

2024-2025 GRADUATE ACADEMIC CATALOG

Graduate Academic Catalog 2024-2025

In effect: September 1, 2024–August 31, 2025

Lesley University
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Cambridge, MA 02138-2790
617.349.8800

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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 and Registrar website. This catalog is published by the Office of the Provost.

PRESIDENT'S WELCOME

Dear Graduate Students,

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 5,000 students studying across four areas—mental health and well-being, education, art and design, and liberal arts and business—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, APPROVALS, AND PROFESSIONAL LICENSURE

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

Lesley University is an approved SARA institution for offering distance education [and is exempt from registration in California for distance education offered to California residents].

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

The baccalaureate business program is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

The Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs are accredited by the Council on Social Work Education (CSWE).

The graduate 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 Master in Clinical Mental Health Counseling: Art Therapy program 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 Master in Clinical Mental Health Counseling: Drama Therapy program is accredited by the North American Drama Therapy Association (NADTA). The Clinical Mental Health Counseling: Dance Therapy program is approved by the American Dance Therapy Association (ADTA). The Clinical Mental Health Counseling: Music Therapy Program is approved by the American Music Therapy Association (AMTA).

More information about accreditations, approvals, and professional licensure for Lesley graduates by state, and by program, may be found in this catalog at "Accreditations and State Approvals" and on the Lesley website at "Accreditations"
<https://lesley.edu/about/accreditations-licensure-state-approvals-financial-statement>

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 L. Yameen Interim Provost	Nathaniel Mays Dean of Student Life and Academic Development
Rhonda Mann Chief Marketing and Communications Officer	Mary-Jane McLaughlin Chief Human Resources Officer
Michael Hoyle 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
Tom Englehardt Vice President for Enrollment Initiatives	Jen Thorell Executive Director, Threshold Program

LESLEY UNIVERSITY BOARD OF TRUSTEES

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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

THE UNIVERSITY

Lesley University is comprised of four academic areas: Liberal Arts and Business; The College of Art and Design, Education, and Mental Health and Well-Being.

COLLEGE OF ART AND DESIGN

The Lesley University College of Art and Design was founded in 1912 as the School of Practical Arts to primarily teach commercial art skills. In 1967 the school changed its name to the Art Institute of Boston (AIB) and added fine art programs to establish itself as a professional art and design school. In 1998 the school merged with Lesley University. In 2013 AIB changed its name to Lesley University College of Art and Design in anticipation of its move from Boston to Cambridge. The Boston-Cambridge area has on average 98 cultural events per day, bringing art and design education outside the studio and classroom. In 2015, Lesley Art and Design moved into the new Lunder Arts Center in Cambridge to join its sister colleges at Lesley. This merger and move strengthened and broadened the college's curricula as one of the few professional art and design schools within a university that provides a strong liberal arts education to complement its art and design education. Art and Design students are educated, not just trained, in liberal arts courses. An accredited member of the National Association of Schools of Art and Design and a member of the Association of Independent Colleges of Art and Design, the college's mission remains focused on providing artists and designers with rigorous studio education and training grounded in the liberal arts. Its goal to produce contributing and responsible citizens is supported by 100% internship placements and a 93% employment rate. Students are able to work in the art and design community with one of over 50 community partners, gaining experience teaching, organizing, and exhibiting their work. Five gallery spaces feature over 25 exhibitions per year by professional artists and designers, community artists, and students. Undergraduates benefit from studying with graduate students in the Art and Design MFA programs, ranked in the top 20 in the United States. With 600 students, the college is not too big, not too small, but rather just right—a close, inclusive, supporting community. The College of Art and Design offers Bachelor of Fine Arts and Master of Fine Arts programs. For more information refer to the Lesley University Undergraduate Catalog.

EDUCATION

Education programming 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; multilingual learners; literacy and language arts; utilizing technology; trauma-informed instruction; and PhD in Educational Studies, Lesley is a major source of teachers and other educational personnel for schools across the country.

LIBERAL ARTS AND BUSINESS

Within the Liberal Arts and Business area, students may earn a Master's Degree in Business Administration (MBA). Undergraduate business majors may take advantage of Lesley's accelerated bachelor's/master's program to earn an MBA.

MENTAL HEALTH AND WELL-BEING

The programs in the Academic Area of Mental Health and Well-Being include the Graduate Program and Undergraduate Program in Social Work and Human Services, Graduate Programs in Counseling and Psychology, Expressive Therapies, and Mindfulness, and the Undergraduate Programs in General Psychology, Expressive and Art Therapies, Holistic Psychology, and Counseling. These programs 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 expanding and redefining their professional fields to meet emerging needs in a swiftly changing social, political, and economic environment.

LESLEY SERVICES FOR THE ADULT LEARNER

Lesley 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. 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, 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, 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, Business - 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 to Master of Business Administration

In addition to flexible and accelerated degree options and professional advising, Lesley 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. Adult learners are also 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.

UNIVERSITY RESOURCES

OFFICE OF EQUITY, DIVERSITY, INCLUSION, AND JUSTICE

1815 Massachusetts Avenue – Second Floor
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 are dedicated to fostering a diverse and inclusive community, valuing meaningful dialogue, diverse identities, and inclusion. Our department focuses on enhancing belonging by creating a sense of community for all, including students, faculty, staff, and visitors, through various programs and initiatives. Additionally, we remain committed to striving towards an equitable future by addressing systemic barriers and social inequalities through education, advocacy, and collaborative efforts across campus for a more just society.

Our Departments

Intercultural Affairs

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.

Office of Equal Opportunity

Lesley's Office of Equal Opportunity (OEO) is responsible for addressing and responding to reports of discrimination and harassment, including sexual misconduct, 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%.

CENTER FOR ACADEMIC ACHIEVEMENT

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, and linguistic differences and, with support, can enrich their academic success. 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 serve as peer 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, coaching, and studio guides 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).
- Art and Design studio guides support students in studio classes with the development of project management, insight into the creative process, and preparation 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 evenings), and weekends during the fall and spring semesters. Weekday (including some evening) hours are available during January and summer terms. Students may also "drop-in" for meetings with tutors (based on availability). Appointments can be scheduled on WOnline (<http://lesley.mywconline.com>).

Live tutors and asynchronous writing support 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.

All Lesley students can submit drafts of writing assignments for Lesley courses to 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.

DISABILITY SUPPORT SERVICES

Lesley University - Disability Support Services
DSS@lesley.edu

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, in all degree programs, 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.

ACADEMIC RESOURCES

ACADEMIC CALENDAR 2024-2025

Below are key dates in the academic year.

For much more detailed information, please see Lesley University's 2024-2025 academic calendar at lesley.edu/students/academic-resources/academic-calendars

Fall 2024

September	2	Labor Day
	4	Fall Term 1 and Fall Semester classes begin
	10	Deadline to add/drop courses for Fall Term 1 and Fall Semester
October	14	Indigenous Peoples' Day
	27	Fall Term 1 classes end
	28	Fall Term 2 classes begin
November	3	Deadline to add/drop courses for Fall Term 2
	11	Veterans Day
	27-12/1	Student Thanksgiving Break ¹
December	18	Fall Semester and Fall Term 2 end

¹**Student Thanksgiving Break 2024:** No classes from Wednesday, 11/27 through Sunday, 12/1 (Administrative offices close at 12:00 pm on Wednesday, November 27, 2024).

Spring 2025

January	2	January Mini-Semester classes begin
	19	January Mini-Semester classes end
	20	Martin Luther King Jr. Day
	21	Spring Term 1 and Spring Semester classes begin
	27	Deadline to add/drop courses for Spring Term 1 and Spring Semester
March	10-16	Spring Student Vacation
	16	Spring Term 1 classes end
	17	Spring Term 2 classes begin
	23	Deadline to add/drop courses for Spring Term 2
April	21	Patriots' Day
May	9	Spring Semester and Spring Term 2 end
	12	Summer Term 1 classes begin
	18	Deadline to add/drop courses for Summer Term 1
	26	Memorial Day
June	1	Summer Semester begins
	7	Deadline to add/drop courses for Summer Semester
	19	Juneteenth

July	4	Independence Day
	6	Summer Term 1 classes end
	7	Summer Term 2 classes begin
	13	Deadline to add/drop courses for Summer Term 2
August	24	Summer Semester classes end
	31	Summer Term 2 classes end

LESLEY UNIVERSITY LIBRARY

Library Website: research.lesley.edu

Sherrill Library: 617.349.8850 libcirc@lesley.edu

Moriarty Library: 617.349.8070 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 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).

For more information about the library and archives, students may visit the library Web site at research.lesley.edu.

INFORMATION TECHNOLOGY

Sherrill Hall - 1st Floor

89 Brattle Street

Cambridge, MA 02138

617.349.8770

it@lesley.edu

lesley.edu/technology-support

For information on Information Technology Services, please visit 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

STUDENT LIFE AND ACADEMIC DEVELOPMENT

DIVISION OF STUDENT LIFE AND ACADEMIC DEVELOPMENT

Division of Student Life and Academic Development

23 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 Director of Equal Opportunity & Title IX Coordinator using the information below:

Valerie Yeakel
Director of Equal Opportunity
Title IX Coordinator & ADA/504 Coordinator
Office of Equal Opportunity
617.349.8643
Email: equalopportunity@lesley.edu
Webpage: Equal Opportunity and Title IX

or:

Public Safety Office
34 Mellen Street
Cambridge, MA 02138
617.349.8888
Email: 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
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, application materials, summer jobs, and their professional job search. 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 events 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/crc), students can find additional CRC resources on the Resource section of Handshake. To use Handshake, go to lesley.joinhandshake.com. After completing their degree, alumni can continue to utilize Handshake and have career coaching appointments.

The Career Resource Center is in 23 Mellen, 4th floor, and can be reached by email at crcjobs@lesley.edu or phone at 617.349.8550.

ADMISSION

Office of Graduate Admissions

Main Phone Number: 617.349.8300

Email: luadmissions@lesley.edu

GENERAL INFORMATION

Lesley University offers three terms for graduate enrollment: fall, spring, and summer. Not all graduate programs begin every term. Online programs can begin in one of six terms. Admission to most Lesley University programs operates on a rolling basis with recommended deadlines. Some applications are accepted throughout the year and admissions decisions are determined once all application requirements have been met. Applicants should contact the Office of Graduate Admissions or refer to the website at lesley.edu/admissions-aid/how-to-apply/graduate-programs, regarding tuition deadlines.

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

After an application has been reviewed, the Office of Graduate Admissions will notify the applicant in writing about their admission status. International applicants will be notified via email. Only these official written or emailed notification signed by the Director of Graduate Admissions communicate an applicant's admissions status.

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

Admission actions range from:

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

- All accepted applicants who choose not to attend for the semester to which they were admitted will have their documents retained in the Office of Graduate Admissions for twelve (12) months, in case they choose to reapply.

ENROLLMENT PRIOR TO ACCEPTANCE

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

ADMISSION TO GRADUATE CERTIFICATE PROGRAMS

Requirements for Graduate Certificates vary by program, and applicants should consult the individual application materials for the particular certificate that they are seeking. Visit lesley.edu/admissions-aid/how-to-apply/graduate-programs for application requirements.

ADMISSION TO MASTER'S DEGREE PROGRAMS

Educational Requirements

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

Application Requirements

Visit lesley.edu/admissions-aid/how-to-apply/graduate-programs for application requirements for master's degree programs. Applications are processed on a rolling basis for all graduate programs; however, applicants are encouraged to pay close attention to application deadlines. Visit the "How to Apply" guide for deadlines lesley.edu/admissions-aid/how-to-apply/graduate-programs for recommended deadlines.

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

Educational Requirements

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

Application Requirements

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

SPECIAL INSTRUCTIONS FOR INTERNATIONAL STUDENTS

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

Proof of English Proficiency

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

- Official TOEFL (Test of English as a Foreign Language) score. A minimum score of 80 (Internet based) is required. For reporting purposes, the Lesley University code for the TOEFL is 3483.
- Official IELTS (International English Language Testing System) score <https://www.ielts.org/>. A minimum score of 6.5 is required. To submit IELTS scores, please contact the test center where you took the test and request that an official Test Report Form be sent to Lesley University.
- Cambridge English Exam Results. Applicants must show proof of having taken the exam at the "Advanced" level and achieving a score of "C1" or "C-2" to satisfy the requirement.
- Duolingo English Test. Applicants must show proof of having taken the exam and scored 105 or higher.
- ESL Program Partnerships. We have partnered with several language schools to help you meet the English requirement by completion of the curriculum, at the specified level. Applicants must provide proof of successful completion and a letter of reference from the Program Coordinator or Teacher in support of the student's English language capabilities. Applicants may visit lesley.edu/more-content-admissions-block-h-1-english-language-proficiency for a list of ESL partnership schools and the levels that must be completed in order to fulfill the English proficiency requirement.

Additionally, international applicants must:

- Obtain independent credit evaluations of foreign academic credentials to determine U.S. equivalency. Contact the Office of Graduate Admissions for details or visit: <http://www.lesley.edu/admissions-aid/how-to-apply/international-students>.
- Submit an Immigration and Financial Declaration Form (IFDF) if they will require an I-20 from Lesley University. Along with this completed form, proof of funds to cover tuition and living expenses for one year is required. The I-20 (Certificate of Eligibility), needed to obtain a F-1 student visa, will not be issued without the IFDF and proof of funds and upon final review by International Student Services. Check the **F-1 and Form I-20 Information section** of the Lesley International Student Services office and contact iss@lesley.edu for assistance.

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

Graduate Admissions requires an English translation of submitted documents in addition to the original documents.

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

BACHELOR'S DEGREE WAIVER FOR MFA PROGRAM

On occasion, an outstanding individual who does not formally hold a bachelor's degree may be considered for admission to studies leading to a Master of Fine Art degree.

Candidates who have successfully completed the equivalent number of courses for an undergraduate degree (at least 60 semester credits, or 72 credits for financial aid consideration) from regionally accredited colleges and universities, but have not been awarded a formal undergraduate degree, can be considered. Such a person must be distinguished by outstanding professional performance or scholarly pursuits in areas appropriate to the field of proposed graduate study.

An applicant who does not hold a bachelor's degree must apply for acceptance through the bachelor's degree waiver procedure described as follow:

Documentation must include the following:

1. The applicant's creative work must show extraordinary accomplishment, comparing favorably with the work of the strongest applicants, in the judgement of the Director and selected member(s) of the MFA Faculty. No applicant lacking a bachelor's degree will be considered for admission without having met this threshold criterion.
2. To ensure rigorous objectivity, the applicant's creative work will also be reviewed by a faculty member in the relevant genre or area.
3. The applicant's other application materials—personal statement, letters of recommendation, and transcripts from the credit equivalent of two years of undergraduate course work—should be uniformly excellent, demonstrating the candidate's capacity to undertake graduate study in their chosen field.
4. The applicant's life experience or professional work should be analogous, in breadth and depth, to the intellectual engagement normally associated with a completed undergraduate education. This shall be demonstrated through a detailed written rationale, beyond the personal statement, describing life experiences and addressing these issues:
 - a. Life experiences that affected your undergraduate career.
 - b. Your professional work, length of time, and range of responsibilities.
 - c. Relation of life experience to the master's degree program to which the candidate is applying. This should include, but not be limited to, publications, exhibitions, and public performances, lectures, and talks.

The bachelor's waiver committee evaluation and decision process may take approximately two (2) months from the time all materials are received. After the final review is completed, the applicant will be notified if the waiver application has been approved, or not.

Applicants not eligible for the bachelor's degree waiver may apply to enroll in the adult bachelor's degree program to complete the necessary requirements.

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

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

TUITION AND PAYMENT

Student Accounts Office

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

During our office hours, The Support Hub is available to answer any questions regarding the charges or credits applied to your student account.

Hours of Operation:

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

*During semester based Add/Drop periods our office hours are: 9:00 am - 5:00 pm, Monday - Friday

Contact Information:

Phone: 617.349.8760

Toll Free: 800.999.1959 extension 8760

Fax: 617.649.4855

<https://support.lesley.edu>

Mailing Address:

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

Physical Location: The Support Hub, our one stop-shop for all administrative needs, is located on the first floor of University Hall (1815 Massachusetts Avenue, near the Porter Square Cambridge MBTA station).

TUITION AND FEES

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

STUDENT HEALTH AND DENTAL INSURANCE

lesley.edu/students/health-wellness-safety/health-and-dental-insurance
solutioncenter.lesley.edu
617.349.8760

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

To read the details on this law and health insurance requirements, go to massresources.org/student-health-insurance.

Lesley has a general health insurance program available which meets the standards of the Commonwealth as well as those put forth in the

national Affordable Care Act. This policy is provided by Blue Cross Blue Shield and administered by Gallagher Student Health and Special Risk. The current year's annual coverage begins on August 15 and continues through August 14.

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

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

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

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

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

Enrollments and Waivers must be completed online at Benefits Dashboard-Gallagher Student Health and Special Risk. If you are having difficulty logging in, please reference the Help Center in the Resources box. Complete the Health Insurance Decision Form. You will immediately receive a reference number confirming the form was submitted.

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

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

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

PAYMENT INFORMATION

Notification of tuition bills will be sent to your Lesley email address. To view your bill, you can log into the Student Account Center through Lesley Self-Serve. 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 mailing address, phone number and email address with the Support Hub. Address changes can be made on Self-Service.

If paying via wire transfer, please contact the Support Hub to obtain bank information via email at support.lesley.edu and create a ticket or by telephone at 617.349.8760.

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

If paying via wire transfer, please contact the Support Hub to obtain bank information by Flywire, 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. 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.

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

Pending Financial Aid: Pending financial aid amounts shown on the student account statement are anticipated funds, not actual credits. Further action may be required on the student's part for these anticipated funds to be disbursed onto the student account. Pending awarded financial aid is deducted from the balance on the first bill each semester. Please note that loan amounts may be a percentage less than the pending awarded amount noted on the student account statement. It is the responsibility of the student to check your Self-Service account to ensure that all required documentation is complete. Incomplete documentation or missing signatures will prevent aid and/or loan disbursements to the student account. While

the Support Hub is happy to assist students with determining tuition balances and providing information on payment plans, it is the student's responsibility to make sure their balance is paid in full by the determined due dates.

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

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

All payment plan options must be completed one month prior to your graduation date. Contact the Support Hub at 617.349.8760 or visit lesley.edu/students/financial-aid-bills-payments/pay-your-bill for further information and select the "Pay Your Bill" option.

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

Your sponsorship letter must:

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

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

TUITION DISCOUNTS FOR GRADUATE PROGRAMS

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

Discounts cannot be combined.

REFUNDS OF CREDIT BALANCES

Over-payment, scholarship credits, adjustments and financial aid payments may result in a credit balance on the student account. If an account indicates a credit balance, it will be refunded to the student.

Federal Direct Stafford Loan and private loan payments resulting in a credit balance will be refunded within 10 - 14 days of the date the credit appears on the student account.

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

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

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.

RETURNED PAYMENTS

ACH payments returned by the bank are subject to a \$50.00 returned payment fee that is charged to the student account. Payments may be returned for a variety of reasons, examples being incorrect account number or routing number. Electronic payments are presented only once to the bank for payment.

A check that is deposited by Lesley University is presented twice for payment before it is returned to the University. A \$50.00 returned

check fee is assessed to the student account for a check that is returned by the bank.

DISPUTE OF A CHARGE

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.

ADMINISTRATIVE WITHDRAWAL

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 REFUNDS

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

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 REIMBURSEMENT

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

UNIVERSITY VOUCHERS

University vouchers may be submitted to pay for tuition charges. The voucher request must be submitted by the last date of the add/drop period each semester accompanied by the payment of any registration and course fees. Vouchers will be applied to the student account by the billing due date or as they are received prior to the

add/drop date. Half vouchers are equivalent to one half of the cost of one three-credit course. The maximum value of a half voucher is one and one-half credits. Full vouchers may be used to pay for up to three credits of tuition charges for a course.

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

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

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

Refer to the voucher award email sent from the issuing department for more detailed information regarding voucher policies. Policies are subject to change. Questions pertaining to the voucher should be directed to vouchers@lesley.edu.

TUITION PAYMENT STATEMENT (IRS FORM 1098-T)

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

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.

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
800.999.1959 extension 8760
617.349.8760
(f) 617.649.4855
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 is a centralized student support service committed to helping students find ways to make higher education affordable. The Financial Aid Office assists students seeking financial aid consideration; coordinates various sources of funding at the federal, institutional, and private levels; and administers and develops programs of student financial assistance including several on-campus student employment programs.

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

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

ELIGIBILITY

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

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

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

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

WHEN TO APPLY FOR FINANCIAL AID

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

For students enrolled in on-campus programs, the financial aid award year begins with the fall term (September through December), continues through the spring term (January through May), and concludes with the summer term (June through August). For students enrolled in off-campus and online programs, each semester consists of two 8-week terms and financial aid is awarded on a per-term basis. The financial aid award year begins with Fall Term 1 and continues through Fall Term 2, Spring Term 1, Spring Term 2, Summer Term 1 and Summer Term 2. (For academic programs that have a Summer Term 2 start, the academic year will begin with Summer Term 2.) For students enrolled in Low-Residency and Low-Residency/Hybrid Programs, the financial aid award year begins with the summer residency and continues through the following spring semester or as late as the Summer 1 Term, beginning on your individual program. The priority deadline for students interested in Federal Work-Study is April 15.

The final deadline to apply for 2023-2024 financial aid is June 30, 2024 but to use that date, a student's courses must still be in session. It is recommended that late applicants apply at least four to six weeks before their last day of classes for the academic year.

Students must reapply for financial assistance each academic year.

HOW TO APPLY FOR FINANCIAL AID

To apply for financial aid, students should create an FSA ID at fsaid.ed.gov and complete the Free Application for Federal Student Aid (FAFSA) at studentaid.gov. The FAFSA is submitted to the U.S. Department of Education.

Lesley University's school code (002160) must be included on the FAFSA so that our office can receive the information electronically.

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

TYPES OF FINANCIAL AID AVAILABLE

Types of Financial Aid Available

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

Scholarships

- **Merit Scholarships:** Recipients of Merit Scholarships will be notified by the Graduate Admissions Office or the respective Graduate School. The Financial Aid Office will credit the scholarship monies to the recipient's student account after the add/drop period.
- **Lesley University Donor Scholarships:** Recipients of Lesley University Donor Scholarships will be notified by each scholarship committee. The Financial Aid Office will credit the scholarship monies to the recipient's student account during the beginning of the semester.
- **Private Scholarships:** Students are encouraged to seek out private scholarship funding. In order to assist you in your scholarship search, a list of specific private scholarship opportunities for graduate students can be found at lesley.edu/academics/guide-private-graduate-scholarships.
- **Federal TEACH Grant (Teacher Education Assistance for College and Higher Education Grant):** The maximum TEACH

Grant amount for the duration of a graduate degree-seeking program is \$8,000. TEACH Grant recipients may receive up to \$4000 per academic year, depending on enrollment status. (Due to sequestration initiatives, the maximum amount of the TEACH Grant is \$3,772 for anyone whose first disbursement is before October 1, 2023. The amount for anyone whose first disbursement is on or after October 1, 2023 was not made available at the time of this publication.) To be eligible for the TEACH Grant, students must enroll in a program deemed TEACH Grant-eligible by Lesley's education programs, submit an Intent Form, complete TEACH Grant Counseling, and sign a TEACH Grant Agreement to Serve. To maintain the TEACH Grant, recipients must serve as a full-time, highly qualified teacher in a high-need subject area in a designated low-income school for 4 years within 8 years of graduating. If obligations are not fulfilled after graduating, the total grant amount will be converted to a loan with interest applied to the loan based on the day the grant originally posted to the recipient's student account. More information on how to apply, receive, and maintain the TEACH Grant can be found at lesley.edu/academics/guide-financial-aid-scholarships-graduate-doctoral-students

Loans (Repayment is Required)

- **Federal Direct Unsubsidized Loans:** Graduate students may borrow up to \$20,500 in a Federal Direct Unsubsidized Loan. Interest for borrowers at the time of publishing is being projected to be fixed at 7.05% and is set by Congress before July 1 every year. Interest is deferred and is capitalized (added onto the principal loan balance) once repayment begins. Recipients are encouraged to make quarterly interest payments while enrolled at least half-time (3 credits) to reduce the overall cost of the loan. Repayment begins six (6) months after the student graduates, withdraws, or is no longer enrolled at least half-time. There are several repayment plans available. More information on the various plans, including those that are income-driven, can be found at studentaid.ed.gov/sa/repay-loans/understand/plans. For 2024-2025 approximately 1.057% in origination fees will be deducted from the Federal Direct Unsubsidized Loan prior to the funds being sent to Lesley University. (Specific origination fees for 2024-2025 were not made available at the time of this publication).
- **Accepting Federal Direct Unsubsidized Loans:** In order to process a student's Federal Direct Unsubsidized Loan, the student must choose to accept, decline or revise/accept the Federal Direct Unsubsidized Loan amounts through the Financial Aid Checklist on Self-Service. First-time Direct Loan borrowers will be prompted to complete Direct Loan Entrance Counseling and sign a Direct Loan Master Promissory Note (MPN) at studentaid.gov. These steps must be completed before any financial aid funds will appear as pending on the student account statement.
- **The Federal Direct Graduate PLUS Loan for Graduate and Professional Students:** The Federal Direct Graduate PLUS Loan is a federally guaranteed loan program available to eligible Graduate students seeking financial assistance in addition to the \$20,500 Federal Direct Unsubsidized Loan. To be eligible for a Graduate PLUS loan, Federal Direct Unsubsidized Loan eligibility must first be determined. Students are encouraged to exhaust the Federal Direct Unsubsidized Loan prior to applying for a Graduate PLUS Loan as the interest rate for the Graduate PLUS Loan is projected to be fixed at projected to be fixed at 8.05%

while the Federal Direct Unsubsidized loan is projected to be fixed at 7.05%. Eligibility is based on creditworthiness. Eligible students may borrow up to the cost of education minus the \$20,500 in the Federal Direct Unsubsidized Loan and any other aid. Approximately 4.0% in origination fees will be deducted from the Graduate PLUS loan prior to loan funds being sent to Lesley University. (Due to sequestration initiatives, Grad PLUS loan origination fees will change to 4.228% for loans that first disburse before October 1, 2024. The Grad PLUS loan origination fees for disbursements on or after October 1, 2024, were not available at the time of this publication).

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

Employment

- **Federal Work Study:** This federal program offers eligible students enrolled at least half-time per semester the opportunity to earn money to offset part of their personal expenses through part-time, on-campus or qualifying off-campus employment. Awards traditionally do not exceed \$1,800 per year. Please note that Federal Work-Study is earned and is not deducted from the student's tuition bill. Students may obtain listings of available jobs at lesley.edu/students/internships-careers/student-jobs.
- **Lesley Works Program:** Students who have not applied for aid or who did not receive Federal Work-Study are still eligible to obtain on-campus employment at Lesley University. Students may obtain listings of available jobs at the Office of Financial Aid or the Career Resource Center.

TUITION PAYMENT PLANS

Lesley University participates in an interest-free payment plan (Nelnet) which is administered through the Student Accounts Office. These plans enable students and families to pay all or part of their semester tuition and fees in monthly installments without interest. The only additional charge is an annual application fee. Most plans require students to begin payment one or two months prior to the start of classes so it is important to investigate these options early. The student accounts center is accessed through SSO from Lesley self-service.

ALTERNATIVE FINANCING OPTIONS

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

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

REGISTRATION PROCEDURES FOR FINANCIAL AID RECIPIENTS

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

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

FINANCIAL AID PAYMENTS, CREDITS, AND REFUNDS

Per federal regulations, Federal Direct Loan funding must be disbursed equally between all terms or semesters. If a student is enrolled for only one semester, only one disbursement is required. Prior to the scheduled financial aid disbursement, students must

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

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

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

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

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

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:

Education, Liberal Arts & Business, and Mental Health and Well-Being 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

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.

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 University'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, Iraq 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.

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 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 half-time 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

Our office location is:

University Hall
The Support Hub, 1st Floor
1815 Massachusetts Ave
Cambridge, MA 02140

Our office hours are:

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

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC ADVISING

At Lesley, academic advising is not just a service; it's a partnership dedicated to guiding students on their path to success. We are committed to providing students with a proactive and holistic advising experience tailored to their unique needs.

Within our coordinated advising model, students receive specialized guidance from advisors aligned with each academic area, Mental Health & Well-Being, Education, Art & Design, and Liberal Arts & Business.

Our advisors employ a student-centric approach, recognizing that every individual has distinct goals, interests, and challenges. Through one-on-one consultations, group workshops, and ongoing communication, we aim to foster an inclusive, supportive environment that empowers students to explore their academic and professional aspirations.

Graduate Advising Teams

Graduate student advising at Lesley University is facilitated by program-affiliated advising teams who understand the complexities of their academic programs, careers and licensure requirements, and scholarly needs. Each graduate student is paired with both an academic advisor and a faculty advisor. Together, this advising team is responsible for coordinating academic advising services and ensuring effective support for students. Frequent collaboration between faculty and academic advisors ensures comprehensive support for students' academic progress and information on requirements and available opportunities.

Upon acceptance into a program, graduate students are required to initiate contact with their academic advisor, marking the beginning of the academic advising and program planning process. Advisors assist with inquiries on a wide range of topics that may include university policies, registration procedures, course sequencing, elective choices, licensure exams, and other program-specific requirements. Acting as liaisons between students and university support offices, advisors play a crucial role in facilitating a seamless academic experience.

Academic and faculty advisor contact information is accessible through the Self-Service portal, allowing students to proactively engage with the available supports.

Email questions to graduate advising to Grad.advising@lesley.edu or find out more about your advisor at https://linktr.ee/LU_advising

Advising Roles and Responsibilities

The advisee-advisor relationship is based on a philosophy of shared responsibility. This collaborative effort ensures a dynamic advising relationship that fosters both personal and academic growth. Ultimate responsibility for satisfying university, academic, and professional requirements rests with the student. Students are therefore encouraged to take ownership of their educational journey by staying informed about university policies, utilizing available resources, and engaging in open communication with their advisors.

Advisee's Role and Responsibilities

- Refer to the academic catalog, program handbooks, and self-service to familiarize yourself with requirements, university policies, and resources.
- Come to advising meetings prepared by gathering all relevant decision-making information.
- Accept responsibility for your decisions and behaviors.
- Keep your 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.
- Read Lesley University email.
- Communicate with your advisor; ask questions if a specific concern or an issue is not clear.
- Attend advising meetings as needed.
- Monitor your program progression.
- Utilize university resources.
- Meet deadlines as appropriate.

Advisor's Role and Responsibilities

- Assist you in developing an educational plan that is consistent with your goals and interests.
- Facilitate your understanding of the curriculum, graduation requirements, and university policies and procedures.
- Refer you to the resources you need.
- Listen to your concerns and respect your values and choices.
- Assist you in monitoring your academic progress.
- Be accessible.
- Develop a collaborative relationship with you.
- Encourage and support your educational exploration.
- Assist you in completing your program within your intended timeline.
- Help you prepare for post-graduation goals.

ACADEMIC GRIEVANCE POLICY FOR GRADUATE STUDENTS

Lesley is committed to providing quality academic services to all students. In accordance with this commitment, Lesley provides the following grievance procedures to afford students a vehicle by which they may appeal academic decisions. This process applies to all students enrolled in graduate courses. The appeal process shall be concerned with a student's belief that an academic policy has been violated to the detriment of the student.

Issues pertaining to potential violations of other University policies (for example, the Community Standards of Conduct or unlawful discrimination or harassment) shall be investigated and addressed in accordance with that University policy.

Definition of an Academic Grievance

A grievance is a complaint made by a student that a specific faculty member or administrator has interpreted or applied the academic policies in violation of a University Policy in such a way to adversely affect their interest as a student.

A formal complaint may be filed only after informal communication between the student and the person being grieved has failed to resolve the issue.

Academic Grievance Review Process**Level I: Faculty*-Student Meeting**

- To initiate the academic grievance review process, the student will request, in writing, a meeting with the faculty member. The request for a meeting must be made within twenty (20) business days of the alleged violation.
- The written request must be accompanied by a written statement fully describing the complaint, a description of the informal communication between the student and the person being grieved, and a request that redress for a grievance is sought. The faculty member will forward a copy of the written request to the associate provost.
- The faculty member will assign the earliest convenient date for a meeting. This date will be within five (5) business days after the faculty member receives the request, subject to faculty contractual responsibilities. At that meeting, the student and the faculty member will attempt to resolve the grievance.
- Within ten (10) business days of the meeting, the faculty member* will reply in writing to the student's written statement, summarize the meeting, and describe either the resolution or the reasons for not being able to reach an agreement.
- If Level I does not provide a mutually satisfactory resolution to the complaint, the student may appeal the Level I decision by initiating a Level II review.

** or person whose decision is being grieved*

Level II: Faculty*-Student-Associate Provost Meeting

- The student will commence Level II by requesting, in writing, a meeting with the associate provost, accompanied by a written description of the complaint and Level I outcome, within ten (10) business days after the conclusion of Level I.
- As part of the written description, the student will document how the informal steps failed to resolve the issue. A copy of the student's letter and description will be forwarded by the student to the faculty member at that time.
- Upon receipt of the written request for a Level II meeting, the associate provost will assign the earliest convenient date for the meeting, but no later than five (5) business days after the request has been received.
- The associate provost will inform the student and faculty member, in writing, of the time and place of the meeting. In this meeting, the student and the faculty member will attempt to resolve the grievance with the assistance of the associate provost.
- The associate provost will record the Level II meeting and forward the findings to the student and faculty member within ten (10) business days of the meeting. If Level II does not provide a

mutually satisfactory resolution to the complaint, the student may appeal the Level II decision by initiating a Level III review.

** or person whose decision is being grieved*

Level III: Grievance Review Committee

- The student will commence Level III by forwarding the written description of the complaint and the Level I and Level II outcome descriptions to the associate provost of the academic area within ten (10) business days after the conclusion of Level II.
- The associate provost will constitute the Grievance Review Committee within five (5) business days of receipt of the request. The Grievance Review Committee will consist of three people from the Lesley University community who presently serve as faculty or administrators of the University. One person will be appointed by the vice provost of the academic area to represent the person being grieved. One person will be appointed by the student and said appointment will be forwarded to the associate provost by the student. The third person will be the associate provost or designee of the academic area who will chair the committee. The Grievance Review Committee will convene within ten (10) business days of receipt by the associate provost of the student's written request. The student will be notified in writing of the time and place of the meeting.
- The Grievance Review Committee will meet with the student and the faculty member individually. The Committee will undertake an examination of the complaint and will review all Lesley policies that may be applicable.
- The Committee will make a recommendation for resolution of the grievance, in a written report, which will also set forth the facts of the complaint and cover the procedures of the committee meeting. This written recommendation will be delivered to the area vice provost within five (5) business days after the Committee's final meeting.

The vice provost will review the report and make the final decision concerning resolution of the grievance. The vice provost has all options available for evaluating the appeal, including instituting a de novo review. The vice provost will inform the student and faculty member, in writing, of the decision within five (5) business days of receipt of the committee report together with their justification. The decision of the vice provost will be final. In cases where the vice provost is being grieved, the Grievance Review Committee shall make its recommendation to the Provost. The decision of the Provost shall be final.

ACADEMIC PROGRAM AND REVIEW POLICY FOR GRADUATE STUDENTS

The faculty of Lesley University is dedicated to providing students a high-quality educational experience designed to meet students' academic, personal, and professional goals. In turn, the university expects students to maintain the academic and professional standards established for its programs of study. These standards apply to all aspects of graduate study—whether on-campus, off-campus, or online—and including courses, internships, practica, and research-related activities.

Failure to meet these standards may result from, but not be limited to, such deficiencies as: more than three (3) credits of "C+" or below or "F" in pass/fail courses; six (6) credits of incomplete (INC); poor performance in theses, integrative projects, practica, or internships; or specific deficiencies in areas deemed essential to the student's

preparation. For students in undergraduate programs, two or more grades of incomplete, or “C-” or below, will result in a review of the student’s academic standing.

Each school reserves the right to suspend or dismiss at any time any student who, in the opinion of school officials, does not achieve and maintain required academic or professional standards. In case of dismissal, students remain responsible for any outstanding financial obligation to the university for tuition or other indebtedness.

Academic Notification

If a student is not meeting program academic or professional standards, then the department in which the student is matriculated may initiate an academic review process. The following describes the academic review process:

Level I: Academic Review Committee

An academic review committee meets with the student (in person or via teleconference) and may include a faculty member, the student’s academic advisor, and the department chair or program director. The committee will review the student’s progress in the program and the areas of concern. After careful review, the committee will make recommendations to address these concerns. The recommendations will be forwarded to the relevant vice provost or their designee, who will inform the student in writing within ten (10) working days, excluding days that Lesley University is closed. The committee may recommend probation with specific conditions or dismissal. (The vice provost or designee will contact the senior associate registrar to request a “hold” on the student’s registration, should it be recommended by the review committee.)

Level II: Decision by the Vice Provost

If the student disagrees with the recommendations and believes that there is additional information that was not available to the committee and therefore not considered by the committee, they may submit this information in writing to the Vice Provost within ten (10) working days, excluding days that Lesley University is closed, of receipt of the recommendations. The vice provost will review the recommendations of the committee and all documentation considered by the committee. The vice provost will notify the student and the committee of their decision within ten (10) working days, excluding days that Lesley University is closed.

Level III: Appeal to the Provost

A student may appeal the decision of the vice provost if they disagree with the decision and if the student can demonstrate the availability of new information or evidence that is potentially significant and was not available during the investigation. Student appeals must be submitted in writing to the provost within ten (10) working days of receipt of the decision of the vice provost. In consideration of the appeal, the provost will review all documentation and, as deemed necessary by the provost, consult with the student, appropriate faculty, and administrators. The provost will render a decision within ten (10) working days, excluding holidays and Lesley University vacation days. The decision of the provost is final within Lesley University and there is no further appeal available.

Meeting the Conditions of Probation

When the student has met the specified conditions outlined in the vice provost’s letter, the department will notify the vice provost to lift probation status. If the student does not meet the conditions within the specified time frame, the department may recommend another review or dismissal.

Grade Requirements for Graduating Students

For graduate degree students at the master’s, certificate of graduate study, or Ph.D. levels, a grade of “B-” or better in all core or required courses must be received in order to count toward degree requirements. A student must re-take core or required courses for which a grade of “C+” or below was earned.

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

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

If a student repeats a course in which a grade other than an “F” was received, both grades will be recorded on the student’s permanent academic transcript, but only the most recent (not necessarily the highest) grade will be used to compute the student’s GPA.

Note: Yellow Ribbon, 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 before electing to repeat a course.

To be eligible for a Ph.D., certificate of graduate study, or master’s degree, a student must satisfactorily complete all requirements of the specific degree program with a minimum average of 3.0 quality points (based on a 4.0 scale). Only courses numbered 5000 or above are accepted toward graduate degree programs. Students enrolled in graduate programs must complete their degree requirements within seven (7) years from the year of the first course that was taken as either a degree or non-degree student at Lesley University or another regionally-accredited institution. Courses completed more than seven (7) years from the anticipated date of graduation will not be accepted. The Ph.D. programs have specific requirements pertaining to courses taken at other regionally-accredited institutions. These are detailed in the Transfer of Credits section of this catalog.

Students should contact their faculty advisor if they have questions about their degree requirements.

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 of unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

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 or report (including oral presentations) and submitting it again as if it were new work.

Plagiarism: Presenting the work of another as one's own (i.e., without proper acknowledgment of the sources.) Plagiarism may occur in verbal, written, or creative production formats. It is recognized that appropriation and overt references to other artworks are legitimate practices in contemporary art, and that the generic distinction between such creative strategies and plagiarism can become indeterminate. Therefore, allegations of plagiarism in the studio areas will be evaluated on a case-by-case basis. In case of such a controversy, the decision of the Academic Integrity Committee will be deemed final.

Examples: Utilizing a commercial writing service; obtaining and submitting papers done by another as one's own work; using facts, figures, graphs, charts or other information without acknowledgement of the source; copying work found on the internet and submitting it as one's own.

III. Student Responsibility

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

Upon enrollment, each Lesley student is automatically subject to the requirements and standards of the Academic Integrity Policy and each student has a duty to become familiar with it. All students,

including on-campus, visiting, off-campus and online, are responsible to respect these standards.

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

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

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 Provost of the student's academic area, or a member of the Committee on Academic Integrity in the student's academic area.

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 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 Provost responsible for such matters or their immediate supervisor for review and discussion. In case of cross-area registration the Associate Provost

must ultimately refer the matter for determination to the Associate Provost 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 Provost 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-area registration the Associate Provost must ultimately refer the matter for determination to the Associate Provost 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 Provost or the faculty co-chair of the Committee on Academic Integrity of the student's academic area 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 with the Associate Provost 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 Provost and faculty co-chair may decline to refer the matter for hearing by the academic area's Committee on Academic Integrity and may recommend an appropriate sanction upon the student to the Vice Provost. The Associate Provost will report the recommendation and disposition of the matter to the academic area'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 Provost 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 Provost. The Associate Provost and faculty co-chair will then send the written statements from both the student and faculty member to the 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 Provost 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 Vice Provost.

Step 4: Committee Hearings

The hearing process used by the 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 area 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 area'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 Vice Provost's Office. Each academic area will determine committee terms in line with their area's governance. Terms will be staggered. Student representation and voting privileges on the area-based committee will be at the discretion of each area.

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, Disability Support 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 appropriate Vice Provost 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 Vice Provost'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 Vice Provost of the student's area 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 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 Academic Area, 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 Vice Provost

The area Vice Provost 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 area Vice Provost within five (5) days of receipt of the recommendations. The area Vice Provost 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 area Vice Provost is final.

Record Keeping: Committee records will be maintained for seven (7) years by the area's Office of the Vice Provost. 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 Provosts, to review the academic integrity policy and process. The Associate Provosts will monitor the implementation of this policy in all academic areas, 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

Revised by Interim Provost to reflect new structure April 2024

AUDITED COURSES

Most graduate courses offered for credit may be audited with the approval of the faculty member. Students wishing to audit a course should indicate "audit" on the course registration form or select the audit option during registration in Self-Service. See the Student Accounts Office website (www.lesley.edu/studentaccounts) regarding the cost of auditing a course. Audited courses cannot later be changed to gain credit or a letter grade. Courses taken for credit cannot be changed to audit. Credit or audit enrollment must be declared at the time of registration. Audited courses appear on the transcript as such and carry no credit value. Faculty members or the university will not furnish evaluations or letters attesting to the student's presence or quality of class participation.

Students may observe a class session if permission is given by the faculty member teaching the course. Program offices should be contacted if permission is requested. Students may only be given permission to sit in on one class session.

ADD/DROP POLICY

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). 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, Short Courses, Conferences, Workshops & Travel Study 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 <https://lesley.edu/students/financial-aid-bills-payments/refund-policies-processes>

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

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. 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.

Please note that complaints about student grades and student conduct violations are expressly excluded from SARA review.

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

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.

COURSE WAIVER/SUBSTITUTION

When it can be determined that a student has successfully completed a course at Lesley or at another accredited institution which is substantially the same as a required course in one of the degree programs offered in the university, a waiver or substitution may be granted. C.A.G.S., Master's, and Bachelor's waiver requests from non-accredited colleges and universities (including international schools) are not accepted. Graduate-level coursework must not be more than seven (7) years old at the time of graduation.

In some programs, professional experience may be applicable for course waiver approval. Students should discuss the implication of waivers with their academic advisor. 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. The program maintains the right to determine whether the coursework or professional experience is appropriate. Approval of the course waiver does not reduce the total number of credits required for the awarding of a degree or certificate, but allows the student, in consultation with an advisor, to select another approved course for the same number of credits that may then be taken in lieu of the waived course.

Courses waived within non-degree licensure programs may reduce the total number of credits required for completion of the licensure requirements.

Students 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.

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.

COURSE SEQUENCES

All degree, certificate, and certification candidates should confer with the appropriate academic advisor in determining their course of study. In planning a program with the student, the academic advisor carefully considers an individual's special interests and circumstances. There are, however, certain courses designed to be taken in sequence or in pairs. In addition, an individual may be counseled to take specific courses as prerequisites in addition to the required program of study or to supplement previous educational training. It is the student's responsibility to comply with advisement and published sequencing and prerequisites.

HUMAN SUBJECTS POLICY AND INSTITUTIONAL REVIEW BOARD

Human Subjects Policy Statement

Lesley University is committed to the ethical principles for the protection of human subjects in research set forth in the *Belmont Report* of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. The University requires that all research and teaching activities involving human subjects be guided by these ethical principles. In summary, these principles are:

- **Respect for persons.** This principle requires researchers to obtain informed consent from all human subjects participating in their research. The consent process includes giving subjects full and comprehensible information about the research and providing a clear assurance that participation is strictly voluntary.
- **Beneficence.** The essence of this principle is concern for the wellbeing of subjects. It requires that the risk of harm to subjects be minimized to fullest extent possible. It further requires a risk/benefit analysis in favor of the research, such that the sum of benefits to the subject, as well as the importance of the knowledge to be gained, clearly justifies the remaining risk of harm to human subjects.
- **Justice.** Justice requires that the risks and benefits of research should be fairly and equitably distributed among subjects, with particular concern against the exploitation of subjects whose personal characteristics place them in vulnerable or dependent positions, i.e., children, prisoners, patients, impoverished persons, the cognitively impaired.

Human Subjects Research Institutional Review Board (IRB)

The University, through the Provost's Office, maintains an Institutional Review Board for Human Subjects Research (hereafter the IRB). The IRB shall determine whether an activity constitutes human subject research and whether the research is subject to full Board review, qualifies for an expedited review, or may be exempted from review.

Complete information including process, policies, documents, forms, and IRB contact information may be found at:
<https://lesley.edu/faculty-staff/faculty-academic-resources/teaching-and-scholarship/institutional-review-board>.

WORKSHEET FOR CONSIDERATION OF EXEMPT RESEARCH

Does the study meet the following criteria?

YES

NO

Research conducted in established or commonly accepted educational settings, involving normal educational practices such as: research on regular or special educational instructional strategies, or the relative effectiveness of instructional techniques, curricula, or classroom management techniques. *45CFR46.104(d)(1)*

YES

NO

Research involving the collection or study of existing data, documents, and records. *Existing data means that all the data, documents or records are in existence prior to*

RB review. And, these sources are publicly available or the information is recorded by the investigator in such a manner that subjects cannot be identified either directly or through identifiers linked to the subjects.

