MA, Fuller Theological Seminary; MA, PhD, Fuller Graduate School of Psychology

Lisa Fiore, DEPARTMENT CHAIR, EDUCATION; PROFESSOR, EDUCATION; BA, Brandeis University; MAT, Tufts University; PhD, Boston College

Ingrid Johnston, DEPARTMENT CO-CHAIR, BUSINESS MANAGEMENT; ASSOCIATE DEAN; BS, Quinnipiac College; MA, Connecticut College; PhD, University of Rhode Island

Kazuyo Kubo, ASSOCIATE DEPARTMENT CHAIR, SOCIAL SCIENCES; PROFESSOR, SOCIOLOGY & SOCIAL CHANGE/ CHILDREN, YOUTH, & FAMILY STUDIES; BA, University of Minnesota; PhD, University of Illinois at Urbana-Champaign

James Mason, DEPARTMENT CO-CHAIR, BUSINESS MANAGEMENT; ASSISTANT PROFESSOR, BUSINESS MANAGEMENT; BA, Thomas Edison State University; MBA, Cornell University; Ph. D., Stevens Institute of Technology

David Morimoto, DEPARTMENT CHAIR, NATURAL SCIENCES AND MATHEMATICS; PROFESSOR, BIOLOGY; BS, Stonehill College; MA, PhD, Boston University

Michele Pate, ASSOCIATE DEPARTMENT CHAIR, PSYCHOLOGY AND APPLIED THERAPIES; ASSOCIATE PROFESSOR, ART THERAPY; BA, Marygrove College; MA, Wayne State University; DAT, Mount Mary College

Sonia Pérez-Villanueva, DEPARTMENT CHAIR, HUMANITIES; PROFESSOR, SPANISH STUDIES AND LITERATURE; BA, MA, University of the Basque Country, Spain; PhD, University of Birmingham

Flavia Stanley, DIRECTOR, BSW PROGRAM; ASSISTANT PROFESSOR OF SOCIAL WORK AND HUMAN SERVICES; BA, Barnard College; MSW, University of Michigan-Ann Arbor; PhD, University of Massachusetts, Amherst

## **COLLEGE OF LIBERAL ARTS AND SCIENCES FACULTY**

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Joshua Baldwin, ASSOCIATE PROFESSOR, SOCIAL WORK; BS, University of Alabama - Birmingham; MSW, PhD, University of Alabama

Geoffrey Barnes, ASSISTANT PROFESSOR, EXPRESSIVE ARTS THERAPY; BA, Amherst College; MA, Antioch University; PhD, Lesley University

Katherine Barone, ASSISTANT PROFESSOR, COUNSELING PSYCHOLOGY; BS, St. Lawrence University; PhD, SUNY-Buffalo

William Barowy, ASSOCIATE PROFESSOR, PhD, University of Massachusetts, Amherst; MS, University of Massachusetts, Amherst; BS, University of Massachusetts, Amherst

Brian Becker, PROFESSOR, NEUROPSYCHOLOGY; BA, Salve Regina University; MA, Fuller Theological Seminary; MA, PhD, Fuller Graduate School of Psychology

Steven R. Benson, PROFESSOR; MATHEMATICS; BS, University of Texas at Austin; MS, PhD, University of Illinois at Urbana-Champaign

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Nathan Braccio, ASSISTANT PROFESSOR, US HISTORY; BA, American University; MA, American University; PhD, University of Connecticut

Linda Brion-Meisels, PROFESSOR EMERITA, EDUCATION/PSYCHOLOGY; BA, Grinnell College; MEd, Wheelock College; PhD, Boston College

Nancy Jo Cardillo, ASSISTANT PROFESSOR, EXPRESSIVE ARTS THERAPY; BA, SUNY-Brockport; MEd, Lesley University; PhD, Lesley University

Claire Carroll, INSTRUCTOR, SOCIAL SCIENCES; BA, Pace University; MALD, Fletcher School of Law & Diplomacy, Tufts University

Jina Chang, ASSISTANT PROFESSOR, SOCIAL WORK; BS, George Washington University; MSW, Columbia University; PhD, Boston University