YES

NO

Research involving benign behavioral interventions in conjunction with the collection of information from an adult subject through verbal or written responses (including data entry) or audiovisual recording if the subject prospectively agrees to the intervention and information collection. The information obtained is recorded in such a manner that human subjects cannot be identified, directly or through identifiers linked to the subjects, nor, if identified, place the subjects at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, or reputation. *45CFR46.104(d)(3)(A-C)*

If you answered yes to at least one item above, the protocol **will potentially qualify** for exempt approval. *The IRB makes the final determination of exempt status during review of applications.*

However, does this study involve:

YES NO Interactions, surveys, or interviews involving minors?

YES NO Pregnant women, prisoners, children or other vulnerable populations?

YES NO Any procedures that may cause a subject either physical or psychological discomfort or are perceived as harassment above and beyond what the person would experience in daily life?

YES NO Deception?

If you answer yes to any of these four items, the protocol **may not qualify** for exempt approval. *45CFR46.104(b2)*

Please answer the following questions to the best of your ability:

YES NO Is the probability of the harm or discomfort anticipated in the proposed research greater than that encountered ordinarily in daily life or during the performance of routine physical or psychological examinations or tests?

YES NO Is the magnitude of the harm or discomfort anticipated in the proposed research greater than that encountered ordinarily in daily life or during the performance of routine physical or psychological examinations or tests?

If you answer yes to either question above, the study **will not qualify** for exempt approval. *45CFR46.104(d)(3i)*

GUIDE-PREPARATION OF INFORMED CONSENT

General Guidelines for Informed Consent

- The form must include a brief, clear statement of exactly what constitutes participation so that there can be no question later as to whether the individual or parent/guardian was properly informed.

- The form should not be deceptive in any way. The consent form itself must neither deceive nor mislead subjects.
- The form should be written in the second person ("You will be asked to complete the following tests....") so that it accurately reflects the exchange between investigator and subject.
- The form should be written in a manner that will be fully understood by the subject.
- The "Consent Form" heading should be clear and separate.
- The form should clearly indicate that the subject is free to withdraw from the study at any time and without penalty.
- The form must not include any language suggesting that the subjects waive their rights by signing—the right, for instance, to sue.
- The form should assure the subject that appropriate steps will be taken to preserve privacy, confidentiality and anonymity. The form should assure the subject that their name or other identifiers will not be revealed. In those unusual instances where permission is sought to identify a subject in a research report (or any subsequent publication), then the IRB will determine whether a sufficient reason is given for doing so, and that the subject has been fully informed of that risk.
- In instances where subjects are asked to reveal personal experiences and states of mind, the form should make clear that if the subject should reveal something which Federal or State laws require the researcher to report, then the researcher will be obliged to do so, even where such reports appear to violate confidentiality – applicable Federal and State laws take precedence.

Specific Guidelines for Informed Consent Letters

1. Title: Descriptive title.

2. Principal Investigator: Include name of Principal Investigator and other researchers as appropriate with their contact information and institutional or program affiliations. This includes the faculty principal investigators supervising research carried out by students (including doctoral and master's).

3. Sponsor: If the study is funded, include the sponsor's name.

4. Description and Purpose: (Required in all consent forms). May be one or more sections; modify heading(s) as appropriate. This part of the consent form must include:

- A clear explanation of the purpose of the research;
- The expected duration of the subject's total participation;
- The approximate number of subjects to be enrolled in the study at Lesley University and elsewhere. (This information is only required when the number of subjects is material to the person's decision to participate; e.g., small sample size might compromise anonymity.)

5. Procedures: (Required in all consent forms)

a) A description and explanation of the procedures that will be performed on the subject, e.g., filling out questionnaires, being interviewed, being audio and/or videotaped, engaging in role-playing or performing computerized experiments. b) A full explanation of all responsibilities and expectations of the subject. Be sure to communicate the following:

- All of the different people with whom the subject will interact.

- Where the research will be done.
- When the research will be done.
- How often the procedures will be performed.
- How much of the subject's time will be involved in each session and the number of sessions.

6. Risks: (Required in all consent forms)

a) A description of any possible discomforts or **risks** that may exist. Explain how **confidentiality** will be assured if that is a potential problem. Explain what will happen to data collected, including any video and/or audio recordings, once the study is completed.

This section should include a statement that the research may not provide any benefit to the subject. Any benefits to the subject or others that can be expected should be described in a way that is not coercive, enticing, or self-serving. Benefit to society is appropriate. Do not refer to financial compensation in this section. The following is acceptable wording for this section:

Participation in research is voluntary. You have the right to refuse to be in this study. If you decide to be in the study and change your mind, you have the right drop out at any time. You may skip questions. Whatever you decide, you will not lose any benefits to which you are otherwise entitled.

b) If your study does involve any risk of physical harm to subjects, the following statement shall be included on the consent form:

If you are injured during the course of the study and as a direct result of this study, you should contact the investigator at the number or e-mail address provided. Although compensation is not available, Lesley University will assist you in obtaining medical treatment, including first aid, emergency treatment, and follow-up care as needed. Your insurance carrier should be billed for the cost of such treatment. If your insurance carrier denies coverage, Lesley University is under no obligation to pay for the treatment but may do so at its discretion. By providing financial or other assistance, neither Lesley University nor the researchers are stating that they are legally responsible for the injury.

7. Confidentiality, Privacy and Anonymity: (Required in all consent forms)

The following is acceptable wording for this statement, but this wording can be modified as appropriate:

You have the right to privacy. Your records will be kept private and confidential to the extent allowed by law. Numerical identifiers rather than your name will be used on study records. Your name and other facts that might identify you will not appear when this study is presented or published.

The consent form should end with statements similar to the following:

You will be given a copy of this consent form to keep.

Both the investigator and the subject should keep a copy of the signed form.

We require that you add this exact paragraph at the bottom of the form:

There is a Standing Committee for Human Subjects in Research at Lesley University to which complaints or problems concerning any research project may, and should,

be reported if they arise. Contact the Committee Chairperson at irb@lesley.edu.

8. Signatures and names: (Required in all consent forms)

a) Investigator's Signature:

Date Investigator's Signature Print Name

b) Subject's Signature:

I am 18 years of age or older. The nature and purpose of this research have been satisfactorily explained to me and I agree to become a participant in the study as described above. I understand that I am free to discontinue participation at any time if I so choose, and that the investigator will gladly answer any questions that arise during the course of the research.

Date Subject's Signature Print Name

If needed (This line is required only if the subject is not able to consent for herself or himself):

Date Signature Parent/Guardian or Print Name

Legally Authorized Representative

APPLICATION FOR REVIEW OF HUMAN SUBJECTS RESEARCH

A unified application form for human subjects research can be found on the IRB web page, under "Documents and Forms":

lesley.edu/faculty-staff/faculty-academic-resources/teaching-and-scholarship/institutional-review-board.

CREDIT HOUR

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

CREDIT LOADS

A standard academic guideline for determining course load is one credit per week. Therefore, the maximum credit load per semester is as follows:

Summer	10 credits or less
Fall or Spring	15 credits or less
January	4 credits or less

Students should consult their program to check program-specific academic guidelines regarding credit load.

GRADING INFORMATION

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.

Undergraduate Students enrolled in Education, Liberal Arts and Business, and Mental Health and Well-Being: 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 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.

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.

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 cumulative 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 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;
- Audited classes cannot count towards degree or certificate requirements

Requesting Transcripts

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

Pricing and delivery options are also available at lesley.edu/transcripts.

Students can view an unofficial transcript online through their Self-Service account. Printed copies of unofficial transcripts can be ordered through the Office of the University Registrar at help@lesley.edu. Unofficial transcripts are printed on plain paper and do not carry the college seal or registrar's signature. They are intended for the student's personal use only. Lesley University will provide unofficial transcripts solely to the student.

There is no charge for unofficial transcripts.

GRADE AND TRANSCRIPT KEY

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 academic levels. 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 Vice Provost of the Academic Program 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 - GRADUATE STUDENTS

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

An incomplete grade request must be 1) initiated by the student before the end of the semester/ term in which the course is taken or by a date set by the instructor in the course syllabus, 2) agreed to by the instructor, and 3) committed to in writing by completing, signing, and filing a Contract for Completion of Incomplete Coursework (Incomplete Contract). Students should be prepared to provide documentation of their circumstances when submitting a request. Incomplete Contracts are available online through the Office of the University Registrar forms webpage.

Remaining course requirements must be completed in accordance with the Incomplete Contract. Course instructors will set deadlines for the completion and submission of outstanding course requirements. It is the student's responsibility to ensure that all work is completed and submitted within the deadlines set by the instructor which may be earlier than the University's *semester end* deadline.

In all cases, the incomplete grade must be changed no later than the *grading deadline* for the subsequent semester/term (e.g., fall 2023 incomplete grades must be changed by the posted grading deadline in the Academic Calendar for spring 2024 courses; fall term 1 incomplete grades must be changed by the posted grading deadline in the Academic Calendar for fall term 2 courses.) The changing of an "I" to an academic grade is relayed from the instructor to the Office of the University Registrar by submitting the change of grade form available to faculty on the Provost's Sharepoint site.

An "I" grade that is not resolved within the time frames indicated above will automatically become a grade of "F" (Failing), with the exception of incomplete grades assigned to PhD Educational Studies, PhD Counseling Psychology, and PhD Expressive Therapies students, which will remain "I" unless completed.

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 may 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 Vice Provost of the academic area 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.

Proposed policy initially submitted to Academic Advisory Committee by professional advisors group, LPAAC (Lesley Professional Academic Advisors Committee). AAC determined that the proposal should be treated as if it was initiated by the Provost for purposes of review by the various governing bodies.

Reviewed by Deans Group Feb 27, 2015. Deans Group endorsed the new policy, but cited the need for exception to the policy for courses offered in unusually designed programs (e.g. Urban Teacher Center).

Reviewed by AAC March 12, 2015. Provost Williams informed the Committee that the Deans Group had reviewed and endorsed the policy as written, with the noted exceptions.

Reviewed and endorsed by Faculty Assembly May 2015. FA Chair, S. Spadorcia noted courses that should be excluded from policy - certain “clinical” course.

Sept 14, 2015 Provost approved the revised policy with a provision for handling exceptions.

This policy will go into effect as of SP/16 - January 25, 2016.

Updated by AAC September 16, 2021.

Updated by AAC for Graduate students February 16, 2023. Separate Undergraduate policy created.

GRADUATION REQUIREMENTS

GRADUATE STUDENT DEGREE ELIGIBILITY

To be eligible for a Ph.D., certificate of graduate study, or master’s degree, a student must satisfactorily complete all requirements of the specific degree program with a minimum average of 3.0 quality points (based on a 4.0 scale). Only courses numbered 5000 or above are acceptable for graduate degree programs.

Students enrolled in graduate programs must complete their degree requirements within seven (7) years from the year of the first course that was taken as either a degree or non-degree student at Lesley University or another regionally-accredited institution. Courses completed more than seven (7) years before the anticipated date of graduation will not be accepted. The Ph.D. programs have specific requirements pertaining to courses taken at other regionally-accredited institutions. These are detailed in the Transfer of Credits section of this catalog.

See the “Grades” section of this catalog for specific information about grade requirements for required and elective courses. Please check the degree requirements for specific programs in each program area.

COURSE REGISTRATION AND GRADES FOR FINAL SEMESTER

Students enrolled in spring courses who expect to graduate in May must register for all courses by the add/drop deadline for the spring semester. Students who expect to graduate in September must be registered by the add/drop deadline for the summer semester. Those enrolled in fall courses must be registered by the add/drop deadline for the fall semester for the January conferral. Students must be registered for a minimum of 1 credit in the semester they intend to graduate; doctoral students must be registered in a matriculation or continuation course in the semester they intend to graduate. Coursework must be completed, and grades submitted to the Office of the University Registrar, by the dates published in each year’s academic calendars.

Faculty should submit final grades via Self-Service to the Office of the University Registrar for all students expecting to graduate by the deadlines published in the academic calendars. Grades submitted at this time by faculty are final and cannot be changed.

Students are responsible for seeing that all degree or certificate requirements have been met and should consult with their academic advisor to review their degree requirements. It is important for students to consult with their advisor at the beginning of the semester or term prior to graduation. Students will not be eligible for graduation the same semester or term that acceptance to a degree or certificate of advanced graduate study program is given. Students must have a minimum of one full semester or term between the time of acceptance and the date of graduation.

Important Note: Transfer and prior learning assessment (PLA) credits, as well as course waiver and substitution processing, must be completed at least one semester/term prior to the beginning of the final semester or term before graduation. If the above documentation is not received within the stated timelines, a student's degree conferral may be moved to the following conferral period.

GRADUATION APPLICATION

Candidates who complete their course of study and expect to graduate must complete and submit an electronic Graduation Application via Self-Service at www.lesley.edu/selfservice. The online form must be submitted by the published deadlines listed in the academic calendars. No exceptions to these dates will be made. Any student not filing online by the appropriate date is ineligible for that conferral period.

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 should check with their academic advisor before filing the application.

The Graduation Application must be submitted regardless of plans to participate in the May commencement ceremony.

GRADUATION CEREMONY AND DEGREE CONFERRALS

Degrees are conferred three times each year in September, January, and May. However, Lesley University holds one commencement ceremony each year, in May. Students participating in the May commencement ceremony will pay an additional fee for cap and

gown. September and January graduates are also invited to attend the May ceremony.

Diplomas are mailed within four weeks of each conferral date. Graduates are not eligible to receive their diplomas unless all financial obligations to the university, including fines for overdue library materials and outstanding parking fines, have been paid prior to graduation.

COMMENCEMENT PARTICIPATION POLICY

In order to participate in the May commencement ceremony, students must complete all degree requirements of their programs and fulfill all financial obligations to the university. To participate in the commencement ceremony, students must file the electronic Graduation Application via Self-Service (www.lesley.edu/selfservice) by the appropriate deadline listed on the academic calendar.

Students who will complete their degree requirements by taking courses in the summer and/or fall following commencement may be eligible to participate in the May commencement ceremony as a “March Only” candidate. Graduate students with no more than three (3) credits left to complete may participate in the May commencement ceremony, provided they file a Graduation Application for their chosen conferral period. Students who have more than the maximum number of credits left to complete (including incomplete grades not yet changed) will not be eligible to participate in the May commencement.

Note: Ph.D. candidates are not eligible for “March Only”. All degree requirements for Ph.D. candidates must be met in order to participate in the May ceremony.

POST-GRADUATION CHANGES TO RECORDS

After graduation the student's academic record is sealed and cannot be changed. All academic records held by the University must be maintained as they were at the time the student's degree was conferred.

INDEPENDENT STUDY COURSES

The option to design and complete a suitable independent project that does not duplicate a course offering is available in most degree programs. When appropriate, a course offering may be completed as an independent study under the individual guidance of a faculty member.

If an independent study course is desired, the student is responsible for planning the project, obtaining approval of the appropriate school vice provost or designee, and arranging for supervision by a particular faculty member. Faculty members have the right to decline the request for an independent study; however, every effort is made to accommodate a student's independent study request.

Students wishing to register for an Independent Study must first obtain a faculty sponsor. Once a sponsor is acquired, an Independent Study Course Contract is completed by the sponsoring faculty member in consultation with the student. The request is reviewed by the relevant Associate Provost and Vice Provost. After approval the request is then forwarded to the Office of the University Registrar by the student for final registration processing.

Please note the registration deadlines for filing an Independent Study Course Contract are published in the academic calendars. The project title for an independent study will appear on a student's transcript once official grades have been recorded. For tuition rates contact the

Student Accounts Office by submitting a case to the Support Hub at support.lesley.edu.

Students in the doctoral program should refer to the Ph.D. program student handbook for independent study information pertaining specifically to doctoral students.

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

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 visit <https://lesley.edu/students/international-student-services-iss> for more information.

- International students on a Lesley I-20 must comply with the F-1 enrollment requirement which imposes a maximum of three on-line credits each fall and spring semester.
- International students on a Lesley I-20, must obtain prior approval and a new I-20 before dropping below full-time of 9 credits for graduates or 12 credits for undergraduates. Contact International Student Services at iss@lesley.edu for assistance.
- International students on a Lesley I-20 must obtain approval from International Student Services before starting Curricular Practical Training (CPT).. A new I-20 will be needed to return to school. Contact iss@lesley.edu for assistance.
- International students wishing to return on F-1 non-immigrant status, must obtain a new I-20. Contact International Student Services at iss@lesley.edu for assistance.

LEAVE OF ABSENCE

Description and Request Process

When personal or professional circumstances preclude enrollment in classes, matriculating students must notify the university. A leave of absence, approved through the Office of the University Registrar, extends the time allowed to complete a program of study. A leave of absence may be granted for one or two consecutive semesters or one, two, three, or four consecutive terms with the following stipulations:

1. The student must plan to return to the university at the end of the specified period to complete their academic program.
2. Before requesting a leave of absence, a student must speak with their academic advisor and be cleared by Student Financial Services. The student will discuss the impact of the leave on their degree completion and any possible consequences for loan repayment and financial aid.

3. The student must complete and submit the online leave of absence form, available at lesley.edu/forms/loa. The student will log into the Dynamic form using their Lesley credentials.

A leave of absence is not finalized until processed by the Office of the University Registrar. Non-attendance does not constitute an official leave of absence.

Current Semester/Term Courses

There are parameters around leave of absence requests that involve dropping actively enrolled courses. Students may not initiate a leave of absence with the intent to drop a standard 15-week course during the last three weeks of the semester. Students may not initiate a leave of absence with the intent to drop an 8-week term-based course during the last two weeks of the term. A leave of absence or withdrawal for any semester/term will be granted only through the last day to drop with a "W" grade for that semester/term. Leave of absence requests after that date will be considered for the following semester/term. The policy regarding incomplete grades remains in effect regardless of the student's leave of absence or withdrawal status. Students who drop a course after the add/drop period has ended will receive a "W" grade on their transcript. Refunds are processed according to the published refund policy. The refund policy can be found on the Financial Aid, Bills, & Payments section of the website at lesley.edu/students/financial-aid-bills-payments/refund-policies-processes

Students seeking a leave of absence or withdrawal after the deadline to drop with a "W" grade for a standard 15-week or 8-week term may be eligible to appeal if they encounter serious or unavoidable circumstances. Examples of such circumstances include verifiable cases of illness, death or serious illness in the family, significant accidents, or other grave situations beyond the student's control. Students may be required to provide documentation of their circumstances. The Office of the University Registrar along with other administrative offices will review and determine the outcome of the appeal. Students should submit the appeal to the Registrar's Office via the Support Hub at support.lesley.edu.

Student Status While on Leave

A student on a leave of absence will remain a degree, C.A.G.S., or certificate candidate with access to Lesley systems (such as email, self-service, and myLesley) but will not retain the privileges of a registered student, which includes financial aid, student support services, and student funded activities.

During their official leave of absence, students are not eligible to receive federal financial aid. In addition, students who have borrowed a Federal Stafford Loan, Federal Perkins Loan, Federal Grad PLUS loan, and/or Massachusetts No Interest Loan may begin to utilize their grace period(s) while on leave and subsequently may be expected to begin repayment of their educational loan(s). The Financial Aid Office encourages students who are planning on taking an official leave of absence to meet with their Financial Aid Counselor to discuss educational loan repayment options and eligibility for grace period(s).

Returning from Leave

At the end of the approved leave, students must meet with their advisor to develop a plan for program completion. Students may contact their advisor directly or email advising@lesley.edu for support.

Students should also be aware that curriculum and/or licensure changes implemented during a leave of absence or withdrawal period may require changes or additional course work in their program of study.

Students who are experiencing academic difficulty and are not in good academic standing may be required to participate in a formal academic review at the end of their approved leave before being permitted to re-enroll and continue in their program of study.

Students returning from a leave of absence should contact the Student Financial Services Office to inform them of their start date if they want to be considered for financial aid.

Extension of Leave

If students are unable to return by the end date of their approved leave, they must apply for an extension using the leave of absence form. Extensions of a leave of absence may be granted on a semester-by-semester or term-by-term basis, allowing for a maximum duration of up to two academic years, but not exceeding this limit. Students who do not file a formal extension request, or do not re-enroll at the end of their approved leave of absence, will no longer be considered matriculated and their program status will be made inactive.

LICENSURE PROGRAMS – ADDITIONAL INFORMATION FOR ENROLLED STUDENTS

Massachusetts Department of Elementary and Secondary Education (ESE) approved programs for educational personnel (teachers, guidance counselors, and specialist teachers) are designed to lead to licensure and meet current Massachusetts licensure regulations. See approved program of study for specific requirements.

Candidates are required to register online at www.doe.mass.edu/licensure/ for Massachusetts shortly after acceptance into their program. Test performance will be logged into the candidate's electronic application. When all program requirements have been satisfied, the Lesley Educator License and Certification Office will complete an electronic endorsement through the Educator Licensure and Renewal (ELAR) system. Students may request an endorsed transcript online at www.lesley.edu/certification through the Lesley University Certification Office website.

Education candidates should apply for licensure at www.doe.mass.edu/ and graduate candidates should request an endorsed transcript from Lesley University and upload through their ELAR account along with their undergraduate transcript. Instructions for online applications are available through the Lesley Educator License and Certification Office website: www.lesley.edu/certification.

PRE-ADMISSION COURSE ENROLLMENT

Prospective students with bachelor's degrees considering application to a degree or certificate program at Lesley University may take courses for graduate credit on a non-degree basis. It is strongly recommended that students complete the admission process before completing more than two (2) courses or a total of six (6) credits.

Lesley University does not guarantee the acceptance of credits earned prior to formal admission since the coursework may not be applicable to the program requirements. Admission requirements are listed on the application form.

PROGRAM CHANGE REQUESTS

Students wishing to transfer from one program to another may submit a Request for Program Change Form in consultation with their advisor. This form must be completed, with all necessary signatures, and submitted to the Office of the University Registrar for processing.

prior to the start date of 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. Students requesting a transfer from one program to another program should consult with the academic advisor or program advisor of both programs prior to completion of the program change form.

PROGRAM REVIEW

Lesley University engages in periodic review of programs and graduation requirements. Programs are subject to change without prior notice.

REINSTATEMENT POLICY FOR GRADUATE STUDENTS

Returning to Lesley following a Leave of Absence (LOA):

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 Academic Advisor, before registering. Students may also request an official extension of their LOA through their advising office. Extensions of a leave of absence may be granted on a semester-by-semester or term-by-term basis, allowing for a maximum duration of up to two academic years, but not exceeding this limit. Students who do not file a formal extension request, or do not re-enroll at the end of their approved leave of absence, will no longer be considered matriculated and their program status will be made inactive.

Students who wish to return after their LOA period has expired, 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/reenrollment 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, in accordance with the transfer of credit policy;
- (c) discuss why they wish to be reinstated.

The Director of Academic Advising, Department Chair or Assistant Program Director may reinstate such students without approval of the Vice Provost. However, if there are concerns about the application, the Vice Provost will make the final decision on reinstatement.

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

Reinstatement after Academic Probation or Dismissal:

Academic Probation: Academic Review Policy

A student who left Lesley on academic probation due to failure to meet minimum academic standards for their enrolled program should submit to their Vice Provost'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, in accordance with the transfer of credit policy;

(c) discuss why they wish to be reinstated and how they have met specified conditions outlined in the Academic Review letter from the Vice Provost;

(d) explain their strategies for achieving academic success at Lesley.

The Associate Provost will review the request in consultation with the Program Director or Department Chairs and send a recommendation to the Vice Provost. The Vice Provost will make the final decision on reinstatement.

Academic Dismissal: Academic Review Policy

Academic dismissal occurs after a student fails to meet the conditions of an academic probation or violates other policies of the academic area or program. Normally, after one semester following academic dismissal, students may apply for reinstatement to Lesley. To apply for reinstatement, a student who was academically dismissed must submit to the Vice Provost'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, in accordance with the transfer of credit policy);
- c) discuss why they wish to be reinstated including how they have met specified conditions outlined in the Academic Dismissal letter;
- 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.
- f) provide additional documentation regarding conditions for reinstatement included in the dismissal documentation.

The Associate Provost will review the request in consultation with the Program Director or Department Chair and send a recommendation to the Vice Provost. The Vice Provost will make the final decision on reinstatement following dismissal.

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

Fall Semester	August 15
Fall 1 Term	August 15
Fall 2 Term	October 1
Spring Semester	January 2
Spring 1 Term	January 2
Spring 2 Term	March 1
Summer, Summer 1 & 2 Terms	May 1

(Replaced Reinstatement Appeal Process. Created and approved by Associate Deans April 2022.)

STUDENT CLASSIFICATION AND STATUS

The following categories of student classification exist:

Degree Student

An accepted candidate is eligible for receipt of a Ph.D., certificate of advanced graduate study, master's, bachelor's, or associate's degree upon successful completion of all degree program requirements.

Certificate Student

An accepted candidate is eligible for receipt of a graduate certificate upon successful completion of all certificate program requirements.

Licensure Student

An accepted candidate is eligible for an endorsement for state licensure upon successful completion of all licensure program requirements. A licensure-only student, while accepted as a candidate for licensure, is considered a non-degree student since a degree is not received. Students in degree programs that also include certification preparation are considered degree students.

Special Student

An accepted candidate, usually an international applicant, who has a special visa status or who is studying a full program as a non-degree student.

International Students

All international students on an F-1 visa are required by the U.S. Citizenship and Immigration Services to be full-time students during their entire course of study. Please see the admissions section for other important international student information.

Non-Degree Student

A student who has registered for courses, but who has not formally been accepted into a Lesley University degree program. Non-degree status is also held by students who have registered for licensure courses and/or who have formally applied and enrolled in a licensure-only or licensure program. Established definitions of traditional student status that meet federal, state, and local government student status requirements for loan and financial aid eligibility are as follows:

- Financial aid from Lesley University is not available to students in non-degree status.
- Federal financial aid programs are not available to students with non-degree status, including student loan programs.

Full-Time/Half-Time Degree Status

Graduate students are considered to have full-time status if they are formally accepted in a degree or certificate program and are registered for a minimum of nine (9) credits per semester, with the exception of the Ph.D. program students. Other thresholds of importance to graduate students are:

- Half-time: 3 or more credits**
- Less than half-time: Less than 3 credits
- Ph.D. program student status is determined by course registration and credits billed. * Students at 6 credits or who are considered full-time and who live or take classes in Massachusetts, must show proof of insurance or they may be automatically charged for and enrolled in the university's health insurance program for the semester. Additional information is available at lesley.edu/students/financial-aid-bills-payments/undergraduate-tuition-feestudentaccounts.

* Students at 9 credits or who are considered full-time and who live or take classes in Massachusetts, must show proof of insurance or they may be automatically charged for and enrolled in the university's health insurance program for the semester. Additional information is available at lesley.edu/students/health-wellness-safety/health-and-dental-insurance.

** Half-time status is the standard threshold for eligibility for federal financial aid programs at the graduate level.

STUDENT CONSUMER INFORMATION

Lesley University supports and conforms to Section 493A of Title IV of the Higher Education Act of 1965, and in particular, Section 131 of the Education Amendments 1976—Student Consumer Information. Lesley University, in keeping with accreditation guidelines, cannot guarantee that credits granted to students will be accepted for transfer into any other school, college, or organization.

The transferability of credits earned at Lesley University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Lesley University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Lesley to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Lesley will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned. Neither enrollment in a degree program nor completion of a Lesley University degree is a guarantee of future employment.

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) 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:

Holly Aldrich, Director of Disability Support Services

Phone: 617.349.8655 via Relay 711

Fax: 617.649.3704

Email: haldric2@lesley.edu

Disability Support Services staff facilitate 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. Additional information can be found on the Disability Support Services webpage.

Notice of Nondiscrimination:

In accordance with Title IX and other federal and state nondiscrimination laws, Lesley University does not discriminate and prohibits discrimination on the basis of race; ethnicity or ethnic characteristics; color; religion or creed; gender, gender identity, or

gender expression; national or ethnic origin; ancestry or shared ancestry; age; physical or mental disability; pregnancy or related conditions; parental, family, or marital status; sex, sex characteristics, or sex stereotypes; sexual orientation; genetic information; veteran or military status; membership in uniformed services; and all other categories protected by applicable state and federal laws in any education program or activity that it operates, including in admission and in employment.

For questions or concerns related to discrimination and harassment, including sexual misconduct, to make a report or complaint, or for questions about the application of Title IX, individuals should contact Valerie Yeakel, Director of Equal Opportunity & Title IX Coordinator, at (617) 349-8643, at Lesley University, Office of Equal Opportunity, 29 Everett Street, Cambridge, MA 02138, or at vyekel@lesley.edu.

Reports related to discrimination and harassment can also be made through the [Equal Opportunity Online Reporting Form](#) and the [EthicsPoint](#) third-party hotline, both of which allow individuals to report anonymously. More information related to equal opportunity and Title IX, including the University's nondiscrimination policies and procedures, can be found by visiting the Office of Equal Opportunity's webpage at www.lesley.edu/eoandtitleix. In addition to contacting the Director of Equal Opportunity, individuals who have questions regarding the application of Title IX can also contact the U.S. Department of Education's Office for Civil Rights.

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.

Personal Technology Use During All Class Sessions:

The Provost at Lesley University supports faculty requirements about the use of technology during all class sessions (face to face and online). Faculty will communicate their classroom policies directly to students in their syllabus.

Lesley University Library Services:

The Library Research Portal (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

TRANSCRIPTS

An official Lesley transcript is a record of all coursework a student has taken at Lesley (including the Art Institute of Boston), including any transfer of credit, waiver, and portfolio credit awarded. Dates of attendance, academic program, and conferral date (if any) are included. Actions such as leave of absence, withdrawal, reinstatement, and academic probation are also recorded on a student's transcript. Transcripts are maintained for all past and present students. Transcripts of students' records are official only when they bear the Lesley University seal and the Registrar's signature. The Family Educational Rights and Privacy Act, protecting student record confidentiality, requires written permission to release information.

A Requirements Completed Transcript is an official transcript that includes the completion date of the student's program requirements (generally the date the final grade for the program was received by the Office of the University Registrar), and the anticipated conferral date of the student's degree. This type of transcript is offered so students can prove they have completed their program prior to degree conferral (graduation). It is often used (for example) by teachers, who may receive a pay raise upon completion of their master's degree requirements, or by undergraduate students applying for initial educator licensure. Students must file a Graduation Application before a Requirements Completed Transcript will be processed.

For more information on Lesley University's transcript policy and how to request a transcript, see the Transcript request web page at lesley.edu/transcripts.

TRANSFER OF CREDITS

In consultation with their academic advisor, students may apply to transfer in graduate credits from another institution. To be accepted for transfer into a Master's, Certificate of Advanced Graduate Study (CAGS), Certificate, or PhD program, a course must meet the following requirements:

1. The course must be at the graduate level from a regionally accredited institution (Note: MSW program additionally requires that the institution is accredited by the Council on Social Work Education).
2. The course must not have been used to meet degree requirements in another program of study at Lesley University or at another institution.

3. The course must be in an area of study judged by the academic area/program to be essentially parallel to a required course or suitable in content for elective credit.
4. The course must have been completed with a letter grade of "B" or better. Master's and CAGS level courses with a "P/Pass" grade may be approved if accompanied by a statement from the affiliated university handbook or from the registrar's office indicating that the grade is equivalent to a "B" or better.
5. The course must not be more than seven (7) years old at the time of graduation from Lesley University (Note: MSW and PhD programs stipulate that courses must not be more than five (5) years old at the time of graduation.)
6. Except where noted or by permission, transfer credits are based on courses completed prior to matriculation at Lesley University.

The maximum number of transfer credits permitted varies based on the graduate program. In rare cases, transfer of additional credits beyond the maximum may be approved. Such cases require multiple levels of permission, starting with a petition to the Associate Provost and subsequent approvals by the area Vice Provost and the University Provost.

The University retains the right to determine whether transfer credits may be applied to the current program of study. **Students who petition for transfer credit approval should not assume credits are accepted as transfer credit until they are posted to their academic record.** While courses approved for transfer appear on the final Lesley University transcript, grades of transferred courses are not used to calculate the grade point average. Transfer credit must be approved and processed prior to the student's final semester leading to graduation. Credits from international institutions may require additional documentation for transfer consideration.

Students should review the program catalog entry in this Graduate Catalog for the transfer credit policy for their program.

Process for transferring credits

Students initiate the transfer credit request process by communicating with their academic advisor and should be prepared to submit supporting documentation as requested that may include a course description, syllabus, or other information (e.g., credential evaluation for international credits). The academic advisor sends approved transfer of credit forms to the Registrar's Office for final approval and processing. An official transcript from all colleges, universities, or military institutions must be submitted to the Registrar's Office.

Students are encouraged to consult with their academic advisor in their first semester of study. Transfer credit must be approved and processed prior to the student's final semester leading to graduation.

Master's degrees and CAGS

The maximum number of accepted transfer credit varies by program. In rare cases, transfer of additional credits beyond the maximum may be approved. Such cases require multiple levels of permission, starting with a petition to the Department Chair/Program Director and approvals by the Vice Provost of the academic area and the University Provost.

All master's degree programs allow transfer credit for up to six (6) credit hours of appropriate coursework.

Master of Fine Arts (MFA)

The MFA program in Creative Writing allows for transfer credits of up to nine (9) credits of appropriate coursework.

The MFA program in Visual Arts allow transfer credit for up to twelve (12) credit hours of appropriate coursework. Students are required to submit a course description, undergo a portfolio review, and submit written justification for the requested credits.

Master of Social Work (MSW)

Students in the 60-credit MSW program are allowed to transfer a maximum of twelve (12) credit hours of appropriate coursework from an institution accredited by the Council on Social Work Education. Courses completed more than five (5) years from the anticipated date of graduation will not be accepted.

Master of Business Administration (MBA)

Students in the 39-credit MBA program may transfer a maximum of six (6) credit hours of appropriate coursework.

Certificate of Advanced Graduate Study (CAGS)

All CAGS programs at Lesley University allow transfer credit for up to six (6) credit hours of appropriate coursework.

PhD degrees

Counseling & Psychology and Expressive Therapies PhD programs in Mental Health and Well-Being do not accept any transfer credits.

PhD in Educational Studies:

Courses Taken Before Matriculation into the PhD Program

Students are permitted to transfer a maximum of nine (9) credits of post-master's work toward the PhD degree.

The courses must be:

- approved through advisement
- taken post-master's level
- completed at regionally accredited institutions no longer than five years prior to the date of admission to the doctoral program
- completed with a grade of "B" or better

Courses Taken After Matriculation into the PhD Program

With prior approval of the senior advisor and the Advanced Graduate Council, PhD students may include in their study plan traditional coursework at other universities (no limit on the number of credits that students can transfer into their program of study at Lesley University). Students register for these courses at the designated accredited institution and transfer the courses to Lesley University. All such credits must be approved by the senior advisor and the program director and must be transferred before the end of Phase II of the doctoral study.

Graduate Certificates

Students enrolled in a Graduate Certificate program with a total credit requirement of 21 credits or less may transfer a maximum of three (3) credit hours of appropriate coursework.

Students enrolled in a Graduate Certificate program with a total credit requirement of 22 credits or more may transfer a maximum of six (6) credit hours of appropriate coursework.

Students who enroll in the online graduate certificate *Developing Literacy Expertise through Responsive Classroom Teaching* in the Center for Reading Recovery and Literacy Collaborative can apply to transfer up to three credits.

Transfer credits are not accepted in the online graduate certificate in *Literacy Coaching and Teacher Leadership* in the Center for Reading Recovery and Literacy Collaborative.

Graduate students who have completed a graduate certificate at Lesley may be eligible to use those course credits toward a Lesley graduate degree. Contact individual programs for more information.

WITHDRAWAL FROM THE UNIVERSITY

Students who wish to withdraw voluntarily from the University must complete and submit the online withdrawal form, available at lesley.edu/forms/loa. The student will log into the Dynamic form using their Lesley credentials. Before withdrawing, a student must speak with their academic advisor and be cleared by Student Financial Services. The student will discuss the impact of the withdrawal and any possible consequences for loan repayment and financial aid. A resident student is expected to vacate their room within 48 hours of the effective date of withdrawal. A resident student must contact the Office of Residence Life at reslife@lesley.edu to make an appointment to complete the checkout procedure.

Students may not withdraw from a standard 15-week course during the last three weeks of the semester. Students may not withdraw from an 8-week term-based course during the last two weeks of the term. A withdrawal for any semester/term will be granted only through the last day to drop with a "W" grade for that semester/term. Requests after that date will be considered for the following semester/term. The policy regarding incomplete grades remains in effect regardless of the withdrawal status.

A withdrawal will not be finalized until processed by the Office of the University Registrar. It is the student's responsibility to notify the university in advance if they plan to apply for a withdrawal. *Non-attendance does not constitute an official withdrawal; students will be held responsible for all related tuition and fees. See refund policy.*

University policy does not allow retroactive withdrawals or refunds.

Students seeking a leave of absence or withdrawal after the deadline to drop with a "W" grade for a standard 15-week or 8-week term may be eligible to appeal if they encounter serious or unavoidable circumstances. Examples of such circumstances include verifiable cases of illness, death or serious illness in the family, significant accidents, or other grave situations beyond the student's control. Students may be required to provide documentation of their circumstances. The Office of the University Registrar along with other administrative offices will review and determine the outcome of the appeal. Students should submit the appeal to the Registrar's Office via the Support Hub at support.lesley.edu.

REFUND OF CHARGES DUE TO DROPPED COURSES

If a student drops a course prior to the end of the add/drop period for any given semester or term, course-associated charges such as tuition and fees for that course will be refunded in full and there will be no impact to the student’s transcript.

If a student drops the course after the end of the add/drop period, the student is financially responsible for the entire semester/term of tuition and fee charges for the course. This applies to all courses including residencies, weekend intensives, short courses, conferences, and travel study. The course will remain on the student’s transcript and the student will receive a grade of “W”.

Non-attendance does not satisfy the requirement for withdrawal and students who do not attend courses and do not withdraw/drop will be charged in full for course tuition and fees.

University policy does not allow retroactive withdrawals or refunds.

When are you dropping a course?	Amount Refunded Tuition and Fees	Transcript Impact
Before the End of the Add/Drop Period	100%	No course. No grade
After the End of the Add/Drop Period	0%	Attempted course. "W" grade

REFUND OF CHARGES FOR WITHDRAWAL FROM THE UNIVERSITY

Students who wish to withdraw voluntarily from the University must obtain and complete an online Withdrawal Form to remain in good standing with the University and receive any appropriate refunds.

If a student withdraws or is withdrawn from all courses by the University for non-attendance early in the semester, an adjustment of institutional charges may be made to the student’s account in accordance with the appropriate policy described in the following section.

Students who are suspended or dismissed from the University or residence halls for any reason will receive no adjustment of charges.

In most cases in which the student received financial aid, any credit applied to the account will go to repay financial aid received and no money will go to the student or parent. Unpaid charges remaining on the account after all required adjustments are still owed to the university.

Students who withdraw from all classes after the add/drop period will be eligible for a reduction of tuition, room, and meal plan charges in accordance with the following schedule based on the date the student officially withdraws from the College. This includes students who withdraw for medical reasons.

Students are eligible for a 100% refund of all tuition, fees, housing, and meal plan charges if they withdraw prior to the end of the add/drop period except for tuition deposits and housing deposits.

Time of Withdrawal from the University	Refund
Add/Drop Period: Day 1 through Day 7 of classes	100%
Day 8 through Day 14 of classes	50%
Day 15 through Day 21 of classes	25%
Day 22 and beyond	No refund

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](https://support.lesley.edu)

Mailing Address:

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

PHYSICAL OFFICE LOCATION:

University Hall

The Support Hub, 1st Floor

1815 Massachusetts Ave
Cambridge, MA 02140

SELF-SERVICE

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.
- User Profile:** View, update, and confirm email address(es), chosen name, preferred pronouns, gender identity, and phone number(s).
- 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.

•**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 a claim email from Lesley Username Claim (no-reply-claim@lesley.edu) with instructions for getting started.

Instructions on claiming your account can be found at support.lesley.edu/a/solutions/articles/4000197063

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.

REGISTRATION

Each registration period, students are notified about registration dates, procedures, and course offerings. Course registration must be completed by the add/drop deadlines. Deadlines are published on the academic calendars. Students registering for courses with six or fewer class meetings, J-term courses, travel study courses, workshops (including MTEL workshops) and conferences, must do so before the course begins.

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

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

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.

Online Registration: Eligible students may register via Self-Service at lesley.edu/selfservice. Please reference the academic calendars at lesley.edu/students/academic-resources/academic-calendars for specific dates and times and the Office of the University Registrar's website at lesley.edu/registrar for instructions. Students may also confirm their class schedule online by accessing their Self-Service account.

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

Late Registration: Following the start of the semester or term, students may register in person on a space-available basis or on Self-Service during the WebReg period. This registration must be completed prior to the start of the eighth calendar day from the first day of the semester for all standard semester-long courses (15-week courses) and from the first day of the term for all term-based courses (8-week courses). Students registering for courses with six or fewer class meetings, J-term courses, travel study courses, workshops (including MTEL workshops) and conferences, must do so before the course begins. Students must submit registration and payment in full to the Office of the University Registrar before attending any classes.

Add/Drop or Section Changes: Refer to the Add-Drop Policy (p. 33) in the Academic Policies and Procedures section of this Catalog.

Withdrawing from a Course: The policy regarding withdrawal from courses becomes effective after the add/drop period terminates. If a student withdraws from a course or from the University prior to the end of the twelfth week of the semester for semester-based (15-weeks) courses or prior to the end of the sixth week for term-based (8-week) courses, the student will receive a grade of "W" on their transcript. Exceptions to these deadlines may be granted for students with documented medical circumstances. 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 the last day to drop with a "W" grade will receive a grade of "F" on their official transcript.

Failure to drop in a timely manner may result in the course being included on the student's official transcript. Lesley University does not allow retroactive withdrawals or refunds. No late or retroactive add/drop registration forms will be accepted. It is the student's responsibility to notify the university in advance of plans to apply for a withdrawal or leave of absence.

Non-attendance does not constitute an official drop/withdrawal; students will be held responsible for all related tuition and fees.

Students who drop or withdraw from courses are granted refunds according to the refund policy. Please see 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 and/or the "Leave of Absence/Withdrawal" section of this catalog.

Refer to the Academic Calendar for exact dates (lesley.edu/students/academic-resources/academic-calendars).

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

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

De-Registration: Students who have outstanding financial obligations to the university are subject to de-registration for future semesters. De-registration will result in loss of a student's future class schedule and registration. Students must settle all outstanding financial obligations before the Office of the University Registrar will permit re-registration on a space-available basis.

Course Catalog: A schedule of course offerings can be viewed on Self-Service in "real-time" by selecting "Academics" and then "Course Catalog" from the menu on the left sidebar. This feature also displays the courses, room locations, faculty, availability, capacity, etc. for course sections. While the University makes every effort to inform and notify students of schedule changes, it is the student's responsibility to check their schedule on Self-Service for updated course information.

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

PRACTICUM/STUDENT TEACHING REGISTRATION

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

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

Other VA Certifying Officials and Points of Contact:

- Financial related questions: Greg Kasabian, VA Certifying Official, 617-349-8760 or gkasabi2@lesley.edu
- Academic related questions: Rebecca Rea, VA Certifying Official, 617-349-8744 or rrea@lesley.edu
- Disability Support Services: Holly Aldrich, 617-349-8655 or haldric2@lesley.edu

Yellow Ribbon Program

Lesley University proudly participates in the Yellow Ribbon Benefits Program (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.

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/.

TRANSCRIPT REQUESTS

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

Pricing and delivery options are also available at lesley.edu/transcripts. There is no charge for unofficial transcripts.

Students can view an unofficial transcript online through their Self-Service account. Printed copies of unofficial transcripts can be ordered through the Office of the University Registrar at help@lesley.edu. Unofficial transcripts are printed on plain paper and do not carry the college seal or registrar's signature. They are intended for the student's personal use only. Lesley University will provide unofficial transcripts solely to the student.

There is no charge for unofficial transcripts.

REQUIREMENTS COMPLETED TRANSCRIPT

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

Students requesting these types of transcripts must also file a Graduation Application Form via Self-Service at www.lesley.edu/selfservice. Following review of the academic record, and provided all documentation has been received and all degree requirements met, an official transcript will be released which includes the following statement: "Requirements completed as of (date of completion); degree will be conferred on (date of conferral)." This statement serves as the official confirmation of completion prior to the next conferral date. Requirements Completed Transcripts are accepted by the Massachusetts Department of Elementary and Secondary Education (DESE) and by many other state departments of education and school districts.

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

COURSE DESCRIPTIONS REQUESTS

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

ADDRESS AND NAME CHANGES

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

- Complete the interactive electronic Change of Address Form found on lesley.edu/students/student-records-registration-schedules/registrar-office-forms. Log in with your Lesley University username and password.

To report a name change, submit a Student Change of Name Form to the Support Hub at [support.lesley.edu](mailto:support@lesley.edu). All name changes must be requested in a paper letter or on the Change of Name form lesley.edu/registrar/forms. Email requests are not accepted. A name change request must be accompanied by legal documentation, such as a court order or marriage license. The name change will be reflected on the student record, and a reference to the former name will be maintained for search purposes only.

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

LOCATION POLICY FOR STUDENTS IN LICENSURE PROGRAMS

A determination of a student's location is made at the time of the student's application for admission. For students who apply to Lesley University's on-campus programs, Massachusetts will be their location. For students who apply to Lesley University's online and low-residency programs, the local address entered by students in their applications for admission will be their location. If students applying to online or low-residency programs do not enter a local address, the permanent address entered by students in their applications for admission will be their location. If an online or low-residency program student submits an address change form to the university's registrar, the new address will be the student's location.

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.

UNIVERSITY POLICIES

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>.

DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE POLICY

Please refer to the University Policies web page for the current Discrimination, Harassment, and Sexual Violence Policy:
<https://lesley.edu/students/policies/behavior-policies/discrimination-harassment-and-sexual-violence-policy>.

DISCRIMINATION AND HARASSMENT COMPLAINT RESOLUTION PROCEDURE

Please refer to the University Policies web page for the current Discrimination and Harassment Complaint Resolution Procedure:
<https://lesley.edu/students/policies/behavior-policies/discrimination-and-harassment-complaint-resolution-procedure>.

UNEQUAL CONSENSUAL RELATIONSHIPS POLICY

Please refer to the University Policies web page for the current Unequal Consensual Relationships Policy:
<https://lesley.edu/students/policies/behavior-policies/unequal-consensual-relationships-policy>.

EQUAL OPPORTUNITY AND INCLUSION POLICY

Please refer to the University Policies web page for the current Equal Opportunity and Inclusion Policy:
<https://lesley.edu/students/policies/equal-opportunity-and-inclusion-policy>.

ACCEPTABLE USE OF TECHNOLOGY POLICY

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

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

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

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

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

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

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

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

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

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

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

3. The right to consent in writing to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Please see below for more information.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Lesley University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

Disclosure of Information from Education Records without Student Consent:

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

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

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

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

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

LESLEY UNIVERSITY STUDENT CONDUCT POLICIES, PROCEDURES AND SANCTIONS

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

DRUGS AND ALCOHOL POLICY

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

Standards of Conduct

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

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

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

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

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

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

Alcohol

The University seeks to establish an environment in which students of legal drinking age who choose to drink alcohol do so responsibly and those who choose to abstain from drinking do so without penalty or pressure from their peers.

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

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

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

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

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

Specific Alcohol Policy Guidelines

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

- A bartender must be hired to serve all alcoholic beverages at any University sponsored event. Individuals must be required to show proper identification before being served. Sponsors of the event accept responsibility for:
 - Identifying all persons not of drinking age and insuring that these individuals are not served. Non-alcoholic beverages should be available as well as readily available food.
 - Insuring that alcohol is not served to any person who is intoxicated.
 - The consumption of alcoholic beverages is only permitted within the approved area designated for the event.
- No event shall include any form of drinking contest in its activities or promotion.
- Advertisement of any University event where alcoholic beverages will be served shall note the availability of non-alcoholic beverages as prominently as alcohol. Alcohol may not be used as an inducement to participate in a campus event.

Drugs

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

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

Health Risks

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

Drugs and Alcohol Education and Treatment

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

to students through the Counseling Center
lesley.edu/students/health-wellness-safety/counseling-center.

The Counseling Center is located in Doble Hall, 3rd floor and can also be reached by phone at 617.349. 8545. The Student Health Service is located in the lower level of Mackenzie Hall, below the McKenna Student Center, and can also be reached by phone at 617.349. 8222. Counseling will be kept confidential to the extent confidentiality is consistent with the University's obligations to the student or others.

Legal Sanctions

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

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

Revised 12/13/16

PROHIBITION OF WEAPONS POLICY

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

Definitions

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

Weapons:

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

University Property:

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

University Event:

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

Possession:

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

Exemptions

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

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

Violations

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

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

Revised 7/10/14

SMOKE-FREE ENVIRONMENT POLICY**Policy Statement**

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

Definition

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

Smoking Prohibitions

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

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

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

The designated smoking areas are located as follows:

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

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

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

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

Education and Treatment

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

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

Consequences of Policy Violations

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

Members of the community who violate this policy, either through

their own actions or the actions of their guests, will be required to provide their name and dorm/office location to Public Safety Officers or Resident Life Staff, if requested. After an initial warning, violators of this policy may be subject to progressive discipline or fines and other sanctions. The Dean of Students has instituted a progressive fine procedure for students and continued violations may result in further administrative actions. For employees, the regular progressive disciplinary procedures will be used.

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

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

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

Policy Changes

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

Revised 12/13/16

DISTURBING THE PEACE/HAZARDOUS BEHAVIOR POLICY

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

Fire Safety

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

Screen Removal

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

Windows, Balconies, and Rooftops

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

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

HAZING POLICY

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

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

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

Massachusetts Hazing Statute

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

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

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

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

269:18 FAILURE TO REPORT HAZING. Section 18.

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

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

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with

this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

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

STUDENT EMERGENCY REMOVAL PROTOCOL

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

Policy

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

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

This protocol applies only to conduct which the University reasonably believes to pose an unreasonable risk of substantial harm to the health, safety, or welfare of members of the University

community. The University will not activate this protocol if it reasonably believes that the risk of harm is increased only slightly, speculative or remote, nor will this protocol apply if the University reasonably believes that the risk can be sufficiently mitigated by a reasonable modification to University policies, practices or procedures, or by the reasonable provision of auxiliary aids or services.

Emergency Removal Protocol

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

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

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

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

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

occur as soon as possible thereafter to complete the assessment and address any remaining issues.

3. **Decision.** The Dean of Student Life will make the decision regarding: (i) whether the student will be removed from the University and/or University housing; and (ii) whether the student will be permitted to return to the University and/or University housing if certain conditions are met, and if so, what those conditions are. In the event that the Dean of Student Life determines not to remove the student from the University and/or University housing, the Dean may nevertheless impose conditions on the student's continued enrollment at the University and/or use of University housing.
4. **Notification of Removal.**
 - (a) When appropriate, the Dean of Student Life will attempt to telephone the student's parents or guardian at the telephone number on record at the University after the decision is made. Any such communication will be consistent with federal and state law regarding disclosure of student information.
 - (b) The Dean of Student Life will prepare and send a letter to the student outlining the reason(s) for the student's removal from the University and/or from University housing. If the student is permitted to return, the letter also will include the conditions for the student to return. The letter will include the name and contact information of the person designated to address the student's questions and, if applicable, to coordinate the student's return. The student bears the burden of demonstrating to the Dean of Student Life that they have fulfilled all of the conditions for returning to the University and/or University housing, as required by paragraph 6 below. This letter will be sent via mail and email (if both addresses are known) within two business days of the decision to remove the student from the University and/or from University housing.
 - (c) The Dean of Student Life will invite the student for a meeting to discuss the decision to remove the student from the University and/or University housing.
5. **Informing Academic Dean.** The Dean of Student Life will contact the student's academic dean to inform them of the decision to remove the student from the University and/or University housing.
6. **Return, if Applicable.** The student bears the burden of demonstrating to the Dean of Student Life's satisfaction that they have fulfilled all of the conditions for returning to the University and/or University housing that were outlined in the letter described in paragraph 4(b). Once satisfied, the Dean of Student Life will notify the student in writing that they can return to the University and/or to University housing, if appropriate housing is available.

Appealing the Removal Decision

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

The grounds for an appeal are limited to: (1) information that a procedural error affected the decision; (2) information that a factual error affected the decision; or (3) additional information relevant to the assessment that was not available at the time of the initial investigation.

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

Filing Discrimination Grievance

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

Disciplinary Policies

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

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

Revised: 12/13/16

STUDENT LIFE CONDUCT PROCEDURE

Purpose and Scope

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

the foregoing, reports of student violations of the Discrimination, Harassment, and Sexual Violence Policy and reports of violations of the Unequal Consensual Relationships Policy are reviewed under the Discrimination and Harassment Complaint Resolution Procedure. Student athletes are also subject to the policies in the Student-Athlete Handbook, which can be found on the Athletics web page: <http://athletics.lesley.edu/information/services/index>.

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

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

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

Ms. Mary-Jane McLaughlin
Chief Human Resources Officer
29 Everett Street
Cambridge MA 02138
617.349.8785
Email: mary-jane.mclaughlin@lesley.edu
Email: hr@lesley.edu

Public Safety

- Doble Campus: 617.349.8888
- South Campus: 617.871.6029
- College of Art and Design, Lunder Arts Center: 617.349.8010
- University Hall, Porter Campus: 617.349.8390

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

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

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

Dean's Review Process

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

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

SANCTIONS AND APPEALS

Sanctions

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

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

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

2. **Smoking in University housing**

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

3. **Fire safety violations**

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

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

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

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

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

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

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

7. **Alcohol**

a. *Under-age drinking*

- 1st offense: fine (\$50), mandatory alcohol education program, conduct alert, and/or communication with parents and confiscation of alcohol
- 2nd and subsequent offenses: progressive fine, mandatory alcohol education program, conduct probation, referral to counseling, restrictions on guests in residence hall room, restriction on visiting other residents where alcohol is present, possible communication and/or conference with parent(s), suspension from University housing

b. *Irresponsible Use*

- Use of alcohol (under-age or not) that results in disruptive behaviors will be subject to the under-age drinking sanction

8. **Illegal Drugs**

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

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

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

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

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

Appeals

A student may appeal a determination that they violated a University policy; however a student who elected not to participate in the Dean's Review Process waives any right to appeal a finding that a violation occurred. In addition, if the Dean or the Dean's designee finds no policy violation in a case where a student claims that they

were physically harmed in any way or threatened with physical harm, then that student may appeal the no-violation finding; however, a student who elected not to participate in the Dean's Review Process waives any right to appeal a finding of no violation.

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

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

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

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

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

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

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

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

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.neche.org. Many individual programs are also accredited or approved by the Commonwealth of Massachusetts and other organizations. The university is an accredited institutional member of the National Association of Schools of Art and Design (NASAD) nasad.arts-accredit.org. The Massachusetts Department of Higher Education (www.mass.edu/home.asp) has granted Lesley University degree-granting authority for: Bachelor of Fine Arts, Bachelor (including Bachelor of Social Work), Master degrees (including Master of Education and Master of Social Work), Master of Fine Arts in Visual Arts, Master of Fine Arts in Photography, and Master of Fine Arts in Creative Writing, Certificates of Advanced Graduate Study in the fields of professional education and related educational services, general education, human services, mental health, and management and organizational behavior, certificates, and education leading to the degree of Associate in education and human services, and Doctors of Philosophy in Expressive Therapies, Educational Studies, and Counseling and Psychology. Program -specific accreditation and approval information is available on the university website at this link: 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. Lesley is not subject to approval or exemption by the California Bureau for Private Postsecondary 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 but does not guarantee the transfer educator licensure between member states (not necessarily immediate reciprocity). Therefore, a Massachusetts educator license [should be] 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.

Many graduates join professions in education and mental health and wellbeing that require state licensure or benefit from national credentialing. More detailed information is available on the university website at Licensure and Credentialing Information. Please note that licensure requirements vary from state to state, are a matter of individual state legislation, and are outside the control of educational institutions. State licensing boards make determinations as to whether an applicant's program of study meets the educational requirements for a license at the time of licensure application.

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. We will 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 Equal Opportunity Reporting Form, which can be found online at lesley.edu/eoandtitleix, or to contact the Office of Equal Opportunity directly by emailing 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

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 on the university website at Accreditations, Licensure and Degree-Granting Authority.

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

617.994.6950

Program-Specific Accreditation and Approval Information

Education: All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education (NECHE)

Mental Health and Well-being: All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education (NECHE)

- The Master in Clinical Mental Health Counseling: Art Therapy Program 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 Master in Clinical Mental Health Counseling: Drama Therapy Program is accredited by the North American Drama Therapy Association.
- The Master in Clinical Mental Health Counseling: Dance Therapy Program is approved by the American Dance Therapy Association.
- The Clinical Mental Health Counseling: Music Therapy Program is approved by the American Music Therapy Association.
- 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.

Liberal Arts and Business: All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education (NECHE).

- The baccalaureate Business program is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

College of Art and Design: All programs are encompassed under our institutional accreditation by the New England Commission of Higher Education and the National Association of Schools of Art and Design

- Member of the Association of Independent Colleges of Art and Design

In addition to accrediting the university, the National Association of Schools of Art and Design (NASAD) has approved the programs listed below and granted "Plan Approval" to the programs listed below in italics:

- Advanced Professional Certificate-2 years: Design; Illustration.
- Bachelor of Science-4 years: Pre-Art Therapy.
- Bachelor of Fine Arts-4 years: Animation and Motion Media; Fine Arts; Graphic Design; Illustration; Photography.
- Bachelor of Fine Arts-5 years: Design/Fine Arts; Design/Illustration; Illustration/Fine Arts.
- Bachelor of Fine Arts/Master of Education-5 1/2 years: Visual Art Education (K-8, 5-12).
- Master of Arts-2 years: Art Therapy.
- Master of Education-2 years: Art Education (Initial Licensure [PK-8, 5-12], PK-8, 5-12).
- Master of Fine Arts-2 years: Photography and Integrated Media; Visual Arts.

- Advanced Professional Certificate-2 years: Animation.
- Bachelor of Arts-4 years: Art.
- Bachelor of Science (Distance Learning)-4 years: Design of User Experience.
- Bachelor of Fine Arts-4 years: Digital Filmmaking; Game Design and Immersive Technologies (Game Art, Game Audio, Game Design, Virtual Production); Interactive Design; Self-Designed Major in Interdisciplinary Studies; Visual Effects; Visual Narrative.
- Bachelor of Fine Arts-5 years: Animation/Design; Illustration/Animation; Photography/Design.

Email: state.approvals@lesley.edu with questions about Lesley University accreditations and state approvals.

PROGRAMS OF STUDY

COLLEGE OF ART AND DESIGN

Welcome MFA Candidates,

The College of Art and Design at Lesley University has been shaping the careers of professional artists, designers, innovators, and inventors for over 100 years. Founded by Roy Davidson as the School of Practical Art in 1912, the mission was to “train students to become professional artists so they could put their talents to work in rewarding creative fields.” We continue to uphold this mission today, encouraging students to explore and experiment during the creative process while nurturing a critical dialogue for an advanced arts practice.

Our two Masters in Fine Arts programs, the full residency MFA in Photography and Integrated Media, and the MFA in Visual Arts Low-Residency, unite craft, concept, context, personality, and professional priority. The curriculum incorporates rigorous studio practice with critical and cultural exposure, blending traditional knowledge and skill with the capacity to influence a rapidly changing world. The goal of the MFA Degrees is to foster a community of passionate artist-scholars with a strong work ethic, while emphasizing play in learning.

MFA Visual Arts (Low-Residency)

The MFA in Visual Arts Low-Residency program centers on your interdisciplinary exploration, where you integrate various visual arts media over a sustained investigation of cultural contexts. This approach fosters a dynamic and enriching learning experience as you delve into the interconnectedness of different artistic forms while understanding their relevance in your exploration. The program provides you with the tools and expertise to refine your individual vision. Advance your study of art history, culture, and critical thinking through rigorous academic exposure. Increase awareness for how your work relates to contemporary audiences and increasingly global themes. Broaden your knowledge of the visual arts as a profession through attending seminars in professional development, including exhibitions, grant writing, commissions, and media presentations.

The Low-Residency MFA Visual Arts program is specifically designed to integrate your creative thesis seamlessly into your daily life. With a flexible structure, the program allows you to complete your graduate degree while balancing busy schedules and life responsibilities. The program includes two ten-day residencies at the Lesley campus, fostering community building, stimulating conversations, and constructive critiques. After the residencies, you continue your work from home, while artist mentors work closely with you to provide a personalized course of study to help you excel in your craft. These mentors nurture your unique point of view while equipping you with analytical tools essential for a breadth of study and depth of visual expression.

MFA Photography and Integrated Media

Photography sits at the nexus of art and culture. The MFA in Photography and Integrated Media program emphasizes concept and craft, integrating rigorous studio practice, critical and professional studies, and the integration of contemporary media. The program merges established and contemporary technologies through state-of-the-art digital technologies contrasted with alternative, historical, and integrated media processes. Recent thesis catalogues showcase diverse projects, including alternative processes, artist's books, video, installation, performance, music, chemistry, digital imaging,

photo-integrated sculpture, and fine arts like ceramics, painting, and drawing.

A major component of the MFA in Photography program is the Visiting Artist / Scholars integration with Graduate Studio Seminar, as the program fully integrates these outstanding guests as a key component of the learning experience. Visiting Artists and Scholars include Dan Estabrook, Vicki Goldberg, Keith Carter, Luis Gonzalez Palma, Lyle Rexer, Susan Bright, Roy Flukinger, Holly Roberts, Matt Saunders, David Hilliard, John Stilgoe, Deborah Luster, Andy Grundberg, Merry Foresta, Alison Nördstrom, Elinor Carucci, Sebastião Salgado, Jose Falconi, Mark Dion, and Lucy Soutter.

The work cultivated through your intensive MFA experience will serve as a powerful catalyst for your next creative venture in the professional art world and beyond. We are thrilled to embark on this transformative journey involving your artistic growth and accomplishments. We look forward to working with you!

Heather Shaw

Vice Provost for Art and Design

Master of Fine Arts in Visual Arts

Master of Fine Arts in Visual Arts

The Master of Fine Arts in Visual Arts program at the College of Art and Design is dedicated to creating a structure where growth and exploration are fostered not only while the student is enrolled but for the entire course of a lifetime of creative work. The program's low-residency format provides a structure in which artists seeking a graduate degree can develop their artistic vision while integrating their creative work into the fabric of their daily lives. Through seminars in critical theory, aesthetics, and visual culture, critiques of their work, and directed independent study, the program encourages students to define, refine, and strengthen their vision as artists.

With the guidance of their MFA faculty academic advisor, students design their own studio and academic plan for each semester. The interdisciplinary focus of the MFA program encourages students to explore the integration of a variety of visual arts media over a sustained exploration of the context in which visual culture is located. Students advance their study of art history, culture, and critical thinking through the rigorous academic components of the program. Students increase their awareness of how their work relates to worldwide traditions of visual culture and art making. Alongside the development of the student's studio practice, the MFA program broadens the student's knowledge of visual arts as a profession by offering seminars in professional development—including relationships with galleries, grant and proposal preparation, public and private commissions, and the ongoing development of art making and media presentation skills.

The College of Art and Design MFA in Visual Arts program is designed to be completed in two years and is comprised of five ten-day residencies separated by four approximately six-month-long semesters of independent creative work and study.

For the University's transfer credit policy, see the Transfer of Credits (p. 46) page.

Degree Requirements

The Master of Fine Arts in Visual Arts degree requires the following:

- Successful completion of 4 semesters in the MFA program including attendance and participation in all 5 residencies and post-residency studio and academic work for a total of 60 credits as below:

Residencies: 12 credits, 3 credits per semester

IGRCT 5100, IGRCT 5200, IGRCT 6100, and IGRCT 6200 Graduate Critical Theory I-IV

IGRFS 6200 Graduate Final Seminar: Thesis (Non-credit)

Studio components: 24 credits, 6 credits per semester

IGRST 5101, IGRST 5201, IGRST 6101, and IGRST 6201 Graduate Independent Studio Project I-IV

Academic components: 24 credits, 6 credits per semester

IGRST 5102, IGRST 5202, IGRST 6102, IGRST 6202 Graduate Independent Research Project I-IV

- Mastery of chosen artistic media from both a technical and an aesthetic perspective. Evidence of this will vary from medium to medium, but must include a consistent and sustained body of work in the student's chosen discipline or disciplines.
- Mastery of the context in which the student's work is situated, very broadly defined as visual culture. While this will vary from discipline to discipline, the student must demonstrate a substantive engagement with the critical issues that define the studio practice.
- Participation in the graduate exhibition with the studio work at the final residency.
- Thesis presentation at the final residency. The thesis should demonstrate a clear understanding of various criteria for making judgments about studio work and the student's chosen media as well as evidencing the ability to engage in a sustained research project.
- Presentation of an artist talk with visual illustrations. The talk should be a discussion of the student's work as a visual artist in relation to the student's thesis.

Final approval for granting the Master of Fine Arts in Visual Arts is made by the MFA faculty and with the approval of the program director.

The Residencies

IGRCT 5100, IGRCT 5200, IGRCT 6100, and IGRCT 6200 Graduate Critical Theory I-IV

During the residencies, student show their work to the MFA community and hear the responses it generates in group and individual critiques. Students participate in required and elective seminars in critical theory, aesthetics, art history, and professional practices; visit the area's great public art collections; and attend lectures, demonstrations, and presentations by guest artists and the faculty virtually or in-person.

During the residency, each student, in consultation with faculty advisors, develops an individualized plan for studio and academic work. The student accomplishes this in their home community during the six month semester prior to the next ten-day intensive residency.

The ten-day residencies are high-intensity conversations about the production of visual art. Time during the residencies is very structured. The combination of critiques, seminars, lectures, panels, conversations, and advisor meetings during the residencies are designed to make the student a stronger visual artist. Lectures and seminars are presented by MFA faculty, visiting artists, critics, and curators. Each residency includes at least one field trip to a cultural institution in the greater Boston area. The residencies are an opportunity for each student to develop, expand, and question their artistic vision in a process that culminates in studio and academic work plans (developed in consultation with faculty advisors) for the period of the semester that takes place between residencies.

Exhibitions: Each graduating student must participate in a final exhibition in one of several exhibition spaces at the college. During the final residency, each student delivers an artist talk on their work and submits a written thesis paper. To graduate, the student must be approved by the faculty and the director of the program.

Critiques: All students participate in both group and individual critiques with MFA faculty and with visiting artists, critics, and curators. The goal of these critiques is two-fold: to give each student an opportunity to hear how their work communicates to others and to give students an opportunity to hear how artworks are discussed. Students have multiple opportunities throughout the residencies to hone these skills.

Visiting Artists: During the residencies, artists, art critics, and art historians from throughout the art world present lectures, lead panels, and become active participants in the dialogues about art and art making. Complementing the expertise of Lesley Art + Design faculty, the visiting artists discuss and present their work and ideas, and participate in critiques of student work.

Required Seminars: During each residency, every student participates in seminars on art critical, theoretical, and historical topics. The goal of these seminars is for each student to locate their work in a cultural/historical context.

Elective Seminars: Small groups of students meet with a faculty member to discuss selected topics in visual arts. These topics may include technical or formal issues, professional considerations, and questions of the relation of art to society. Announcement of topics of elective seminars is made before the beginning of each ten-day residency.

Planning Sessions: During the latter half of each residency, in consultation with their faculty advisor, students devise their studio and academic plans for the coming semester, which include readings, papers to be completed, and studio goals to be achieved prior to the next residency period. Students are expected to relate their academic work to their own work as artists.

Studio Work

IGRST 5101, IGRST 5201, IGRST 6101, and IGRST 6201 Graduate Independent Studio Project I-IV: 6 credits per semester

All students work in their community in their own studios with a local artist mentor who has expertise in the student's discipline. Occasionally students elect to travel to work with an artist who does not reside in the student's local area. The artist mentor is a practicing artist or teacher for whom the student has an affinity. This mentor must be approved by Lesley. The student, in conjunction with their MFA faculty advisor at Lesley, devises a scope of work to be

accomplished over the course of the semester. The artist mentor then meets with the student at least once a month, for a minimum of four times over the semester, to discuss the student's progress. Over the course of the semester, the artist mentor sends the program a mid-term evaluation, which is shared with the student and faculty advisor. At the close of the semester, the artist mentor submits a final evaluation to the program, which is also shared with the student and faculty advisor. These evaluations are used to help the student understand the strengths and weaknesses of their studio project for the semester. For each residency the student brings the work that was produced over the course of the previous semester for critique, discussion, and grading. The student is expected to devote at least 20 hours per week to studio work. All grades are pass/fail.

Academic Work

IGRST 5102, IGRST 5202, IGRST 6102, and IGRST 6202 Graduate Independent Research Project I-IV: 6 credits per semester

During the residency the student, in conjunction with the student's MFA faculty advisor, devises a program of individual study. This study is conceived as a sustained inquiry into the student's own artistic interests through an examination of relevant issues in art history, critical theory, aesthetics, and the work of other artists. Over the course of the semester, the student reads articles and books, visits relevant exhibitions, and often attends conferences and workshops. During the semester, the student is in monthly contact with the faculty advisor to discuss the progress of their academic progress. Three short papers, each no more than 1,500 words, explore the themes and issues of the study in relation to the student's work. Additionally, the student is expected to write an artist statement at the end of the semester that can be used as a basis for discussion of the student's interests and work during the ensuing residency. The student is expected to devote at least 5 hours per week to academic work. All grades are pass/fail.

Critical Theory Seminars

During the first four residencies, the student participates in a mandatory Critical Theory Seminar. For each of these seminars, prior to the residency, the student receives a link to online readings or a list of readings to obtain, and an outline of the upcoming seminar meetings. The readings are to be completed before the beginning of the residency. These Critical Theory Seminars provide a basis for discussions both within the seminar meetings and during the critique sessions. Additionally, one of the student's 1,500 word papers should address the critical theory readings from the previous semester.

The Thesis

In the final semester, the student writes a 15-20 page (4,000-5,000 words) thesis. The thesis is a discussion of the student's work and interests situated within the critical, artistic, and cultural landscapes of contemporary art discourse. The purpose of the thesis is to provide the basis of a public dialogue about the student's work. By the end of the second semester, the student should identify a thesis topic and discuss with the MFA faculty advisor how to best address the issues in the thesis. Over the third semester, the student should investigate the ideas underlying the thesis and perform any necessary additional research. An outline of the theses is due at the end of the third semester. The fourth semester is spent writing the thesis. If the student has been systematic in their research, then it should be possible to craft the thesis topic, outline, and parts of the thesis by revisiting the short research papers that the student has written over the previous semesters. The thesis is defended by the student in the fifth and final residency and also is the basis of the Artist Talk, which is given in the fifth and final residency.

PROGRAM OF STUDY - 60 CREDITS

Required Critical Theory Courses (12 credits)

IGRCT 5100	Graduate Critical Theory I	3
IGRCT 5200	Graduate Critical Theory II	3
IGRCT 6100	Graduate Critical Theory III	3
IGRCT 6200	Graduate Critical Theory IV	3

Required Independent Studio Courses (24 credits)

IGRST 5101	Graduate Independent Studio Project I	6
IGRST 5201	Graduate Independent Studio Project II	6
IGRST 6101	Graduate Independent Studio Project III	6
IGRST 6201	Graduate Independent Studio Project IV	6

Required Independent Research Courses (24 credits)

IGRST 5102	Graduate Independent Research Project I	6
IGRST 5202	Graduate Independent Research Project II	6
IGRST 6102	Graduate Independent Research Project III	6
IGRST 6202	Graduate Independent Research Project IV	6

Required Final Thesis Course (0 credits)

IGRFS 6200	Graduate Final Seminar: Thesis	0
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MASTER OF FINE ARTS IN CREATIVE WRITING

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

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

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

The Residency

Over two years, students will attend a nine-day residency at the beginning of each of the four six-month semesters. The residency will include workshops, seminars, lectures, and readings, providing a forum for intensive study, collaboration, and constructive critique of student work. In addition, students will be matched with faculty mentors to create individualized study plans that incorporate rigorous reading lists. After each residency, students work on their own, under the guidance of faculty mentors. Following the fourth semester, graduating students return for the final portion of a fifth residency to conclude the program, offering a craft seminar and giving a public reading from their creative thesis.

Application Requirements

A writing sample is required as part of the application:

- In fiction or nonfiction, approximately 20 double-spaced pages with a 12-point conventional font (e.g. Times New Roman)
- In poetry, approximately 10 single-spaced pages with a 12-point conventional font (e.g. Times New Roman)
- In writing for stage and screen, approximately 15-20 script pages with a 12-point conventional font (e.g. Times New Roman)
- In writing for young people, approximately 10-15 double-spaced pages of middle grade or young adult prose, or 2-3 picture book stories with a 12-point conventional font (e.g. Times New Roman). You may apply in one or more of these 3 areas of children's literature.
- In graphic novels and comics, 4-10 comic book/comic script pages; approximately 10 script pages; or 10 pages of any word and image hybrid, including illustrated work, photo-and-word and/or drawing-and-word combinations, artist's books, etc. If you're submitting 10 pages of comics scripts, please also include a visual portfolio composed of 4-5 still images. Although these visual images may represent work in the comics medium, you may submit other types of work such as illustration, painting, photography, and graphic design.

How to Submit Your Writing Sample

- You'll submit your written personal statement, writing sample, and visual portfolio (Graphic Novels & Comics only) via SlideRoom.
- Create a SlideRoom account.
- Submit your written personal statement, writing sample (all genres), and portfolio (Graphic Novels & Comics only) to "Master of Fine Arts: Creative Writing."
- For film/video/new media, your submission should not be more than 5 minutes long.
- Pay the submission fee (\$5-\$10).

Your statement should consist of 750-1250 words, on double-spaced pages, answering the following questions:

1. Discuss the work of a writer, in any genre, who has profoundly influenced your writing. Additionally, discuss several of the most memorable books you've read in the last year.
2. What have you done creatively and critically to prepare for a master's program?
3. What do you consider to be the strengths and weaknesses of your work?
4. What are your goals for your writing, and what do you hope to accomplish in the program?

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

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

Credits, Grades, and Graduation Requirements

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

Master of Fine Arts (MFA) in Creative Writing

PROGRAM OF STUDY

Required Courses (49 credits)

GCRWT 6000	Creative Writing I	6
GCRWT 6001	Craft & Reflection I	3
GCRWT 6002	Interdisciplinary Studies I	3
GCRWT 6500	Creative Writing II	6
GCRWT 6501	Craft & Reflection II	3
GCRWT 6502	Interdisciplinary Studies II	3
GCRWT 7000	Creative Writing III	6
GCRWT 7001	Craft & Reflection III	3
GCRWT 7002	Interdisciplinary Studies III	3
GCRWT 7500	Creative Writing IV	6
GCRWT 7501	Graduating Seminar Preparation	3
GCRWT 7502	Creative Thesis	3
GCRWT 7503	Final Residency Requirement: Graduating Seminar Presentation	1

EDUCATION

Dear Student,

Welcome to the Education Programs at Lesley University, a vibrant learning community for scholars of educational practice. We welcome you to our community and look forward to partnering with you as you embark on this new chapter of your learning journey.

Our faculty are world-class scholars in their disciplines and bring a wealth of knowledge to their teaching. We embrace learning that is experiential and innovative and engage in ongoing efforts for continuous improvement to ensure the best and most relevant education for our students. We are deeply committed to inclusion, equity, social justice, and the ideals of an anti-racist society. This is manifested in our curriculum, our carefully designed field experiences, as well as co-curricular opportunities for “going deeper” in exploring how to support diverse learners including understanding our own positionality as educators.

Our Education Programs work in alignment with the broader goals and strategic vision of Lesley University. As such, we create active partnerships between educators and employers, support students over the arc of their careers, and work to create an ecosystem of support that nurtures people to live their best lives, challenge inequity, heal communities, and promote human connections at the intersection of education, mental health, the arts and related fields.

The faculty, advisors, and staff in Education are committed to your success. We take a hands-on, high-touch approach that is grounded in the theories, pedagogies and practices of teaching and learning. We hope you are able to take full advantage of your studies, both inside and outside of the classroom. A key predictor of student success is having at least one single point of contact and support. Please make sure that you are regularly in touch with an advisor or that you develop a closer relationship with a faculty member who can serve also as a mentor.

Finally, I have an open-door policy. Feel free to reach out at any time!

Best Wishes,

Stephanie Spadorcia

Vice Provost of Education

INTRODUCTION TO THE GRADUATE EDUCATION PROGRAMS

Throughout the Commonwealth of Massachusetts and beyond, Lesley has long been identified with the field of education. The professional contributions of its graduates and faculty continue to have a profound impact on the lives and futures of children and adults, from urban schools to rural and suburban school districts, in human service agencies, and in universities.

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

Programs are offered on campus; online; in off-campus cohort, low residency, and teacher residency models; and through district partnerships.

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

MISSION STATEMENT OF THE GRADUATE EDUCATION PROGRAMS

Equity, Inquiry, and Advocacy

We are a community of learners whose work is grounded in equity, collaborative inquiry, and advocacy. We aim to create educational spaces that cultivate deep learning, critical thinking, and social justice building from the expertise and experiences of children, youth, adults, and families. Alongside our educational partners, we co-construct learning experiences centered in collaboration and oriented toward creating sustainable and impactful systemic change. Responsive to the ever-changing field, we offer inclusive, innovative, and interdisciplinary programs framed by evidence-based theory and deeply embedded in practice. Our work is informed by liberatory practices in school and community learning spaces, constructivist pedagogies, and the relational nature of teaching and learning.

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 fields and 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 Provost's Office with a location at 1815 Massachusetts Avenue, Cambridge. The Certification and Educator Licensure website is the primary source for information on educator licenses. The process for applying for Initial and Professional licenses, and information regarding both licensure and Massachusetts Tests for Educator Licensure (MTEL) are highlighted. Information regarding adding a license, license renewal, and licensure regulations outside Massachusetts is also available, along with the latest MTEL information and study resources. This website has MTEL workshop schedules and registration instructions. Specific links to the Massachusetts Department of Elementary and Secondary Education keep the Lesley community aware of current and emerging changes to regulations and procedures.

All teacher licensure programs are aligned to the 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 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.

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, 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 communication and literacy skills and content knowledge for educator licensure. All MTEL exams are computer-based and 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 approved 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. There are additional test options available to meet the Communication and Literacy reading and writing test, and English as a Second Language (for candidates who meet specific criteria) requirements.

In addition, subject matter tests are required for teaching and specialist licenses (not for counseling, digital literacy and computer science, or instructional technology), and some licenses require the Foundations of Reading MTEL. content MTELs. *some* The MTEL Flex is an alternative assessment available for candidates whose MTEL results are within one standard deviation of passing (approximately 10 points) for

The Massachusetts Department of Elementary and Secondary Education website contains a list of required MTEL exams for each license area and information on the MTEL alternatives, as does Lesley's MTEL Student Guide. More information 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. A broad range of professional development activities are offered on weekends, weekdays, and evenings in various delivery formats. See the Professional Development and Continuing Education page for information on Lesley's offerings.

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

For professional license renewal: 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.

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

Taking MTELS early and passing all required exams before the practicum provides educator licensure candidates with early identification of issues that potentially could affect their ability to be licensed. 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 the most current MTEL guidance, please contact your Field Office representative.

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 their 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 beginning practicum.

Teacher candidates who have not passed all MTELS by the application deadline may be eligible to proceed with Practicum. Contact department for more information.

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.

Note: Candidates will not be eligible for Massachusetts Department of Elementary and Secondary Education licensure until all MTEL requirements are complete.

Transfer students who bring in 60+ credits must take the Communications & Literacy Reading & Writing MTELS by the end of their first year at Lesley.

PHD IN EDUCATIONAL STUDIES PROGRAM

At Lesley, we define educational studies as an interdisciplinary area of inquiry that includes the examination of the individual and social processes of learning and teaching in institutional and social contexts. The PhD program builds on Lesley's commitment to scholarship and generation of new knowledge, and recognizes the value of relating theory to practice. Each specialization requires an equivalent of 45 credits of coursework beyond the master's degree.

PhD in Educational Studies Specializations

Educational Leadership Specialization (p. 77)

Individually Designed Specialization (p. 77)

Certificate of Advanced Graduate Studies

CAGS in Educational Studies (p. 78)

PhD in Educational Studies: Educational Leadership Specialization 45 Credits

Educational leadership involves creative intelligence, an understanding of the disciplines that influence education, systems thinking, strategic planning, cultural responsiveness, trust building, and facilitation of collaborative efforts. This specialization is designed to develop educational leaders with the knowledge and skills to initiate, facilitate, support, and sustain school- or district-wide improvement of teaching, learning, and leading.

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

- Program prerequisite: Master's degree or Certificate of Advanced Graduate Study
- Students must take EAGSR 9151 in fall, spring, and summer semesters of each year they are taking courses and each semester thereafter until they have completed their dissertation defense.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY**Year I (18 credits)**

EAGSR 7118	Nature of Inquiry: Below the Surface of Research	3
EAGSR 8110	Change is a Process	3
GINTC 6110	Values Differences and Moral Judgments in Contemporary Contexts	3
EAGSR 8108	The Purposes of School in a Democratic Society	3
EAGSR 8107	Critical Contexts for School Leaders	3
EAGSR 7004	Adult Learning and Development	3
EAGSR 9151	Doctoral Study	N/A

Year II (18 credits)

EAGSR 7200	Writing in Doctoral Studies	3
EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 8109	Schools as Systems	3
EAGSR 7103	Qualitative Research Methods I	3
EAGSR 8116	Leadership Dilemmas	3
EAGSR 7104	Qualitative Research Methods II	3
EAGSR 9151	Doctoral Study	N/A

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

Year III (9 credits)

EAGSR 7502	Doctoral Seminar Part 1	3
EAGSR 8503	Research Design	3

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

PhD in Educational Studies: Individually Designed Specialization

In this low-residency program, students work closely with their senior advisor to design an individual and interdisciplinary doctoral study plan tailored to their educational goals. Courses in the nature of inquiry, qualitative and quantitative research, and research design, along with interdisciplinary seminars, provide the foundation for translating new knowledge into the writing of a dissertation that represents an intellectual contribution to a participant's field of interest.

During the first phase of the program, the student completes a doctoral study plan--a detailed description of the domain of study and sub-areas that comprise the student's individual study design. The student then proceeds to complete the major academic requirements of the degree, and must also meet the sociocultural perspective standard requirement and write a qualifying paper. The program culminates in the writing and subsequent oral defense of a dissertation that represents an original contribution to the field of educational studies and the chosen domain of the doctoral study plan.

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

- Program prerequisite: Master's Degree or Certificate of Advanced Graduate Study
- Students must take EAGSR 9151 in fall, spring, and summer semesters of each year they are taking courses and each semester thereafter until they have completed their dissertation defense.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.

PROGRAM OF STUDY**Year I (18 Credits):**

EAGSR 7118	Nature of Inquiry: Below the Surface of Research	3
	Doctoral Elective	3
GINTC 6110	Values Differences and Moral Judgments in Contemporary Contexts	3
	Doctoral Elective	3
EAGSR 8102	Interdisciplinary Seminar I	3
EAGSR 8104	Interdisciplinary Seminar II	3
EAGSR 9151	Doctoral Study	N/A

Doctoral Study Plan and Elective Statement

Students may consider taking EAGSR 8110 (p. 140), Change is a Process, as their first elective.

After successfully completing the doctoral study plan as part of Interdisciplinary Seminar II, a student is advanced to Year II.

Year II: (18 Credits)

EAGSR 7200	Writing in Doctoral Studies	3
EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3

	Doctoral Elective	3
EAGSR 7103	Qualitative Research Methods I	3
	Doctoral Elective	3
EAGSR 7104	Qualitative Research Methods II	3
EAGSR 9151	Doctoral Study	N/A

Qualifying Paper

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

Year III (9 Credits):

	Doctoral Elective	3
EAGSR 8503	Research Design	3
	Doctoral Elective	3
EAGSR 9151	Doctoral Study	N/A

CAGS in Educational Studies 36 credits

This program is designed for educators who seek to move their theoretical and professional knowledge to an advanced level, specifically those students who have matriculated in a Lesley University PhD in Educational Studies program but have not completed the requirements for the PhD specialization.

Matriculated students may apply credits earned during their PhD enrollment toward fulfillment of CAGS requirements.

- Program requirement: Eligibility is restricted to Lesley PhD in Educational Studies students who decide not to complete their doctoral work.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Courses (6 credits):

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

Elective Courses (30 credits):

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

ARTS IN EDUCATION

Our arts in education programs have earned a reputation for their innovative perspectives. Through stimulating courses and hands-on experiences, students discover the power and potential of the arts to reach children and adults in new and effective ways.

M.Ed. Program Leading to Initial Teacher License in Massachusetts

M.Ed. in Teacher of Visual Art (PreK-8) or (5-12) (p. 78)

License-Only Program Leading to Initial Teacher License in Massachusetts

License-Only Teacher of Visual Art (PreK-8) or (5-12) (p. 79)

M.Ed. Program Leading to Professional Teacher License in Massachusetts/Non-Licensure

M.Ed. in Curriculum and Instruction (p. 80)

M.Ed. Non-Licensure Programs (p. 79)

M.Ed. in Arts, Community, and Education (p. 79)

Graduate Certificate

Graduate Certificate in Arts Integration Strategies (p. 80)

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

ART EDUCATION: TEACHER OF VISUAL ART

Designed for artists who wish to become artist-teachers, the Teacher of Visual Art program combines the strengths of art and pedagogy. Lesley's education programs provide courses on arts-integrated teaching, history and philosophy, education, and a supervised student teaching experience. The College of Art and Design provides advanced studio art courses and art history.

M.Ed. in Teacher of Visual Art (PreK-8) or (5-12)

This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Visual Art (PreK-8) or (5-12) in the Commonwealth of Massachusetts.

Designed for the student with an undergraduate degree in the visual arts (or equivalent) who are interested in teaching in Massachusetts Pre-k-12 classrooms, out of school learning spaces, youth programming, or private schools. This Initial licensure program examines past and contemporary ideas about multiple modalities of Visual Art practices. This program focuses on creativity, theories of knowing, arts based inquiry and practical teaching pedagogies for teaching and assessing the Arts in classrooms, communities, and multiple learning spaces.

Program prerequisites: Undergraduate degree in the visual arts, or in a related arts field, including 18 credits of undergraduate studio art and 6 credits of art history. For applicants with MFA's the Licensure Only program courses are an option.

PROGRAM OF STUDY

Required Courses

EARED 6002	Integrated Arts Strategies for Inclusive Settings	3
EARED 6015	Teaching the Fundamentals of Visual Arts Pk-12	3
EARED 6111	Principles and Practices of Art Education (PreK-12)	3
EARED 7102	Arts Based Research for Teachers of Visual Arts	3
EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6115	Sheltered English Instruction PreK-12	3
EEDUC 5122	Child and Adolescent Development	3

EEDUC 6310	Design for Learning: Inquiry, Equity & Inclusivity	3
IAHIS 5100	Issues in Art History and Visual Culture	3
IFINE 5220	Painting I	3

The content from EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, and another course can be selected with advisor approval.

IAHIS 5100 or an IAHIS Art History 5000-level or higher for art content requirement for Art Education students (selected with advisor approval)

IFINE 5112 or IFINE Studio Art 5000-level or higher (selected with advisor approval)

EINSE 5037 Strategies for Inclusive Schooling can be substituted for EARED 6002 Integrated Arts Strategies for Inclusive settings

Practicum (6 Credits):

Prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

EEDUC 7733	Seminar and Practicum for Educator Initial Licensure	6
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Licensure Only in Teacher of Visual Art (PreK-8) or (5-12) 25 credits

This program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Visual Art (PreK-8) or (5-12) in the Commonwealth of Massachusetts.

Designed for students who have an MFA or equivalent and seek licensure to be a teacher of visual art. Building upon their acquired art and art history knowledge, this program will equip them with the content required to apply for the visual art teacher license.

Program prerequisite: Master of Fine Arts, Master of Arts, or Master of Arts in Teaching, and have taken 18 credits of studio art in an undergraduate degree.

PROGRAM OF STUDY

Required Courses

In this program, EARED 6002 is taken for 3 credits.

EARED 6111	Principles and Practices of Art Education (PreK-12)	3
	or	
EARED 6112	Principles and Practices of Art Education (5-12)	3
EARED 5018	Arts and Human Development	3
EECLD 6115	Sheltered English Instruction PreK-12	3
	or	
EECLD 6116	Sheltered English Instruction (5-12)	4
EARED 6002	Integrated Arts Strategies for Inclusive Settings	3
EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3

EARED 6114	Rites and Rituals: Assessment in Art Education	3
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EECLD 6115 or EECLD 116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, which would reduce total number of program credits by four (4).

Practicum (6 credits):

Prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

EARED 7701	Practicum and Seminar in Art Education (PreK-8)	6
	or	
EARED 7704	Practicum and Seminar in Art Education (5-12)	6

COMMUNITY ARTS

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

This program provides a dynamic and interdisciplinary foundation in community arts work, including grant writing, arts administration, networking, fundraising, curriculum planning, assessment, and advocacy. In addition, the program requires students to pursue more in-depth knowledge in one of five specializations: arts in health; integrated arts; equity, access.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Core Courses (9 credits):

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

Required Inquiry and Practice Courses (9 credits):

EARED 7100	Arts Integrated Inquiry: Seminar and Thesis Project	3
EARED 7700	Internship and Seminar in Community Arts	3
EARED 7102	Arts Based Research for Teachers of Visual Arts	3

Program Specializations (18 credits):

Each student will choose, in consultation with advisor, one of the specializations below for the duration of their program, and will take the courses associated with that specialization for a total of 18 credits.

Arts in Health Specialization

GEXTH 5045	Arts and Healing	3
GEXTH 6028	The Arts in Health: Cultural Context and Meaning	3
GEXTH 5010	or Principles and Practices of Expressive Arts Therapy	3
GEXTH/GCREA	Expressive Therapies/Creativity, Leadership and Social Change: Two courses chosen in consultation with advisor	6
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: One course chosen in consultation with Community Arts and Arts in Health faculty advisors	3

Integrated Arts Specialization

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARTS 6105	Multiple Perspectives Through Music	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

Equity, Access, and Inclusion Specialization

EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3
EARTS 6101	Art and Culture in Community	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

Theater Studies Specialization

EARED 5009	Drama and Critical Literacy	3
EARED 6091	Transformational Leadership Through Drama	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

Visual Art Specialization

EARTS 6103	Literacy and the Arts: Vision and Voice	3
EARTS 6006	Power of the Image: Media Literacy	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

GRADUATE CERTIFICATE**Graduate Certificate in Arts Integration Strategies 15 credits**

This program enhances the individual creativity of teachers and serves as advanced training for educators who wish to integrate the arts across curriculum to increase student engagement and meet the needs of diverse groups of learners. Educators will actively engage, explore, experience, and create arts strategies that directly link to their curriculum. The strategies also support Common Core State Standards, Universal Design for Learning, and Differentiated Instruction. If desired, participants can transfer the five courses to enroll in the 33-credit Integrated Teaching through the Arts M.Ed program.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY**Required Courses (15 credits):**

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARTS 6104	Art and Visual Inquiry	3
EARTS 6203	The Language of Poetry	3
EARED 5009	Drama and Critical Literacy	3
EARTS 6101	Art and Culture in Community	3

CURRICULUM AND INSTRUCTION

Lesley University's program in curriculum and instruction is designed to address the needs of experienced educators who wish to enhance and expand their current knowledge and skills.

M.Ed. Program leading to Professional License in Massachusetts (p. 80)

M.Ed. Curriculum & Instruction for Educators

This program gives participants the opportunity to design an advanced degree tailored to their personal and professional goals. It is designed for educators in classroom or other learning settings. The program is delivered fully online in synchronous and asynchronous formats. The program begins and ends with an exploration of teaching practices and application of methods for research in learning environments with a culminating action research project. Each student will work with an advisor to develop a degree study plan by the end of the first semester of study and plan for future semester coursework. Specializations will be available for courses on a rotating basis.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.

PROGRAM OF STUDY

Required Core Courses (6 credits):

EEDUC 6126	Inquiry for Educators: Within & Beyond School Settings	3
EEDUC 6127	Action Research Capstone: Within & Beyond School Settings	3

EEDUC 6126 should be taken with in the first 3 terms of starting the program.

EEDUC 6127 will be taken within the final 3 terms of the program.

Students will select courses from two specializations below for 24 credits

English as a Second Language

- Choose four courses from this area for a total of 12 credits
- With this option, the student's transcript will reflect a specialization in the chosen area.

EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6007	Content Language, Literacies & Literature PrK-12	3
EECLD 6010	Content & Arts-Integrated Pedagogy for Multilingual Learners	3
EECLD 6012	Assessment for Equity & Inclusion of Multilingual Learners	3

Inclusive Special Education

- Choose four courses from this area for a total of 12 credits
- With this option, the student's transcript will reflect a specialization in the chosen area.

EINSE 5100	Inclusive Education and Assistive Technologies/AAC	3
EINSE 6124	Formal Assessment in Special Education	3
EINSE 6134	Developing IEPs in Collaboration with Schools and Families	3
EINSE 6165	Dyslexia: Neurobiology, Assessment, and Intervention	3

Integrated Teaching Through the Arts

- Choose four courses from this area for a total of 12 credits
- With this option, the student's transcript will reflect a specialization in the chosen area.

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARTS 6101	Art and Culture in Community	3
EARTS 6104	Art and Visual Inquiry	3
EARTS 6203	The Language of Poetry	3

Trauma Informed Instruction

- Choose four courses from this area for a total of 12 credits
- With this option, the student's transcript will reflect a specialization in the chosen area.

EEDUC 5256	The Impact of Trauma on Learning: An Overview	3
EEDUC 5257	The Impact of Trauma on Learning: Classroom and Student Supports	3
EEDUC 5258	The Impact of Trauma on Learning: Creating Trauma Sensitive Schools	3

EEDUC 5260	Race, Equity, and Trauma	3
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Technology in Education

- Choose four courses from this area for a total of 12 credits
- With this option, the student's transcript will reflect a specialization in the chosen area.

ECOMP 6012	Cyberbullying in Schools: Awareness, Prevention & Intervention	3
ECOMP 6201	Remote Learning: Design, Delivery, & Inclusivity	3
ECOMP 6207	Coding and Design	3
ECOMP 6210	Art Techne	3
EDSCI 6018	Learning, Design, and Robotics: Gateway to Critical Thinking	3

Language & Literacy

- Choose four courses from this area for a total of 12 credits
- With this option, the student's transcript will reflect a specialization in the chosen area.

EECLD 6010	Content & Arts-Integrated Pedagogy for Multilingual Learners	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6059	Literature and Learning in the K-8 Classroom	3
EEDUC 6101	Vocabulary and Comprehension Across the Curriculum	3

Science Education

- Choose four courses from this area for a total of 12 credits
- With this option, the student's transcript will reflect a specialization in the chosen area.

CNSCI 5100	Introduction to Physical Science	3
EDSCI 6018	Learning, Design, and Robotics: Gateway to Critical Thinking	3
EDSCI 6105	Natural Disasters	3
EDSCI 6110	Life Science	3

Math Education

- Choose four courses from this area for a total of 12 credits
- With this option, the student's transcript will reflect a specialization in the chosen area.

EMATH 6107	Constructing Mathematical Understanding: Number and Operations	3
EMATH 6109	Functions and Algebra I: Building Mathematical Understanding	3
EMATH 6111	Geometry and Measurement I: From Polygons to Pythagoras	3
EMATH 6113	Probability: The Mathematics of Uncertainty	3

Coaching and Teacher Leadership

- Choose four courses from this area for a total of 12 credits
- With this option, the student's transcript will reflect a specialization in the chosen area.

EEDUC 6403	Acquiring Coaching and Teacher Leadership Expertise	3	EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EEDUC 6404	Elevating Literacy Expertise Through Coaching	3	EECLD 6115	Sheltered English Instruction PreK-12	3
EEDUC 6405	Building Capacity through Continuous Professional Learning	3	EEDUC 5122	Child and Adolescent Development	3
EEDUC 6406	Shared Leadership for School Improvement	3	EEDUC 5128	Early Childhood Social Studies, Families and Communities	3
			EEDUC 5130	Early Childhood STEAM and Health	3
			EEDUC 5138	Literacy and the Arts in the Early Childhood Classroom	3
			EEDUC 5139	Learning Mathematics in Early Childhood	3
			EEDUC 5400	Literacy Essentials for Every Educator	3
			EEDUC 6109	Observation, Documentation, and Assessment	3
			EEDUC 6310	Design for Learning: Inquiry, Equity & Inclusivity	3

*Program completion can lead to endorsements or additional licenses in multiple states. It is the student's responsibility to know and monitor state requirements and regulations for the endorsement or second license.

EARLY CHILDHOOD EDUCATION

The Early Childhood Education program is designed to engage students with educational theory and hands-on application. Respect for the competence and curiosity of young children is at the heart of the program, along with a focus on developing curriculum that challenges children as unique individuals and stresses inclusive practices.

M.Ed. program leading to Initial Teacher License in Massachusetts

M.Ed. in Early Childhood (PreK-2) (p. 82)
M.Ed. in Early Childhood (PreK-2) with Add-License Preparation for English as a Second Language (p. 82)

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

M.Ed. in Innovative Pedagogies in Early Childhood Education (p. 83)

Graduate Certificate

Innovative Pedagogies in Early Childhood Education (p. 84)
For current information on state testing requirements for Initial licensure programs, Massachusetts Tests for Educator Licensure (MTEL) test administration dates, and the Lesley University MTEL policy, see Lesley's Certification and Educator Licensure web page.

MED. PROGRAMS LEADING TO INITIAL TEACHER LICENSE IN EARLY CHILDHOOD

M.Ed. in Early Childhood (PreK-2)

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

This program consists of courses that lead to an Initial teacher license in early childhood education, with an emphasis on the inclusion of all children. In addition to challenging and engaging coursework, students will gain a rich and relevant preparation for teaching by participating in a full-time practicum in early childhood classrooms.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.

PROGRAM OF STUDY

Required Courses

All of the following required courses must be completed prior to EEDUC 7733, and many courses include field-based assignments.

The content from EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, and another course can be selected with advisor approval.

Practicum (6 credits):

Prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

EEDUC 7733	Seminar and Practicum for Educator Initial Licensure	6
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M.Ed. in Early Childhood (PreK-2) with Add-License Preparation for English as a Second Language (PreK-6)

The early childhood portion of this program is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Early Childhood (PreK-2) in the Commonwealth of Massachusetts.

This program consists of courses that lead to an Initial teacher license in early childhood education, with an emphasis on the inclusion of all children. In addition to challenging and engaging coursework, students will gain a rich and relevant preparation for teaching by participating in a full-time practicum in early childhood classrooms.

While this program endorses candidates for only the early childhood license, it prepares them well to add the English as a Second Language (ESL) license through a year-long internship in a diverse school/classroom, which includes field experiences in PreK-2 classrooms with ESL, sheltered English immersion, or bilingual learners.

- The year-long internship aspect of the program more than addresses the required 100-hour pre-practicum experience taken concurrently with EEDUC 6310.
- Program language requirement: Documentation of having earned a minimum of 3 college credits in a language other than English or equivalent must be submitted prior to program completion. For non-native English speakers, English is considered to be the foreign language.

- To obtain a Massachusetts ESL license, students will need to apply for an Initial ESL license with the Department of Elementary and Secondary Education (DESE) and have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). DESE also requires students to complete 150 hours in an ESL classroom to qualify for add ESL license. Students will meet this requirement through a year-long placement in a district-based clinical setting.

PROGRAM OF STUDY

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

Required Courses

EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6115	Sheltered English Instruction PreK-12	3
EEDUC 5122	Child and Adolescent Development	3
EEDUC 5128	Early Childhood Social Studies, Families and Communities	3
EEDUC 5130	Early Childhood STEAM and Health	3
EEDUC 5138	Literacy and the Arts in the Early Childhood Classroom	3
EEDUC 5139	Learning Mathematics in Early Childhood	3
EEDUC 6109	Observation, Documentation, and Assessment	3
EEDUC 6310	Design for Learning: Inquiry, Equity & Inclusivity	3
EEDUC 7733	Seminar and Practicum for Educator Initial Licensure	6

The content from EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, and another course can be selected with advisor approval.

Add ESL Courses

EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3
EECLD 6007	Content Language, Literacies & Literature PrK-12	3
EECLD 6012	Assessment for Equity & Inclusion of Multilingual Learners	3

MED. PROGRAMS LEADING TO PROFESSIONAL TEACHER LICENSE IN EARLY CHILDHOOD

M.Ed. in Innovative Pedagogies in Early Childhood 33 credits

This program allows educators to develop skills in: environments, materials, provocations, documentation, family engagement, citizenship, and the vision of the capable, investigative, meaning-making young child, through the example of the schools in Reggio Emilia, Italy. The program will allow students to immerse themselves in Reggio-inspired classrooms in the Boston area through internships, learning directly from master teachers and developing their own culturally responsive pedagogies.

The program offers the opportunity to develop an additional concentration. Students will emerge with versatile perspectives and understandings that will allow them to become early childhood leaders.

- Students who wish to earn a Massachusetts Professional License must have a Massachusetts Initial license in Early Childhood (PreK-2). If you are not seeking a license, you will need to sign a non-licensure agreement.
- In this program, EARED 6002 will be taken for three credits.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Courses 9 credits

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

Elective Courses 9 credits

Select **three** elective courses in consultation with your advisor. Please note that not all elective courses are offered each catalog year; consult with your advisor for options.

EEDUC 6058	Anti-Bias Communities in Early Childhood	3
EEDUC 5115	Families, Society, and Schools	3
EEDUC 5301	Reggio Emilia-Inspired Study Tour: Collaboration, Inspiration, and Interpretation	3
EEDUC 6017	Advanced Reflections on the Reggio Emilia Approach	3
EEDUC 5138	Literacy and the Arts in the Early Childhood Classroom	3
EEDUC 5130	Early Childhood STEAM and Health	3
EEDUC 5045	Learning Environments for Infants and Toddlers	3

CONCENTRATION COURSES 15 CREDITS

Select 5 in consultation with your advisor.

Language and Literacy

EEDUC 5137	Language and Literacy Development in the Early Years	3
EEDUC 6174	Literature for Children, Tweens, and Teens in a Diverse Society	3
EEDUC 6001	The Teaching of Writing (K-12)	3

Bilingual Learners

EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3

Arts Integration

EARED 6002	Integrated Arts Strategies for Inclusive Settings	3
EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3

EARED 6111	Principles and Practices of Art Education (PreK-12)	3
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The Inclusive Classroom

EINSE 6130	Speech, Language, and AAC	3
EINSE 5114	Universal Curriculum Design and Assistive Technology	3
EINSE 5037	Strategies for Inclusive Schooling	3

GRADUATE CERTIFICATE**Innovative Pedagogies in Early Childhood 12 credits**

This program offers teachers and schools the opportunity to deepen their knowledge of a pedagogy based on an image of the child as a competent and capable learner. Using the example of the preschools in Reggio Emilia, Italy, teachers taking this program will emerge with an understanding of how to grow Reggio-inspired communities in a wide range of settings, employing culturally responsive pedagogies.

Educators will develop skills in: environments, materials, provocations, documentation, family engagement, citizenship, and the vision of the capable, curious young child. The program will give students the opportunity to immerse themselves in Reggio-inspired classrooms in the Boston area through internships, learning from master teachers and developing their own pedagogies.

- In this program, EARED 6002 will be taken for three credits.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

Required Core Courses

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

Elective

Select one elective course in consultation with your advisor. Please note that not all elective courses are offered each catalog year; consult with your advisor for options.

EARED 6002	Integrated Arts Strategies for Inclusive Settings	3
EEDUC 6058	Anti-Bias Communities in Early Childhood	3
EEDUC 5115	Families, Society, and Schools	3
EEDUC 5301	Reggio Emilia-Inspired Study Tour: Collaboration, Inspiration, and Interpretation	3
EEDUC 6017	Advanced Reflections on the Reggio Emilia Approach	3
EEDUC 5138	Literacy and the Arts in the Early Childhood Classroom	3
EEDUC 5130	Early Childhood STEAM and Health	3
EEDUC 5045	Learning Environments for Infants and Toddlers	3

ELEMENTARY EDUCATION

Lesley's Elementary Education programs prepare teacher candidates to be competent generalists who are able to meet the needs of the diverse student population in an elementary school classroom. They emphasize attention to the child as an individual; inclusive

education; linguistic/cultural diversity; inquiry; technology; and the place of assessment in the education process.

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

M.Ed. in Elementary Education (1-6) (p. 84) (p. 85)

M.Ed. in Elementary Education (1-6) with Add License Preparation for English as a Second Language (PreK-6) (p. 85)

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

M.Ed. Curriculum Instruction for Educators (p. 80)

Licensure-only program leading to Initial Teacher License in Massachusetts

Elementary Education (1-6) (p. 85)

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

M.ED. PROGRAMS LEADING TO INITIAL TEACHER LICENSE IN ELEMENTARY (1-6)**M.Ed. in Elementary Education (1-6)**

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

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

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.

PROGRAM OF STUDY

EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6115	Sheltered English Instruction PreK-12	3
EEDUC 5102	Teaching Elementary School Mathematics	3
EEDUC 5121	Elementary Literacy: Purposeful Language Arts Instruction	3
EEDUC 5122	Child and Adolescent Development	3
EEDUC 5135	STEAM in the Elementary School:	3

	Thinking with Evidence	
EEDUC 5136	Integrating Social Studies in the Elementary Classroom	3
EEDUC 5400	Literacy Essentials for Every Educator	3
EEDUC 6310	Design for Learning: Inquiry, Equity & Inclusivity	3
EEDUC 7733	Seminar and Practicum for Educator Initial Licensure	6
EINSE 5037	Strategies for Inclusive Schooling	3

The content from EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, and another course can be selected with advisor approval.

Practicum prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

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

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

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

- The year-long internship aspect of the program more than addresses the required 100-hour pre-practicum experience taken concurrently with EECUC 6310.
- To obtain a Massachusetts ESL license, students will need to apply for an Initial ESL license with the Department of Elementary and Secondary Education (DESE) and have passed the appropriate Massachusetts Tests for Educator Licensure (MTEL). DESE also requires students to complete 150 hours in an ESL classroom to qualify for add ESL license. Students will meet this requirement through a year-long placement in a district-based clinical setting.
- Program language requirement: Documentation of having earned a minimum of 3 college credits in a language other than English or equivalent is required for ESL Initial license. For non-native

English speakers, English is considered to be the foreign language.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

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

EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6115	Sheltered English Instruction PreK-12	3
EEDUC 5102	Teaching Elementary School Mathematics	3
EEDUC 5121	Elementary Literacy: Purposeful Language Arts Instruction	3
EEDUC 5122	Child and Adolescent Development	3
EEDUC 5135	STEAM in the Elementary School: Thinking with Evidence	3
EEDUC 5136	Integrating Social Studies in the Elementary Classroom	3
EEDUC 6310	Design for Learning: Inquiry, Equity & Inclusivity	3
EEDUC 7733	Seminar and Practicum for Educator Initial Licensure	6
EINSE 5037	Strategies for Inclusive Schooling	3

The content from EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, and another course can be selected with advisor approval.

Add License ESL

EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3
EECLD 6007	Content Language, Literacies & Literature PrK-12	3
EECLD 6012	Assessment for Equity & Inclusion of Multilingual Learners	3

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

Licensure Only: Elementary Education (1-6) 34 credits

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

This program is designed for career changers and others who may want to teach but do not require (or may already have) a full master's degree. It will prepare participants to work with children in 21st century schools, as well as to meet Massachusetts state regulations for teacher licensure. Appropriate for students with undergraduate degrees, the program incorporates Lesley's commitment to inclusive classrooms, differentiated instruction, and the integration of theory with practice. Classroom inquiry is a focus, as teachers move through

their coursework, pre-practicum experience, a pre-practicum course, and a full-semester practicum experience.

- Program prerequisites: Bachelor's degree from a regionally accredited college or university; an approved child development course completed with a grade of B or better (without such a course, students may be accepted into the program but must take EEDUC 5122 Development & Learning: Psycho-social Perspectives in Education in their first semester of study).
- Courses required for completion of this program may be waived based on previous coursework or past experience. Courses waived will reduce the total number of program credits (minimum total credits: 18).

PROGRAM OF STUDY

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

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

Phase I (12 credits):

EEDUC 5400	Literacy Essentials for Every Educator	3
EEDUC 5102	Teaching Elementary School Mathematics	3
EMATH 6108	Constructing Mathematical Understanding for Number Theory	3
EINSE 5037	Strategies for Inclusive Schooling	3

Phase II (7 credits):

EECLD 6115	Sheltered English Instruction PreK-12	3
EEDUC 6635	Theory and Practice: A Contemporary Context for Teaching	3

EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, which would reduce total number of program credits by four (4).

Phase III (9 credits):

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

Phase IV (6 credits):

Prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

EEDUC 7733	Seminar and Practicum for Educator Initial Licensure	6
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INDIVIDUALLY DESIGNED

M.Ed. Individually Designed Program for Educators
33 credits

This program gives participants the opportunity to design an advanced degree tailored to their personal and professional goals. With 27 credits of online and/or on-campus electives, the student can design an area of concentration, an interdisciplinary plan, or complete an endorsement or second license program. The last two courses of the program are two research courses designed to help students consolidate their coursework and develop an action research study.

Each student will work with an academic advisor or faculty advisor to develop a degree study plan by the end of the first semester of study. The plan will be used as a flexible contract and road map toward degree completion. Students may also design independent study courses, in consultation with their faculty advisor, to complement their study plan.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.

PROGRAM OF STUDY

Required Core Courses (6 credits):

EEDUC 6126	Classroom and School Inquiry	3
EEDUC 6127	Action Research and Seminar	3

EEDUC 6127: taken as final course in the program

Elective Courses (27 credits):

Options for earning elective credits include the following:

- Choose any combination of graduate level courses from across the university, many of which are online.
- Complete one of the certificate programs below in its entirety. With this option, the student's transcript will reflect a specialization in the chosen area, and the credits earned can be applied to the elective requirement. Additional courses must be completed as needed to total 27 credits.

Mathematics Education (18 credits)*

Science in Education (15 credits)*

Teaching English to Speakers of Other Languages (TESOL) (18 credits)*

Autism Spectrum Disorder: Allies and Advocates (12 credits)

Developing Literacy Expertise through Responsive Classroom Teaching (K-8) (18 credits)

**Program completion leads to endorsement in multiple states. It is the student's responsibility to know and monitor state requirements and regulations for the endorsement or second license.*

MIDDLE SCHOOL AND HIGH SCHOOL
EDUCATION

Our middle school programs emphasize the importance of creating the appropriate school environments, curriculum designs, and classroom teaching strategies that best support the intellectual, emotional, and social growth of early adolescents. This includes heterogeneous grouping, integrated studies that correlate with national standards, classroom management techniques that create a

community of self-monitoring learners, interdisciplinary teacher teams, community-based projects, small learning communities, differentiated assessment practices, and parental involvement.

Our high school programs draw on resources in education and the liberal arts to prepare outstanding teachers who will be highly effective educators. Students learn practical classroom skills for working with diverse student populations; receive a thorough grounding in best practices for instruction and assessment in their subject area; encounter the most current research and theory on adolescence and high schools; think critically about contemporary high schools; broaden their subject area knowledge base; engage actively with current educational technologies; conduct action research; and practice new-found skills in high school classrooms.

Middle School Education

M.Ed. in Middle School Education (5-8) (p. 87)

License Only in Middle School Education (5-8) (p. 88)

High School Education

M.Ed. in High School Education (8-12) (p. 88)

License Only in High School Education (8-12) (p. 89)

Middle/High School Education

M.Ed. in Middle and High School Education (5-12) (p. 89)

License Only in Middle and High School Education (5-12) (p. 90)

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

MIDDLE SCHOOL EDUCATION

M.Ed. in Middle School Education (5-8)

Middle School programs are approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in the Commonwealth of Massachusetts in the following subject areas: General Science (5-8), Humanities (5-8), Mathematics (5-8), and Mathematics/Science (5-8).

For content areas spanning grades 5-12, English and History/Social Science, see the Middle/High School programs page (p. 89).

- Please note that students taking the optional residency-based ESL-preparation add-on specialization (p. 97) will complete additional credits.

Program prerequisites:

- General Science, Mathematics: Completion of a college or university's requirements for a major in the discipline or have passed the Massachusetts Tests for Educator Licensure (MTEL) in the content area of the license sought.
- Humanities: Completion of a college or university's requirements for a major in either English or History and a minor in the other subject, or have passed the corresponding MTEL subject area exam in place of the minor, or have passed a combination of appropriate MTEL subject area exams: English (5-12) and History (5-12) or the MTEL Middle School Humanities exam.

- Mathematics/Science: Completion of a college or university's requirements for a major in either Math or Science and a minor in the other subject or have passed the corresponding MTEL subject area exam in place of the minor or have passed the MTEL subject exam in both Mathematics (5-8) and General Science (5-8) or the combination MTEL Middle School Math/Science exam.
- Practicum prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Courses for All Subject Areas (30 Credits):

All of the following required courses must be completed prior to the practicum, and many courses include field-based assignments.

EEDUC 5122	Child and Adolescent Development	3
EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EEDUC 6201	Decoding the Culture of Secondary Schools	3
EEDUC 6310	Design for Learning: Inquiry, Equity & Inclusivity	3
EECLD 6115	Sheltered English Instruction PreK-12	3
EEDUC 6170	Disciplinary Literacies of the Secondary Classroom	3
EEDUC 6210	Fostering Well-Being through Equitable Teaching Practices	3
EEDUC 7733	Seminar and Practicum for Educator Initial Licensure	6

The content from EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, and another course can be selected with advisor approval.

Choose ONE:

EEDUC 5400	Literacy Essentials for Every Educator	3
EECLD 6007	Content Language, Literacies & Literature PrK-12	3

Selected in consultation with your advisor. Students taking the optional residency-based ESL-preparation add-on specialization (p. 97) should enroll in EECLD 6007.

Mathematics 5-8 (6 Credits):

EEDUC 6166	Crafting Curriculum from Design to Assessment	3
EEDUC 6202	Teaching Mathematics 5-12	3

Math/Science 5-8 (6 Credits):

EEDUC 6202	Teaching Mathematics 5-12	3
EEDUC 6206	Teaching Science 5-12	3

General Science 5-8 (6 Credits):

EEDUC 6166	Crafting Curriculum from Design to Assessment	3
EEDUC 6206	Teaching Science 5-12	3

Humanities 5-8 (6 Credits):

EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 6166	Crafting Curriculum from Design to Assessment	3

Licensure Only: Middle School Education (5-8) 18-28 credits

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in General Science (5-8), Humanities (5-8), Mathematics (5-8), and Mathematics/Science (5-8) in the Commonwealth of Massachusetts.

- Program prerequisites: Completion of a college or university's requirements for a major in the discipline or have passed the Massachusetts Tests for Educator Licensure (MTEL) in content area of the license sought.
- Practicum prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.
- General Science and Mathematics are 25 credits; Mathematics/Science and Humanities are 28 credits.
- Courses may be waived based on previous coursework, which may reduce the total number of program credits. Minimum program credits: 18.

PROGRAM OF STUDY**Required Courses for All Subject Areas (16 credits):**

All of the following required courses must be completed prior to the practicum, and many courses include field-based assignments.

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development	3
EEDUC 6210	Fostering Well-Being through Equitable Teaching Practices	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, which would reduce total number of program credits by four (4).

General Science 5-8 (9 credits):

EEDUC 5013	Curriculum, Instruction, and Assessment in General Science	3
EEDUC 7732	Practicum and Seminar in General Science (5-8)	6

Humanities 5-8 (12 credits):

EEDUC 5060	Teaching English Language Arts in Grades 5-12	3
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EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 7728	Practicum and Seminar in Humanities (5-8)	6

Mathematics 5-8 (9 credits):

EEDUC 5110	Teaching Mathematics in Grades 5-8	3
EEDUC 7729	Practicum and Seminar in Mathematics (5-8)	6

Mathematics/Science 5-8 (12 credits):

EEDUC 5110	Teaching Mathematics in Grades 5-8	3
EEDUC 5013	Curriculum, Instruction, and Assessment in General Science	3
EEDUC 7738	Practicum and Seminar in Mathematics/Science (5-8)	6

HIGH SCHOOL EDUCATION**M.Ed. in High School Education (8-12)**

This program is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in the Commonwealth of Massachusetts in the following subject areas: Biology (8-12), Chemistry (8-12), Earth and Space Science (8-12), Physics (8-12), and Mathematics (8-12).

For content areas spanning grades 5-12, English, Social Studies, and History, see the Middle/High School programs page (p. 89).

- Please note that students taking the optional residency-based ESL-preparation add-on specialization (p. 97) will complete additional credits.

Program prerequisites:

- Completion of a college or university's requirements for a major in the discipline or have passed the Massachusetts Tests for Educator Licensure (MTEL) in content area of the license sought.
- Practicum prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY**Required Courses for All Subject Areas (33 Credits):**

EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6115	Sheltered English Instruction PreK-12	3
EEDUC 5122	Child and Adolescent Development	3
EEDUC 6166	Crafting Curriculum from Design to Assessment	3
EEDUC 6170	Disciplinary Literacies of the Secondary Classroom	3
EEDUC 6201	Decoding the Culture of Secondary Schools	3
EEDUC 6210	Fostering Well-Being through	3

EEDUC 6310	Equitable Teaching Practices Design for Learning: Inquiry, Equity & Inclusivity	3
EEDUC 7733	Seminar and Practicum for Educator Initial Licensure	6

The content from EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, and another course can be selected with advisor approval.

Choose ONE:

EEDUC 5400	Literacy Essentials for Every Educator	3
EECLD 6007	Content Language, Literacies & Literature PrK-12	3

Selected in consultation with your advisor. Students taking the optional residency-based ESL-preparation add-on specialization (p. 97) should enroll in EECLD 6007.

Biology (8-12)

EEDUC 6206	Teaching Science 5-12	3
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Chemistry (8-12)

EEDUC 6206	Teaching Science 5-12	3
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Earth and Space Science (8-12)

EEDUC 6206	Teaching Science 5-12	3
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Mathematics (8-12)

EEDUC 6202	Teaching Mathematics 5-12	3
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Physics (8-12)

EEDUC 6206	Teaching Science 5-12	3
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Licensure Only: High School Education (8-12) 18-25 credits

This program is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in the Commonwealth of Massachusetts in the following subject areas: Biology (8-12), Chemistry (8-12), Earth Science (8-12), Mathematics (8-12), and Physics (8-12).

- Program prerequisite: Completion of a college or university's requirements for a major in the subject area for which Initial teacher license is sought.
- Practicum prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.
- Courses may be waived based on previous coursework, which may reduce the total number of program credits. Minimum program credits: 18.

PROGRAM OF STUDY

Required Courses for All Subject Areas (16 credits):

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development	3

EEDUC 6210	Fostering Well-Being through Equitable Teaching Practices	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, which would reduce total number of program credits by four (4).

Biology 8-12 (9 credits):

EEDUC 6206	Teaching Science 5-12	3
EEDUC 7780	Practicum and Seminar in Biology (8-12)	6

Chemistry 8-12 (9 credits):

EEDUC 6206	Teaching Science 5-12	3
EEDUC 7781	Practicum and Seminar in Chemistry (8-12)	6

Earth and Space Science 8-12 (9 credits):

EEDUC 6206	Teaching Science 5-12	3
EEDUC 7782	Practicum and Seminar in Earth Science (8-12)	6

Mathematics 8-12 (9 credits):

EEDUC 6202	Teaching Mathematics 5-12	3
EEDUC 7772	Practicum and Seminar in Mathematics (8-12)	6

Physics 8-12 (9 credits):

EEDUC 6206	Teaching Science 5-12	3
EEDUC 7783	Practicum and Seminar in Physics (8-12)	6

MIDDLE/HIGH SCHOOL EDUCATION

M.Ed. in Middle/High School Education (5-12)

Middle and High School programs are approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in the Commonwealth of Massachusetts in the following subject areas: English (5-12), History and Social Science (5-12).

These content areas span middle and high school. For other content areas 5-8 or 8-12, see the Middle School (p. 87) or High School (p. 88) pages.

- Please note that students taking the optional residency-based ESL-preparation add-on specialization (p. 97) will complete additional credits.

Program prerequisites:

- Completion of a college or university's requirements for a major in the discipline or have passed the Massachusetts Tests for Educator Licensure (MTEL) in the content area of the license sought.
- Practicum prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

For the university's transfer credit policy for this and other programs, see the **Transfer of Credits** (p. 46) page.

PROGRAM OF STUDY

Required Courses for All Subject Areas (33 Credits):

EEDUC 5122	Child and Adolescent Development	3
EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EEDUC 6201	Decoding the Culture of Secondary Schools	3
EEDUC 6310	Design for Learning: Inquiry, Equity & Inclusivity	3
EECLD 6115	Sheltered English Instruction PreK-12	3
EEDUC 6170	Disciplinary Literacies of the Secondary Classroom	3
EEDUC 6166	Crafting Curriculum from Design to Assessment	3
EEDUC 6210	Fostering Well-Being through Equitable Teaching Practices	3
EEDUC 7733	Seminar and Practicum for Educator Initial Licensure	6

The content from EECLD 6115 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, and another course can be selected with advisor approval.

Choose ONE:

EEDUC 5400	Literacy Essentials for Every Educator	3
EECLD 6007	Content Language, Literacies & Literature PrK-12	3

Selected in consultation with your advisor. Students taking the optional residency-based ESL-preparation add-on specialization (p. 97) should enroll in EECLD 6007.

History/Social Science 5-12 (3 Credits)

EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
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English 5-12 (3 Credits):

EEDUC 5060	Teaching English Language Arts in Grades 5-12	3
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Licensure Only: Middle/High School Education (5-12) 25 credits

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in English (5-12), History (5-12), and Social Sciences (5-12) in the Commonwealth of Massachusetts.

- Program prerequisites: Completion of a college or university's requirements for a major in the discipline or have passed the Massachusetts Tests for Educator Licensure (MTEL) in content area of the license sought.
- Practicum prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

- Courses may be waived based on previous coursework, which may reduce the total number of program credits. Minimum program credits: 18.

PROGRAM OF STUDY

Required Courses for All Subject Areas (16 credits):

EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom	3
EEDUC 6100	Adolescent Development	3
EEDUC 6210	Fostering Well-Being through Equitable Teaching Practices	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms	3
EECLD 6116	Sheltered English Instruction (5-12)	4

EECLD 6116 may be waived with documented state approved Sheltered English Immersion (SEI) endorsement, which would reduce total number of program credits by four (4).

English 5-12 (9 credits):

EEDUC 5060	Teaching English Language Arts in Grades 5-12	3
EEDUC 7730	Practicum and Seminar in English (5-8)	6

History 5-12 (9 credits):

EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 7741	Practicum and Seminar in History (5-8)	6

Social Sciences 5-12 (9 credits):

EEDUC 5061	Teaching History and Social Sciences Grades 5-12	3
EEDUC 7731	Practicum and Seminar in Political Science/Political Philosophy (5-8)	6

READING, LITERACY LEARNING, AND LANGUAGE

The Lesley reading, literacy learning, and language programs for educators focus on responding to the diverse literacy needs of K-12 students. An emphasis is placed on the following: connecting reading and writing across the curriculum, connecting assessment and instruction to inform ongoing teaching and to guide students' learning, and meeting the needs of English language learners. The power of narrative and informational literature to teach reading and to model writing across the disciplines is evident in each program option.

SPECIALIST TEACHER OF READING

The Specialist Teacher of Reading programs are highly regarded for their outstanding professional training and for the expertise of the Lesley literacy faculty. The teaching of reading, narrative and expository writing, and speaking and listening skills are included, along with a thorough grounding in theory and an emphasis on the skills and practices of consultation and collaboration. Students have opportunities to engage in field experiences as tutors and interns in school and clinical settings at a variety of levels, as well as an opportunity to build a repertoire of assessment practices appropriate for diverse populations at varying ages and grade levels.

M.Ed. Program leading to Initial Teacher License in Massachusetts

M.Ed. in Specialist Teacher of Reading (All Levels)

CAGS Program leading to Initial Teacher License in Massachusetts

CAGS in Specialist Teacher of Reading (All Levels)

Licensure Only (Non-Degree) Program

Specialist Teacher of Reading (All Levels)

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

M.Ed. Programs Leading to Initial License in Specialist Teacher of Reading**M.Ed. in Specialist Teacher of Reading (All Levels)**

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Specialist Teacher of Reading (All Levels) in the Commonwealth of Massachusetts.

This program offers thorough training in a variety of literacy strategies and approaches to meet the needs of multilingual learners, students with reading disabilities, and students with diverse learning needs. The program is highly regarded for its outstanding professional training and for the expertise and diverse backgrounds of the Lesley faculty who specialize in a multi-faceted approach to literacy. Emphasis is on evidence-based instruction; the foundations of teaching of reading; knowledge building through fiction and nonfiction literature; creative and functional writing; assessment informing instruction; and coaching and professional development.

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

Program Prerequisites:

- Initial or Professional license for classroom teacher or special education teacher
- EEDUC 5400 Literacy Essentials for Every Educator (or equivalent)
- EEDUC 5122 Child and Adolescent Development (or a course in child development and a course in adolescent development)
- EECLD 6115 Sheltered English Instruction (PreK-12 or documented state approved SEI endorsement)

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

PROGRAM OF STUDY**Required Courses (30 credits):**

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6032	Exploring Nonfiction Across the Content Areas K-12	3
EEDUC 6101	Vocabulary and Comprehension Across the Curriculum	3
EEDUC 6135	Assessment: A Literacy Perspective	3

EEDUC 6164	Perspectives on Literacy, Learning, and Teaching	3
EEDUC 6174	Literature for Children, Tweens, and Teens in a Diverse Society	3
EINSE 6014	Targeted Reading and Writing Instruction	3

EEDUC 7130 may be taken concurrently with EEDUC 7105.

Practicum (3 credits):

Prerequisites: Practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This 150-hour, full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 3 credits of tuition. Field Placement Office must approve all practicum placements.

EEDUC 7105	Practicum: Literacy: Interactive Assessment and Instruction	3
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CAGS in Specialist Teacher of Reading (All Levels) 42 credits

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

This advanced program is designed for experienced professionals who already hold a master's degree in education. It offers thorough training in literacy strategies and approaches to meet the needs of diverse student learners. Candidates work with faculty on the cutting edge of literacy research, pedagogy, and policy, and focus on staff development as well as direct services to students across the grades.

Ideal for established K-12 practitioners looking to further develop their literacy skills and move to a higher-level degree while acquiring their specialist teacher of reading license, this program is of particular value to individuals who seek positions with responsibility for curriculum, staff development, and supervision.

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

Program Prerequisites:

- Master's degree in education
- Initial or Professional license for classroom or special education teacher
- EEDUC 5400 Literacy and Literature: Methods and Materials (1-6) (or equivalent)
- EEDUC 5122 Development and Learning: Psycho-social Perspectives in Education (or a course in child development and a course in adolescent development)
- EECLD 6115 Sheltered English Instruction (PreK-6) or EECLD 6116 Sheltered English Instruction (5-12) or documented state-approved SEI endorsement.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Core Courses (21 credits):

All of the following required core courses must be completed prior to the practicum, and many courses include field-based assignments

EEDUC 6174	Literature for Children, Tweens, and Teens in a Diverse Society	3
EEDUC 6101	Content Literacy	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6136	Literacy: Building Strengths, Addressing Needs	3
EEDUC 6135	Assessment: A Literacy Perspective	3
EEDUC 7130	Professional Development-New Role for the Classroom Teacher of Literacy	3

EEDUC 7130: may be taken concurrently with EEDUC 7105

Practicum (3 credits):

Prerequisites: Completion of a 150 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 3 credits of tuition. Field Placement Office must approve all practicum placements.

EEDUC 7105	Practicum: Literacy: Interactive Assessment and Instruction	3
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Required Research Courses (9 credits):

EEDUC 7102	Research in Reading	3
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Select two of the following 3-credit research courses, in consultation with advisor:

EAGSR 7210	Program Evaluation	3
EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 7102	Quantitative Research Methods II: Research Design	3
EAGSR 7103	Qualitative Research Methods I	3

CAGS Courses (6 credits):

EEDUC 8001	Advanced Professional Seminar or	3
EARED 8000	Advanced Professional Seminar	3
EEDUC 7003	Directed Study: Reading and Language Arts	3

Capstone and CAGS Qualifying Examinations (3 credits):

EEDUC 7999	Independent Study: Qualifying Portfolio and Oral Examination	3
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Licensure Only: Specialist Teacher of Reading (All Levels) 12-27 Credits

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

This licensure-only program is for licensed classroom teachers with a master's degree who seek further certification as a specialist teacher of reading. It allows teachers to add an additional license to advance initial licenses to Professional (Early Childhood, Elementary Education, Moderate Disabilities). Graduates of Lesley's M.Ed. in Language and Literacy may take advantage of the 12-15 credit pathway to licensure. The program offers thorough training in literacy strategies to meet the needs of diverse learners across grades K-12. Students work with professors on literacy research, pedagogy, and policy, and focus on staff development and direct services to students.

Note: A MA Initial or Professional license and at least one year of teaching experience under that license are required by the Massachusetts Department of Elementary and Secondary Education to be eligible for a license as a specialist teacher of reading. Teacher candidates may still apply for the license before that year of teaching is complete. Upon documentation of the completed year of teaching, the license will be issued by the Massachusetts Department of Education.

Courses may be waived based on previous equivalent coursework or past experience. Courses waived will reduce the total number of program credits. Minimum required program credits: 12.

Program Prerequisites

- Completed master's degree and Initial or Professional license for classroom teacher or special education teacher, or documented enrollment in a master's degree program leading to Initial license at the time of application.
- EEDUC 5400 Literacy and Literature: Methods and Materials (1-6), (or equivalent)
- EEDUC 5122 Development and Learning: Psycho-social Perspectives in Education (or a course in child development and a course in adolescent development)
- EECLD 6115 Sheltered English Instruction (PreK-6), EECLD 6116 Sheltered English Instruction (5-12), or documented state-approved SEI endorsement.

PROGRAM OF STUDY

Required Courses (24 credits):

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6174	Literature for Children, Tweens, and Teens in a Diverse Society	3
EEDUC 6032	Exploring Nonfiction Across the Content Areas K-12	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6135	Assessment: A Literacy Perspective	3
EEDUC 6136	Literacy: Building Strengths, Addressing Needs	3
EEDUC 7130	Leadership in Language & Literacy: Coaching & Collaboration	3

EEDUC 7130: may be taken concurrently with EEDUC 7105

Practicum (3 credits):

Prerequisites: Practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This 150-hour, full time, semester-long experience

requires an accompanying seminar course and includes a field experience fee and 3 credits of tuition. Field Placement Office must approve all practicum placements..

EEDUC 7105	Practicum: Literacy: Interactive Assessment and Instruction	3
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LITERACY FOR CLASSROOM TEACHERS

Non-Licensure M.Ed. Program:

M.Ed. in Language and Literacy

Graduate Certificates:

Graduate Certificate in Developing Literacy Expertise through Responsive Classroom Teaching (K-8) (p. 93)

Graduate Certificate in Literacy Coaching and Teacher Leadership (p. 94)

Graduate Certificate in Literacy for the Classroom Teacher (p. 93)

M.Ed. in Language and Literacy 30 credits

This 30-credit online program addresses the needs of experienced educators who wish to enhance and expand their knowledge and skills in the area of literacy. The program provides educators with a foundation in literacy learning and language and its application across diverse populations and content areas. The program has a particular focus on meeting the needs of multilingual learners through the integration of reading and writing, the use of assessment to inform instruction, the integration of technology to enhance a multiple literacies approach, and the knowledge and use of authentic literature, narrative and informational, to effectively match readers and text.

Program Prerequisite: Teaching license or documented education-related experience

PROGRAM OF STUDY

Required Courses (30 credits):

EEDUC 6164	Perspectives on Literacy, Learning, and Teaching	3
EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EEDUC 6059	Literature and Learning in the K-8 Classroom	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6156	Assessment for the Classroom Teacher of Literacy	3
EECLD 6010	Content & Arts-Integrated Pedagogy for Multilingual Learners	3
EEDUC 6136	Literacy: Building Strengths, Addressing Needs	3
EECLD 6007	Content Language, Literacies & Literature PrK-12	3

Capstone Course (3 credits):

All other courses in the program should be taken before the capstone course.

EEDUC 7130	Leadership in Language & Literacy: Coaching & Collaboration	3
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Graduate Certificate in Literacy for the Classroom Teacher (K-8) 15 credits

This online program is designed for experienced educators who wish to enhance and expand their knowledge and skills in literacy. The program provides a foundation in literacy learning and its application across diverse populations and content areas. The focus of the program is on the integration of reading and writing; using technology to enhance a multiple literacies approach; and the knowledge and use of authentic literature, narrative and informational, to analyze text complexities and to match readers and text.

- This program may also be used as a specialization to fulfill some of the requirements for the M.Ed. in Language and Literacy program or the M.Ed. Individually Designed Program for Educators.
- Program prerequisite: Bachelor's degree from a regionally accredited college or university

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Courses (12 credits):

EEDUC 6059	Literature and Learning in the K-8 Classroom	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6101	Vocabulary and Comprehension Across the Curriculum	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3

Elective Courses (3 credits):

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

EECLD 6010	Content & Arts-Integrated Pedagogy for Multilingual Learners	3
EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3

Graduate Certificate in Developing Literacy Expertise through Responsive Classroom Teaching (K-8) 18 credits

Center for Reading Recovery and Literacy Collaborative

Developed by the Lesley University Center for Reading Recovery and Literacy Collaborative, this certificate is distinguished by its systematic focus on building an integrated approach to literacy across all of the important elements of instructional practice, blending social constructivist teaching and learning environments; Clay's complex theory of literacy learning; and the explicit descriptions of language and literacy development described in *The Continuum of Literacy Learning K-8: A Guide to Teaching* developed by Fountas and Pinnell.

Participants will learn specific core teaching practices within a literacy framework for improving teaching in reading, writing, language and word study/phonics for all students, including English language learners. These teaching practices include whole group, small group, and individual teaching within different elements of the

literacy workshops, as well as a strong focus on using systematic assessment to inform instruction at all levels.

- Note: Participants should be teaching in a classroom or have access to students in order to successfully complete the coursework.
- Program prerequisite: Bachelor's degree from a regionally accredited college or university
- Students who enroll in the online graduate certificate *Developing Literacy Expertise through Responsive Classroom Teaching* in the Center for Reading Recovery and Literacy Collaborative can apply to transfer up to three credits.

For the university's transfer credit policy for this and other programs, see the **Transfer of Credits** (p. 46) page.

PROGRAM OF STUDY

Required Courses (6 credits):

EEDUC 6165	Linking Assessment to Teaching: Reading, Writing, and Word Study (K-8)	3
EEDUC 6169	Thinking, Talking, and Writing about Texts (K-8)	3

Elective Courses (12 credits):

Select **four** of the following 3-credit courses in consultation with advisor:

EEDUC 6047	Guided Reading: Responsive Teaching (K-2)	3
EEDUC 6180	Intentional Teaching in a Readers' Workshop (K-2)	3
EEDUC 6176	Intentional Teaching in a Writers' Workshop (K-2)	3
EEDUC 6039	Phonics, Vocabulary, and Spelling in the Reading/Writing Classroom (K-3)	3
EEDUC 6045	Guided Reading: Differentiating Literacy Instruction (3-8)	3
EEDUC 6168	Intentional Teaching in a Readers' Workshop (3-8)	3
EEDUC 6185	Intentional Teaching in a Writers' Workshop (3-8)	3
EEDUC 6049	Word Study: Teaching Phonics, Spelling, and Vocabulary (3-8)	3

Graduate Certificate in Literacy Coaching and Teacher Leadership 12 credits

Center for Reading Recovery and Literacy Collaborative

Developed by the Lesley University Center for Reading Recovery and Literacy Collaborative, this 12-credit graduate certificate is designed for literacy coaches, teacher leaders, or administrators who want to gain expertise in literacy coaching, shared leadership, and developing a culture of professional learning across a school or district. Participants should be working in or have access to a school or district environment in order to put into practice aspects of the coursework.

- Program prerequisite: Master's degree in education, literacy, or related field or bachelor's degree in education with a minimum of five years teaching experience
- Transfer credits are not accepted in the online graduate certificate in *Literacy Coaching and Teacher Leadership* in the Center for Reading Recovery and Literacy Collaborative.

PROGRAM OF STUDY

Required Courses (12 credits):

EEDUC 6403	Acquiring Coaching and Teacher Leadership Expertise	3
EEDUC 6404	Elevating Literacy Expertise Through Coaching	3
EEDUC 6405	Building Capacity through Continuous Professional Learning	3
EEDUC 6406	Shared Leadership for School Improvement	3

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

The mission of our TESOL programs is to prepare competent, caring, inclusive, reflective, and proactive professional educators who make a difference in their students' lives. The programs are based on the philosophy that being proficient in two or more languages is an asset and an important priority for American education in a global world community. Program participants acquire meaningful, innovative, and culturally responsive research-based learning for culturally and linguistically diverse (CLD) students.

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

M.Ed. in TESOL, ESL, and Bilingual Education

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

Licensure Only Programs leading to Initial Teacher License in Massachusetts

Licensure Only: English as a Second Language (PreK-6)

Licensure Only: English as a Second Language (5-12)

Graduate Certificate

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (p. 96)

Graduate Certificate in Family and Community Engagement in Culturally and Linguistically Responsive Education (p. 96)

Endorsement

Bilingual Education Endorsement

Specialization

Add-License Preparation for English as a Second Language (p. 97)

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

M.Ed. in Multilingual Education with ESL licensure

Teaching Multilingual Learners

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in English as a Second Language (PreK-6 or 5-12) in the Commonwealth of Massachusetts.

Develop deep understanding of the unique languages, cultures, and identities of linguistically diverse student populations, and get a

thorough grounding in best practices for teaching multilingual learners learning the language, culture, and content of schools in the United States. You will learn to teach engaging lessons, and explore how listening, speaking, reading, writing, and the arts enable multilingual learners to access and demonstrate content, language, and literacy knowledge. You also will learn to work in culturally and linguistically diverse environments in collaboration with multilingual families and school communities to enact a commitment to social justice.