Summer Ray Clark, ASSOCIATE PROFESSOR, EDUCATION / LITERACY; BA, Covenant College; MEd, University of Mississippi; EdS, University of Georgia; PhD, University of Maryland, College Park

Jean Clarke-Mitchell, ASSISTANT REGISTRAR, SOCIAL WORK; BS, University of Massachusetts, Lowell; BA, Massachusetts College of Liberal Arts; MSW, Smith College; PhD, Smith College

Megan Crowe-Rothstein, ASSISTANT PROFESSOR, SOCIAL SCIENCES; BA, Wesleyan University; MSW, Columbia University

Liv Cummins, PROFESSOR, THEATRE; BS, Skidmore; MFA, New York University

Linda Dacey, PROFESSOR EMERITA, EDUCATION/MATHEMATICS; BA, Boston College; EdM, Lesley College; EdD, Boston University

Arlene Dallalgar, PROFESSOR EMERITA, SOCIOLOGY; BA, Tufts University; MA, PhD, University of California at Los Angeles

Frank Daniello, ASSOCIATE PROFESSOR, ELEMENTARY EDUCATION; BS, University of Vermont; MEd, PhD, Boston College

Diana Direiter, ASSOCIATE PROFESSOR, PSYCHOLOGY; BA, Steven F. Austin State University; PhD, University of North Texas

Mary Dockray-Miller, PROFESSOR, ENGLISH; BA, Vassar College; MAT, Boston University; MA, PhD, Loyola University, Chicago

Brooke Eisenbach, ASSOCIATE PROFESSOR OF EDUCATION; BA, MEd, PhD, University of South Florida

Christine A. Evans, PROFESSOR EMERITUS, HUMANITIES; BA, MA, Stanford University; MA, PhD, Harvard University

Grace Ferris, ASSOCIATE PROFESSOR, CHEMISTRY; BA, Mount Holyoke College; PhD, Boston College

Paul A. Fideler, PROFESSOR EMERITUS, HISTORY AND HUMANITIES; BA, St. Lawrence University; MA, PhD, Brandeis University; American Council of Learned Societies Fellow.

Rosalie Fink, PROFESSOR EMERITA, ENGLISH/LITERACY; BA, University of Massachusetts, Amherst; MS, SUNY, Cortland; EdD, Harvard University

Lisa Fiore, PROFESSOR, EDUCATION; BA, Brandeis University; MAT, Tufts University; PhD, Boston College

Laura Fokkena, SENIOR LECTURER; MEd, Harvard University; PhD, Lesley University

Elaine Gatewood, INSTRUCTOR, SOCIAL WORK; BSW, St. Joseph University; MSW, Fordham University

Amy Gooden, ASSOCIATE PROFESSOR, EDUCATION; BA, Emerson College; EdM, Harvard University; EdD, Boston University

James Haag, SENIOR LECTURER; BA, Augustana College; MA and ThM, Lutheran School of Theology; PhD, Graduate Theological Union

Donna Halper, ASSOCIATE PROFESSOR, HUMANITIES; BA, MA, MEd, Northeastern University; PhD, University of Massachusetts, Amherst

Stephen Haven, PROFESSOR, CREATIVE WRITING; BA, Amherst College; MA, MFA, University of Iowa; PhD, New York University

Ann-Charlotte Hogstadius, SENIOR LECTURER, BS, Lesley University; MEd, Harvard University

Michael J. Illuzzi, ASSOCIATE PROFESSOR, POLITICAL SCIENCE; BS, Georgetown University; PhD, University of Minnesota

Lisa Jennings, TEMPORARY INSTRUCTOR, SOCIAL WORK; BBA, Faulkner University; MSW, University of Alabama, Tuscaloosa; PhD, University of Alabama

Ingrid Johnston, PROFESSOR, PSYCHOLOGY; BS, Quinnipiac College; MA, Connecticut College; PhD, University of Rhode Island