Program prerequisites: Documentation of having earned a minimum of 3 college credits in a language other than English or equivalent must be submitted prior to program completion. For non-native English speakers, English is considered to be the foreign language.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Courses

EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3
EECLD 6007	Content Language, Literacies & Literature PrK-12	3
EECLD 6010	Content & Arts-Integrated Pedagogy for Multilingual Learners	3
EECLD 6012	Assessment for Equity & Inclusion of Multilingual Learners	3
EEDUC 5122	Child and Adolescent Development	3
EEDUC 5400	Literacy Essentials for Every Educator	3
EEDUC 6310	Design for Learning: Inquiry, Equity & Inclusivity	3

Pre-Practicum: Students must complete a 100-hour pre-practicum experience concurrent with taking EEDUC 6310.

Select from the following in consultation with advisor (3 credits)

Select one of the following or an additional appropriate course in consultation with advisor

EECLD 6013	Foundations in Bilingual Education	3
EECLD 6115	Sheltered English Instruction PreK-12	3

Practicum (6 Credits)

Practicum Prerequisites: Completion of a 100 hour pre-practicum experience* and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

EEDUC 7733	Seminar and Practicum for Educator Initial Licensure	6
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If a candidate wishes to add the bilingual endorsement students must take EECLD 6013 Foundations in Bilingual Education as well as EECLD 6014 Teaching Reading Writing in Two Languages for additional credits.

Licensure Only: English as a Second Language (PreK-6)

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

This program features courses aligned with Teachers of English to Speakers of Other Languages (TESOL) standards and the National Council for Accreditation of Teacher Education (NCATE) domains. After successfully completing the practicum, students will be eligible for Initial license in ESL.

- Documentation of having earned a minimum of 3 college credits in a language other than English or equivalent must be submitted prior to program completion. For non-native English speakers, English is considered to be the foreign language.
- Courses may be waived based on previous coursework or past experience. Courses waived will reduce the total number of program credits (up to 9 credits may be waived).

PROGRAM OF STUDY

Required Courses (18 Credits):

All of the following required courses must be completed prior to EECLD 7006, and many courses include field-based assignments.

EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3
EECLD 6007	Content Language, Literacies & Literature PrK-12	3
EECLD 6012	Assessment for Equity & Inclusion of Multilingual Learners	3
EECLD 6010	Content & Arts-Integrated Pedagogy for Multilingual Learners	3

Practicum (6 Credits):

Prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

EECLD 7006	Practicum and Seminar in ESL (PreK-6)	6
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Licensure Only: English as a Second Language (5-12)

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in English as Second Language (5-12) in the Commonwealth of Massachusetts.

This program features courses aligned with Teachers of English to Speakers of Other Languages (TESOL) standards and the National Council for Accreditation of Teacher Education (NCATE) domains. After successfully completing the practicum, students will be eligible for Initial license in ESL.

- Documentation of having earned a minimum of 3 college credits in a language other than English or equivalent must be submitted prior to program completion. For non-native English speakers, English is considered to be the foreign language.
- Courses may be waived based on previous coursework or past experience. Courses waived will reduce the total number of program credits (up to 9 credits may be waived).

PROGRAM OF STUDY

Required Courses (18 Credits):

All of the following courses must be completed prior to EECLD 7005, and many courses include field-based assignments.

EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3
EECLD 6107	Teaching English to Speakers of Other Languages: Literacy and Literature (5-12)	3
EECLD 6111	Teaching English to Speakers of Other Languages: Content Areas (5-12)	3
EECLD 6120	Assessment for Equity and Inclusion of Bilingual Learners (5-12)	3

Practicum (6 Credits):

Prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

EECLD 7005	Practicum and Seminar in ESL (5-12)	6
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Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) 18 credits

This program, which meets endorsement requirements in multiple US states, is designed to enhance the knowledge, skills, and dispositions of licensed teachers who wish to teach English Language Learners. It offers a theoretical foundation as well as practical strategies for the classroom and empowers teachers with the most current technologies, research-based strategies, and culturally responsive teaching. It is aligned with TESOL/National Council for Accreditation of Teacher Education (NCATE) National Standards in the five domains: Language; Culture; Planning, Implementing, and Managing Instruction; Assessment; and Professionalism.

- This certificate program may be used as a specialization to fulfill some of the requirements for the M.Ed. Individually Designed Program for Educators.
- In certain states, a student may receive an endorsement/second license by completing this program. It is important to check with your teacher licensing office, as additional steps may be necessary in order to meet state requirements.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Courses (18 credits):

EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3
EECLD 6007	Content Language, Literacies & Literature PrK-12	3
EECLD 6010	Content & Arts-Integrated Pedagogy for Multilingual Learners	3
EECLD 6012	Assessment for Equity & Inclusion of Multilingual Learners	3

Graduate Certificate in Family and Community Engagement in Culturally and Linguistically Responsive Education 12 credits

This four-course certificate will strengthen teachers' knowledge of applied linguistics, second language acquisition, and culturally responsive teaching in relation to their understanding of the role of families and communities in schooling. A critical lens is used to examine existing barriers and impediments to effective parent, family, and community engagement in schools. Teachers in the program apply an ecological model in which families and communities are centrally involved in the various aspects of school life. For Brockton Public School District teachers.

- Program prerequisite: Bachelor's degree from a regionally accredited college or university

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page

PROGRAM OF STUDY

Required Courses

EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6003	Family and Community Engagement	3
EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3

Bilingual Education Endorsement

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for the Bilingual Education Endorsement in the Commonwealth of Massachusetts.

In this program, you will develop deep understanding of the unique languages, cultures, and identities of linguistically diverse student populations. The program provides a thorough grounding in research-based best practices for teaching emergent bilingual learners—students learning the language, culture, and content of schools in the United States. You will learn to teach highly engaging lessons through study of culturally and linguistically responsive pedagogy, first and second language acquisition, bilingualism and biliteracy, and scaffolding content and language demands of academic tasks and texts. You will explore how listening, speaking, reading, writing, and the arts enable English language learners to

access and demonstrate content, language, and literacy knowledge within academic disciplines. You also will learn to work in culturally and linguistically diverse environments in collaboration with multilingual families and school communities to enact a commitment to social justice.

Bilingual Education Endorsement: DESE requires successful completion of 75 hours of field-based experience in a PreK-12 transitional bilingual, two-way immersion, or other bilingual education setting. Additionally, a passing score on a foreign language test acceptable to the Massachusetts Department of Elementary and Secondary Education in the relevant foreign language, as indicated in CMR 7.14(3)(a)1 is required.

Employment Requirements: Please note that a prerequisite license as a Core Academic Teacher is needed for employment as a bilingual educator, per DESE guidance.

PROGRAM OF STUDY

EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3
EECLD 6012	Assessment for Equity & Inclusion of Multilingual Learners	3
EECLD 6013	Foundations in Bilingual Education	3
EECLD 6014	Teaching Reading and Writing in Two Languages	3

Add-License Preparation for English as a Second Language

As an add-on specialization in the Middle School (5-8), High School (8-12), or Middle/High School (5-12) master's programs, this set of courses prepares candidates to pursue the ESL (5-12) license through a **year-long teacher residency** in a diverse classroom. In the residency, you'll start in summer and spend just over a year as a full-time participant immersed in the life of an urban Boston-area school, where you will get field experiences in a middle or high school with ESL, Sheltered English Immersion, or bilingual classrooms. The ESL courses add to the skills developed through the master's courses to assure that candidates are well prepared to address the needs of grades 5-12 multilingual learners.

Students will apply for their ESL 5-12 license directly to the Department of Elementary and Secondary Education upon completion of their master's program. To apply, students must have acquired an Initial license in the master's content area (after endorsement for license by Lesley University), have completed an ESL practicum equivalent,* and pass all required MTEs, including ESL.

*The ESL 5-12 license requires a 150 practicum equivalent or internship in an ESL classroom, which students will satisfy through the yearlong residency placement.

SPECIALIZATION REQUIREMENTS

Students in the Middle, High, and Middle/High School M.Ed. programs will take EECLD 6001 as part of their required master's courses.

EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6004	Language Acquisition, Oral	3

EECLD 6007	Development & Bilingualism Content Language, Literacies & Literature PrK-12	3
EECLD 6012	Assessment for Equity & Inclusion of Multilingual Learners	3

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

Lesley's education programs recognize the importance of teaching STEM courses to K-12 students. Students in these innovative programs will benefit from highly qualified faculty, challenging and inspiring coursework, the integration of theory and practice, and cross- and interdisciplinary connections between these disciplines and with other subject areas. Participants will emerge from their programs as skilled, reflective practitioners, ready to engage their students in STEM knowledge, skills, and thinking.

Programs include the following:

Science in Education Programs (p. 97)

Mathematics Education Programs (p. 98)

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

SCIENCE IN EDUCATION PROGRAMS

Graduate Certificate:

Graduate Certificate in Science in Education (p. 97)

Graduate Certificate in Science in Education 15 credits

This certificate integrates STEM content areas, infuses local environmental issues, and mentors teachers in how educational research is translated into classroom practice. The program, which meets endorsement requirements in multiple US states, is designed for classroom teachers, curriculum specialists, and instructional resource persons responsible for science education in grades 1-8.

- In certain states, a student may receive an endorsement/second license by completing this 15-credit program. It is important to check with your teacher licensing office, as additional steps may be necessary in order to meet state requirements.
- This program may be used as a specialization to fulfill some of the requirements of the M.Ed. Individually Designed Program for Educators.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Core Courses (6 credits):

CNSCI 5100	Introduction to Physical Science	3
EDSCI 5200	Engineering STEM Solutions	3

Electives (9 credits):

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

EDSCI 6120	Physics of Mechanics	3
EDSCI 6110	Life Science	3
EDSCI 6115	Earth and Space Science	3
EDSCI 6100	Green Chemistry	3

EDSCI 6105	Natural Disasters	3
CNSCI 5101	Investigations in Space Science	3
CNSCI 6104	Investigations in Particles, Fields and Waves	3
EDSCI 6018	Learning, Design, and Robotics: Gateway to Critical Thinking	3
EDSCI 6125	Sustainable Engineering	3
EDSCI 6130	The Great Diseases: Teaching Infectious Diseases	3

MATHEMATICS EDUCATION PROGRAMS

The mathematics programs offered by the Lesley University Graduate School of Education are designed to provide new and veteran teachers with ways to update and deepen their background in mathematics. Programs contain core and mathematics specialization courses that address mathematics content, current issues in educational practice and policy, curriculum theory and development, practical and applied action research, equity in education, and the synthesis of coursework and research.

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

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

M.Ed. in Middle School Mathematics (5-8) (p. 87)

M.Ed. in Middle School Mathematics/Science (5-8) (p. 87)

M.Ed. in High School Mathematics (8-12) (p. 89)

Graduate Certificate:

Graduate Certificate in Mathematics Education (p. 98)

Graduate Certificate in Mathematics Education 18 credits

This program, which meets endorsement requirements in multiple US states, emphasizes deep mathematics content knowledge and helps teachers connect this knowledge to classroom practice and their own students' understanding of mathematics.

- This program may also be used as a specialization to fulfill some of the requirements for the M.Ed. Individually Designed Program for Educators.
- In certain states, a student may receive an endorsement/second license by completing this 18-credit program in mathematics education. It is important to check with your teacher licensing office, as additional steps may be necessary in order to meet state requirements.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Core Courses (15 credits):

Select **five** of the following 3-credit online courses:

EMATH 6107	Constructing Mathematical Understanding: Number and Operations	3
EMATH 6108	Constructing Mathematical Understanding for Number Theory	3
EMATH 6109	Functions and Algebra I: Building Mathematical Understanding	3
EMATH 6110	Functions and Algebra II: Broadening the Base	3
EMATH 6111	Geometry and Measurement I: From Polygons to Pythagoras	3
EMATH 6112	Geometry and Measurement II: Circles, Symmetry, and Solids	3
EMATH 6113	Probability: The Mathematics of Uncertainty	3
EMATH 6114	Statistics and Data Analysis	3
EMATH 6115	Concepts of Calculus: Change and Infinity	3

Education Courses (3 credits):

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

EEDUC 6154	Meeting Diverse Needs in the Mathematics Classroom	3
EEDUC 7121	Assessment Issues in Mathematics: Summative and Formative	3

SPECIAL EDUCATION

The inclusive special education programs at Lesley provide teachers with the knowledge and skills to teach, support, and advocate for individuals with disabilities in their schools and communities.

Lesley's programs emphasize a humanistic and inclusive approach to special education, in which problem solving, active learning, and a sense of social justice are promoted for all.

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

M.Ed. in Inclusive Special Education (Moderate PreK-8 or 5-12 or Severe All Levels) (p. 99)

M.Ed. in Inclusive Special Education Dual License (Moderate PreK-8 and Severe; or Moderate 5-12 and Severe; or Moderate PreK-8 and Moderate 5-12) (p. 99)

Non-Degree/Licensure-Only Programs leading to Initial Teacher License in Massachusetts

License Only in Inclusive Special Education: Teacher of Students with Moderate Disabilities PreK-8 or 5-12 or Severe All Levels) (p. 100)

Non-Licensure M.Ed. Programs

M.Ed. in Moderate or Severe Disabilities: Individually Designed (p. 101)

Graduate Certificates and Endorsement Programs

Graduate Certificate in Autism Spectrum Disorder: Allies and Advocates (p. 102)

Graduate Certificate in Trauma and Learning (p. 102)

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

MED. PROGRAMS LEADING TO INITIAL TEACHER LICENSE IN SPECIAL EDUCATION

The Special Education Initial licensure programs prepare teachers to work with a diversity of learners in a variety of settings, and aim to educate knowledgeable, skilled, passionate, and reflective practitioners. The programs seek to inspire life-long learning, to develop and enhance the expertise of teachers in supporting diverse populations, and to model theory to practice. Philosophical underpinnings as well as essential strategies for inclusive learning, metacognition, new technologies, transition planning, nondiscriminatory quality assessment, social justice advocacy, and multicultural and bilingual perspectives are addressed. The goals of our programs are met through coursework, field-based experiences, and a collaborative team supervision approach to practicums.

M.Ed. in Inclusive Special Education

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in one of the following: Teacher of Students with Moderate Disabilities (PreK-8); Teacher of Students with Moderate Disabilities (5-12); or Teacher of Students with Severe Disabilities (All Levels) in the Commonwealth of Massachusetts.

This program provides the knowledge and skills to teach, support, and advocate for individuals with disabilities in their schools and communities. It requires a combination of content and pedagogical course work with field-based assignments, a supervised pre-practicum experience, and a supervised 14-week practicum experience that provides application of skills across a variety of settings serving students with Individual Educational Programs.

Program prerequisite: an approved child development or adolescent course.

Prerequisite may be waived based on previously-completed coursework or professional experience. Prior coursework must be completed with a grade of B or better. Students may be accepted into the program without the prerequisite and will develop an advisor-approved plan for completion of equivalent courses.

Pre-Practicum: Students must complete a 100-hour pre-practicum experience concurrent with taking EEDUC 6310.

Practicum Prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Core Courses (33 credits)

EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6115	Sheltered English Instruction PreK-12	3
EEDUC 6310	Design for Learning: Inquiry, Equity & Inclusivity	3
EEDUC 7733	Seminar and Practicum for Educator Initial Licensure	6
EINSE 5100	Inclusive Education and Assistive Technologies/AAC	3
EINSE 6107	Assessment for Instructional Design and Decision Making	3
EINSE 6124	Formal Assessment in Special Education	3
EINSE 6134	Developing IEPs in Collaboration with Schools and Families	3
EINSE 6143	Positive Behavior Support: Shifts in Paradigms and Practices	3

Moderate PreK-8 and 5-12 Courses (3 credits)

EINSE 6128	Targeted Math: Access and Fluency	3
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Severe Disabilities Pk-12 (3 Credits)

EINSE 6154	Curriculum, Instruction, and Supports: Severe Disabilities	3
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Literacy Instruction: Pick One in Consultation with Advisor (3 Credits)

EEDUC 5400	Literacy Essentials for Every Educator	3
EINSE 6014	Targeted Reading and Writing Instruction	3
EINSE 6165	Dyslexia: Neurobiology, Assessment, and Intervention	3

M.Ed. in Inclusive Special Education: Dual License Program 50 credits

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Students with Moderate Disabilities (PreK-8), Moderate Disabilities (5-12) or Severe Disabilities (All Levels) in the Commonwealth of Massachusetts.

This program leads to a master's degree and one of the following dual license options:

- Teacher of Students with Moderate Disabilities (PreK-8) and Teacher of Students with Severe Disabilities (All Levels)
- Teacher of Students with Moderate Disabilities (5-12) and Teacher of Students with Severe Disabilities (All Levels)
- Teacher of Students with Moderate Disabilities (PreK-8) and Teacher of Students with Moderate Disabilities (5-12)

It provides the knowledge and skills to teach, support, and advocate for individuals with disabilities in their schools and communities. Grounded in evidence-based practices, including curriculum, assessment, specialized instruction, positive behavioral support, and collaboration, the program emphasizes a humanistic and inclusive approach to special education, an approach in which problem solving, engagement, self-determination, and a sense of social justice are promoted for all.

Program Prerequisites:

Active Initial or Professional teacher license with SEI endorsement OR

- An approved child development or adolescent course (varies depending on licensure area)
- An approved general education math methods course
- An approved general education literacy methods course
- A DESE-approved SEI course/endorsement

Prerequisites may be waived based on previously-completed coursework or professional experience. Prior coursework must be completed with a grade of B or better. Students may be accepted into the program without the prerequisites and will develop an advisor-approved plan for completion of equivalent courses.

Orientation requirement: Accepted students must complete a new student orientation at the start of their first semester (taken in conjunction with EINSE 5020).

Practicum prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

Courses may be waived based on previous coursework, which may reduce the total number of program credits. Minimum program credits: 43

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Core Coursework (29 credits):

Please note that students will need to register for a zero-credit pre-practicum workshop, EWKSP 6131, concurrent with EINSE 6130.

EINSE 5020	The Special Education Profession: Orientation & Overview	1
EINSE 5100	Inclusive Education and Assistive Technologies/AAC	3
EINSE 6130	Speech, Language, and AAC	3
EWKSP 6131	Pre-Practicum: Inclusive Special Education	0
EINSE 5114	Universal Curriculum Design and Assistive Technology	3
EINSE 6124	Formal Assessment in Special Education	3
EINSE 6134	Developing IEPs in Collaboration with Schools and Families	3
EINSE 6107	Assessment for Instructional Design and Decision Making	3
EINSE 6014	Targeted Reading and Writing Instruction	3
EINSE 6128	Targeted Math: Access and Fluency	3
EINSE 6143	Positive Behavior Support: Shifts in Paradigms and Practices	3

Moderate Disabilities (PreK-8) Coursework (9 credits):

EEDUC 6173	Literacy in the Disciplines (1-6)	3
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EINSE 7717	Practicum and Seminar in Moderate Disabilities (PreK-8)	6
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Moderate Disabilities (5-12) Coursework (12 credits):

EEDUC 6170	Disciplinary Literacies of the Secondary Classroom	3
EINSE 6150	Laying the Groundwork: Fundamentals of Transition	3
EINSE 7718	Practicum and Seminar in Moderate Disabilities (5-12)	6

Severe Disabilities (All) Coursework 12 credits

EINSE 6150	Laying the Groundwork: Fundamentals of Transition	3
EINSE 6154	Curriculum, Instruction, and Supports: Severe Disabilities	3
EINSE 7719	Practicum and Seminar in Severe Disabilities	6

NON-DEGREE/LICENSURE-ONLY PROGRAMS LEADING TO INITIAL LICENSURE IN SPECIAL EDUCATION

Licensure Only: Inclusive Special Education 18-41 credits

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Teacher of Students with Moderate Disabilities (PreK-8), Moderate Disabilities (5-12) or Severe Disabilities (All Levels) in the Commonwealth of Massachusetts.

This non-degree program leads to one of three licenses: Teacher of Students with Moderate Disabilities PreK-8, Teacher of Students with Moderate Disabilities 5-12, or Teacher of Students with Severe Disabilities All Levels. It provides the knowledge and skills to teach, support, and advocate for individuals with disabilities in their schools and communities. Grounded in evidence-based practices, the program emphasizes an inclusive approach to special education, in which problem solving, engagement, self-determination, and social justice are promoted for all.

- Program prerequisites: active Initial or Professional teacher license with SEI endorsement.
- Orientation requirement: Accepted students must complete a new student orientation at the start of their first semester (taken in conjunction with EINSE 5020).
- Practicum prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.
- Courses may be waived based on previous coursework, which may reduce the total number of program credits. Minimum program credits: 18

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Core Courses (29 credits):

Please note that students will need to register for a zero-credit pre-practicum workshop, EWKSP 6131, concurrent with EINSE 6130.

EINSE 5020	The Special Education Profession: Orientation & Overview	1
EINSE 5100	Inclusive Education and Assistive Technologies/AAC	3
EINSE 6130	Speech, Language, and AAC	3
EWKSP 6131	Pre-Practicum: Inclusive Special Education	0
EINSE 5114	Universal Curriculum Design and Assistive Technology	3
EINSE 6124	Formal Assessment in Special Education	3
EINSE 6134	Developing IEPs in Collaboration with Schools and Families	3
EINSE 6107	Assessment for Instructional Design and Decision Making	3
EINSE 6014	Targeted Reading and Writing Instruction	3
EINSE 6128	Targeted Math: Access and Fluency	3
EINSE 6143	Positive Behavior Support: Shifts in Paradigms and Practices	3

Moderate PreK-8 coursework (9 credits)

EEDUC 6173	Literacy in the Disciplines (1-6)	3
EINSE 7717	Practicum and Seminar in Moderate Disabilities (PreK-8)	6

Moderate 5-12 Coursework (12 credits)

EEDUC 6170	Disciplinary Literacies of the Secondary Classroom	3
EINSE 6150	Laying the Groundwork: Fundamentals of Transition	3
EINSE 7718	Practicum and Seminar in Moderate Disabilities (5-12)	6

Severe All Levels Coursework (12 credits)

EINSE 6150	Laying the Groundwork: Fundamentals of Transition	3
EINSE 6154	Curriculum, Instruction, and Supports: Severe Disabilities	3
EINSE 7719	Practicum and Seminar in Severe Disabilities	6

MED. NON-LICENSURE PROGRAM IN SPECIAL EDUCATION**Masters of Education in Bilingual Special Education**

This innovative masters' program equips aspiring and practicing educators to work with bilingual learners with dis/abilities in inclusive settings. Participants will learn to differentiate language learning needs from dis/abilities and develop expertise in assessment, teaching, and learning for dually-diagnosed bilingual learners, and collaborate with families and communities to provide equitable educational opportunities for all children, especially the most underserved student populations. This program provides preparation in both ESL and special education licenses. Coursework is designed to combine theoretical approach with practical applications to improve learning opportunities for bilingual learners

with exceptional learning needs, who may have an individualized education program (IEP).

DEGREE REQUIREMENTS

Required Courses

EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3
EECLD 6010	TESOL in Content Areas: Engaging Students	3
EECLD 6011	Foundations in Bilingual Special Education	3
EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3
EINSE 5100	Inclusion, Social Justice, and Disability	3
EINSE 5114	Universal Curriculum Design and Assistive Technology	3
EINSE 6014	Targeted Reading and Writing Instruction	3
EINSE 6124	Formal Assessment in Special Education	3
EINSE 6130	Speech, Language, and AAC	3
EINSE 6134	Developing IEPs in Collaboration with Schools and Families	3

M.Ed. in Moderate or Severe Disabilities: Individually Designed 33 credits

This is a program for students who have a moderate or severe disabilities license, or those who are not seeking a license, who would like to design an advanced-level program in special education. It offers individuals an opportunity to pursue those studies most conducive to their own personal and intellectual growth.

Each student selects an area of concentration, and, with the help of a faculty advisor, constructs a tailored program in an area of interest, choosing courses from special education as well as from other program areas at the university. Suggested areas of concentration include: bilingual/ESL, technology and assistive technology, autism spectrum disorder, learning disabilities, early childhood, curriculum development, assessment, and literacy.

- Students are required to take a minimum of 15 credits in their area of concentration and EINSE 6116 Seminar in Special Education. Students in EINSE 6116 will define and reflect upon their goals and future directions in special education and complete a research or field-based project related to their area of concentration. The remaining credits in the program are elective credits.
- Orientation requirement: Accepted students must complete a new student orientation at the start of their first semester.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Courses (3 credits):

EINSE 6116	Seminar in Special Education	3
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Area of Concentration (15 credits)
Electives (15 credits)

EEDUC 5259	Creating Trauma Sensitive Schools The Impact of Trauma on Learning: Action Research and Seminar	3
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GRADUATE CERTIFICATE PROGRAMS IN SPECIAL EDUCATION

Graduate Certificate in Autism Spectrum Disorder: Allies and Advocates 12 credits

This online program is designed for those interested in a deeper understanding of Autism Spectrum Disorder (ASD) through the lens of self-advocates. With courses centering around disability policies and practices, it focuses on the roles and choices of family members, friends, allies, and advocates who support those with ASD as they encounter barriers to a meaningful quality of life throughout the lifespan. Courses are structured to move from an exploration of advocacy, behavior, quality of life, and the criminal justice system to a call for action by allies and advocates in each of these areas.

- This certificate program may be used as a specialization to fulfill some of the coursework requirements of the M.Ed. Individually Designed Program for Educators.
- Program prerequisite: Bachelor's degree from a regionally accredited college or university

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Courses (12 credits):

EINSE 6020	ASD: Roles of Allies and Advocates	3
EINSE 6021	ASD: Challenges of the Criminal Justice System	3
EINSE 6022	ASD: Focus on Individual Strengths - a Different View of Behavior	3
EINSE 6023	ASD: Quality of Life - Transition and Adulthood	3

Graduate Certificate in Trauma and Learning 12 credits

Center for Inclusive and Special Education

This certificate, offered through Lesley's Center for Inclusive and Special Education, is designed for educators seeking to become knowledgeable about trauma and its impact on children's learning. The program focuses on examining the impact of traumatic experience on student learning, both academic and social/emotional; identifying and implementing classroom and school-wide approaches that remove trauma as a barrier to learning; and conducting action research projects designed to improve the trauma sensitivity of schools.

- Program restriction: Only offered through a school or district cohort model

PROGRAM OF STUDY

Required Courses (12 credits):

EEDUC 5256	The Impact of Trauma on Learning: An Overview	3
EEDUC 5257	The Impact of Trauma on Learning: Classroom and Student Supports	3
EEDUC 5258	The Impact of Trauma on Learning:	3

ACCELERATED M.ED. PROGRAMS

Lesley's accelerated master's degree programs in education offer undergraduate students in education and other select majors the opportunity to earn both a bachelor's degree and a master's degree, many leading to a Massachusetts Initial or Professional teacher license, in as little as five years. Undergraduate students apply for acceptance into an accelerated master's degree program by early spring of their sophomore year, with a GPA of 3.3 or higher, and can complete 6 to 12 credits of graduate level coursework during their junior and senior years. Following conferral of the bachelor's degree, students enter into the master's degree component of the program.

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

ACCELERATED MED IN PARTNERSHIP WITH THE COLLEGE OF ART AND DESIGN

Accelerated M.Ed. in Teacher of Visual Art (PreK-8) or (5-12) 39 credits

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

Open to all Bachelor of Fine Arts students in any major at the Lesley University College of Art and Design, this accelerated master's degree program is part of an accelerated degree program that can be completed in five and a half years. With an M.Ed. in Teacher of Visual Art (PreK-8 or 5-12), students are prepared to become highly capable artists working successfully as licensed visual art teachers in public schools and in other arts education settings, such as private schools and community-based arts programs.

Note: Students apply for acceptance into the accelerated master's degree program by early spring of their sophomore year. A maximum of nine graduate-level credits earned during the junior and senior years of undergraduate study can be applied toward the master's degree. However, students must successfully complete their undergraduate program with conferral of the bachelor's degree before beginning the master's degree component.

PROGRAM OF STUDY

EARED 6111 will be taken junior or senior year, and will include a weekly pre-practicum visit to a visual art classroom.
EARED 5018 will be taken junior or senior year.
EARED 6003 will be taken junior or senior year.

Required Courses (33 credits):

In this program, EARED 6002 must be taken for two credits.		
EARED 6111	Principles and Practices of Art Education (PreK-12)	3
	or	
EARED 6112	Principles and Practices of Art Education (5-12)	3
IFINE	Graduate-level studio art courses for a	6

	total of 6 credits (selected in consultation with faculty advisor)	
EARED 5018	Arts and Human Development	3
EARED 6002	Integrated Arts Strategies for Inclusive Settings	3
EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3
EARTS 6101	Art and Culture in Community	3
IAHIS	Graduate-level art history course (selected in consultation with faculty advisor)	3
EARED 6114	Rites and Rituals: Assessment in Art Education	3
EECLD 6115	Sheltered English Instruction PreK-12 or	3
EECLD 6116	Sheltered English Instruction (5-12)	4
EARED 7703	Seminar in Teacher Inquiry for Art Educators (K-8) or	3
EARED 7706	Seminar in Teacher Inquiry for Art Educators (5-12)	3

IFINE graduate-level studio art courses require a prerequisite of the equivalent of 18 credit hours or more of undergraduate studio art work and must have a prefix number of 5000 or above.

Practicum (6 credits):

Prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

EARED 7701	Practicum and Seminar in Art Education (PreK-8) or	6
EARED 7704	Practicum and Seminar in Art Education (5-12)	6

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

For Adult Learner Bachelor's Degree Students

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

Open to adult learner students enrolled in any Bachelor of Arts or Bachelor of Science program, candidates must apply with no fewer than 6 credits left to complete their bachelor's degree. After completing a minimum of 100 credits toward their bachelor's degree, students will consult with an academic advisor and register for 6 graduate credits. Official admission to the master's degree program is contingent upon conferral of the bachelor's degree. Successful

applicants will have 30 out of 36 credits remaining for the master's degree.

PROGRAM SPECIALIZATIONS:

Arts in Health

This specialization is ideal for students who want to incorporate the arts into services and programs that promote health for individuals within various communities and care settings, including, but not limited to, veterans, families, and older adults.

Integrated Arts

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

Equity, Access, and Inclusion

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

Theater Studies

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

Visual Art

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

PROGRAM OF STUDY

In consultation with advisor, LCAL students will take two of the courses below at the undergraduate level for a total of six credits.

Required Core Courses (9 credits):

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

Required Inquiry and Practice Courses (9 credits):

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

Program Specializations (18 credits):

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

Arts in Health Specialization

GEXTH 5045	Arts and Healing	3
GEXTH 6028	The Arts in Health: Cultural Context	3

GEXTH 5010	and Meaning Principles and Practices of Expressive Arts Therapy	3
GEXTH/GCREA	Expressive Therapies/Creativity, Leadership and Social Change: Two courses chosen in consultation with advisor	6
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: One course chosen in consultation with Community Arts and Arts in Health faculty advisors	3

Integrated Arts Specialization

EARED 6100	Arts Integration, Literacy, and Common Core	3
EARTS 6105	Multiple Perspectives Through Music	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

Equity, Access, and Inclusion Specialization

EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3
EARTS 6101	Art and Culture in Community	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

Theater Studies Specialization

EARED 5009	Drama and Critical Literacy	3
EARED 6091	Transformational Leadership Through Drama	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

Visual Art Specialization

EARTS 6103	Literacy and the Arts: Vision and Voice	3
EARTS 6006	Power of the Image: Media Literacy	3
EARED/EARTS	Arts Foundation and Interdisciplinary Arts Courses: Four courses chosen in consultation with advisor	12

Accelerated M.Ed. in Curriculum and Instruction with a Specialization in Integrated Teaching Through the Arts 33 credits**For undergraduate Early Childhood and Elementary Education Majors**

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

This program enhances the ability of teachers to reach all learners in their classrooms and to enliven their teaching. Many alumni report that a chief benefit of the program is the ability to develop effective classroom teaching strategies to meet the challenges of today's educational climate. Undergraduate students may apply for admission to the program at the end of their sophomore year. In order to be accepted into the program, students must have a GPA of 3.3 or higher during the first four semesters of college. Formal

application involves creating a portfolio application that is reviewed by a team of graduate and undergraduate faculty.

Program Requirement:

- For Professional License in Early Childhood: Massachusetts Initial License in Early Childhood (PreK-2)
- For Professional License in Elementary: Massachusetts Initial Teacher License in Elementary (1-6)

PROGRAM OF STUDY

EARTS 6105 will be taken in junior year.

EARED 6100 will be taken in senior year.

Core Education Courses (15 credits):

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

Integrated Arts Courses (18 credits):

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

Accelerated M.Ed. in Early Childhood (PreK-2) 40 credits**Part of an Accelerated Degree Program for BS in Early Childhood Studies Students**

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

This master's program consists of courses that lead to an Initial teacher license in early childhood education, with an emphasis on the inclusion of all children. In addition to challenging and engaging coursework, students prepare for teaching by participating in a full-time practicum in early childhood classrooms.

- Practicum prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

PROGRAM OF STUDY

Adult learner students take 7 of the program credits at the undergraduate level: EEDUC 5131 in junior year and EECLD 6115 in senior year.

BHCC students take 6 of the program credits at the undergraduate level: EARED 6116 in junior year and EEDUC 5130 in senior year.

Core Courses (28 credits):

EEDUC 5131	Developments in Cultural Contexts	3
EEDUC 5130	Early Childhood STEAM and Health	3
EECLD 6115	Sheltered English Instruction PreK-12	3
EEDUC 5115	Families, Society, and Schools	3
EEDUC 5137	Language and Literacy Development in the Early Years	3
EEDUC 7727	Practicum and Seminar in Early Childhood Education (PreK-2)	6
EARED 6116	Early Childhood Arts, History and Social Science	3
EINSE 5037	Strategies for Inclusive Schooling	3

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

BHCC Courses (12 credits):

The following courses will be taken by B.S. Early Childhood Studies students from BHCC.

EEDUC 5138	Literacy and the Arts in the Early Childhood Classroom	3
EEDUC 5139	Learning Mathematics in Early Childhood	3
EEDUC 6058	Anti-Bias Communities in Early Childhood	3
EEDUC 6109	Observation, Documentation, and Assessment	3

Adult Learner Courses (12 credits):

The following courses will be taken by B.S. Early Childhood Studies adult learner students.

Note: EEDUC 5815 must be taken for **3** credits.

EEDUC 5300	Environment and Materials in Reggio-Inspired Teaching and Learning	3
EEDUC 5815	Innovative Pedagogies in Early Childhood Education Seminar	3
EEDUC 6058	Anti-Bias Communities in Early Childhood	3
EEDUC 6139	A Pedagogy of Play	3

Accelerated M.Ed. in Early Childhood (PreK-2) with Add License Preparation for English as a Second Language (PreK-6) 46 credits

For Students in BS in Liberal Studies with an Education Concentration or BS in Early Childhood Studies

The early childhood portion of this program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Early Childhood (PreK-2) in the Commonwealth of Massachusetts.

This program consists of courses that lead to an initial teacher license in early childhood education, with an emphasis on the inclusion of all

children. In addition to challenging and engaging coursework, students participate in year-long internships in early childhood classrooms in a district-based clinical collaborative program.

- While this program endorses candidates for only the Early Childhood (PreK-2) license, it prepares them to add the English as a Second Language license through a year-long internship in a diverse school/classroom, which includes field experiences with ESL, sheltered English immersion, or bilingual learners.
- To obtain Massachusetts ESL licensure, students will need to apply for an Initial ESL license with the Department of Elementary and Secondary Education (DESE) and have passed the appropriate MTELs. DESE also requires students to complete 150 hours in an ESL classroom to qualify for add ESL license. Students in this program will meet this requirement through a year-long placement in a district-based clinical setting.
- Program prerequisite: An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5131 Developments in Cultural Contexts.
- Language requirement: Documentation of having earned a minimum of 3 college credits in a language other than English or equivalent must be submitted prior to program completion. For non-native English speakers, English is considered to be the foreign language.

PROGRAM OF STUDY

EEDUC 5139 will be taken in junior year or after 60 credits.

EINSE 5037 will be taken in senior year or after 90 credits.

Practicum (6 credits)

Practicum Prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

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

EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3
EEDUC 5115	Families, Society, and Schools	3
EEDUC 5139	Learning Mathematics in Early Childhood	3
EEDUC 5130	Early Childhood STEAM and Health	3
EEDUC 6109	Observation, Documentation, and Assessment	3
EEDUC 5138	Literacy and the Arts in the Early Childhood Classroom	3
EEDUC 6058	Anti-Bias Communities in Early Childhood	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EINSE 5037	Strategies for Inclusive Schooling	3
EARED 6116	Early Childhood Arts, History and Social Science	3

EECLD 6115	Sheltered English Instruction PreK-12	3
EECLD 6007	Content Language, Literacies & Literature PrK-12	3
EECLD 6012	Assessment for Equity & Inclusion of Multilingual Learners	3

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

For Students in BS in Liberal Studies with an Education Concentration

The Elementary portion of this program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial License in Elementary (1-6) in the Commonwealth of Massachusetts.

This program endorses candidates for the elementary license only, while also preparing them to add the English as a Second Language (ESL) license through a year-long internship in a diverse school/classroom. Key competencies relating to culturally responsive teaching, equity, inclusion, differentiated instruction, and a focus on common-core standards are integrated throughout the program, as are related ESL competencies. The ESL-related courses assure that candidates are well prepared to address the needs of English language learners no matter what instructional model is in place.

- To obtain Massachusetts English as a Second Language licensure, students will need to apply for an Initial ESL license with the Department of Elementary and Secondary Education (DESE) and have passed the appropriate MTEs. DESE also requires students to complete 150 hours in an ESL classroom to qualify for add ESL license. Students will meet this requirement through a year-long placement in a district-based clinical setting.
- Program prerequisite: An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 Development & Learning: Psycho-social Perspectives in Education in their first semester of study.
- Language requirement: Documentation of having earned a minimum of 3 college credits in a language other than English or equivalent must be submitted prior to program completion. For non-native English speakers, English is considered to be the foreign language.
- Practicum prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements. The year-long internship aspect of this program more than addresses the pre-practicum experience required for EEDUC 7733 Practicum and Seminar in Elementary Education (1-6). Pre-practicum experience is also integrated within the course EEDUC 6635.
- Program phases parallel the recommended course sequence. Any changes must be approved in consultation with academic

advisor. Students meet for an advising support session following each phase, and more often if needed.

EEDUC 5102 (or equivalent, based on advisor recommendation) will be taken in junior year.

EECLD 6001 or EINSE 5037 or equivalent based on advisor recommendation will be taken in senior year. Whichever one was not taken senior year, take during master's program.

Phases I and II

EEDUC 5102	Teaching Elementary School Mathematics	3
EMATH 6108	Constructing Mathematical Understanding for Number Theory	3
EEDUC 5135	STEAM in the Elementary School: Thinking with Evidence	3
EEDUC 5136	Integrating Social Studies in the Elementary Classroom	3

Phase III

EEDUC 6635	Theory and Practice: A Contemporary Context for Teaching	3
EECLD 6115	Sheltered English Instruction PreK-12	3
EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EINSE 5037	Strategies for Inclusive Schooling	3

EECLD 6115 May be waived with documented state approved SEI endorsement, reducing total program credits by four (4).

Phase IV

EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3
EECLD 6007	Content Language, Literacies & Literature PrK-12	3
EECLD 6012	Assessment for Equity & Inclusion of Multilingual Learners	3
EEDUC 7733	Seminar and Practicum for Educator Initial Licensure	6

Accelerated M.Ed. in Inclusive Special Education (38 or 41 credits)

For Lesley undergraduate education students in Early Childhood, Elementary, Middle School, or Secondary School

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Teacher of Students with Moderate Disabilities (PreK-8); Teacher of Students with Moderate Disabilities (5-12); or Teacher of Students with Severe Disabilities (All Levels) in the Commonwealth of Massachusetts.

This program provides the knowledge and skills to teach, support, and advocate for individuals with disabilities, and is grounded in evidence-based practices. Each licensure option requires coursework with field-based assignments, a supervised pre-practicum experience, and a supervised 14-week practicum that provides application and refinement of skills across settings serving students with Individual Educational Programs.

- Program prerequisites: Initial Teacher License from Lesley University in Early Childhood (PreK-2), Elementary (1-6), Middle School (5-8) or High School (8-12) with SEI endorsement. All courses must be completed with a grade of B or better.
- Orientation requirement: accepted students must complete a new student orientation at the start of their first semester (taken in conjunction with EINSE 5020).
- Practicum prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

PROGRAM OF STUDY

EINSE 5100 will be taken in junior year.

EINSE 5114 will be taken senior year.

Shared Coursework (29 credits)

EINSE 5020	The Special Education Profession: Orientation & Overview	1
EINSE 5100	Inclusive Education and Assistive Technologies/AAC	3
EINSE 6130	Speech, Language, and AAC	3
EWKSP 6131	Pre-Practicum: Inclusive Special Education	0
EINSE 5114	Universal Curriculum Design and Assistive Technology	3
EINSE 6124	Formal Assessment in Special Education	3
EINSE 6134	Developing IEPs in Collaboration with Schools and Families	3
EINSE 6107	Assessment for Instructional Design and Decision Making	3
EINSE 6014	Targeted Reading and Writing Instruction	3
EINSE 6128	Targeted Math: Access and Fluency	3
EINSE 6143	Positive Behavior Support: Shifts in Paradigms and Practices	3

Moderate Disabilities (PreK-8) Courses (9 credits):

EEDUC 6173	Literacy in the Disciplines (1-6)	3
EINSE 7717	Practicum and Seminar in Moderate Disabilities (PreK-8)	6

Moderate Disabilities (5-12) Courses (9 credits)

EINSE 6150	Laying the Groundwork: Fundamentals of Transition	3
EINSE 7718	Practicum and Seminar in Moderate Disabilities (5-12)	6

Severe Disabilities Required Coursework 12 credits

EINSE 6154	Curriculum, Instruction, and Supports: Severe Disabilities	3
EINSE 6150	Laying the Groundwork: Fundamentals of Transition	3
EINSE 7719	Practicum and Seminar in Severe Disabilities	6

Accelerated M.Ed. in English as a Second Language (PreK-6) 36 credits

Accelerated Degree Program for undergraduate Elementary Education majors

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in English as Second Language (PreK-6) in the Commonwealth of Massachusetts.

This program is designed to prepare teachers for the schools of the twenty-first century, as well as to respond to state regulations. Appropriate for undergraduate students majoring in elementary or special education, the program incorporates Lesley's commitment to inclusive classrooms, differentiated instruction, and the integration of theory with practice.

Program requirements:

- An Initial Teacher License in Elementary (1-6) or an Initial License in Teacher of Students with Moderate Disabilities (PreK-8)
- Level I and II in a foreign language at the undergraduate level (can be waived with demonstrated proficiency)

PROGRAM OF STUDY

EECLD 6001 will be taken in junior year.

EECLD 6002 will be taken in senior year.

Required Courses (24 credits):

All of the following required courses except EARED 6115 must be completed prior to the practicum, and many courses include field-based assignments.

EECLD 6001	Culturally Responsive Teaching	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3
EECLD 6007	Content Language, Literacies & Literature PreK-12	3
EECLD 6010	Content & Arts-Integrated Pedagogy for Multilingual Learners	3
EECLD 6012	Assessment for Equity & Inclusion of Multilingual Learners	3
EEDUC 6022	Cooperative Learning	3
EARED 6115	Interdisciplinary Curriculum: Arts, History, and Social Science	3

Elective Courses (6 credits):

Choose one of the following 3-credit courses:

EMATH 6107	Constructing Mathematical Understanding: Number and Operations	3
EMATH 6109	Functions and Algebra I: Building Mathematical Understanding	3

Choose one of the following 3-credit courses:

EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6032	Exploring Nonfiction Across the Content Areas K-12	3

ESL Practicum (6 credits):

Prerequisites: Completion of a 100 hour pre-practicum experience and all practicum documentation (including applicable MTEL score reports); practicum application submitted by April 1 for Fall or November 1 for Spring; cumulative GPA of 3.0 or higher; completion of all pre-practicum courses with no outstanding incomplete or failing grades. This full time, semester-long experience requires an accompanying seminar course and includes a field experience fee and 6 credits of tuition. Field Placement Office must approve all practicum placements.

EECLD 7006 Practicum and Seminar in ESL (PreK-6) 6

Accelerated M.Ed. in Innovative Pedagogies in Early Childhood**For Students in BS in Liberal Studies with an Education focus, BS in Early Childhood Studies, and Early Childhood Education Major Initial (PK-2)**

This is a flexible program that will allow educators to develop skills in: environments, materials, provocations, documentation, family engagement, citizenship, and the vision of the capable, investigative, meaning-making young child, through the example of the schools in Reggio Emilia, Italy. In addition to coursework, the program will give students the opportunity to immerse themselves in Reggio-inspired classrooms in the Boston area through internships. Teachers will also have the option to join a study tour to Italy, to learn with their cohort in the Reggio community itself. The program offers the opportunity to develop an additional specialization in Language and Literacy, Bilingual Learners, Integrated Arts, and Inclusive Classrooms.

- Students who hold a Massachusetts Initial license in Early Childhood (PK-2) are eligible for Professional Licensure in Early Childhood in the Commonwealth of Massachusetts upon completion of the program.

PROGRAM OF STUDY

EEDUC 5815 will be taken in junior year, and requires an internship component: weekly participation in an early childhood setting.

EEDUC 5300 will be taken in senior year.

Required Courses

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

Elective Courses (select three in consultation with your advisor)

EEDUC 6058	Anti-Bias Communities in Early Childhood	3
EEDUC 5115	Families, Society, and Schools	3
EEDUC 5301	Reggio Emilia-Inspired Study Tour: Collaboration, Inspiration, and Interpretation	3
EEDUC 5138	Literacy and the Arts in the Early Childhood Classroom	3
EEDUC 5130	Early Childhood STEAM and Health	3
EEDUC 5045	Learning Environments for Infants and Toddlers	3
EEDUC 6017	Advanced Reflections on the Reggio Emilia Approach	3

CONCENTRATION COURSES (SELECT FIVE IN CONSULTATION WITH YOUR ADVISOR)**Language and Literacy**

EEDUC 5137	Language and Literacy Development in the Early Years	3
EEDUC 6174	Literature for Children, Tweens, and Teens in a Diverse Society	3
EEDUC 6001	The Teaching of Writing (K-12)	3

Bilingual Learners

EECLD 6001	Culturally Responsive Pedagogies: Equity & Agency	3
EECLD 6002	On Languages: What Educators Need to Know about Linguistics	3
EECLD 6004	Language Acquisition, Oral Development & Bilingualism	3

Arts Integration

EARED 6002	Integrated Arts Strategies for Inclusive Settings	3
EARED 6003	Equity, Access, and Inclusion through Arts Based Inquiry	3
EARED 6111	Principles and Practices of Art Education (PreK-12)	3

The Inclusive Classroom

EINSE 6130	Speech, Language, and AAC	3
EINSE 5114	Universal Curriculum Design and Assistive Technology	3
EINSE 5037	Strategies for Inclusive Schooling	3

LESLEY/SCHOOL PARTNERSHIP PROGRAMS**TEACHER RESIDENCY PROGRAMS****Master's Degrees with Initial Licensure**

Lesley's residency programs in education are designed to be completed in approximately one year, beginning in the summer semester. Student-teacher interns take courses and seminars held at the school sites as well as at our campus in Cambridge. During the year, they participate in all aspects of school and classroom life: working with students, developing curriculum, participating in teacher-parent conferences, and joining in many other school activities. The residency experience allows students to connect theory to practice.

Early Childhood, Elementary, High School, Individually Designed (non-licensure), Middle School, Moderate Disabilities, or Severe Disabilities programs:

Lesley's education program affiliations with local independent schools and public school districts offer students the opportunity to complete a full-year field placement while taking graduate education courses that lead to a master's degree and, in most cases, Initial teacher license.

Early Childhood Education with ESL Preparation program:

This residency program is based in Somerville, Massachusetts. Through this program, students finish with a master's degree and an Initial teacher license in Early Childhood (PreK-2), as well as preparation for the Massachusetts Tests for Educator Licensure in English as a Second Language (ESL).

Elementary Education with ESL Preparation program:

In this program, offered in collaboration with participating urban school districts in Massachusetts, students finish with a master's degree and an Initial teacher license in Elementary Education (1-6), in addition to preparation for the Massachusetts Tests for Educator Licensure in English as a Second Language (ESL).

Middle School and High School with ESL Preparation program:

In this program, offered in collaboration with participating urban school districts in Massachusetts, students finish with a master's degree and an Initial teacher license in a content area in Middle School (5-8), High School (8-12), or Middle/High School (5-12), in addition to preparation for the Massachusetts Tests for Educator Licensure in English as a Second Language (ESL).

YEAR LONG INTERNSHIPS

Lesley has developed year-long internships with several schools in Cambridge and Newton. Students in these internships commit to spending the full academic year (September–June) in the schools and are paid a stipend for their work. These placements provide immersion in a collaborative teaching relationship with excellent classroom teachers, as well as the opportunity to participate in all aspects of school and classroom life such as faculty meetings, parent meetings, and ongoing professional development. Pre-practicum and practicum and seminar requirements can be met during this year-long experience. Students need to complete an application process through the Field Placement Office and meet all other program prerequisites in order to be approved for an internship.

EDUCATION PROFESSIONAL DEVELOPMENT

Lesley University is home to five centers that offer professional development opportunities for teachers and administrators, as well as a wealth of resources to individuals and districts involved in activities for educational improvement and institutional reform. The common goal of the centers is to engage individuals and districts in activities related to the improvement of learning outcomes for children and youth. Their focus is on developing and disseminating innovative, research-based models for teaching and learning, particularly in literacy, mathematics, science, and special education; on providing professional development and training programs for individuals and districts aimed at school-wide improvement; and on the expansion of best practice through professional development, program evaluation, research, and scholarship.

THE CENTER FOR INCLUSIVE AND SPECIAL EDUCATION

The Center for Inclusive and Special Education grew out of an initiative to improve the teachings of every student by focusing on learner-centered equitable practices with educators across the globe. Guided by values of respect, solidarity, innovation, transformation, kindness, and justice, the Center dedicates its research, scholarship, and collaboration to advancing equity, advocating for learning environments that promote different ways of knowing, learner-centered instruction, and creative, restorative problem solving.

The Center seeks to eradicate the inequities in education and stimulate learning ecologies that are safe, creative, trauma-sensitive, and inclusive. In doing so, the Center creates and supports coursework, research, and scholarship efforts that aim to address the achievement gap such as an arts integration for inclusion, dismantling the cradle-to-prison pipeline, strategies for restorative

justice, assessment of bilingual students with a disability, the role of poverty in schooling, strategies for challenging times, and creating trauma-sensitive learning environments.

The Center hosts the Lesley Institute for Trauma Sensitivity (LIFTS). LIFTS provides a certificate in trauma and learning, executive coaching, best practice convenings, graduate research teams, and a virtual networking hub. In collaboration with the Trauma and Learning Policy Initiative (TLPI), the Center has developed tools that promote whole child teaching and whole school change. LIFTS partners with many districts throughout Massachusetts and is expanding our reach nationally and internationally. To advance the development of safe, supportive, trauma-sensitive environments, LIFTS works directly with school districts to help educators understand the dynamics of acute and chronic trauma, its adverse effects on learning, and how trauma-sensitive schools can benefit all children. In our work with a growing number of local and global school districts, we have witnessed remarkable outcomes such as fewer office referrals, fewer suspensions, stronger classroom communities, and better support networks for educators.

The Center is supported by Lesley University Graduate School of Education, the Oak Foundation, the Morgridge Family Foundation, and district partnerships.

THE CENTER FOR MATHEMATICS ACHIEVEMENT

The Center for Mathematics Achievement is dedicated to ensuring that every student has access to the highest quality mathematics teaching and learning. The center has improved the content knowledge and teaching of math teachers nationally and internationally, having a profound impact on thousands of students. Research has shown that teachers who have enriched their own mathematical content knowledge are better suited to provide richer, more effective mathematics opportunities to their students. The center supports teachers, coaches, specialists, teacher leaders, and administrators through workshops, professional learning, webinars, coaching, and consultation. The center has provided sustained professional development in partnership with districts across Massachusetts, content institutes, and professional development for elementary, middle school, and high school teachers. Center for Mathematics Achievement.

STEAM LEARNING LAB AND MAKERSPACE

The STEAM Learning Lab explores new opportunities for hands-on, inquiry-based learning through maker practices in diverse educational contexts. Through this work, we seek to provide the field with informed research-to-practice examples that demonstrate the extraordinary power of maker-based pedagogies to foster student-driven engagement and deep learning.

Working with Lesley students and educators in the field, both in K-12 and in out-of-school programming, we collaborate to foster inclusive, culturally responsive, and culturally relevant STEAM activities (science, technology, engineering, arts, and mathematics) that lead to greater student learning, and are further reinforced by the development of self-awareness and identity affirmation, perseverance, problem-solving, collaboration, communication, and other skills needed to be fully engaged citizens in the 21st Century.

THE CENTER FOR READING RECOVERY AND LITERACY COLLABORATIVE

The Center for Reading Recovery and Literacy Collaborative (CRRLC) is dedicated to providing high quality professional development to administrators, literacy coaches, classroom teachers, and other literacy teachers and specialists. We support improvement in literacy outcomes for students PreK-8 with a variety of hybrid, face to face, and asynchronous professional development opportunities such as literacy workshops, institutes and conferences, on-site offerings for schools and districts, and graduate courses in specific aspects of literacy teaching, coaching and teacher leadership.

The Center is a certified site for Reading Recovery. Reading Recovery is a literacy intervention designed to help first graders who find literacy learning difficult achieve average grade-level proficiency in 12 to 20 weeks. The CRRLC provides hybrid training to teacher leaders who train Reading Recovery teachers to provide the intervention to the lowest achieving students in their districts.

The Center partners with schools in Literacy Collaborative, which is a comprehensive, standards-based approach to teaching that brings together teachers, teacher leaders, literacy coaches, school leadership teams, and school and district administrators to achieve equitable literacy outcomes for students. The Center team works with districts and schools to make a long-term plan to build the professional capacity of the school.

The Center offers two online, asynchronous advanced teaching certificates. The 18-credit Graduate Certificate in Developing Literacy Expertise Through Responsive Classroom Teaching (K-8) (p. 93) is distinguished by its systematic focus on building an integrated approach to literacy across all of the important elements of instructional practice. A prominent feature of the program is its application of Clay's complex theory of literacy learning and its use of The Fountas & Pinnell Literacy Continuum: Expanded Edition. The 12-credit Graduate Certificate in Literacy Coaching and Teacher Leadership (p. 94) is designed to build the professional capacity of school leaders, instructional specialists, teacher leaders, and coaches. It features coursework on shared leadership, collaborative professionalism, working with adults, providing professional development in a culture of teacher growth, and various models of high impact coaching.

THE CENTER FOR ADVANCED PROFESSIONAL STUDIES

The Center for Advanced Professional Studies (CAPS) provides innovative programming for educators across their career span. CAPS offers institutes, workshops, micro-badges, courses, and certificates that address critical needs in teaching and learning in areas such as the arts, literacy, ELL/bilingual education, special education, social and emotional learning, and STEAM (science, technology, engineering, arts, and math).

LIBERAL ARTS AND BUSINESS

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 (p. 46) 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

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 Double Lynx 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.

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 Lesley University 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 regular registration procedures. 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

MENTAL HEALTH AND WELL-BEING

Welcome to the Academic Area of Mental Health and Well-Being at Lesley University!

Within this academic area you will find vibrant academic units that include the Department of Social Work and Human Services, Undergraduate Psychology+ Department, Graduate Department of Counseling and Psychology, Graduate Department of Expressive Therapies, and the Graduate Program in Mindfulness Studies. A hallmark of each unit is an intentional commitment to the preparation of effective practitioners and innovative leaders who possess the knowledge, skills and commitment to enact meaningful change in their professions and in the larger society.

The Mental Health and Well-Being faculty uphold the conviction that teaching, learning, and training in any discipline exists in, and must respond to, the changing social, political, and economic environment in which students and graduates live and work. Our programs are grounded in a pedagogy that encourages creativity and intellectual development, invites scholarly and research collaboration among students and faculty, and creates and sustains working partnerships with professional and community organizations-

Our Social Work and Human Services department uses systems theory to teach students to impact change with individuals, families, groups, organizations and communities. The Human Services program has both a major and minor at the undergraduate level. The major in Human Services will allow students to use their undergraduate degree to enter the workforce and/or seek graduate learning in Human Service and related fields. The Social Work program features a Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs. Both the BSW and MSW programs are accredited through the Council on Social Work Education (CSWE). This accreditation status allows students to sit for the licensure exam in the state of Massachusetts and across the country and enter the workforce as qualified social workers.

The Undergraduate Psychology+ Department offers more (+) than a standard psychology degree. Our Psychology Major combines psychological science with practical applications and alternative approaches to healing and wellness through five specializations: general psychology, holistic psychology, counseling, art therapy, and expressive arts therapy. Applied Psychology Minors in these areas are also available to all undergraduate students interested in expanding their education. Students in the Psychology Major complete two internships to gain practical experience, enhance skills, and build professional networks. This major prepares students for entry-level positions in human service settings and for professional licensure programs. Students in counseling, art therapy, and expressive arts therapy specializations can pursue integrated dual degree programs with our graduate-level mental health programs.

Within the Department of Counseling and Psychology students can pursue graduate studies that equip them to become a therapist with proficiency in a broad range of specializations such as trauma studies, school adjustment counselors, children's or adult mental health. The doctoral program in Counseling and Psychology: Transformative Leadership, Education, and Applied Research is designed for licensed professionals to further develop their skills and pursue targeted paths of inquiry and leadership.

Our Department of Expressive Therapies provides students with the wide-ranging options of becoming therapists with credentials in any one of five artistic modalities--Art Therapy, Music Therapy, Dance Therapy, Drama Therapy or Expressive Arts Therapy. Within Expressive Therapies we also offer the doctoral degree to students seeking to deepen their scholarship and leadership capacities. We are also the first school in North America to offer a graduate program in Mindfulness Studies. There are possibilities of pathways between our undergraduate and graduate programs.

I encourage you to become fully engaged with the variety of rich resources in the Mental Health and Well-Being area. As you do, I hope that your experience at Lesley University will be truly transformative.

Meenakshi Chhabra

Vice Provost Mental Health & Well-Being

DEPARTMENT OF COUNSELING AND PSYCHOLOGY

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

The Department of Counseling and Psychology offers school counseling and school adjustment counseling master's degree programs approved by the Massachusetts Department of Elementary and Secondary Education (leading to Initial licensure). Its graduate degree programs lead to licensure in mental health counseling and/or school counseling in Massachusetts.

The programs prepare clinicians in the field of counseling and psychology at the master's degree and post-master's levels. In addition, certificate programs are offered at the post-master's levels. Students work closely with a faculty of scholar-practitioners who have achieved leadership roles in their professions.

Through coursework and supervised field-based experiences, students are trained to work with a variety of populations in school and agency settings. Students may choose to concentrate in areas within Clinical Mental Health Counseling in which Lesley has built a distinguished reputation: Holistic Studies, School Counseling & School Adjustment Counseling, or Trauma Studies. The department also offers a PhD program in Counseling and Psychology with an emphasis on Transformative Leadership, Education, and Applied Research.

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

The Counseling and Psychology programs lead to two types of credentials: licensure as mental health counselors in Massachusetts and Initial licensure as school counselors and school adjustment counselors in Massachusetts. Licensure for master's degree-level practitioners has helped to define the professional identity of

counselors by ensuring appropriate academic and clinical competencies and allowing for independent practice.

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

MASTER OF ARTS (M.A.) DEGREE PROGRAMS

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

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

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Core Courses

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

Required Specialization Courses

GCOUN 6260	Issues in School Counseling for School Guidance Counselors	3
GCOUN 6102	Child and Adolescent Psychopathology	3
GCOUN 6031	Counseling Young Children and Adolescents	3

Field Experience Courses

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

For current information on state testing requirements for Initial Licensure programs and for Massachusetts Tests for Educator Licensure (MTEL) test administration dates in Massachusetts, see Lesley's Certification Office website at <https://lesley.edu/academics/graduate-school-of-education/certification-and-educator-licensure> or the Massachusetts Department of Elementary and Secondary Education's website at www.doe.mass.edu/mTEL/. Students should also review Lesley University's MTEL policy, which can be found at the end of the School of Education program listings in this catalog.

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

This program meets the educational requirements for licensure as a mental health counselor in Massachusetts.

- This program is offered in Cambridge and at off-campus sites in Massachusetts.
- This program can be completed in three academic years of full-time study on campus or approximately four years of part-time study on campus and at Massachusetts off-campus sites.
- 700 hours of field experience are required for the one internship option
- 1300 hours of field experience are required for the two internship option.
- While only one internship is required, students with limited prior clinical experience may opt for a second clinical internship experience during their program.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Core Courses

GCOUN 6007	Psychopathology	3
	OR	
GCOUN 6102	Child and Adolescent Psychopathology	3
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan	3
GCOUN 6027	Clinical Skills and the Counseling Process	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3

GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6200	Orientation to Professional Counseling and Psychology	2
GCOUN 6201	Issues and Standards in Professional Counseling	3
GCOUN 6202	Theories of Counseling and Psychotherapy	3
GCOUN 6300	Theories of Holistic Counseling and Psychotherapy I and	3
GCOUN 6301	Theories of Holistic Counseling and Psychotherapy II*	3
GCOUN 6205	Assessments for Counseling and Psychology: Adults	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

GCOUN 6301: satisfies 3 credits of elective

Field Experience Courses

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

Electives*** (12-18 credits)

For students who choose to complete one internship, they will have 18 remaining elective credits. For students who choose to complete two internships, they will take the second set of supervision courses and have 12 remaining elective credits.

*** For students enrolled at off-campus learning sites in Massachusetts, the elective sequence will be determined by course availability and needs of the cohort.

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

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

- This program can be completed in three academic years of full-time study.
- 700 hours of field experience are required with an optional additional 600 hours of a second-year of field work available to students who seek further training in the field.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Core Courses

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

Required Specialization Courses

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

Field Experience Courses

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

Electives (3-9 credits)

For students who choose to complete one internship, they will have 9 remaining elective credits. For students who choose to complete two internships, they will take the second set of supervision courses and have 3 remaining elective credits.

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

This specialization is designed to help students develop a strong biopsychosocial theoretical framework in trauma work. The curriculum includes an overview of trauma theory and practice, as well as focus on specific client populations and topics. Students can combine different trauma courses that match their interests and specific populations they plan to work with as a counselor. The program meets the educational requirements for master's-level counseling licensure in Massachusetts.

- This program can be completed in three academic years of full-time study.
- 700 hours of field experience are required with an option of taking an additional 600-hour second internship.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Core Courses

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

Required Specialization Courses

For the ONE Internship Option (4 trauma courses minimum: GCOUN 6035 +3 trauma courses):

GCOUN 6035	Psychological Trauma and Post-Trauma Therapy	3
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In addition to GCOUN 6035, pick any 3 courses from the following approved list of trauma courses:

GCOUN 7200	Disaster Mental Health and Community Crisis Intervention	3
GCOUN 7201	Trauma in the Lives of Children and Adolescents and Play Therapy	3
GCOUN 7202	Global Topics in Transgenerational and Ecological Trauma	3
GCOUN 6034	Treating the Addictions	3
GCOUN 6043	Issues in Counseling Veterans OR	1
GCOUN 7007	Counseling Veterans: Intervention Strategies	3

Additional Trauma courses might become available during a specific semester and can only be taken as a substitute with the permission of the Trauma Specialization Coordinator and the Associate Director of Advising in Counseling and Psychology.

GCOUN 7200 and GCOUN 7201 require GCOUN 6035 as a prerequisite.

For the TWO Internship Option (3 trauma courses minimum; GCOUN 6035 +2 trauma courses):

GCOUN 6035	Psychological Trauma and Post-Trauma Therapy	3
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In addition to GCOUN 6035, pick any 2 courses from the following approved list of trauma courses:

GCOUN 7200	Disaster Mental Health and Community Crisis Intervention	3
GCOUN 7201	Trauma in the Lives of Children and Adolescents and Play Therapy	3
GCOUN 7202	Global Topics in Transgenerational and Ecological Trauma	3
GCOUN 6034	Treating the Addictions	3
GCOUN 6043	Issues in Counseling Veterans OR	1
GCOUN 7007	Counseling Veterans: Intervention Strategies	3

Additional Trauma courses might become available during a specific semester and can only be taken as a substitute with the permission of the Trauma Specialization Coordinator and the Associate Director of Advising in Counseling and Psychology.

GCOUN 7200 and GCOUN 7201 require GCOUN 6035 as a prerequisite.

Field Experience Courses

For the ONE Internship Option:

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

For the TWO Internship Option:

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

GCOUN 7714	Clinical Setting**	3
	Clinical Practice and Supervision III:	
GCOUN 7715	Clinical Setting**	3
	Clinical Practice and Supervision IV:	
	Clinical Setting**	

Electives (3-6 credits)

For students who choose to complete one internship, they will have 6 credits for electives and 1 additional trauma course (12 credits minimum total in trauma courses) and all courses approved by their advisor. For students who choose to complete two internships, they will take the second set of supervision courses and have 3 remaining elective credits and 9 credits in trauma courses.

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

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

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

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

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

SCHOOL ADJUSTMENT COUNSELING OPTION:

Required Core Courses

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

GCOUN 6202	Counseling Theories of Counseling and Psychotherapy	3
	Professional Integrative Seminar	
GCOUN 6211	Professional Integrative Seminar	1
GCOUN 7100	Biological Bases of Behavior	3

Required Specialization Courses

GCOUN 6102	Child and Adolescent Psychopathology	3
GCOUN 6031	Counseling Young Children and Adolescents	3
GCOUN 6259	Issues in School Counseling for the School Adjustment Counselor	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6258	Consultation Skills for Counselors and Mental Health Professionals	3
GCOUN 6008	Introduction to Family Therapy	3

Field Experience Courses

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

SCHOOL COUNSELING OPTION:

Required Core Courses

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

Required Specialization Courses

GCOUN 6102	Child and Adolescent Psychopathology	3
GCOUN 6031	Counseling Young Children and Adolescents	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3
GCOUN 6260	Issues in School Counseling for School Guidance Counselors	3
GCOUN 6261	Psychoeducational Approaches to Counseling and Prevention	3
GCOUN 6008	Introduction to Family Therapy	3

Field Experience Courses

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

M.A. in Human Relations- Non-Licensure, 42 Credits

This program is reserved for matriculated students, who based on the assessment of the Department, cannot complete their capstone field work (counseling internship). It is expected that this degree would be awarded to a limited number of students, who can achieve a master's degree that would demonstrate academic accomplishment but would not result in their meeting the educational eligibility requirements necessary to attain licensure as mental health counselors. The Master of Art in Human Relations would recognize academic achievement and would support a graduate going forward into the workplace with a credential that would be relevant for careers in, e.g., social services administration, community relations.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY**Electives (6 Credits)**

Students select two electives to complete a total of six elective credits.

Required Core Courses

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

GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GINST 6999	Independent Study	1-6

GINST 6999 will serve as one credit Independent Study as "A Reflective Examination of Academic Learning and Career Aspirations"

Dual Degree Programs (with Psychology+ Department Students)**Bachelor of Arts/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 interested in and capable of accelerating their educational experience in a program combining the curriculum of the undergraduate BA in Psychology with counseling specialization 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 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 specialization requirements.

Students in the 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+ Department faculty and if recommended, apply by early to mid-fall of their junior year (or when approximately 55-65 credits are completed). Students will take both undergraduate and graduate courses over the last 3 semesters of their undergraduate program.

Admissions

Students will be eligible to admission into the programs having completed at least 60 credits and with at 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 Psychology+ Department 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+ Department core faculty;
- a recommendation letter from a site based supervisor or internship supervisor;
- a score of 396 or higher on the Miller's Analogy Test;
- completing a graduate school group information session;
- and successful completion of an interview with a Counseling Psychology faculty member.

Please note: All applications items must be submitted before an interview will be granted.

Transfer students who wish to be eligible to enter this program should follow the requirements for the Counseling specialization of the BA Psychology degree 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 but at least by the end of June prior to enrolling with 60 or more credits into Lesley. Once accepted into the program, a student will work closely with the Dual Degree Coordinator and their Graduate school advisor to choose an appropriate course sequence.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

POST-MASTER'S PROGRAMS

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

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

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Initial Licensure in School Counseling:

GCOUN 6200	Orientation to Professional Counseling and Psychology	2
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan	3
GCOUN 6027	Clinical Skills and the Counseling Process	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6102	Child and Adolescent Psychopathology	3
GCOUN 6201	Issues and Standards in Professional Counseling	3
GCOUN 6202	Theories of Counseling and Psychotherapy	3
GCOUN 6031	Counseling Young Children and Adolescents or	3
GCOUN 6260	Issues in School Counseling for School Guidance Counselors	3
GCOUN 7100	Biological Bases of Behavior	3
GCOUN 7712	Clinical Practice and Supervision I: School Setting**	3
GCOUN 7713	Clinical Practice and Supervision II: School Setting**	3

Initial Licensure in School Adjustment Counseling:

GCOUN 6008	Introduction to Family Therapy	3
GCOUN 6015	Group Dynamics for Counselors and Consultants	3
GCOUN 6026	Developmental Psychology Across the Lifespan	3
GCOUN 6027	Clinical Skills and the Counseling Process	3
GCOUN 6029	Vocational Development and Career Counseling	3
GCOUN 6030	Psychology of Culture and Identity: Power, Privilege and Oppression*	3
GCOUN 6031	Counseling Young Children and Adolescents	3
GCOUN 6101	Quantitative and Qualitative Research Methods	3
GCOUN 6102	Child and Adolescent Psychopathology	3
GCOUN 6200	Orientation to Professional Counseling and Psychology	2
GCOUN 6201	Issues and Standards in Professional Counseling	3
GCOUN 6202	Theories of Counseling and Psychotherapy	3
GCOUN 6255	Assessments for Counseling and Psychology: Children and Adolescents	3

GCOUN 6258	Consultation Skills for Counselors and Mental Health Professionals	3
GCOUN 6259	Issues in School Counseling for the School Adjustment Counselor	3
GCOUN 7100	Biological Bases of Behavior	3
GCOUN 7710	Clinical Practice and Supervision I: Clinical Setting**	3
GCOUN 7711	Clinical Practice and Supervision II: Clinical Setting**	3
GCOUN 7718	Clinical Practice and Supervision III: School Setting**	3
GCOUN 7719	Clinical Practice and Supervision IV: School Setting**	3

not eligible to take some of the courses that are limited to degree candidates.

Graduate Certificate in Trauma Studies in Counseling and Psychology

Program Overview

- A 12-credit post-master's certificate program
- Three Required courses and one approved elective chosen with the student's faculty advisor

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Courses

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

DOCTORAL PROGRAM IN COUNSELING AND PSYCHOLOGY

PhD in Counseling and Psychology 48 credits

Transformative leadership, education, and applied research in Counseling and Psychology advances social justice, the capacity for critical inquiry and self-reflection, health-promoting behavior, and inclusive communities that affirm the dignity of every human being and culture. This is consistent with the mission of Lesley University and there is an urgent need in society to incorporate these transformative values and applied research objectives into mental health programs, schools and higher education.

The Department of Counseling and Psychology at Lesley University has developed this program for licensed mental health professionals and school counselors to pursue doctoral level careers in transformative leadership, education, and applied research. Consistent with our philosophical orientation toward pragmatic reflective practice, this program emphasizes skills that deepen critical inquiry and enable students to articulate an area of study that is professionally meaningful and socially transformative.

Program Overview

Lesley University's weekend cohort-based model supports the continual professional and scholarly development of our students, providing doctoral-level education for mental health professionals who strive to be leaders in the field, continuing to research, teach, and promote well-being and healing. Unique in its concept, the program provides an accessible forum that empowers individuals to further their knowledge and abilities to positively transform individuals, and the world.

GRADUATE CERTIFICATES

Curriculum

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

Location

Lesley University, Cambridge, Massachusetts. For directions and a campus map, please visit <https://lesley.edu/about/location-transportation>.

Admissions

Admissions requirements can be found on the Graduate Admissions website.

For more information or to apply, contact:

luadmissions@lesley.edu
617.349.8300

Graduate Certificate for Professional Development in Counseling and Psychology

Program Overview

This 12 credit program offers the opportunity for post-master's professional counselors and other post-master's practitioners-clinical social workers, school psychologists, pastoral counselors-to create an individualized program of study to pursue learning in content areas that would enhance and expand their professional expertise. It will provide the opportunity to retool and learn about how to work with specific client populations associated with contemporary mental health or adjustment problems that are addressed by courses in the curriculum.

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

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

Prerequisite course requirements must be met for eligibility to register for certain courses. Students in the certificate program are

The 48-credit, post-master's program of study is structured by year, with a blend of online and on-campus classroom hours. The program requires a minimum of 4 years for completion, with dissertation attempted after successful completion of year 3.

Program Prerequisites

- Master's Degree in Counseling and equivalent professional license as mental health counselor, school counselor, or equivalent profession
- Demonstration of good communication skills in the English language, both written and oral, at a level appropriate to doctoral study.
- 3-5 years professional experiences as a licensed mental health counselor or equivalent profession

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Students must register for GCOUP 9151 in fall, spring, and summer semesters of each year they are taking courses and each semester thereafter until they have completed their dissertation defense.

Doctoral Year 1

GCOUP 8001	Doctoral Seminar: Transformative Leadership I	1
GCOUP 8024	Introduction to Critical Inquiry and Research Methodology	3
GCOUP 8003	Promoting Social Justice in Counseling and Psychology: Clinical, Educational, and Global Perspectives	3
GCOUP 8004	Doctoral Seminar: Transformative Leadership II	1
GCOUP 8005	Doctoral Seminar: Transformative Leadership III	1
GCOUP 8002	Qualitative Methods	3
GCOUP 8012	Applied Practice	3
GCOUP 9151	Doctoral Study	

Note: Students are encouraged to take their required elective the summer after their first year in the program. Students will select one three-credit elective in consultation with their faculty advisor.

Doctoral Year 2

GCOUP 8010	Doctoral Seminar: Transformative Education I	1
GCOUP 8013	Doctoral Seminar: Transformative Education II	1
GCOUP 8006	Quantitative Methods	3
GCOUP 8014	Doctoral Seminar: Transformative Education III	1
GCOUP 8008	Participatory Action Research in Schools and Communities	3
GCOUP 8011	Applied Research I	3
GCOUP 9151	Doctoral Study	

Take elective course (3 credits) in the summer of either the second (recommended) or third year.

Doctoral Year 3

GCOUP 8007	Trauma-Informed Leadership in Agencies, Schools and Organizations	3
GCOUP 8015	Applied Practice II	3
GCOUP 8017	Social Entrepreneurship: Program Development, Evaluation, and Funding	3
GCOUP 9151	Doctoral Study	

Doctoral Year 4

GCOUP 8019	Doctoral Seminar: Transformative Applied Research I	1
GCOUP 8020	Dissertation I	3
GCOUP 8021	Doctoral Seminar: Transformative Applied Research II	1
GCOUP 8023	Dissertation II	3
GCOUP 8022	Doctoral Seminar: Transformative Applied Research III	1
GCOUP 9151	Doctoral Study	

DEPARTMENT OF EXPRESSIVE THERAPIES

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

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

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

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

- Work in the arts and enhancement of creative expression is an essential part of the healing process.
- Basic knowledge in counseling and psychology-human development, psychopathology, and psychological theories - is fundamental to all training in expressive therapies
- Applied clinical practice is important to training in the expressive therapies; therefore, two years of fieldwork are required to meet credentialing and licensure requirements.

- Students in training continue to develop as artists and performers.
- Participation in a learning community is important to understanding group dynamics and systems.
- Exposure to a variety of the arts is necessary for all expressive therapists.
- While specialization in one art form-visual arts, dance, music, drama or intermodal arts-is offered, any specialization is in addition to one's core development as an expressive therapist.

On-Campus and Low-Residency Learning Models

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

Student Body

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

Field Experience

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

Orientation to Expressive Therapies

Orientation to Expressive Therapies is the first required core course. The orientation is a time when all members of the Expressive Therapies community, both students and faculty, come together to

foster connection and to begin exploring the arts as a vehicle for self-expression and transformation.

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

Licensure, Credentialing, and Accreditation for 60 Credit Masters Programs:

Lesley University's Masters of Clinical Mental Health Counseling in the expressive therapies (the "Program"), including modality specializations in Art Therapy, Dance/Movement Therapy, Drama Therapy, Expressive Arts Therapy, and Music Therapy is designed to meet the current educational requirements for national modality credentialing in each of the five modality specializations.

Lesley University's Masters of Clinical Mental Health Counseling: **Art Therapy** program is accredited by the New England Commission of Higher Education (NECHE), accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Accreditation Council for Art Therapy Education (ACATE), and meets the current educational requirements to apply for the national Registered Art Therapist (ATR) credential through the Art Therapy Credentials Board. Lesley University's Masters of Clinical Mental Health Counseling: **Dance/Movement Therapy** program is accredited by the New England Commission of Higher Education (NECHE), approved by the American Dance Therapy Association (ADTA), and meets the current educational requirements to apply for the national Registered Dance/Movement Therapist (R-DMT) credential. Lesley University's Masters of Clinical Mental Health Counseling: **Drama Therapy** program is accredited by the New England Commission of Higher Education (NECHE) and by the North American Drama Therapy Association (NADTA) and meets the current educational requirements to apply for the national Registered Drama Therapist (RDT) credential. Lesley University's Masters of Clinical Mental Health Counseling: **Expressive Arts Therapy** program is accredited by the New England Commission of Higher Education (NECHE) and meets the current educational requirements established by the International Expressive Arts Therapy Association (IEATA) to apply for the national Registered Expressive Arts Therapist (REAT) credential. Lesley University's Masters of Clinical Mental Health Counseling: **Music Therapy** program is accredited by the New England Commission of Higher Education (NECHE), approved by the American Music Therapy Association (AMTA), and meets the current educational requirements to apply for the national Board Certified Music Therapist (MT-BC) credential.

Our Program meets the current educational requirements for Licensed Mental Health Counselor (LMHC) licensure in the Commonwealth of Massachusetts. Professional mental health counseling licensure requirements vary from state to state, are a matter of individual state legislation, and are outside of the control of educational institutions. State licensing boards make determinations as to whether an applicant's program of study meets the educational requirements for a license at the time of licensure application. Due to our unique focus on the expressive therapies modality specializations, and the variations of professional mental health counseling licensure standards from state to state, our program does not completely align with the current educational requirements for licensure as a professional mental health counselor in other states.

In addition to the national modality credential (see above), some states require licensure or registration specific to the practice of the expressive therapies. State licensure requirements are separate and distinct from national modality credentialing. All states require licensure for the practice of professional mental health counseling. Some states require licensure or registration specific to the practice of the expressive therapies.

For more information, please visit our “Licensure and Credentialing Information” webpage at www.lesley.edu/licensure.

MASTER OF ARTS (M.A.) DEGREE PROGRAMS

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

On-Campus and Low-Residency Options

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

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

Program Prerequisites

- A minimum of six credits in psychology (usually abnormal and developmental psychology) with grades of B or better
- Evidence of some form of creative expression. This could be presented either as an mp3/mp4 of music, dance or dramatic performance, a portfolio of visual art work, and/or a collection of poetry or examples of creative writing. Applicants should have a basic familiarity with the full experience of the creative process in at least one art form.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.

PROGRAM OF STUDY

Core Courses (30 credits)

GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 5103	Group Counseling: Expressive Arts Therapy	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Professional Counseling Orientation and Ethical Practice	3
GEXTH 6105	Examining Power Privilege & Oppression in Clinical Practice	3
GEXTH 6106	Research and Program Evaluation	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Testing in Mental Health Counseling	3
GEXTH 6418	Vocational and Career Counseling	3

Field Experience Courses (12 credits)

GEXTH 5119	Clinical Skills and Applications	3
GEXTH 6434	Expressive Arts Therapy as Trauma-Informed Practice: Supervision I	3
GEXTH 7719	Supervision in Expressive Arts Therapy and Counseling II	3
GEXTH 7721	Supervision in Expressive Art Therapy and Counseling III	3

Electives (6 credits)

Choose 2 courses from the following list.

GEXTH 6025	Marriage and Family Therapy	3
GEXTH 6040	Treatment of Substance Use Disorders and Addictions	3
GEXTH 7017	Thesis Seminar	3

Students must complete GEXTH 6025 and 6040, if required for counseling licensure as determined by student location.

Students can also complete a 3-credit specialization or non-specialization elective course in consultation with their advisor.

Specialization Courses (12 credits)

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5102	Theories in Expressive Arts Therapy	3
GEXTH 5122	Expressive Arts Therapy Studio	3
GEXTH 6107	Advanced Expressive Arts Therapy: Theory and Practice	3

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

On-Campus and Low-Residency Options

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

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

Program Prerequisites

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.

PROGRAM OF STUDY

Core Courses (30 credits)

GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 5113	Group Counseling: Art Therapy	3
GEXTH 6032	Human Development Across the	3

	Lifespan	
GEXTH 6102	Professional Counseling Orientation and Ethical Practice	3
GEXTH 6105	Examining Power Privilege & Oppression in Clinical Practice	3
GEXTH 6106	Research and Program Evaluation	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Testing in Mental Health Counseling	3
GEXTH 6418	Vocational and Career Counseling	3

Field Experience Courses (12 credits)

GEXTH 5119	Clinical Skills and Applications	3
GEXTH 6430	Art Therapy as Trauma-Informed Practice: Supervision I	3
GEXTH 7716	Supervision in Art Therapy and Counseling II	3
GEXTH 7720	Supervision in Art Therapy and Counseling III	3

Electives (6 credits)

Choose 2 courses from the following list:

GEXTH 6025	Marriage and Family Therapy	3
GEXTH 6040	Treatment of Substance Use Disorders and Addictions	3
GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3

Students must choose GEXTH 6025 and GEXTH 6040, if required for counseling licensure as determined by student location.

Students can also complete a 3-credit specialization or non-specialization elective course in consultation with their advisor.

Specialization Courses (12 credits)

GEXTH 5112	Theories in Art Therapy	3
GEXTH 6015	Art Therapy Assessment	3
GEXTH 6367	Art Therapy Studio	3
GEXTH 7017	Thesis Seminar	3

M.A. in Clinical Mental Health Counseling: Dance/Movement Therapy (60 credits)**On-Campus and Low-Residency Options**

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

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

Program Prerequisites

- Bachelor's degree, preferably in your artistic discipline or psychology with a GPA of 3.0 or better
- Expertise in at least two different dance or movement forms
- Demonstrate an ability to move in a connected and kinesthetically informed way through video portfolio submission

- Volunteer/community work related to human services
- Completed coursework in: Psychology, including abnormal psychology (3 credits) and developmental psychology (3 credits) with grades of B or better, and anatomy and kinesiology (3 credits) with a grade of B or better.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.

PROGRAM OF STUDY**Core Courses (30 credits)**

GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Professional Counseling Orientation and Ethical Practice	3
GEXTH 6105	Examining Power Privilege & Oppression in Clinical Practice	3
GEXTH 6106	Research and Program Evaluation	3
GEXTH 6256	Group Counseling: Dance/Movement Therapy	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Testing in Mental Health Counseling	3
GEXTH 6418	Vocational and Career Counseling	3

Field Experience Courses (12 credits)

GEXTH 5119	Clinical Skills and Applications	3
GEXTH 6431	Dance Movement Therapy as Trauma-Informed Practice: Supervision I	3
GEXTH 7713	Supervision in Dance/Movement Therapy and Counseling II	3
GEXTH 7717	Supervision in Dance/Movement Therapy and Counseling III	3

Electives (6 credits)

Choose 2 courses from the following list:

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 6025	Marriage and Family Therapy	3
GEXTH 6040	Treatment of Substance Use Disorders and Addictions	3
GEXTH 7017	Thesis Seminar	3

Students must choose GEXTH 6025 and GEXTH 6040, if required for counseling licensure as determined by student location.

Students can also complete a 3-credit specialization or non-specialization elective course in consultation with their advisor.

Specialization Courses (12 credits)

GEXTH 5108	Dance/Movement Therapy: Theories and Practice I	3
GEXTH 5109	Dance/Movement Therapy: Theories and Practice II	3
GEXTH 6258	Body Movement Observation and Analysis I: Frameworks	3
GEXTH 7013	Body Movement Observation and Assessment II: Applications	3

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

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

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

Program Prerequisites

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.

PROGRAM OF STUDY

Core Courses (30 credits)

GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 5909	Group Counseling: Drama Therapy	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Professional Counseling Orientation and Ethical Practice	3
GEXTH 6105	Examining Power Privilege & Oppression in Clinical Practice	3
GEXTH 6106	Research and Program Evaluation	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Testing in Mental Health Counseling	3
GEXTH 6418	Vocational and Career Counseling	3

Field Experience Courses (12 credits)

GEXTH 5119	Clinical Skills and Applications	3
GEXTH 6432	Drama Therapy as Trauma-Informed Practice: Supervision I	3
GEXTH 7719	Supervision in Expressive Arts Therapy and Counseling II	3
GEXTH 7721	Supervision in Expressive Art Therapy and Counseling III	3

Electives (6 credits)

Choose 2 courses from the following list:

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 6025	Marriage and Family Therapy	3
GEXTH 6040	Treatment of Substance Use Disorders and Addictions	3
GEXTH 7017	Thesis Seminar	3

Students must choose GEXTH 6025 and GEXTH 6040, if required for counseling licensure as determined by student location.

Students can also complete a 3-credit specialization or non-specialization elective course in consultation with their advisor.

Specialization Courses (12 credits)

GEXTH 5110	Theories of Drama Therapy	3
GEXTH 6027	Performance and Practice: Art, Education, and Therapy	3
GEXTH 6300	Advanced Clinical Practice: Psychodrama	3
GEXTH 6301	Drama Therapy and for Children and Adolescents	3
	or	
GEXTH 6009	Developmental Transformations with Children and Adults	3

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

On-Campus and Low-Residency Options

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

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

Program Prerequisites

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits page.

PROGRAM OF STUDY

Core Courses (30 credits)

GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 5118	Group Counseling: Music Therapy	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Professional Counseling Orientation and Ethical Practice	3
GEXTH 6105	Examining Power Privilege & Oppression in Clinical Practice	3
GEXTH 6106	Research and Program Evaluation	3
GEXTH 6415	Psychopathology and Clinical Practice	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6417	Assessment and Testing in Mental Health Counseling	3
GEXTH 6418	Vocational and Career Counseling	3

Field Experience Courses (12 credits)

GEXTH 5119	Clinical Skills and Applications	3
GEXTH 6433	Music Therapy as Trauma-Informed Practice: Supervision I	3
GEXTH 7714	Supervision in Music Therapy and Counseling II	3
GEXTH 7718	Supervision in Music Therapy and Counseling III	3

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

Electives (6 credits)

Choose 2 courses from the following list:

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 6025	Marriage and Family Therapy	3
GEXTH 6040	Treatment of Substance Use Disorders and Addictions	3
GEXTH 7017	Thesis Seminar	3

Students must choose GEXTH 6025 and GEXTH 6040, if required for counseling licensure as determined by student location.

Students can also complete a 3-credit specialization or non-specialization elective course in consultation with their advisor.

Specialization Courses (12 credits)

GEXTH 5117	Theories in Music Therapy	3
GEXTH 6212	Clinical Musicianship	3
GEXTH 7000	Clinical Voice through Improvisation, Composition & Technology	3
GEXTH 7780	Clinical Methods Development	3

M.A. in Expressive Therapies- Non-Licensure, 48 Credits

This program is for students who are already matriculated in an Expressive Therapies program and based on an assessment by the Department are deemed not eligible to pursue Massachusetts licensure in mental health counseling. The program curriculum allows students to be exposed to a range of artistic modalities. It is expected that this degree would be awarded to a limited number of students, who can achieve a master's degree that would demonstrate academic accomplishment but would not result in their meeting the educational eligibility requirements necessary to attain licensure as mental health counselors.

ON-CAMPUS AND LOW RESIDENCY OPTIONS

- The on-campus option can be completed in two academic years of full-time study. The low residency option can be completed over the course of 3 years.
- 600 hours of field experience are required.

PREREQUISITES

- A minimum of six credits in psychology: three credits in abnormal psychology and three credits in developmental psychology with grades of B or better.
- Evidence of some form of creative expression. This could be presented either as a CD of music, dance, or dramatic performance, a portfolio of visual artwork, and/or a collection of poetry or examples

of creative writing. Students should have a basic familiarity with the full experience of the creative process in at least one art form.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY**Required Core Courses - 30 Credits**

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
GEXTH 5032	Orientation to Expressive Therapies	3
GEXTH 5102	Theories in Expressive Arts Therapy	3
GEXTH 5103	Group Counseling: Expressive Arts Therapy	3
GEXTH 6032	Human Development Across the Lifespan	3
GEXTH 6102	Professional Counseling Orientation and Ethical Practice	3
GEXTH 6416	Theories of Mental Health Counseling	3
GEXTH 6105	Examining Power Privilege & Oppression in Clinical Practice	3
GEXTH 6106	Research and Program Evaluation	3
GEXTH 7017	Thesis Seminar	3

Electives - 12 Credits

Students select four elective courses, in consultation with their faculty advisor.

Field Experience - 6 Credits

GEXTH 5119	Clinical Skills and Applications	3
GEXTH 7700	Supervision in Expressive Arts Therapy and Counseling I****	3

Dual Degree Programs

There are three dual degree programs between the Undergraduate Psychology+ Department and the Graduate Expressive Therapies Department designed for exceptional students interested in an honors level program to accelerate their educational experience. The dual degree programs in Art Therapy, Dance/Movement Therapy, and Expressive Arts Therapy combine the curriculum of the undergraduate degrees in Art Therapy and Expressive Arts Therapy with their respective graduate-level degrees.

Bachelor of Arts/Master of Arts in Clinical Mental Health Counseling: Art Therapy*

Note: Both undergraduate and graduate degrees are awarded at the joint program's completion.

* Students interested in these dual degree programs must speak to the Undergraduate Expressive Arts Therapy Coordinator, Dr. Nancy Jo Cardillo.

The Dual Degree Program in Art Therapy is an honors level program designed for exceptional students. The integrated B.A./M.A. program is developed for students who are interested in accelerating their educational experience in a program combining the curriculum of the undergraduate art therapy specialization 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 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+ Department. All students interested in applying should attend one of the twice yearly information sessions offered by the Psychology+ and must meet individually with the Dual Degree Coordinator.

Qualified students express interest early in their art therapy program, are reviewed by the faculty and if recommended, apply by late September of their junior year (approximately 55-65 credits). They must be accepted for admission by the graduate Expressive Therapies Department. This deadline may be altered for students who transfer to Lesley.

The qualities looked for upon admission include, but are not limited to:

- Ability to empathize and be compassionate within a therapeutic environment
- Demonstrated psychological strength to work with different clinical populations
- Well-organized, independent, motivated, takes initiative
- Ability to handle complexity
- Works well under stress
- Ability to integrate theory and practice
- Demonstrated conceptual literacy
- Willingness to take creative risks in studio work
- Proficiency and disciplined commitment in art making
- Evidence of a range of experience using a variety of art materials and processes

Students are advised jointly until the end of the undergraduate program by the coordinator of the undergraduate Art Therapy program and a graduate school advisors.

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, having at least one semester of enrollment at Lesley before they apply. 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 a Developmental Psychology course with grades of B or better
3. 18 credits of studio art courses mostly complete by fall of junior year

4. A Portfolio submitted online with 15 slides of their artwork. The slides should represent a variety of media, including two- and three-dimensional works demonstrating the applicant's technical abilities and the range of their self-expression.
5. One 3 credit course in Principles of Art Therapy or an art therapy course that includes the history and survey of the profession, different theoretical approaches to art therapy, and its application to various populations.
6. 3 letters of academic support from undergraduate faculty advisor or the Art Therapy undergraduate program coordinator, or from core faculty in your 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.

Bachelor of Arts/Master of Arts in Clinical Mental Health Counseling: Expressive Arts Therapy

Bachelor of Arts/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 Dual Degree Programs in Expressive Arts Therapy are honors-level programs designed for exceptional students. The integrated B.A./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 specialization and a graduate program in Clinical Mental Health Counseling and Expressive Therapies. Two programs exist: the Expressive Arts Therapy program and the Dance/Movement Therapy program for students in the Expressive Arts Therapy specialization who have taken the Dance/Movement Therapy minor and have significant previous dance experience.

The programs are designed for students who demonstrate a high level of exceptional 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 programs must be able to achieve a level of introspection and cultural awareness necessary to engage in clinical work, potentially at a relatively young chronological age. Qualified students who express interest early in their expressive art therapy program, are reviewed by the faculty and if recommended, must apply by late September of their junior year (55-65 credits already completed). They must be accepted for admission by the Graduate Expressive Therapies Department. This may be altered for students transferring to Lesley with an early December application.