Perah Kessman, SENIOR LECTURER; BS/MA and PhD, Lesley University

John Kim, ASSISTANT PROFESSOR, PSYCHOLOGY; BA, Dartmouth College; PhD, University of Minnesota

Neal Klein, ASSOCIATE PROFESSOR, PSYCHOLOGY; BA, Dickinson College; EdM, EdD, Boston University

Erika Knuth, SENIOR LECTURER, PSYCHOLOGY; MA, Fuller Theological Seminary; MA, PhD, Fuller Graduate School of Psychology

Kenji Yoshida Kozai, ASSISTANT PROFESSOR, MATHEMATICS; BS, Harvey Mudd College; PhD, University of California, Berkeley

Kazuyo Kubo, PROFESSOR, SOCIOLOGY & SOCIAL CHANGE/ CHILDREN, YOUTH, & FAMILY STUDIES; BA, University of Minnesota; PhD, University of Illinois at Urbana-Champaign

Ronald M. Lamothe, ASSOCIATE PROFESSOR, HISTORY; BA, Tufts University; MA, University of Massachusetts, Amherst; PhD, Boston University

Raquel Lopez, ASSISTANT PROFESSOR; BA, Federal University of Mato Grosso, Brazil; MBA, Everest University; EdD, Nova Southeastern University

Kimberley A. Lowe, ASSOCIATE PROFESSOR, MODERN HISTORY; BA, Pepperdine University; MA, MPhil, Yale University; PhD, Yale University

Janel L. Lucas, PROFESSOR EMERITA, SOCIAL WORK & HUMAN SERVICES; BA, University of Massachusetts, Amherst; MSW, PhD, Simmons College

Susan McFarland, SENIOR LECTURER, BUSINESS MANAGEMENT & PSYCHOLOGY; BA, College of St. Rose; MBA, Anna Maria College

James Mason, ASSISTANT PROFESSOR, BUSINESS MANAGEMENT; BA, Thomas Edison State University; MBA, Cornell University; PhD, Stevens Institute of Technology

Patricia Mason, SENIOR LECTURER; BA, Emmanuel College; MEd and PhD, Boston College

Robert McGrath, ASSOCIATE PROFESSOR, BUSINESS MANAGEMENT; BA, Boston College; MBA, Boston College; PhD, Lesley University

C. Catherine Mellor, VISITING ASSISTANT PROFESSOR, PSYCHOLOGY; BS, Lesley University; MEd, Lesley University; MA, Pacifica Graduate Institute; PhD, Pacifica Graduate Institute

Susan Merrifield, PROFESSOR EMERITA, ENGLISH/EDUCATION; BA, University of Massachusetts; MA, Goddard College; MEd, University of Maine; EdD, Harvard University

Amy Mertl, ASSISTANT PROFESSOR, BIOLOGY; BS, University of Minnesota; PhD, Boston University

Uma Chandrika Millner, ASSOCIATE PROFESSOR, PSYCHOLOGY/HOLISTIC PSYCHOLOGY; BA, Fergusson College; MA, University of Pune; MA, PhD, Boston College

Romana Mohiuddin, TEMPORARY INSTRUCTOR, EDUCATION; BS, Boston University; EdM, Boston College; EdM, Harvard University

David Morimoto, PROFESSOR, BIOLOGY; BS, Stonehill College; MA, PhD, Boston University

James J. O'Keefe, PROFESSOR, MATHEMATICS; BA, Boston College; MEd, Harvard University; PhD, Boston College

Michelle Pate, ASSOCIATE PROFESSOR, ART THERAPY; BA, Marygrove College; MA, Wayne State University; DAT, Mount Mary College

Sonia Pérez-Villanueva, PROFESSOR, SPANISH STUDIES AND LITERATURE; BA, MA, University of the Basque Country, Spain; PhD, University of Birmingham

Nicholas Pietrowski, SENIOR LECTURER, PSYCHOLOGY; BA, University of Illinois, Chicago; MS, Erickson Institute

Anne Pluto, PROFESSOR, THEATRE AND LITERATURE; BA, MA, PhD, SUNY-Buffalo

Ayelet Pravda, SENIOR LECTURER, PSYCHOLOGY; BS, University of Darby; MA, Lesley University