These dual degree graduate licensure programs (60 credits) are approximately 2 years beyond the 4 year undergraduate program - due to 2 years of required graduate level internships. Students may earn up to 24-30 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+ Department. All students interested in applying should attend one of the information sessions offered regularly by the Psychology+ Department 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.

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
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 artwork, 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 (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 Therapy minor 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
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 graduate Expressive Therapies Department.

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 these and other programs, see the Transfer of Credits (p. 46) page.

GRADUATE CERTIFICATES

Curriculum

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

Location

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

Admissions

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

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

Graduate Certificate in Arts in Health

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

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Core Courses (9 credits)

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

Elective Courses (choose 2) (6 credits)

Possible electives include, but are not limited to:

GEXTH 5001	Techniques of Play Therapy	3
GEXTH 6020	Music, Imagery and Psychotherapy	3
GEXTH 6206	Voice and Music Therapy	3
GEXTH 6301	Drama Therapy and for Children and Adolescents	3
GEXTH 6360	Drawing from Within: A Studio Course	3
GEXTH 6400	Holistic Approach to Pain and Stress	3
GEXTH 6412	Yoga and Therapeutic Touch	3

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

Graduate Certificate in Expressive Therapies Studies

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

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

Application:

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

For additional program information, please contact:

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Course (3 credits)

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
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(this course must be taken first)

Possible Elective Courses (choose 4) (12 credits)

Possible electives include, but are not limited to:

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

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

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

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

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Core Courses (3 credits)

GEXTH 5010	Principles and Practices of Expressive Arts Therapy	3
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Independent Study Requirement (3 credits)

GINST 7999	Independent Study	1-6
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Electives in Expressive Therapies (30 credits)

DOCTORAL PROGRAM IN EXPRESSIVE THERAPIES

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

When Lesley's Master of Arts in Expressive Therapies Program was established in 1974, it was one of the first ever to train professionals in this emerging, creative, and vital field. Almost 50 years later, the program is the largest of its kind in the world, and continues to push the boundaries of expressive therapies knowledge and training.

Lesley University's Ph.D. in Expressive Therapies, established 2001, and became a low-residency model in 2007, makes it easier for expressive therapy professionals to develop scholarship that expands the knowledge base in the expressive therapies.

Program Overview

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

The 45-credit, doctoral low residency program involves three summer intensive residencies in Cambridge, Massachusetts, for approximately two weeks each summer over three years, with continued coursework throughout the academic years on-line and through email, peer group meetings, phone, and videoconferencing. Students are expected to devote approximately 10-20 hours per week toward doctoral study.

The program of study is structured by year, with a blend of online and residency hours. Each doctoral year includes a summer residency ,

followed by online doctoral courses. Each course is designed to address specific competencies.

The program requires a minimum of 4 to 5 years for completion. On-campus residency is required only for years 1 through 3 of the program, with dissertation attempted after successful completion of year 3.

Program Prerequisites

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

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Students must take GEXTP 9151 in fall, spring, and summer semesters of each year they are taking courses and each semester thereafter until they have completed their dissertation defense.

Doctoral Year 1 - 18 Credits

	Summer	
GEXTP 8108	Shifting Power Paradigms in Research	3
GEXTP 8004	Arts Based Research I	3
	Fall	
GEXTP 8003	Philosophical Foundations of Expressive Therapies	3
GEXTP 8101	Critical Inquiry I	3
	Spring	
GEXTP 8109	Research: Quantitative I	3
GEXTP 8110	Research: Qualitative I	3

Doctoral Year 2 - 18 Credits

	Summer	
GEXTP 8111	Critical Inquiry II	3
GEXTP 8104	Research II	3
	Fall	
GEXTP 8105	Literature Review	3
GEXTP 8113	Research: Qualitative II	3
	Spring	
GEXTP 8006	Arts Based Research II	3
GEXTP 8112	Research: Quantitative II	3

Doctoral Year 3 - 9 Credits

	Summer	
GEXTP 8102	Interdisciplinary Seminar	3
	Fall	
GEXTP 8005	Leadership in Expressive Therapies	3
	Spring	
GEXTP 8106	Professional Seminar	3

MINDFULNESS STUDIES

M.A. in Mindfulness Studies (36 Credits)

Academically and experientially rigorous, the M.A. in Mindfulness Studies is the first graduate program of its kind in the United States. Students are immersed in the theory and practice of mindfulness, mindful communication, mindful leadership and social engagement, and the roots of contemplative practice in Buddhist traditions, as well as emerging research on effects of mindfulness on the brain. Graduates will be well versed in the history of mindfulness in the west, its origins in classical mindfulness in Asia, and the continued development of these practices in the modern world. Graduates will emerge from the program personally grounded in mindfulness and knowledgeable of the applications of mindfulness across a wide variety of fields. Particular emphasis is placed on students developing their own unique contribution to this exciting and emerging field.

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

This two-year program is offered in a low-residency format, in which students complete most of their coursework online, and attend a 4-day residency on Lesley's campus in Cambridge, Massachusetts. During the residency students participate in daily meditation, interact with faculty members, attend program-related workshops, network with peers, and participate in community-building events.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY

Required Courses

GMIND 6032	Graduate Academic Writing	3
GMIND 6042	Mindfulness: Practice, Theory, and Science	3
GMIND 6047	Mindful Communication	3
GMIND 6049	Contemplative Practice Traditions	3
GMIND 6050	Mindful Leadership and Social Change	3
GMIND 6057	Meditation Retreat: Toward Insight Concentration and Wisdom	3
GMIND 6058	Introduction to Contemplative Neuroscience	3
GMIND 6063	Teaching Mindfulness: Practical Skills	3
GMIND 6064	Mindfulness Studies Residency	0
GMIND 7001	Thesis Proposal Seminar: Research and Methodology	3
GMIND 7500	Thesis/Capstone	3

Elective Courses

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

GMIND 6056	Mindful Internship: Social Engagement	3
GMIND 6059	Mindful Education	3
GMIND 6060	Mindfulness And The Environment	3
GMIND 6061	Mindful Movement: Qi Gong	3
GMIND 6062	Mindful Creative Writing	3
GMIND 6888	Special Topics in Mindfulness Studies	3

Graduate Certificate in Mindfulness Studies 15 credits

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

After successful completion of the first semester, students in the 15-credit certificate may apply to transfer into the Mindfulness Studies master's degree program.

For the university's transfer credit policy for this and other programs, see the Transfer of Credits (p. 46) page.

PROGRAM OF STUDY: CERTIFICATE

Required Courses

GMIND 6042	Mindfulness: Practice, Theory, and Science	3
GMIND 6047	Mindful Communication	3
GMIND 6049	Contemplative Practice Traditions	3
GMIND 6050	Mindful Leadership and Social Change	3
GMIND 6057	Meditation Retreat: Cultivating Awareness	3
GMIND 6064	Mindfulness Studies Residency	0

Accelerated Master's: BA in Psychology with Specialization in Holistic Psychology or Art Therapy & MA in Mindfulness Studies

The accelerated masters program in Mindfulness Studies & Holistic Psychology/Art Therapy 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 students, this offering will uniquely suit their strengths and passions in the areas of holistic health and wellness and eastern traditions of healing. For Art Therapy students 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. Students 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 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 (p. 46) page.

SOCIAL WORK DEPARTMENT

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 (p. 46) page.

DEGREE REQUIREMENTS

Required Courses (51 credits)

CSWRK5000	Human Behavior in the Social Environment	3
CSWRK5005	Fundamentals of Social Work Practice I	3
CSWRK5010	Practice Through The Lens of Systemic Inequity	3
CSWRK5015	Field Seminar I	3
CSWRK5020	Fieldwork I	3
CSWRK5025	Social Work: Communities and Social Systems (Macro Practice)	3
CSWRK5030	Research Evidence for the Helping Professions	3
CSWRK5035	Policy	3
CSWRK5040	Field Seminar II	6
CSWRK5045	Fieldwork II	3
CSWRK5050	Interdisciplinary Social Work Practice	3
CSWRK5055	Advanced Practice with Individuals and Families	3
CSWRK5065	Field Seminar III	3
CSWRK5070	Social Work and Social Change: Macro Practice	3
CSWRK5080	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.

CSWRK5060	Mental Health, Neurodiversity, and Substance Use	3
CSWRK5075	Policy, Grant Writing, and Program Design	3
CSWRK5090	Social Work Practice with Groups and Families	3
CSWRK5095	DSM-5 & Diagnostic Tools	3
CSWRK5550	Forensic Social Work	3
CSWRK6000	Designing Personal Success Plans for Youth Achievement	3

COURSES

CMGMT - BUSINESS

CMGMT 6100 - Social Entrepreneurship (3)

The Social Entrepreneur desires positive impact on the community, looks to outcomes that promote social justice, seeks effective leadership and management of the social enterprise, and looks to develop and implement strategies for scaling the enterprise for impact. This course will focus on understanding exactly what constitutes a social enterprise as well as what are the various business models being used to drive organizations that are transforming their community and the world. We will discuss, at length, the best practices involved with launching, scaling and managing a mission-driven organization as well as how it is sustainably funded.

Prerequisite: Open to matriculated students in the MSM, Accelerated MSM, and Accelerated MBA programs or by permission of the instructor. Offered: Online.

CMGMT 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.

CNSCI - GRADUATE LIBERAL ARTS AND SCIENCES**CNSCI 5100 - Introduction to Physical Science (3)**

In this introductory course on science inquiry, participants investigate common everyday phenomena. This course invites participants to uncover "the complexity of a simple glass of water. They observe physical processes at play in this familiar system and develop scientific "habits of mind." Participants see how scientific principles can be applied to understanding the world around us. The following key physical science concepts are explored: density displacement buoyancy melting freezing equilibrium and energy transfers.

CNSCI 5101 - Investigations in Space Science (3)

This course focuses on the study of the Universe - the totality of all space, time, matter, and energy. The organization of course content will take an "Earth Out" approach by studying the relatively familiar solar system before the discussion of stars and galaxies. The following topics will be explored: the history and tools of astronomy the solar system the Sun and stellar evolution and Cosmology - the fate of the universe.

CNSCI 6103 - Perspectives in Biology (3)

This course presents an overview of recent major advances made in the field of biology. The course explores the impact of these advances upon the lives of people by familiarizing the students with current research methods and tools that led to these discoveries. The students will grapple with some of the controversial aspects surrounding topics including, but not limited to, evolution, stem cell research, and genetic modification. The challenging content requires students to be open-minded in dealing with the multiple perspectives explored in the class.

CNSCI 6104 - Investigations in Particles, Fields and Waves (3)

Participants develop their understanding of the physics of fields and waves through guided inquiry. They investigate electricity, magnetism, sound, waves and light through observation, hands-on experimentation, simulation, video, graphical representations and discussions. Participants apply their understanding of the physics that lay beyond the range of our senses to everyday occurrences and devices.

Prerequisite: EDSCI 6120.

CSWRK - SOCIAL WORK**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 social-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.

EAGSR - PH.D. IN EDUCATIONAL STUDIES

EAGSR 7004 - Adult Learning and Development (3)

This course will review the theories, research, and models on adult learning and development. It explores the social context in which adults learn and develop, and the influences of race, class, gender, and culture. Students will be required to apply the material to a practice setting. This is a seminar designed for advanced graduate students.

For Ph.D. or CAGS students only.

EAGSR 7101 - Quantitative Research Methods I: Statistics for Research (3)

This course is designed to introduce graduate students to basic statistical methods and involves two broad topics: descriptive statistics and inferential statistics. In addition, students are introduced to statistical model building through the technique of regression analysis and correlational analysis. While the course centers on parametric statistical techniques, a brief introduction to non-parametric statistical methods, such as the chi-square test, is included.

For Ph.D. or CAGS students only.

EAGSR 7102 - Quantitative Research Methods II: Research Design (3)

Discussion of a variety of experimental designs stressing applications to participants' research interests. Includes analysis of variance, multiple regression, and non-parametric analysis.

Prerequisite: EAGSR 7101.

EAGSR 7103 - Qualitative Research Methods I (3)

This course introduces students to the basic structure of qualitative research. Students will analyze various types of qualitative studies by focusing on the role of various parts of the qualitative research design and how they connect with each other. Students will analyze how researchers' philosophical beliefs about knowledge and theoretical frameworks shape research purpose, literature review process, and formulation of research questions. In addition, students will learn how selection of research methods are aligned to the purposes and theories that frame studies.

EAGSR 7104 - Qualitative Research Methods II (3)

This course combines theory and practice in advanced qualitative research methods. Participants will engage in ethnographic, case study, and other methods of qualitative analysis involving observation and interviewing. There will be emphasis on data collection, analysis, theory building, and presentation, so class members need to have a research site in place at the beginning of the semester. Coursework will involve historical/theoretical and exemplary readings, individual analytic memo writing, group consultations, and completion of a research project.

Prerequisite: EAGSR 7103.

For Ph.D. or CAGS students only.

EAGSR 7106 - Leadership in an Adult Learning Context (3)

The purpose of this course is to explore the concept of leadership" in contemporary society with specific focus on the connections between leadership and ways in which we foster community. A primary underlying objective of the course is for students to become more aware of issues surrounding the topic of leadership and more able to think critically about how we approach topics of leadership in our varied communities. Doctoral students only.

EAGSR 7115 - Building Communities of Practice (3)

If true reform is to occur in schools, school change leaders need to utilize approaches aimed at mobilizing student, teacher and parent communities. This course will examine a variety of ways school leaders may develop 1) a community of student learners that addresses self-responsibility academically and socially, 2) a supportive culture for teachers through induction, coaching and mentoring and 3) a plan to engage parents in the agenda of the school. Students will explore the literature that frames the importance of social learning, delve into historical beginnings of communities of practice and explore promising approaches in the US and in international settings. The course will also reference and reinforce the literature on professional learning communities and discuss the skills and processes necessary to build and sustain the professional capacities of building-based faculties.

EAGSR 7116 - Learning and the Brain: Fitting the Nurture of Teaching to the Nature of Learning (3)

In this course, educators will explore how neuroscience can be used to improve student learning. Learning occurs through the biological medium of the brain. Activating and altering neurobiological processes within the nervous system is key to learning. Participants will examine the physiological mechanisms involved in memory, executive function, attention, emotion, motivation, stress, and resilience, and investigate practical applications for improved teaching methods and curricular design.

EAGSR 7117 - Narrative Writing for Qualitative Researchers (3)

In this seminar, we will look at both formal qualitative studies and journalistic studies as venues for opening ourselves to the process of writing well about our chosen areas of inquiry. It is an intensive writing course that looks at the style and craft of works and points to questions of what it means in method of inquiry and form of writing to understand and represent another human being, another setting, to a reading audience.

Prerequisite: EAGSR 7103.

For Ph.D. or CAGS students only.

EAGSR 7118 - Nature of Inquiry: Below the Surface of Research (3)

This course's aim is to inquire about the very nature of inquiry--on issues that reside below the surface of the inquiry: assumptions about human nature and conduct, about the place of perception, prior knowledge, belief, ethics, and expectation in making sense of the human world. These assumptions all point to ways of knowing

that both inform and result from inquiry, but are too rarely examined in courses focused on methods of educational inquiry, which dominate traditional doctoral program offerings.

For Ph.D. or CAGS students only.

EAGSR 7121 - Technology for Innovation and Transformation (3)

This course considers how technology may be used to innovate and transform education. Attention is placed on harnessing technology and the new media environment to transform current thinking about learning and to thoughtfully engage students in their work. The potential of technology to innovate and bring a renewed significance to schooling will be examined.

EAGSR 7200 - Writing in Doctoral Studies (3)

This course will provide instruction about writing basics, organization, APA, flow, and voice. Students will move into narrative and synthesis through writing a sample literature review based on their own topics of interest. The literature review will focus on writing a problem statement, organizing studies into themes, looking for theories and methods, building a solid outline, and beginning synthesis. Peer review will be used to deepen learning and widen the scope of writing.

For Ph.D. or CAGS students only.

EAGSR 7206 - Research Inquiry in Adult Learning and Development (3)

This course builds on previous work and encourages doctoral level students to focus closely on one area of their own research. At the same time, students will expand their in-depth knowledge of adult learning and development theory and identify adult learning and development theories and practices that currently contribute to their research. The assignments will help students to synthesize the literature and become stronger experts in their fields of study.

Prerequisite: Permission required.

EAGSR 7210 - Program Evaluation (3)

An introduction to systematic, interactive program evaluation with an emphasis on underlying theories, current practices, techniques for collecting and analyzing data, and report writing.

EAGSR 7502 - Doctoral Seminar Part I (3)

EAGSR 7502 Doctoral Seminar provides students with the knowledge of content necessary to develop a dissertation proposal outline. Students will identify a dissertation topic and be able to clearly state the problem and the purpose of their study. Students will spend a significant portion of their time developing an outline for each section of the dissertation proposal.

Prerequisite: Prerequisite: EAGSR 7104 Qualitative Research II.

EAGSR 8102 - Interdisciplinary Seminar I (3)

This seminar includes lectures and discussions by faculty, visiting faculty, and participants concerning advanced professional roles. The focus of the seminar is the teaching/therapy interface and how it affects each advanced professional in the human service field.

Ph.D. candidates or CAGS students only.

EAGSR 8104 - Interdisciplinary Seminar II (3)

Participants in this seminar examine the political, economic, and sociocultural forces that impact upon and shape the roles of professionals within institutions of social change. The seminar is structured around the consideration of a select number of critical

issues and controversies surrounding professional work within institutions of social change. Presentations by invited professional practitioners supplement seminar readings and discussions.

Ph.D. candidates or CAGS students only.

EAGSR 8107 - Critical Contexts for School Leaders (3)

In this seminar, students will examine the principles, values and beliefs that inform contemporary educational leadership and look critically at the contextual factors that influence how leaders function in schools and school districts. Students will consider the social, economic, historical and political forces that shape school conditions and review the changing impact of federal policy and national strategies on local educational settings.

For Educational Leadership Ph.D. students only.

EAGSR 8108 - The Purposes of School in a Democratic Society (3)

This seminar will concentrate on beliefs about the overarching purposes of education, the role of education in a democratic society, and competing ideas about how to attain those purposes and fulfill that role. Students will consider 1) historical perspectives about the purposes of education and the reasons for schools, 2) different perspectives about the needs of students and society and how schools serve those needs, and 3) views about standards in public education.

For Educational Leadership Ph.D. students only.

EAGSR 8109 - Schools as Systems (3)

This seminar will examine the factors that affect a school's capacity to improve and sustain student achievement. Participants will analyze school conditions proposed by current research and theory. Organizing principles for schools, approaches for using data, and challenges related to closing achievement gaps will receive particular attention.

For Educational Leadership Ph.D. students only.

EAGSR 8110 - Change is a Process (3)

The overall goal of this course is to help leaders become catalysts for improvement through the use of a systems thinking approach to organizational development and transformation. In this this course, knowledge constructed from course of study readings and assignments will be reviewed, reinforced and applied to exploring the process of change. Students will re-examine the role of leaders, identify essential supports and conditions necessary to improve organizations and discuss their implications for leadership practice. Students will use a conceptual framework to initiate, facilitate, coordinate, support and sustain organizational improvement. This course helps students identify leadership issues that surfaced during the course that may serve as possible topics for dissertation proposals.

For Ph.D. or CAGS students only.

EAGSR 8111 - Issues in Research (3)

This course provides a forum for the presentation and discussion of student and faculty research current at Lesley University, as well as a critical examination of a variety of research methods.

EAGSR 8112 - Ph.D. Dissertation Seminar (3)

EAGSR 8112 Ph.D. Dissertation Seminar is a prerequisite to, and offered in conjunction with, EAGSR 7502 Doctoral Seminar Part I. In these face-to-face seminars, candidates will write and prepare a dissertation proposal that states a purpose and focus for the

dissertation as well as advance a plan for conducting research. In EAGSR 8112 candidates will begin by sharing aspects of their Qualifying Papers that are foundational to developing a successful dissertation and dissertation proposal. The content and organizational format for the dissertation proposal and dissertation will be detailed. Students will identify a dissertation topic, be able to clearly state what they want to learn and consider data needed for their topic.

For Ph.D. students only.

EAGSR 8115 - Perspectives on Leadership, Self, and Writing (3)

In this seminar participants examine leadership approaches gleaned from the literature. The self as learner, leader, and researcher are examined through literature that investigates sociocultural lenses. Self-perceptions, world view and their relationship to ethical leadership and the pursuit of justice are explored. The course introduces students to academic writing through key resources, self-audit, and writer's workshop. Participants begin to apply critical elements of self and leadership toward the development of a Statement of Sociocultural Perspective.

EAGSR 8116 - Leadership Dilemmas (3)

Participants examine different leadership dilemmas using key understandings proffered through research and literature. Beginning with the efforts of Abraham Lincoln, leadership polemics are considered. Students are challenged to address issues such as creating effective teams, combating social injustice, mediating opposing organizational viewpoints, identifying effective professional learning practices, and sustaining improvement initiatives. Important aspects of academic writing are emphasized and applied, with the seminar culminating in the development of a review of literature statement.

EAGSR 8201 - Advanced Adult Learning and Development (3)

This course presents an in-depth, critical examination of theories, research, and models of adult learning and development with particular emphasis on their similarities and differences. Particular attention will be paid to the variety of assumptions underlying models of development and learning. Critical knowledge gaps will be explored through an examination of gender, race, class, sexual orientation, and culture. This is a seminar designed for advanced graduate students.

Prerequisite: EAGSR 7004.

For Ph.D. or CAGS students only.

EAGSR 8202 - New Directions in Adult Learning and Development (3)

This course provides learners with opportunities to study a particular current topic in the field of adult learning and development. Adult learning theories and theories of adult development will be integrated into the course topic. Course topics may include: adult health education, popular culture in adult education, environmental adult education, international adult education, or cosmopolitanism in adult learning and development. Learners will advance their understanding of the field through a sustained inquiry of a relevant topic in the field.

EAGSR 8204 - Adult Development and Mental Health (3)

This course examines therapeutic development from the perspectives of psychiatrists such as Carl Jung, Karen Horney, and Roberto Assagioli. In addition, the course explores the possibilities of development and transformation in the aftermath of trauma by

focusing on Posttraumatic Growth. Both theoretical perspectives and empirical studies are covered. Particular emphasis is placed on resilience and the complexity of adult development. Students in the course focus on the complex nature of well-being and adaptation in adulthood from a developmental perspective.

For Ph.D. or CAGS students only.

EAGSR 8205 - Theories and Research in Human Development (3)

In this course, students learn some of the major theories of human development, including empirical studies that support and challenge those theories. A major aim of the course is to explore human development as it occurs in real-life contexts. The course will involve theories and research studies that represent the multi-faceted and complex nature of human development. As an essential quality of human development, intra-individual variability is an important phenomenon that the course examines. This course has a major focus on moral development as a process of life-span human development that brings together cognitive and emotional dynamics.

For Ph.D. or CAGS students only.

EAGSR 8206 - Developmental Science (3)

This course provides an overview of some of the traditional and contemporary theoretical perspectives of various scholars in developmental science. These scholars include early pioneers such as Vygotsky and Piaget, and contemporary theorists such as Paul van Geert, Richard Lerner, Willis Overton, and Esther Thelen. The course will focus on the development of individuals, as students will discuss how to examine and understand the uniqueness of individual development in real-life contexts.

For Ph.D. or CAGS students only.

EAGSR 8207 - Culture and Human Development (3)

This course explores the complex and dynamic relationship between culture and human development. Students examine human development as it occurs in specific cultural contexts, and develop an appreciation and understanding of how cultural factors are integral aspects of the developmental process. Students learn about differences in developmental experiences across and within cultural groups in the U.S. and around the world.

For Ph.D. or CAGS students only.

EAGSR 8208 - Academic Writing for Doctoral Students (3)

This course is designed to help doctoral students develop the writing skills needed to navigate the field and culture of academia, as well as enter and contribute to academic discussions through writing. Students will learn how to write in an academic voice, critique scholarly work, write research goals and purposes, and write literature reviews. Students will thus build the academic writing and discourse skills needed throughout their academic career. Available to students considering doctoral study.

EAGSR 8501 - Doctoral Seminar Part 2 (3)

This seminar supports deepened inquiry into the development of the dissertation.

Prerequisite: EAGSR 7502 and EAGSR 8112.

For Ph.D. students only.

EAGSR 8503 - Research Design (3)

This course deepens knowledge of research design, data collection and analysis developed in prior qualitative and quantitative methods courses. Students will revisit qualitative and quantitative approaches

to research, as well as mixed methods designs, in order to understand how different methods may be used to address the same research question and the advantages and disadvantages of each. Students will critique research designs and begin the iterative process of designing their own dissertation research.

Prerequisite: EAGSR 7101; EAGSR 7103.

For PhD students only.

EAGSR 9151 - Doctoral Study (N/A)

Students register for this course every semester while taking coursework, and after, while completing the qualifying examination or dissertation.

For Ph.D. students only.

ELECTIVE

- Doctoral Elective (3)

Must be 7000-level or above.

EARED - CREATIVE ARTS IN LEARNING

EARED 5009 - Drama and Critical Literacy (3)

Drama and Critical Literacy uses theatre-based learning to bridge literacy skills with meaningful community interactions within the school and in the larger community. The course will explore diverse cultural perspectives and multiple paths to learning. It will also enable teachers to engage in critical questioning, explore language as social practice; create and employ spoken, written, visual, and spatial texts across the curriculum. This process supports integration of drama into subject areas such as language arts and social studies. The course also investigates issues of diversity and differences in schooling, applying dramatic learning strategies to the social dimensions of classroom, family and community dynamics.

EARED 5010 - Creative Movement: Kinesthetic Learning Across the Curriculum (3)

This course integrates kinesthetic modes of learning with the use of movement as a language for interdisciplinary inquiry. Students will explore embodied approaches to curriculum applications, and the critical questioning and exploration that exists at the heart of creative movement as an art form will deepen the students' comprehension and retention of curriculum themes. Furthermore, students' work with the social, cultural, and political dimensions of non-verbal communication will allow them to engage with issues of cultural diversity, critical pedagogy, and democratic schooling.

EARED 5014 - Environmental Arts and Education (3)

This course will promote understanding, appreciation, and responsible action toward the environment through hands-on arts activities, including Music, Bookmaking, Poetry Outdoors, Storytelling, Eco-Web Galleries, YouTube, and Eco-Blogs. Students will study history of environmental arts including ecological artists, materials and processes. Students will research key environmental issues and develop lesson plans using the arts.

EARED 5018 - Arts and Human Development (3)

This course familiarizes students with stages of human development from childhood through adulthood. Knowledge of human development is enhanced through interaction with art materials, music, movement, drama, and writing.

EARED 6002 - Integrated Arts Strategies for Inclusive Settings (3)

This course explores how arts integration provides learning opportunities that enhance teachers' abilities to respond to the needs of diverse student populations. Teachers will engage in visual and performing arts strategies to consider the multiple ways people learn and interact in the world. Universal Design for Learning (UDL) and Differentiated Instruction will be used as frameworks to address the challenge of designing flexible curriculum to allow all learners to experience success.

EARED 6003 - Equity, Access, and Inclusion through Arts Based Inquiry (3)

This course explores ways to approach human diversity and build understanding about similarities and differences through drama, movement, visual arts, music, poetry, and literature. Application is made for the classroom and other work settings.

Prerequisite: none. Corequisite: none. Cross-Listed as: none.

EARED 6014 - Museum Partnerships with School and Community (3)

Educators often underutilize museum resources. Students will learn how to access museum collections, build partnerships with museums, and use technology to incorporate museum resources in teaching and learning. Students will examine and critically view the social contexts of museums, visit actual and digital museums, conceptualize and curate exhibits, and use digital means such as podcasts, YouTube, and blogs to integrate museum resources and share their own work.

EARED 6015 - Teaching the Fundamentals of Visual Arts Pk-12 (3)

Students will explore visual arts methodology, materials, and content that is developmentally appropriate and consider specific learners in the Pk-8 or 5-12 art room. Students will see how artistic practice and techniques can inform the curriculum. Students will explore the connections between art history and artmaking throughout.

EARED 6025 - Arts and Inclusion: Integrated Teaching Strategies (1)

This course explores how arts integration provides learning opportunities that enhance educators' abilities to respond to the needs of diverse student populations. Participants will engage in visual and performing arts strategies to consider the multiple ways people learn and interact in the world. Universal Design for Learning (UDL) and Differentiated Instruction will be used as frameworks to address the challenge of designing flexible curriculum to allow all learners to experience success.

EARED 6091 - Transformational Leadership Through Drama (3)

This course orients students to the use of drama for education, issue resolution, empowerment, and leadership for change in schools and communities. There will also be opportunities to explore various interactive applications of drama to foster democratic education, multicultural education, and social justice in the classroom and beyond. We will examine how the process supports the curricular standards of the state.

EARED 6100 - Arts Integration, Literacy, and Common Core (3)

This course will investigate how arts integration can support literacy skills by directly linking to Common Core State Standards and twenty-first century skills while building a more democratic culturally responsive classroom. Teachers will learn strategies in drama, visual arts, music, creative movement, and poetry to provide flexible options for their students to access curriculum and diverse ways of

expressing understanding. Teachers will discover the role of arts-based learning in differentiated instruction and performance assessment. Teachers will have the opportunity to examine in-depth the meaning of arts integration and to construct curriculum and instruction designed to meet the needs of their particular students.

EARED 6109 - Curriculum, Instruction, and Assessment: Visions and Versions (3)

In this course students engage with theories and practices of arts-integrated curriculum and the implications and manifestations of these for responsible educational decision-making. The integration of curriculum, instruction and assessment will be explored from historical, theoretical and practical dimensions. Topics addressed include critical perspectives on contemporary curricular trends and issues, personal constructs of curriculum, exploration of various instructional strategies, ideological orientations, and alternative methods of assessment.

Limited to students enrolled in Creative Arts Master's program at off-campus locations.

EARED 6111 - Principles and Practices of Art Education (PreK-12) (3)

In this introduction to the field of art education, we will critically examine past and present pedagogical approaches to art education in Pk-8 and 5-12 within the historical context of schools and their relationship to the larger community. We will investigate the contemporary climate of art education. Through discussion, research, reflection and experiential work students will arrive at a broad and inclusive definition of art and art education with strategies to put this into practice.

EARED 6112 - Principles and Practices of Art Education (5-12) (3)

This course is designed as an introduction to art education focusing on current trends, various movements and approaches, and curriculum and instruction. A pre-practicum field placement will be required to ground student learning in the field. Reflections from the field will be part of ongoing class discussions.

NOTE: EARED 6111 is for the PreK-9 level, and EARED 6112 is for the 5-12 level.

EARED 6114 - Rites and Rituals: Assessment in Art Education (3)

In this course, students will develop comprehensive formal and informal assessment and evaluation techniques and methods. These methods will lead to improving teaching practice through knowledge of student learning, teacher reflection, and an understanding of the impact of students' individual differences on learning.

Successful completion of pre-practicum activities is required for this course.

Prerequisite: none only acceptance into the MEd Teacher of Visual Art pk-8 or 5-12. Corequisite: none. Cross-Listed as: none.

EARED 6115 - Interdisciplinary Curriculum: Arts, History, and Social Science (3)

This course is designed to provide the participants with an introduction to integrating the arts into the teaching of history and social science in the elementary classroom. The course will provide the participants with an opportunity to explore the arts as a powerful language to express and integrate knowledge in the teaching domains of history, geography, civics, economics, and social studies.

EARED 6116 - Early Childhood Arts, History and Social Science (3)

This course is designed to introduce pre-service teachers to the practice of using the arts to enhance teaching and learning in the history and social science classroom. A variety of hands-on approaches for planning and integrating the arts-storytelling, visual arts, music, drama, literature, poetry, and movement-into the history and social science content areas for PreK-2 students will be applied. We will explore materials and strategies desirable for facilitating higher order thinking, oral and written communication competencies, different learning styles, different points of view, and diversity and social issues in the classroom and beyond. We will examine theories of arts-integrated curriculum as they relate to Massachusetts History and Social Science Framework and National Standards.

EARED 6117 - Theory and Practice in Community Arts: Ideas Into Action (3)

In this course, we will examine the historical and contemporary theoretical frameworks that have shaped community arts in a wide span of artistic disciplines. Why has the community arts movement taken hold in the United States of America and across the international spectrum? Research proves that the arts bolster economic development, serve as connectors between neighborhoods and cultural/ethnic groups, and revitalize (physically and emotionally) urban and rural places. To achieve these dynamic possibilities, we must know how to turn ideas into action by gaining crucial skills in arts administration, audience development, and project development.

EARED 6118 - Developing Approaches for Content and Formative Assessment (3)

This course explores how 21st Century Learning skills and the arts provide learning opportunities that consider multiple ways people learn and interact in the world. University Design for Learning (UDL) and Differentiated Instruction will be used as frameworks to address the challenge of designing flexible curriculum that addresses the needs of all learners. Teachers will develop formative assessments for 21st century teaching and learning and will learn to use data to enhance student learning.

EARED 6119 - Designing Creative Learning Experiences (3)

This course is designed to create 21st century learning experiences that integrate the creative process of imaging, designing, implementing and evaluating curriculum and instruction across the disciplines in the middle and high school curricula. Teachers will explore Design Thinking strategies as a means to engage secondary students via multiple access points including arts and technology integration, content and assessment, cultural responsiveness, brain research, Differentiation (DI) and Universal Design in Learning (UDL).

EARED 7100 - Arts Integrated Inquiry: Seminar and Thesis Project (3)

In this final course, students combine research, practice, and theory in order to reflect critically on their teaching and learning. Students identify skills and understandings gleaned from the program and assess the impact of these learnings on their teaching practice. They consider new roles for themselves as agents of change in the field of education. Their work culminates in a substantive project that makes an original contribution to the greater educational community.

EARED 7102 - Arts Based Research for Teachers of Visual Arts (3)

The arts contribute directly to possibilities for teaching and learning because they offer us and our students' multiple modes of expression and communication. In the study of arts-based research methods we

learn that there are many ways to construct knowledge. Through exploring the visual arts classroom in learning and research, we develop an appreciation of the unique qualities that each of us, and our students, contribute to democratic learning communities.

EARED 7106 - Multiple Literacies: Social and Political Investigation (3)

The course is designed to involve participants in the process of exploring the creative use of some of the arts, including, visual arts, poetry and telling stories. Participants will use the arts to redefine literacy, understand their students' literacies, and to enhance students' skills. The course will involve three major elements, research, artmaking, and curriculum development all of which draw on what participants discover about the lives, families and communities of their students and themselves. We will use a critical pedagogy approach in finding and using the voices and experiences of participants and their students in shaping curriculum, in understanding the broader contexts of schooling, and in creating knowledge together. The course will also focus on the use of the arts for basic literacy and numeracy in the classroom.

EARED 7700 - Internship and Seminar in Community Arts (3)

This course is a seminar delivered in a hybrid model. Students participate in on-line discussions and attend a bi-weekly faculty sponsored seminar. Students will complete a 150-hour field based experience, conduct arts-based research, and examine issues in the field of community arts pertaining to their area of specialization. Students will also create a reflective portfolio documenting and assessing their learning in community arts.

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

This practicum and seminar focuses on current issues in art education and classroom practice through assigned readings, inquiry, reflection, and discussions about field experiences in the art classroom.

EARED 7703 - Seminar in Teacher Inquiry for Art Educators (K-8) (3)

In this seminar, students will develop, plan, and carry through a research project that examines their teaching practice in art as it relates to various community contexts. This course includes a field site component designed to ground the research in teaching practice within multiple contexts that include classroom, school, and community. Field-based research for Initial licensure. EARED 7703 is for the K-8 level, and EARED 7706 is for the 5-12 level.

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

This practicum and seminar focuses on current issues in art education and classroom practice through assigned readings, inquiry, reflection, and discussions about field experiences in the art classroom.

EARED 7706 - Seminar in Teacher Inquiry for Art Educators (5-12) (3)

In this seminar, students will develop, plan, and carry through a research project that examines their teaching practice in art as it relates to various community contexts. This course includes a field site component designed to ground the research in teaching practice within multiple contexts that include classroom, school, and community. Field-based research for Initial licensure. EARED 7703 is for the K-8 level, and EARED 7706 is for the 5-12 level.

EARED 7790 - Art Education (PreK-8) Practicum for Compass, Pt 1 (3)

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs

EARED 7791 - Art Education (PreK-8) Practicum for Compass, Pt 2 (3)

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs
- Practicum for Compass, Pt 1

Prerequisite: EARED 7790.

EARED 8000 - Advanced Professional Seminar (3)

This seminar will focus on professional identity development and issues of professional practice. Students will be introduced to reflective practice, systems analysis, and action research. Students from diverse disciplines will learn in teams about collaborative problem solving for the systems in which they have to function as professionals. Emphasis will be placed on understanding the cultural, social, and community contexts of professional practice from a critical perspective. Restricted to CAGS candidates or by permission of the instructor.

EARTS - CREATIVE ARTS IN LEARNING

EARTS 5351 - Cultural History Through Storytelling (3)

Students explore stories and story types from various oral and written traditions. Drawing on culture and family, students develop original stories while integrating other art forms. Finally, students explore curriculum uses for storytelling in order to bring subject matter to life and motivate student learning.

EARTS 6001 - Collaborative Symposium: Power of the Arts in Communities and Schools (3)

Series of workshops led by artists and leaders in multicultural education offering a variety of arts modalities and avenues to understanding cultural differences. Participants will explore the integration of drama, dance, music, visual arts, storytelling, and poetry into multicultural approaches to teaching and learning. This symposium will emphasize collaborative work in the arts as a path toward democratic schooling and social justice.

EARTS 6006 - Power of the Image: Media Literacy (3)

This course examines the nature and origins of images, the visual representation of minority groups in the mass media, and the use of images to create a sense of place, tell one's story and affirm personal/cultural identity. Students develop sophistication about the power, sources and uses of imagery, and engage in the creative process using drawing, computer-generated imagery, and video as art forms.

EARTS 6008 - Arts and Technology (3)

This course will engage students in arts-based technology using a variety of software programs. Students will gain an understanding of technology and its many applications across the disciplines and in the world around them. Working collaboratively and/or independently, students will use technology in a caring, stimulating, safe, and creative learning environment.

EARTS 6101 - Art and Culture in Community (3)

This course will define community, both local and global. It will guide students in the process of identifying and utilizing arts and resources within communities. Students will develop an expansive definition of visual culture from the traditional to the popular and the contemporary. Through art-based work, they will obtain a complex understanding of the role of art in communities near and far while developing advocacy strategies.

EARTS 6103 - Literacy and the Arts: Vision and Voice (3)

Students gain an understanding of how the arts can be integral to the process of whole language, and gain skills in designing integrated learning projects. Through participating in aspects of music, drama, visual arts, movement and related language arts activities, students develop individual ways of building curricula in reading, writing, speaking and listening, based on creative modalities.

EARTS 6104 - Art and Visual Inquiry (3)

This course will engage students in art-based investigations using a variety of materials and processes. Students will also gain an understanding of art as an interdisciplinary medium that can address learning across the curriculum. Art will also be presented as a language that enables students to utilize voice as an agent for social change. Art as a vehicle for seeing and knowing will further students' ability to interpret, analyze, and speak about art.

EARTS 6105 - Multiple Perspectives Through Music (3)

This course opens the door to rethinking music from broader and deeper perspectives. Students examine their cultural assumptions about the role of music in their lives and in education. Through practice and theory, the many connections between music and curriculum are actively explored. Students are challenged to reconsider and expand their definition of music and to move beyond the traditional Western framework. The course takes students on a path of inquiry that examines multiple musical concepts.

EARTS 6106 - Creative Process as Pedagogy (3)

Through this in-depth exploration of the creative process from multiple perspectives and art forms, students will develop capacities to apply the creative process in their personal and professional lives. Through a focus on pedagogy as a creative process, we will develop examples of innovative teaching using digital and creative art resources. Literature, videos, and other online resources such as Joy2Learn, will help us contextualize culturally, historically and socially, the theory and practice of engagement in the creative process.

EARTS 6107 - Public Art and Art Activism (3)

Public art, tied to ideas about democracy and citizenship, has evolved as a medium that reflects and shapes public discourse. Students will learn the different theoretical frameworks that have supported artists' work in the public arena. Using a variety of media and art forms such as drawing, map-making, process art, installation art, conceptual art, performance art, text art and photography, students will investigate and respond to a pressing social issue located in the surrounding community.

EARTS 6203 - The Language of Poetry (3)

By writing, sharing, and reading contemporary and traditional poetry, course participants gain skills in using poetry to augment language, writing, and literacy skills in their own students. Students develop ways to combine poetry with other art forms and to integrate poetry into elementary and secondary curriculum.

EARTS 6205 - Creative Writing Studio (3)

Through the exploration and application of the techniques and structures of poetry and fiction, students will hone analytic, inquiry, and creative skills useful to twenty-first-century educational, academic and professional settings. Inspired by close readings of noteworthy past and contemporary writers, students will produce a portfolio of poems and a short story, and revise them during the term. Coursework includes discussion board forums and peer review.

ECOMP - EDUCATIONAL TECHNOLOGY**ECOMP 5110 - The Maker Mindset (3)**

Building something from nothing, or redesigning something to make it your own, is at the heart of the maker movement. In this course, we will explore the affordances of this movement and the opportunities to influence and inform divergent learning experiences within a PreK-12 education context. Through the lens of constructionist pedagogy, students will engage in hands-on activities that model learning through play, fostering opportunities for self-awareness and identity affirmation, creativity, collaboration, and problem solving.

Permission to register is required.

ECOMP 6012 - Cyberbullying in Schools: Awareness, Prevention & Intervention (3)

This course will introduce educators to the world of cyberbullying. Through readings, discussions, group work, and simulations, the course will focus on how cyberbullying happens and the manifestation of it in the classroom and beyond. The legal implications for students, teachers, schools, and districts will also be explored. The course will conclude with class-created recommendations on actions that educators can take today to create a classroom/school culture that rejects cyberbullying.

ECOMP 6016 - Teaching and Learning with Digital Media (3)

This course will help educators to harness the power of digital media for teaching and learning. They will learn to use that power to transform traditional teacher-centered classrooms into student-focused learning environments where students use digital media for the acquisition, analysis, construction, and presentation of knowledge. Hands-on experiences will also help them develop proficiency with the tools and skills needed for authorizing and publishing digital media in a variety of formats for student learning.

ECOMP 6022 - Global Learning: Teach the World in Your Classroom (3)

This course will help educators harness the power of global connections for teaching and learning. Teachers will learn to integrate readily available digitized resources to transform traditional classroom learning materials by making use of a vastly expanded horizon for the acquisition, analysis, construction, and presentation of knowledge. Hands-on experiences will help teachers use streaming media resources, primary source artifacts, webcams, and field trips. They will create new materials for shaping 21st Century global citizenship.

ECOMP 6101 - Technology: Facilitating Change for Education (3)

Social networking, global learning, cyberbullying, online predators, and individual privacy - empower your students to stay safe and thrive in our digital world. Being an excellent teacher, parent, and citizen means understanding how our lives and our practices are changed by technology. You will learn strategies to manage technology for the benefit of your students. Examine how technology is changing every aspect of our lives and the ways we interact with one another: how we learn, create, work, study, and play.

ECOMP 6102 - Assessment and Technology (3)

This course investigates use of classroom assessments in support of student learning. Participants will explore a broad range of assessment strategies as well as technologies that support assessment “for,” contrasted with “of,” student learning. Topics such as high stakes testing, standards alignment and common core standards, and big data analytics are examined through student-led inquiry and discussion. Formative and summative assessment as well as personalized learning for diverse learners are key areas of this course.

ECOMP 6106 - Design Thinking: Learning Ecologies and Technologies (3)

At the heart of the capstone course is curriculum design with a focus on the unique affordances of technology to transform teaching and learning. Participants work through an interdisciplinary design thinking process to address complex problems of practice and collaboratively construct innovative solutions that lead to the reconceptualization of student-centric learning ecologies. This course is interactive and grounded in constructivist learning theories where learning by doing, reflecting, collaborating, and questioning are critical for success.

Prerequisite: ECOMP 5007, ECOMP 6016, and ECOMP 6102; Permission required.

ECOMP 6201 - Remote Learning: Design, Delivery, & Inclusivity (3)

This course is designed for K-12 teachers interested in providing engaging and participatory remote learning modules for teaching. Utilizing a constructivist approach, we will explore best practices in designing and delivering accessible instruction and content for use in a remote format. An emphasis will be placed on meaningful student engagement and self-directed learning further supported by inclusive and culturally sustainable practices. Synchronous and asynchronous methods, models, and tools will be examined and explored.

ECOMP 6202 - Online Teaching: Assessment and Evaluation (3)

This course examines assessment and evaluation in an online learning environment from the perspective of teachers and students in K-12 environments. A wide variety of effective assessment strategies are presented, including self-evaluation, authentic

assessment, triangulation, continuous evaluation, pre- and post-testing, use of observational data, and others. Particular attention is paid to selecting the most appropriate and engaging assessment strategies for students and content that addresses the needs of students, keeping in mind the need to apply Universal Design for Learning (UDL) principles when selecting assessment methods.

ECOMP 6203 - Online Teaching: Building Communities and Facilitating Student Discussions (3)

This course focuses on building the expertise needed to create a supportive and constructive online learning environment through appropriate facilitation techniques and strategies. Participants investigate various aspects of facilitating online discussions, including teacher and peer moderated communication, developing guidelines and modeling substantive discussions, and the use of multiple technologies to enhance contact with and among students.

ECOMP 6204 - Online Teaching: Course Design, Development, and Strategies (3)

This course provides the opportunity to synthesize components of online teaching by involving participants in the development of an online course. Content and age appropriate online activities and strategies that will engage students are studied and developed. Educational theory, best practices in online learning, principles of Universal Design for Learning (UDL) and use of emerging technologies are researched, analyzed and used to produce online lessons that are viable and engage students in authentic learning.

Prerequisite: ECOMP 6201, ECOMP 6202, and ECOMP 6203.

ECOMP 6205 - Leaning into the Future with the Pedagogy of Making (3)

We will examine the affordances of “making” in education as an instructional vehicle for teaching digital literacy and computer science content, skills, and dispositions. Through the pedagogical lens of constructionism and student-centered learning, we will explore effective instructional strategies for sustaining inquiry, fostering problem-solving and perseverance, and inspiring creativity and innovation. We will also model how these best practices are uniquely suited to advance equity and access for all students, particularly the under-served and under-represented.