Jean-Baptiste Quillien, VISITING ASSISTANT PROFESSOR, PSYCHOLOGY; BA, University of Minnesota Duluth; BAS, University of Minnesota Duluth; MA, University of Minnesota, Minneapolis; PhD, University of Minnesota, Minneapolis

Jane Ferris Richardson, PROFESSOR, ART THERAPY; BA, Bennington College; MEd, Bank Street College of Education; MEd, Lesley College; EdD, Boston University

Andrew Richman, ASSISTANT PROFESSOR, MATH EDUCATION; BA, Harvard University; MEd, Loyola University; EdD, Boston University

Maureen Riley, PROFESSOR EMERITA, EDUCATION; BS, Boston College; MEd, Harvard University

Phoebe Roberts, VISITING INSTRUCTOR, COMPOSITION AND WRITING; BA, Brandeis University; MFA, Lesley University

Adid Roman, VISITING FACULTY, ART THERAPY; BE, Cambridge College; MS, Springfield College

Sarah Romano, ASSOCIATE PROFESSOR, POLITICAL SCIENCE AND GLOBAL STUDIES; BA, University of Puget Sound; PhD, University of California, Santa Cruz

Kimberly Ruegger-Keegan, ASSISTANT PROFESSOR, BUSINESS MANAGEMENT; BA, Tufts University; MBA, Northeastern University

Janet Story Sauer, PROFESSOR, SPECIAL EDUCATION; BA, Emerson College; MEd, Ohio University; EdD, University of Northern Iowa

Steven S. Shapiro, PROFESSOR, PHYSICS; BA, Colby College; PhD, Massachusetts Institute of Technology

Julie Shoemaker, ASSOCIATE PROFESSOR, EARTH SCIENCE; BA, Princeton; PhD, Harvard University

Rebecca Silverman, SENIOR LECTURER; BA, Bryn Mawr College; MA, University of Maine

Aaron Ray Smith, ASSOCIATE PROFESSOR, CREATIVE WRITING; BA, West Virginia Wesleyan; MFA, University of Pittsburgh

Flavia Stanley, ASSISTANT PROFESSOR OF SOCIAL WORK AND HUMAN SERVICES; BA, Barnard College; MSW, University of Michigan-Ann Arbor; PhD, University of Massachusetts, Amherst

Carol Streit, PROFESSOR EMERITA, PSYCHOLOGY; BS, Ohio State University; MEd, PhD, Boston College

Joanne M. Szamreta, PROFESSOR EMERITA, EDUCATION; BA, Smith College; MEd, Erickson Institute; PhD, Boston College

Leela K. Tanikella, ASSISTANT PROFESSOR, SOCIAL ANTHROPOLOGY AND GLOBAL STUDIES; BA, Haverford College; MA, PhD, University of Texas, Austin

Michael Thibodeau, SENIOR LECTURER; BA, University of Maine Presque Isle; MS, University of Oklahoma

Frank Trocco, ASSOCIATE PROFESSOR, SOCIAL STUDY OF SCIENCE; BA, State University of New York; MA, Clayton University; PhD, Union Institute

Jan Wall, ASSISTANT PROFESSOR, PSYCHOLOGY; BS, Keene State College; MS, University of MA, Amherst; MA, Atlantic University; PhD, Lesley University

Robert Wauhkonen, ASSOCIATE PROFESSOR, ENGLISH; BA, University of Denver; MA, Northeastern University; EdD, Boston University

Nicole Weber, PROFESSOR, SCIENCE; BS, University of Minnesota, St. Paul; MFA, Lesley University; PhD, University of Massachusetts, Boston

Erika Weberg-Vina, SENIOR LECTURER; MEd and PhD, Lesley University

### CLAS Social Work Field Placement

Megan Crowe-Rothstein, ASSISTANT PROFESSOR AND BSW FIELD DIRECTOR, SOCIAL SCIENCES; BA, Wesleyan University; MSW, Columbia University

Elaine Gatewood, INSTRUCTOR OF SOCIAL WORK AND MSW FIELD DIRECTOR, SOCIAL SCIENCES; BSW, St. Joseph University; MSW, Fordham University

### Center for the Adult Learner

Farrah Bruny-Brown, ASSISTANT DIRECTOR OF COMMUNITY COLLEGE PARTNERSHIPS AND ADVISING; BA, University of MA, Boston; M.Ed, Merrimack College

Zoisa Edwards, ASSISTANT DIRECTOR OF COMMUNITY COLLEGE PARTNERSHIPS AND ADVISING; BS, SUNY College at Brockport; MA, Lesley University

Esther Takor, ADMIN ASSISTANT II/TRANSFER CREDIT SPECIALIST

Monique Palix-Robasson, ACADEMIC ADVISOR, COMMUNITY COLLEGE PARTNERSHIP AND ADVISING

# ADDENDA

## CLAS Majors

Major Program of Study	Description of Update	Catalogs Affected			
			English	Middle and Secondary Education majors who will not have senior status in 2015-2016 will be required to take EEDUC 6215.	
Art Therapy	Art Therapy majors who have not yet completed IARTS 1310 or IFNDN 1615 will now be required to take IFNDN 1620; those who have not taken a 2D course will be required to take IFINE 1210; those who have not yet taken a 3D course will have the option of taking IFNDN 1670, IFINE 2400 & 2410, or IFINE 2445.	2010, 2011, 2012, 2013, 2014		Current students who meet the prerequisites for the Junior Writing Seminar (CLITR 3XXX) may take the course as a major elective	2010, 2011, 2012, 2013, 2014
				English majors who have not yet taken CHUMS 1100 (or an equivalent course) will take CHUMS 2200 instead.	2010, 2011, 2012, 2013, 2014
Biology	Biology majors who have not yet taken CNSCI 3450 will be required to take CNSCI 4550.	2010, 2011, 2012, 2013, 2014	Environmental Studies	Environmental Studies majors who have not yet taken CNSCI 3450 will be required to take CNSCI 4550.	2010, 2011, 2012, 2013, 2014
Business Management	Business management Majors who did not take CMGMT 3306 (was not offered) may choose an additional CMGMT elective instead.	2010, 2011, 2012, 2013, 2014	Expressive Arts Therapy	Expressive Art Therapy majors who wish to choose a Visual Arts course may also choose one of the following: IFNDN 1620 IFINE 1210 IFNDN 1670	2010, 2011, 2012, 2013, 2014
	CMGMT 2701 was not offered and can be removed from all programs of study that listed the course.	2010, 2011, 2012, 2013	History	History majors who have not yet taken CHUMS 1100 (or an equivalent course) will take CHUMS 2200 instead.	2010, 2011, 2012, 2013, 2014
Creative Writing	Creative Writing majors who have not yet taken a senior capstone course are required to take CCRWT 4000.	2010, 2011, 2012, 2013, 2014	Mathematics	Mathematics majors who have not yet taken CNSCI 3450 or CMATH 4100 may take CNSCI 4550 or CMATH 4550	2010, 2011, 2012, 2013, 2014
	Creative Writing majors who have not yet taken CHUMS 1100 (or an equivalent course) will take CHUMS 2200 instead.	2013, 2014	Political Science	Political Science majors who have not yet taken their senior capstone course (CPOLS 4888 – no longer offered) may choose from either CSOCS 4444 or CGLST 4444	2010, 2011, 2012, 2013, 2014
Earth & Environmental Science	Earth & Environmental Science majors who have not yet taken CNSCI 3450 will be required to take CNSCI 4550.	2010, 2011, 2012, 2013, 2014			
Education	All Elementary Education majors who will not have senior status in 2015-2016 will be required to take an additional course in classroom management: CEDUC 2710.	2012, 2013, 2014	Minor Program of Study		
			Art Therapy	Replacement courses for Studio Art Foundation. Art Therapy minors who have not yet completed IARTS 1310 or	2010, 2011, 2012, 2013,

## CLAS Minors

**Description of Update**      **Catalogs Affected**

	IFNDN 1615 will now be required to take IFNDN 1620; those who have not taken a 2D course will be required to take IFINE 1210; those who have not yet taken a 3D course will have the option of taking IFNDN 1670, IFINE 2400 & 2410, or IFINE 2445.	2014	Animation, Motion Media & Illustration	Students who have not yet taken ILLU 4880 will now be required to take ILLU 4885 and ILLU 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014
Expressive Art Therapy	Expressive Art Therapy minors who wish to choose a Visual Arts course may also one of the following: IFNDN 1620, IFINE 1210, IFNDN 1670	2010, 2011, 2012, 2013, 2014		The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014
Visual Arts	Program Obsolete. Current students who are completing the minor may choose studio art courses from the list of equivalent courses.		Design	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013
				Students who have not yet taken IDESN 4880 will now be required to take IDESN 4885 and IDESN 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014
<b>LA+D</b>				The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014
<b>Major Program of Study</b>	<b>Description of Update</b>	<b>Catalogs Affected</b>			
Animation & Motion Media	Students who have not yet taken IANIM 4880 will now be required to take IANIM 4885 and IANIM 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014		CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013
	The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014	Design & Fine Arts	Students who have not yet taken IDESN 4880 will now be required to take IDESN 4885 and IDESN 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014
	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013		The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014
Art History & Fine Arts	The 3-credit "Global Perspectives" requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014		CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013
	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013	Design & Illustration	Students who have not yet taken IDESN 4880 will now be required to take IDESN 4885 and IDESN 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014

	The 3-credit “Global Perspectives” requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014		CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013
	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013	Photography	Students who have not yet taken IPHOT 4880 will now be required to take IPHOT 4885 and IPHOT 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014
Fine Arts	Students who have not yet taken IFINE 4880 will now be required to take IFINE 4885 and IFINE 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014		The 3-credit “Global Perspectives” requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014
	The 3-credit “Global Perspectives” requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014		CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013
	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013		IPHOT 2320 is no longer offered and has been replaced by IPHOT 3115	2010, 2011, 2012, 2013, 2014
Illustration	Students who have not yet taken IILLU 4880 will now be required to take IILLU 4885 and IILLU 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014		IPHOT 2670 is no longer offered and has been replaced by IPHOT 3025	2010, 2011, 2012, 2013, 2014
	The 3-credit “Global Perspectives” requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014		IFNDN 1615 is no longer offered and has been replaced by IFNDN 1620	2010, 2011, 2012, 2013, 2014
	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013		IPHOT 2150 and IPHOT 3600 are no longer offered. IPHOT 2005 and IPHOT 2015 may be taken instead	2010, 2011, 2012, 2013, 2014
	Students who have not yet taken IFINE 4880 will now be required to take IFINE 4885 and IFINE 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014	Photography & Design	The 3-credit “Global Perspectives” requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014
Illustration & Fine Arts	Students who have not yet taken IFINE 4880 will now be required to take IFINE 4885 and IFINE 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014		CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013
	The 3-credit “Global Perspectives” requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014		IPHOT 2320 is no longer offered and has been	2010, 2011,



	replaced by IPHOT 3115	2012, 2013, 2014	The 3-credit “Global Perspectives” requirement is obsolete and can be removed from active programs of study.	2010, 2011, 2012, 2013, 2014
	IPHOT 2670 is no longer offered and has been replaced by IPHOT 3025	2010, 2011, 2012, 2013, 2014		
	IFNDN 1615 is no longer offered and has been replaced by IFNDN 1620	2010, 2011, 2012, 2013, 2014	CCFYE 1100 is no longer required. Students who did not complete CCFYE 1100 are required to take an additional 3-credit liberal arts course.	2013
Studio Arts w/Emphasis in Art History	Students who have not yet taken IAHS 4880 will now be required to take IAHS 4885 and IAHS 4882 (concurrently) instead.	2010, 2011, 2012, 2013, 2014		

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