ECOMP 6206 - Principles of Computer Science (3)

This course introduces educators to the essential concepts of computer science, from the binary representation of numbers and text to the interaction of humans and computers, with the goal of a broad understanding of the field. First, digital computing is introduced in its historical contexts and students research how it has progressed to the present. In the main body of the course, the fundamental topics include operating system vs. application software, abstraction, algorithms, data structures, software design and coding, networking, digital privacy and security. Students will collaborate to create computational artifacts, e.g. flowcharts and pseudocode to solve problems. During the key assignment students will apply their new skills to the creation of a game prototype.

ECOMP 6207 - Coding and Design (3)

This course introduces students to the design and coding elements of software development using the Python programming language. It addresses user-centered and universal design principles including usability and user tested principles and processes in the iterative cycle of code development. Coding topics include: data types, objects and graphics, sequencers, functions, decision and control structures, iteration, modeling and simulation, abstraction, algorithms and recursion. Students will encounter design and development

challenges, collaboratively solve problems and create computational artifacts.

Prerequisite: ECOMP 6206.

ECOMP 6210 - Art Techne (3)

In this multimedia project-based course, educators teach interdisciplinary topics by applying artistic concepts. Digital art techniques will support innovative teaching and creative learning in their discipline. Students will be empowered to not only use electronic media in new and creative ways, but also be able to formulate their own interdisciplinary ideas that they can use in the classroom. The course core concepts cover: a) education related issues for today's participatory media producers, and b) game creation as a means of teaching and learning.

ECOMP 6211 - Remote Learning: Focus on Design (0 - 1)

This course is designed for K-12 teachers interested in providing engaging and participatory remote learning modules for teaching. Utilizing a constructivist approach, we will explore best practices in designing accessible instructional content for use in remote teaching. An emphasis will be placed on meaningful student engagement and self-directed learning.

Cross-Listed as: ECOMP 6210.

ECOMP 6212 - Remote Learning: Focus on Delivery (0 - 1)

This course is designed for K-12 teachers interested in providing engaging and participatory remote learning modules for teaching. Utilizing a constructivist approach, we will explore best practices in delivering accessible instruction and content for use in remote teaching. An emphasis will be placed on meaningful student engagement and self-directed learning.

Cross-Listed as: ECOMP 6201.

ECOMP 6213 - Remote Learning: Focus on Inclusivity (0 - 1)

This course is designed for K-12 teachers interested in providing engaging and participatory remote learning modules for teaching. Utilizing a constructivist approach, we will explore best practices in designing and delivering accessible instruction and content for use in remote teaching. An emphasis will be placed on the accessible and culturally responsive classroom.

Cross-Listed as: ECOMP 6201.

ECOMP 7010 - Emerging Tech: Bringing the Future to Your Classroom (3)

Learn about promising technologies including eye tracking, 3D printers, and wearable computers. Explore the possibilities for trends such as the Maker Movement and the Flipped Classroom. Discover the latest web-based resources and collaboration tools for every grade level and subject area. Learn to integrate emerging technologies into existing curricula while promoting transformative thinking and creativity. Build your expertise and gain experience in identifying the efficacy of future technologies for enhancing student learning.

ECOMP 7101 - Practicum and Seminar in Instructional Technology (3)

Full-semester, full-time practicum; minimum of 150 hours at each of any two of the following levels: PreK-6, 5-8, and 8-12, which meets the requirements in MA for an Initial teacher license in Instructional Technology. Practicum is accompanied by a seminar addressing issues in the field.

ECOMP 7201 - Practicum & Seminar in Digital Literacy & Computer Science 5-12 (6)

Full-semester, full-time practicum in digital literacy and computer science, under the supervision of a supervising practitioner and a University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EDIAG - DIAGNOSTIC

EDIAG 5100 - Phonics Diagnostic (0)

This phonics diagnostic tool covers knowledge of phonics and phonics instruction that is required for passing the Foundations of Reading MTEL. It is designed to help students determine whether, and in what phonics areas, they may need additional work.

EDSCI - SCIENCE IN EDUCATION

EDSCI 5200 - Engineering STEM Solutions (3)

This course focuses on the use of the engineering design process to solve problems within a science context integrating STEM content. Participants investigate case studies of real engineering problems in the field, bridge content to practice, and begin to visualize research in an interdisciplinary context. Through the use of technology and design, participants deepen analytical and problem solving skills. Teachers will also become familiar with engineering education applications and learn to modify for their classroom.

EDSCI 6018 - Learning, Design, and Robotics: Gateway to Critical Thinking (3)

Our robotics laboratory is a fun, engaging course that infuses engineering-based projects into K-12 instruction. We build robots from scratch; learn programming with and without electronics; experiment with simulations; develop media-rich curricula while integrating common core and STEM standards; examine trending issues in Science, Technology, Engineering, Arts and Mathematics (STEAM) education; and discuss the pedagogies that support these approaches. Encouragement of pupils under-represented in STEM K-12 classes is examined. Participants purchase robotic kits in lieu of textbooks. All levels welcome.

EDSCI 6100 - Green Chemistry (3)

The primary objective of this course is to have a basic understanding of chemistry, with a special focus on being green." The class will start with an in-depth understanding of the periodic table and various properties of atoms and their implications. Participants will learn about various chemical bonds and chemical reactions followed by the principles of green chemistry emerging technology and engineering to sustain a greener society.

Prerequisite: CNSCI 5100 or EDSCI 5200.

EDSCI 6105 - Natural Disasters (3)

This course provides an introduction to the causes, occurrence, and consequences of natural and human-induced disasters. Students will analyze the physical causes, as well as the distribution and frequency, of disasters in order to understand the steps that might be taken to reduce their impact. Topics to be discussed include

earthquakes, tsunamis, volcanoes, tornadoes, hurricanes, floods, wildfires, and impacts with celestial objects. The engineering design process will be integrated within the course activities.

Prerequisite: CNSCI 5100 or EDSCI 5200.

EDSCI 6110 - Life Science (3)

Biology is the prevalent crucial language used to describe and understand life. This course will immerse students in the words and stories interwoven in the landscape of life from ecosystems to cells. Biological knowledge from this course allows you to engage in the world, understand what is happening around you systemically, and join the conversation of life. More than ever before, it is incredibly important to be competent in the language of life as we continue to engage in activities that have myriad, far-reaching impacts.

Prerequisite: CNSCI 5100 or EDSCI 5200.

EDSCI 6115 - Earth and Space Science (3)

Processes that operate on Earth, Earth's place in the solar system, and the universe will be explored. Using a large scale to smaller scale" approach we will study the vastness of the universe: its stars first then the solar system and finally Earth's systems. Additional systems to be explored include Earth materials plate tectonics water and Earth's surface processes and bio-geology.

Prerequisite: CNSCI 5100 or EDSCI 5200.

EDSCI 6120 - Physics of Mechanics (3)

The course approaches the study of physics called Mechanics. The purpose of this course is threefold: (1) to extend understanding of key physics concepts through guided investigation, (2) to understand how physics concepts apply to everyday phenomena, and (3) to understand conceptual understanding of the physics of Mechanics and the strategies for addressing them. Through both hands-on experimentation and computer simulation, you will learn to investigate nature as a physicist does.

Prerequisite: CNSCI 5100 or EDSCI 5200.

EDSCI 6125 - Sustainable Engineering (3)

Through the engineering design process, educators will investigate current environmental issues within their local communities and begin to visualize solutions through an interdisciplinary lens of conservation biology, ecology, and social justice. Participation in a virtual classroom design studio will enable educators to better understand the interdependence of disciplines and to apply this understanding to their teaching practice and daily life.

Prerequisite: CNSCI 5100 or EDSCI 5200.

EDSCI 6130 - The Great Diseases: Teaching Infectious Diseases (3)

This course provides the background to teach about infectious diseases (ID) using The Great Diseases curriculum, a Biology II course developed by our partnership with Boston teachers and Tufts Medical School scientists. Participants will investigate life-relevant scientific questions using authentic scientific practices to explore host-microbe interactions and challenges of identifying and treating ID.

Participants will consider a variety of inquiry-based approaches to teach about ID and will learn to modify lessons for their classrooms.

EECLD - CULTURAL AND LINGUISTIC DIVERSITY

EECLD 6001 - Culturally Responsive Pedagogies: Equity & Agency (3)

This course introduces teacher candidates to justice-oriented education and explores how culturally and linguistically sustaining pedagogies challenge inequities in schools and society by taking an active anti-oppressive, intersectional, and critical stance towards teaching and learning to develop an identity-affirming and anti-bias/anti-racist classroom community. Students will understand the rationale, concepts and practices of multicultural education, including equity literacy and disability justice approaches to teaching and learning, and their utility for improving educational experiences.

EECLD 6002 - On Languages: What Educators Need to Know about Linguistics (3)

This course takes a practical approach to the study of educational linguistics with implications for teaching languages and literacies in multilingual contexts. The relationship between languages and cultures, the nature of language, oral and written language development, language variation/change are all explored. Foundational knowledge in phonology, morphology, and syntax are developed as participants compare students' home languages and English. Participants consider their own linguistic footprint to deepen their understanding of the interdependence of languages and cultures.

Prerequisite: none. Corequisite: none. Cross-Listed as: none.

EECLD 6003 - Family and Community Engagement (3)

This course builds on concepts introduced in EECLD 6001 Culturally Responsive Teaching to strengthen students' theoretical and practical understandings of the role of families and communities in schooling. A critical theoretical lens, that non-dominant communities have forms of cultural capital that are not recognized in formal institutions like schools, is used to examine existing barriers and impediments to effective parent, family, and community engagement in schools. The course additionally focuses on ways to develop, improve and maintain effective parent and community engagement in education. The course will challenge students to understand and prepare for community-driven systemic education reform. Through an action-research inquiry project, students will apply an ecological model of parent engagement to their own contexts, in which parents are centrally engaged in multifaceted and varied aspects of school life.

Prerequisite: EECLD 6001.

EECLD 6004 - Language Acquisition, Oral Development & Bilingualism (3)

This course focuses on language acquisition theories, research and practice, with special attention to the nature of bilingualism in a multilingual/multicultural context. A primary focus of this course is the development of effective, culturally responsive and research-based language learning strategies and engaging methods for listening and speaking in two or more languages. WIDA standards are used in lesson planning and evaluation of second language. Instructional materials including realia and a variety of media are also used.

Prerequisite: EECLD 6002. Corequisite: n/a. Cross-Listed as: n/a.

EECLD 6007 - Content Language, Literacies & Literature PrK-12 (3)

This course introduces a research-based instructional framework for teaching content language, literacies, and literature in PrK-12 multilingual/multicultural contexts. Students develop skills in teaching language demands of viewing, listening, speaking, reading, and writing varied school genres to multilingual learners at different developmental and language proficiency levels. Participants also analyze children's literature, informational texts, and graphic novels, and learn to teach language expectations of content curricula in inclusive multicultural classrooms that foster critical thinking skills.

Prerequisite: EECLD 6002.

EECLD 6008 - Teaching Reading and Writing for Speakers of Other Languages and Dialects (3)

This course focuses on what is different and essential about teaching English reading and writing to speakers of other languages and other language varieties. It discusses the impact of students' first languages and language varieties in reading and writing in English. It discusses the role of oral language in reading and writing. It employs culturally responsive research-based methods, strategies, and materials in learning and teaching reading and writing in English as a new language and language varieties.

EECLD 6010 - Content & Arts-Integrated Pedagogy for Multilingual Learners (3)

This course covers key strategies that support language acquisition and instruction across the curriculum for multilingual learners prK-12. It is designed to equip participants with essential knowledge and skills to integrate national and state content frameworks with WIDA standards by using sheltered content instruction methodologies appropriate for students at different levels of language proficiency. Participants develop skills in lesson-planning, implementation, and critical reflection using the Sheltered Instruction Observation Protocol (SIOP) and arts-integrated pedagogies.

Prerequisite: EECLD 6002. Corequisite: none. Cross-Listed as: none.

EECLD 6011 - Foundations in Bilingual Special Education (3)

In this course, students will learn about theories, policies, and practices in bilingual special education to best support bilingual learners with disabilities. Students will learn to differentiate language learning needs from disabilities. Over and underrepresentation of bilingual learners in special education, universal design for learning, scaffolding, identification and assessment practices, multi-tiered systems of support as well as collaboration that includes bilingual family caretakers in the IEP process all will be explored.

EECLD 6012 - Assessment for Equity & Inclusion of Multilingual Learners (3)

Appropriate assessment is essential to understanding and documenting standards-based learning and language development for multilingual learners (MLs) and to distinguish learning (dis)abilities from language differences. Participants gain the skills to administer language assessments, monitor progress, interpret results, and incorporate them into instruction. Potential linguistic and cultural biases in assessment instruments including limitations of standardized tests are analyzed. Students are required to practice with alternative assessment measures including case study, formative, and other authentic assessments.

Prerequisite: EECLD 6002. Corequisite: n/a. Cross-Listed as: n/a.

EECLD 6013 - Foundations in Bilingual Education (3)

In this course, students will learn about the theories, assumptions, and philosophies of bilingual, dual immersion, transitional bilingual education, and multicultural education. Students will be required to examine their present teaching practices and to compare these practices to recent research findings in the fields of bilingual and multicultural education. Students will analyze, write and present a review of a bilingual program related to an area of interest in the fields of bilingual or multicultural education.

EECLD 6014 - Teaching Reading and Writing in Two Languages (3)

This course uses an interdisciplinary approach that emphasizes teaching literacy through thematic units in a paired literacy approach. Students will develop knowledge and skills to support biliteracy instruction, including: teaching reading and writing in Spanish and English; selection and use of multicultural children's literature, cooperative learning and critical thinking strategies, and effective evaluation of the development of language and literacy practices. Students will be guided to reflect on their own bilingual and biliteracy experiences.

EECLD 6107 - Teaching English to Speakers of Other Languages: Literacy and Literature (5-12) (3)

This course is dedicated to using outcome-based TESOL standards for teaching academic literacy: reading, writing, and spoken language in the content areas to linguistically diverse students. Multicultural literature and current research on literacy instruction for adolescent English learners, including students with interrupted formal education, are analyzed. Teachers evaluate, adapt, and develop language-based content instruction to provide high challenge and support in secondary content classrooms that foster literacy development, critical thinking skills, and respect for all.

Prerequisite: EECLD 6002.

EECLD 6111 - Teaching English to Speakers of Other Languages: Content Areas (5-12) (3)

The course equips participants with essential knowledge and skills to effectively plan and implement standards based content lessons for bilingual learners by using sheltered content instruction methodologies appropriate for different levels of English proficiency. A primary focus will be on sheltered instruction methodologies, such as the Sheltered Instruction Observation Protocol (SIOP), Specifically Designed Academic Instruction in English (SDAIE), and the Cognitive Academic Language Learning Approach (CALLA) as well as on the related sheltered strategies and techniques for teaching content to secondary bilingual students.

Prerequisite: EECLD 6002.

EECLD 6115 - Sheltered English Instruction PreK-12 (3)

This course prepares teachers to effectively scaffold content instruction for the growing population of multilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in pluralistic communities. The course covers culturally and linguistically sustaining pedagogies, language acquisition, academic language, content, and literacy development. SEI Subject Matter Knowledge will also be interwoven throughout initial licensure programs.

EECLD 6116 - Sheltered English Instruction (5-12) (4)

This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the

growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms.

EECLD 6117 - Sheltered English Instruction for Licensed Teachers (PreK-12) (3)

This course prepares PreK-12 teachers with the knowledge and skills to effectively shelter their content instruction in order for English language learners (ELLs) to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, the second language acquisition process, academic language and literacy development in Sheltered English Instruction (SEI) and bilingual classrooms.

EECLD 6120 - Assessment for Equity and Inclusion of Bilingual Learners (5-12) (3)

Appropriate assessment is essential to understanding and documenting standards-based learning in understanding and speaking English as a second/new language and the process of distinguishing learning (dis)abilities from language differences. Second language proficiency assessment is the primary focus of this course. Participants gain the skills to administer language assessments, monitor progress, interpret results, and incorporate them into instruction. Potential linguistic and cultural biases in assessment instruments including biases in standardized tests are analyzed. Students are required to practice with alternative assessment measures including portfolio and other authentic assessments.

Prerequisite: EECLD 6002.

EECLD 7005 - Practicum and Seminar in ESL (5-12) (6)

This is a full time, full-semester practicum in ESL/TESOL (5-12) under the supervision of a TESOL/ESL supervising practitioner and university program supervisors in TESOL. The practicum is accompanied by a weekly seminar addressing issues in the field of second language learning education, classroom practices, and action research.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EECLD 7006 - Practicum and Seminar in ESL (PreK-6) (6)

This is a full time, full-semester practicum in ESL/TESOL (PreK-6) under the supervision of a TESOL/ESL supervising practitioner and university program supervisors in TESOL/ESL. The practicum is accompanied by a weekly seminar addressing issues in the field of second language learning education, classroom practices, and action research.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EECLD 7788 - ESL (PreK-6) Practicum for Compass, Pt 1 (3)

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program.

Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs

EECLD 7789 - ESL (PreK-6) Practicum for Compass, Pt 2 (3)

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs
- Practicum for Compass, Pt 1

Prerequisite: EECLD 7788.

EEDUC - EDUCATION

EEDUC 5013 - Curriculum, Instruction, and Assessment in General Science (3)

This course focuses on teaching the dynamic, interdisciplinary nature of science, technology, and engineering. Student engagement is critical and is only achieved through rigorous, practice-based curriculum and instruction. Participants will learn to instill curiosity about both the natural and designed worlds through the use of engaging teaching practices in science that model the inquisitive, analytical, and skeptical nature of science. Participants will focus on teaching with thoughtful hands-on and minds-on activities, laboratories, investigations, and design challenges.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 5045 - Learning Environments for Infants and Toddlers (3)

This course will emphasize curriculum design for infants and toddlers. Particular care will be given to recognizing the developmental needs of very young children and providing the educational "match" of appropriate materials, activities, and environments for these children. The course will familiarize the student with approaches in a variety of early childhood, social services, and/or hospital settings. Materials and methods for facilitating the very young child's growth in all areas - physical, social, emotional, and intellectual - will be presented. Health and safety issues pertinent to care in a group environment as well as techniques and tools for facilitating effective educational partnerships between teachers and parents will be covered.

EEDUC 5057 - Introduction to D.I.R. (Floortime): A Developmental Model for the Special Child (3)

This course introduces the Developmental, Individual-Difference, Relationship-Based (DIR) Model for working with children with special needs. This multidisciplinary model, developed by Dr. Stanley

Greenspan and Serena Wieder, Ph.D., focuses on six developmental levels a child must master in the context of emotional relationships. Students will be introduced to Floortime, a strategic way of interacting that takes into account a child's motivations, relationships, and individual differences in processing and responding to sensory information.

EEDUC 5060 - Teaching English Language Arts in Grades 5-12 (3)

This course prepares students to teach **English in grades 5-12**. Familiarity is assumed in major works of literature and composition, as covered in courses required of English Majors. A significant portion of this course will be devoted to the variety of teaching strategies available for instruction of classic and young adult literature. This course also includes work in analysis of reading and writing competencies in individual students through both formal and informal assessment. Students will learn how to adapt instruction to accommodate the needs of the full range of diverse learners in today's high schools.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 5061 - Teaching History and Social Sciences Grades 5-12 (3)

This course is focused on teaching history and social sciences content using instructional methods that will strengthen students' skills for informed citizenship and political participation. Skills essential to political equality and civic engagement will be explored, including analytical reading, logical writing, and speaking. Instructional methods for helping students formulate questions, conduct research, evaluate sources, and synthesize information will also be emphasized, as will news and media literacy designed to help students become discerning readers of digital news and opinion.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 5075 - Successes & Failures in 3 Branches of American Government (1)

This course explores the fundamental concepts and ideas at work in the three branches of government and assesses their strengths and weaknesses. Through active learning and simulations, participants will develop curriculum for their classrooms that meet Massachusetts civics standards, including pedagogy in support of students becoming engaged citizens. Particular focus will be on the intellectual and political tensions, differences, and compromises in the Founders' ideas and how successive generations have worked to resolve them.

EEDUC 5076 - The Controversial Constitution: Fault Lines and Remedies (1)

This course explores the founding and continued impact of the U.S. Constitution on our lives. Teachers will examine the controversial content of the Constitution and develop hands-on learning strategies for engaging students using the Massachusetts Civics Standards to "understand the purposes, principles, and practices of the US government as established by the Constitution," including the rights and responsibilities of citizens. This course prepares teachers to provide instruction on the roots and foundations of U.S. democracy.

EEDUC 5077 - Presidential Elections - Inquiry, Debate, and Media Spin (1)

This course prepares educators to teach the knowledge and skills their students need to become thoughtful and active participants in a democratic society. Using Massachusetts civics guiding principles, this course promotes students' understanding of the ways they can act as citizens to influence government; to incorporate current events

to build students' capacities for making logical arguments and thinking for themselves; and to teach students media literacy.

EEDUC 5102 - Teaching Elementary School Mathematics (3)

Mathematics in the United States has historically been a difficult field; it has not always taken children's developmental and learning needs into account. In this course, we support learners gaining knowledge needed to teach school-age children and increase competency in mathematics. A variety of materials and models are used to show connections to daily life, and different approaches to mathematics are investigated. Relevant children's literature, writing to learn, curricular literacy, and technology are also emphasized.

EEDUC 5110 - Teaching Mathematics in Grades 5-8 (3)

Explores various pedagogical strategies appropriate in secondary school settings with a focus on engaging students in mathematically rich investigations. Through simulation, practical experience, classroom modeling, and analysis, students will deepen their understanding of the interplay between relevant teaching strategies, formative and summative assessments, and the incorporation of technology, while enlarging their repertoire of viable methodologies for use in secondary school mathematics classrooms.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 5115 - Families, Society, and Schools (3)

This course is designed to provide an understanding of family diversity within the context of contemporary society. The course will examine links between school performance and family involvement. Institutional structures that facilitate or impede family-school relationships will be addressed. Specific issues facing families and children will be examined to help teachers better respond to the challenges of today's classrooms. Students will have the opportunity to explore community resources and family support systems.

EEDUC 5120 - Young Children with Special Needs (3)

This course examines concepts relating to young children, preschool through second grade, at risk for or exhibiting developmental delays or mild to moderate disabilities. It focuses on the identification, assessment, diagnosis, and referral of young children with special needs. Class participants will analyze and reflect upon inclusive strategies for classroom structure and curricular/instructional accommodations and modifications. Strategies for collaborating with families with young children with special needs will also be addressed.

EEDUC 5121 - Elementary Literacy: Purposeful Language Arts Instruction (3)

This course prepares elementary teachers to foster literacy learning through purposeful language arts instruction. Using an asset-based approach to teaching diverse learners, candidates continue to explore oral language, phonics, phonemic awareness, and fluency. Students examine the relationship between observation, assessment, and instruction; the integration of the arts, children's literature, and writing; and the significance of family/school relationships. Emphasis will be placed on meaning-centered practices, literacy as a tool for integrated learning, and curricular literacy.

EEDUC 5122 - Child and Adolescent Development (3)

Understand and support the growth, development and well-being of children from birth through adolescence. Key concepts in physical, language, cognitive, social, creative, emotional and moral development are considered from various theoretical perspectives along with cultural and societal influences. Content includes: the role

of family and relationships, culture, the arts and creativity; cognitive milestones and early interventions; the impact of trauma; culturally and linguistically sustaining and developmentally appropriate teaching practices and emerging challenges.

EEDUC 5128 - Early Childhood Social Studies, Families and Communities (3)

This course supports teachers of young children as they create an enriching learning environment that integrates social studies, arts, and culture with community building and family engagement. The broader concepts of addressing bias and social justice issues, the past and its impact on life today, families and communities, classroom rituals and routines, and other central social studies concepts are addressed.

EEDUC 5130 - Early Childhood STEAM and Health (3)

Young children learn in an integrated, exploratory way. Children's understanding continuously changes with the interaction between their development and their exploration of the world. In this course, teacher candidates practice using documentation and self-reflection to support young children's inquiry, and learn how to create a rich learning environment for an integrated approach to teaching science, technology, engineering, arts, math, and health.

EEDUC 5131 - Developments in Cultural Contexts (3)

The purpose of this course is to support teachers in establishing nuanced, critical perspectives on the construct of human development across cultures and experiences. Teachers will examine various elements of development (physical, symbolic thinking, language development, social and moral development) under a critical, multicultural lens in order to develop deeper understandings of children, and the diversity of developments across the world. This work will be done through readings, discussions, observations, and collaborations.

EEDUC 5135 - STEAM in the Elementary School: Thinking with Evidence (3)

In this course students will acquire the knowledge, skills and experiences you need to integrate STEAM learning within an elementary classroom using hands-on investigations. You will learn how to teach, develop, and assess standards-based, content rich, STEAM curriculum for children in grades 1-6. Scientific methods, computational thinking, engineering design principles, arts integration, writing, and fundamentals of mathematics education serve as a trans-disciplinary frame to build STEAM knowledge and skills.

EEDUC 5136 - Integrating Social Studies in the Elementary Classroom (3)

Informed by state and national standards, this course focuses on methods for teaching inclusive social studies in grades 1-6. Grounded in social studies as inquiry, this course develops candidates' understanding of the integration of arts and humanities, the power of thematic explorations of concepts, the development of young people's civic identities and their participation in the democratic process, and the belief that children can make important connections between past and present.

EEDUC 5137 - Language and Literacy Development in the Early Years (3)

This course will focus on the development of language and literacy in young children. Course sessions will address theories of literacy acquisition; the role of family, culture, and home in literacy learning; and assessments of literacy development. Emphasis will be placed on

understanding literacy as social practice, the continuity of oral and written language, and a view of children as diverse and active meaning makers.

Corequisite: EDIAG 5100.

EEDUC 5138 - Literacy and the Arts in the Early Childhood Classroom (3)

This course equips teachers of young children to design classroom experiences to foster literacy learning and development. This course will provide methods, approaches, and strategies for foundations of early literacy and artistic expression and for the integration of authentic texts to promote student inquiry as a tool for learning. Emphasis will be placed on the relationship between observation, assessment, and instruction, the role of children's literature, oral language, writing, and the importance of meaning-centered practices.

EEDUC 5139 - Learning Mathematics in Early Childhood (3)

This course is designed to develop knowledge of content and pedagogy that is essential for teaching mathematics in schools. Assessment strategies, adaptations for special needs, and classroom management are all addressed. The "big ideas" and how they develop and become represented is a strong emphasis.

EEDUC 5146 - Issues in American Schooling: Contemporary Challenges and Historical Contexts (3)

The course examines diverse contemporary issues in American education through a combination of field-based experiences and investigation of the social and historical forces that shape the character of schooling in a democratic society. The course opens the dialogue about the nature of teaching and learning, and the design of educational programs in the context of societal, political, and economic structures as well as within the diverse cultural values of a pluralistic society.

EEDUC 5147 - Curriculum, Instruction and Assessment in History and Political Science (3)

This course will help students develop an understanding of curriculum, instruction, and assessment issues in middle school history, political science, and political philosophy. Students will develop sample instructional materials such as lesson and unit plans along with strategies for differentiating instruction. Students will learn how to use state standards and essential questions to design engaging lessons and how assessment may be developed to measure student learning in a meaningful way.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 5160 - Civics and Democracy (3)

This course prepares teachers to provide instruction on the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. The guiding questions for this course are: "How have concepts of liberty and justice affected the United States democratic system of government?", "How can power be balanced in government?", and "What is the role of the individual in maintaining a healthy democracy?"

EEDUC 5219 - Transforming Mathematics Teaching through Content Coaching (1)

Do you know how to use coaching to create a robust adult learning community in your school? Would you like to influence more teachers to teach mathematics in engaging and powerful ways? Content coaching is a powerful, research-based, and effective model of

coaching designed to transform school culture and enhance student learning. This three-day content coaching course with follow-up virtual coaching sessions is designed for teacher leaders, coaches, and math specialists, along with their partnering administrators or building evaluators. Content coaching is a proven, research-based, model of coaching. Whether you have practiced cognitive coaching or instructional coaching or have not had any training as a coach, content coaching will increase your capacity to coach teachers in ways that result in significant improvement in both instruction and student learning. This course will help you and your team develop a school-wide culture for mathematics coaching to ultimately result in increased student academic achievement.

EEDUC 5220 - Redesigning Classroom Interactions to Foster Math Reasoning (1)

This course is designed to equip educators with the knowledge and skills to be able to cultivate students' perseverance in problem-solving and enhance students' mathematical discourse. In this course, participants will develop their facility with three avenues of mathematical thinking as elicited by the Standards for Mathematical Practice. Employing these avenues of mathematical thinking will allow participants to deepen their understanding of what it looks like to think quantitatively, structurally, and/or through repetition.

EEDUC 5256 - The Impact of Trauma on Learning: An Overview (3)

This course will examine the impact of traumatic experience on student learning, both academic and social/emotional, and provide a structured approach to individual and school-wide interventions. The biological, environmental, and socio-cultural aspects of traumatic experience will be analyzed. School-wide and student-specific intervention strategies will be presented, and participants will analyze the effects of their work with students impacted by traumatic experience on their own well-being (secondary trauma).

EEDUC 5257 - The Impact of Trauma on Learning: Classroom and Student Supports (3)

Trauma affects self-regulation, social skills and a child's sense of health and well being, along with interfering with more traditional academic skills that require language, memory, and executive function. This course will address ways to promote these non-academic and academic competencies for students impacted by trauma, including which competencies can be incorporated into the learning flow of the classroom (as they benefit all children) and which are best taught with an individual support plan.

Prerequisite: EEDUC 5256.

EEDUC 5258 - The Impact of Trauma on Learning: Creating Trauma Sensitive Schools (3)

This course is designed to expand knowledge of trauma, its impacts, and the process for building trauma sensitive environments through examination of the underlying change theory, processes, and tools needed to establish trauma sensitivity. Participants demonstrate their understandings by either (a) developing a plan for guiding the creation of a trauma-sensitive school or (b) conducting research grounded in trauma-informed inquiry.

Prerequisite: EEDUC 5256 and EEDUC 5257.

EEDUC 5259 - The Impact of Trauma on Learning: Action Research and Seminar (3)

Students demonstrate their understanding of the attributes of trauma-sensitivity by working together to design and conduct

research that assesses the outcomes of efforts to improve trauma-sensitivity in classrooms, schools, or other learning environments.

Prerequisite: EEDUC 5256, EEDUC 5257, and EEDUC 5258.

EEDUC 5260 - Race, Equity, and Trauma (3)

In this course, participants will explore the intersection of race, equity, and trauma in hope of creating safe, supportive, and trauma sensitive environments. Educators working with students who experience systemic racism and inequities have additional Adverse Childhood Experiences, raising their risk for related learning impacts. Participants will study impacts of systemic racism, implicit biases, and micro aggressions, to develop action plans and support whole school inclusive communities for every child to connect and thrive.

EEDUC 5300 - Environment and Materials in Reggio-Inspired Teaching and Learning (3)

This course provides an opportunity to experience a variety of materials that form the symbolic languages children use to express ideas. Discussions focus on children's cognitive development as reflected in their use of expressive materials and on the education philosophy and processes that are characteristic of schools in Reggio Emilia, Italy. Highlighted are constructivist pedagogy, documentation, process learning, the role of the environment in teaching and learning, and the use of projects to facilitate in-depth learning.

EEDUC 5301 - Reggio Emilia-Inspired Study Tour: Collaboration, Inspiration, and Interpretation (3)

This experiential course will provide participants a unique opportunity to learn about the Reggio Emilia approach to Early Childhood Education, create research questions for investigation, and develop their personal and professional relationships in the process. Students in the course will meet at Lesley University prior to traveling to the Study Tour site, so to better understand the approach and to highlight perceived connections between the Reggio Emilia approach and individuals' own contexts. As part of the formal study tour, which includes visits to classrooms, presentations by/with staff, and cultural experiences, students will network with colleagues in the field to promote collaborative work and to adapt specific ideas to our own contexts. While traveling, students and faculty will meet to process individual and shared experiences. Participants will also maintain reflective journals that may include writing, drawing, photographs, or other artifacts created during the course. The course will culminate with materials prepared for presentations and/or publication. This experience will provide an avenue for course participants to share their learning with the broader community, and will serve as documentation of our individual and group experiences.

EEDUC 5400 - Literacy Essentials for Every Educator (3)

Providing PreK-12 teachers with a comprehensive overview of evidence-based literacy development, this course is grounded in the understanding that literacy is complex and multifaceted, and that language and culture are essential components of literacy development. Students will learn about oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Instructional materials will be analyzed for their attributes and purposes, developing curriculum literacy. Students will administer and interpret assessments and plan instruction for diverse learners.

Corequisite: EDIAG 5100.

EEDUC 5410 - What Teachers Need to Understand about Phonics and Spelling (1)

Educators develop knowledge of the alphabetic system so they are prepared to address the learning needs of all students including English learners. The course examines principles of effective phonics instruction related to the complexity and structure of language. Participants gain an understanding of the nine categories of phonics, spelling and word study learning including: early literacy concepts, phonological awareness, letter knowledge, letter-sound relationships, spelling patterns, high-frequency words, word meaning/vocabulary, word structure, and word-solving actions.

EEDUC 5815 - Innovative Pedagogies in Early Childhood Education Seminar (3)

This course explores innovative pedagogies in early childhood education inspired by the Reggio Emilia Approach, connecting theories to practices in US schools. Seminar topics include the cultural-historical context of the early childhood centers in Reggio Emilia, Italy, educational theories and philosophies that inform their practices, as well as classrooms practices in pedagogical documentation, organization of materials and the environment, child-centered long-term investigations, and the relationships with families and the community. The course assignments requires semester-long access to an early childhood educational setting.

EEDUC 6017 - Advanced Reflections on the Reggio Emilia Approach (3)

This course will focus on three crucial aspects of the Reggio Emilia Approach: the co-construction of knowledge through listening, observing, and supporting children's interactions in environments intentionally prepared; the use of pedagogical documentation as a tool for revisiting and interpreting experiences and for advancing learning and professional development; and the representation of ideas and hypotheses through many expressive languages as a way to communicate them to peers and adults.

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

This course promotes the thoughtful examination of writers and writing instruction. Throughout the course, students are introduced to strategies and skills they can use to enhance their own writing and the writing of K-12 students. Using a genre-process and antiracist approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes and audiences. Based on the most current understandings in the field, this course explores such topics as writer's workshop, conferencing, assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of technology to support writers, and the management of writing instruction.

EEDUC 6020 - Summer Primary Literacy Institute (2-3)

This annual primary level literacy institute is designed to engage educators in thoughtful learning experiences and hands-on work. Experts in the field of literacy will guide participants in thinking about best practices. Speakers and topics will vary year to year.

Cross-Listed as: EEDUC 6030.

EEDUC 6022 - Cooperative Learning (3)

This practical course is designed to facilitate understanding of various cooperative learning structures and strategies through investigation and experience. The major focus is on developing cooperative models, structures, and skills to foster inclusion, social and academic problem solving, conflict resolution, and democratic values among students with and without special needs. Working in

collaborative groups, students are required to develop an action plan for implementing cooperative learning in their classrooms.

EEDUC 6030 - Summer Intermediate/Middle School Literacy Institute (2-3)

This annual intermediate/middle level literacy institute is designed to engage educators in thoughtful learning experiences and hands-on work. Experts in the field of literacy will guide participants in thinking about best practices. Speakers and topics will vary year to year.

Cross-Listed as: EEDUC 6020.

EEDUC 6032 - Exploring Nonfiction Across the Content Areas K-12 (3)

This specialized course examines the often-overlooked genre of nonfiction and its rich potential for integration across K-12 curricula. This in-depth study emphasizes developing critical skills for evaluation, analyzing various types of nonfiction books, highlighting notable creators in the field, and sharing strategies that increase nonfiction reading, comprehension, and writing across the content areas and in the reading lives of young people.

EEDUC 6036 - Essential Elements of Literacy Leadership: Vision to Action (2, 3)

This course is designed to address key topics that are essential to high-quality literacy teaching and learning and the role of leadership and coaching in a school or district. Participants explore the content of literacy and instructional practices essential to implementing a coherent literacy program in schools with a focus on assessment that informs instruction. They examine school culture, coaching, interventions, and team work as well as elements of high-quality professional learning experiences.

Prerequisite: n/a. Corequisite: n/a. Cross-Listed as: n/a.

EEDUC 6039 - Phonics, Vocabulary, and Spelling in the Reading/Writing Classroom (K-3) (3)

This course offers educators the opportunity to learn the role that phonics, phonological awareness, vocabulary, spelling, and word study instruction play in learning to read and write. Participants expand their knowledge of the alphabetic principle and how words work, develop an understanding of the essential elements of a word study curriculum, learn how to assess students' reading and writing for phonics and spelling knowledge, and use a continuum of word study to plan for instruction. Attention will be given to supporting English language learners and to students who have difficulty learning to read and write.

EEDUC 6045 - Guided Reading: Differentiating Literacy Instruction (3-8) (3)

Participants will learn how to observe and assess the reading behaviors of intermediate and middle school students; form flexible groups; analyze and select appropriate texts; and plan guided reading lessons that address the needs of individual readers within the group. Participants will learn about the complex nature of the reading process and consider how each element of a guided reading lesson presents opportunities for teaching and learning that will support the varying needs of students, including those whose first language might not be English.

EEDUC 6046 - Literacy Leaders (3)

This course will develop literacy leaders who can build communities of practice and instructional coherence in their schools. Educators will expand their knowledge of the reading and writing processes, word study and oral language development. They will employ

teaching practices that develop engaged and active learners in K-5 classrooms. In addition, they will design plans to support colleagues at their schools in a variety of professional learning experiences (lesson study groups, book discussions, PLCs, instructional planning grounded in student data).

Prerequisite: n/a. Corequisite: n/a. Cross-Listed as: n/a.

EEDUC 6047 - Guided Reading: Responsive Teaching (K-2) (3)

Participants will build a strong understanding of reading as a complex process and learn how to help students become more proficient readers through differentiated instruction in small, guided reading groups. They will use running records of oral reading behaviors to study a child's progress in reading over time and consider the role that a gradient of texts and matching books to readers has on student progress. Participants will analyze assessment data to form flexible groups, select appropriate texts, and plan guided reading lessons for effective literacy instruction of diverse students.

EEDUC 6049 - Word Study: Teaching Phonics, Spelling, and Vocabulary (3-8) (3)

This course examines the rationales and theories underpinning the teaching of phonics, spelling, and vocabulary in an authentic literacy classroom for grades 3-8. You will investigate essential categories of learning and consider ways in which word study fits into a broader language and literacy framework. You will analyze teaching and engage in inquiry that will deepen your understanding of how words work and serve as a set of instructional practices for effective teaching of a range of students. Participants should be teaching in a classroom at this grade level, or have access to a small group of students with whom they can work over time in order to complete assignments successfully.

EEDUC 6058 - Anti-Bias Communities in Early Childhood (3)

This course is designed to help students understand the complex, multi-dimensional diversity of young children and their families, and learn to create a fair, caring, and anti-bias classroom community. By studying sociolinguistics and socio-cultural theories, students will deepen awareness of their cultural perspectives, become more open minded and sensitive to young learners' development in the context of a classroom culture, and connect the stance of anti-bias education with practical curriculum ideas, classroom management, and teaching strategies.

Prerequisite: EEDUC 5131 or CEDUC 2351.

EEDUC 6059 - Literature and Learning in the K-8 Classroom (3)

This course will explore children's and young adult literature as teaching tools in language arts and content area instruction. With an emphasis on curriculum development, the course will focus on teaching strategies for various genres; issues related to differentiated instruction and text complexity; and the use of children's and young adult literature as a vehicle to explore multiple perspectives.

EEDUC 6080 - Urban Ecology Field Studies: Implementing Field Research in Schools (3)

Participants engage in authentic, community-based, urban field research alongside experienced educators and researchers from Lesley University, the Urban Ecology Institute (UEI), Boston College, and Loyola Marymount University. Coursework provides both pedagogical and content enrichment for teachers seeking to meet professional and science education standards. Participants learn how to use and access UEI materials and curricula, and develop and implement a unit of study based on their experience in the course.

EEDUC 6100 - Adolescent Development (3)

This course on adolescent development focuses on understanding how cognitive theory and neuroscience can be applied in educational settings. Understanding how adolescents learn allows teachers to do the best possible job in supporting students' academic achievement. This course also examines adolescent development in the areas of language, memory, sensory perception and attention. The roles of emotion in learning will be explored, along with moral and social development, particularly the changes in interpersonal relationships with family and peers.

EEDUC 6101 - Vocabulary and Comprehension Across the Curriculum (3)

This course examines reading comprehension and vocabulary strategies for diverse learners, including multilingual students and students with disabilities, and investigates how multimodal literacies (listening, speaking, reading, writing, and viewing) are a means of both developing and demonstrating knowledge in the content areas. Diverse text types and genres are examined for their content and complexity.

EEDUC 6103 - Curriculum, Instruction and Assessment in English (3)

This course provides historical and structural foundations of the language for teachers of English in middle schools. Components of the course include the history of the English language; an examination of rules, conventions, and purposes of written and spoken English; a survey of selections of American, English, and world literature for middle school students; and methods of assessing students' needs as well as meeting the needs of diverse learners.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 6109 - Observation, Documentation, and Assessment (3)

This course provides an opportunity to examine a variety of ways to study children in their natural environment and in clinical settings. Emphasis is placed on looking at classroom settings, children's work, group interactions, and teacher behavior. Authentic assessment and work sampling systems are addressed. Strategies for presenting information about children and portfolios are developed.

EEDUC 6111 - Constructing the Equitable Classroom: From Theory to Practice (3)

This course will examine the goals, assumptions, and strategies of multicultural education and assist teachers to effectively apply theories of equity to classroom practice. Through a variety of cognitive and affective approaches, students will identify and analyze the cultural and structural factors that have led to unequal academic outcomes for diverse learners and explore practitioner-based strategies, resources, and materials for the development of classrooms that are culturally affirming and inclusionary. Through activities and assignments, students will both explore and demonstrate a developing awareness of how various artistic mediums can be utilized as important aspects in the development of a multicultural curriculum. Reading will be placed within the context of public schooling today in order to develop students' "cultural consciousness" of the shared societal assumptions that we bring to our teaching experiences.

Prerequisite: Completion of a curriculum development course in either early childhood, elementary, or middle school levels.

EEDUC 6125 - Dimensions of Teaching and Learning (3)

Dimensions of Learning and Teaching introduces graduate students to academic research, writing, critical thinking and the use of institutional supports for scholar/practitioners. A sequenced set of relevant online assignments is designed to introduce the skills and attitudes necessary for successful completion of critical inquiry, current APA usage, and the analytical writing process.

Scholar/practitioners enrolled in this course focus their efforts on writing a critical issues review of the literature associated with a self-chosen dimension of teaching and learning. Scholars new to graduate school, as well as experienced online learners, will benefit from this course.

EEDUC 6126 - Inquiry for Educators: Within & Beyond School Settings (3)

This course gives educators the opportunity to explore current issues in the field and the relationship between research and practice. As students identify areas of interest connected to their own career context, they develop an understanding of educational research and methods. This foundational inquiry supports the selection of their specializations, introduces the action research process and its role in promoting equitable learning, and provides the background needed to launch the capstone research project.

EEDUC 6127 - Action Research Capstone: Within & Beyond School Settings (3)

In this capstone course, students demonstrate their expanding understandings and competencies as educators by designing and completing an action research project that directly impacts their classroom, school, community organization, non-profit, or governmental agency. Students share the results of their action research, deepen their leadership skills, galvanize their ability to work towards equitable change, and synthesize their graduate learning across their areas of specialization.

Prerequisite: Successful completion of EEDUC 6126 or an equivalent research course..

EEDUC 6128 - Dimensions of Equity (3)

This course will examine the goals, assumptions, and strategies of multicultural and special education and prepare teachers to effectively apply theories of equity to classroom practice. Through a variety of cognitive and affective approaches, students will identify and analyze the cultural and structural factors that have led to unequal academic outcomes for diverse learners within the socio-political and historical context of the United States.

EEDUC 6134 - Science Curriculum Designed for Understanding (3)

This pedagogical course focuses on curriculum redesign. Participants (K-8 educators) use the Teaching for Understanding framework developed at Harvard University to guide thinking critically about how to shape inquiry-based experiences to achieve deeper understanding of important science concepts. This framework stresses the importance of establishing explicit goals of understanding, engaging students in performances of understanding-that is, experiences that require learners to use the concepts they are learning-and ongoing assessment of their understanding.

Prerequisite: CNSCI 5100.

EEDUC 6135 - Assessment: A Literacy Perspective (3)

This course examines principles of assessment and evaluation in the language arts, with emphasis on reading and writing, for the literacy educator. The central concern is the role of assessment in instruction

for both individual students and whole classrooms. Topics of study include the nature of data collection, analysis and interpretation in various assessment approaches, and issues related to serving diverse student populations.

EEDUC 6136 - Literacy: Building Strengths, Addressing Needs (3)

The course is designed to help candidates identify instructional needs as well as strengths, and design instruction to support students effectively. Participants will describe and analyze the reasons why students read and write differently and the nature of the challenges facing students at all grade levels. They will identify appropriate classroom approaches to address those differences; and will survey the many well-established programs available for learners who need additional support.

EEDUC 6139 - A Pedagogy of Play (3)

How does one define play? What are the debates about the relationship of play to children's learning, to the development of meaning, and to creativity, PreK-2? Are there variations in play across cultures, between typically developing children and those with disabilities, and between genders? This course will examine theory and research that will help us explore these and other questions.

EEDUC 6149 - Reading Recovery Clinical 1 & 2 (3 or 6)

This course develops in-depth understanding of the complexity of the reading process Reading Recovery® teaching procedures outlined in Clay's *Literacy Lessons Designed for Individuals*. Participants work with four children five days daily and attend a two-and-a-half hour session once per week from early September through late May. Participants must abide by all standards and guidelines outlined by the Reading Recovery Council of North America. Successful completion leads to certification as a Reading Recovery® teacher.

EEDUC 6154 - Meeting Diverse Needs in the Mathematics Classroom (3)

This course considers the theory, research, and practical applications of ensuring that all children succeed mathematically. Gender, socioeconomics, culture, language, learning differences, assessment, and differentiated instruction are considered. Offered as part of an off-campus sequence.

EEDUC 6156 - Assessment for the Classroom Teacher of Literacy (3)

This class is designed to support the classroom teacher in understanding the purposes of assessment including screening, progress monitoring, and diagnosing. Students will be introduced to assessment tools in the key areas of word identification, comprehension, vocabulary, spelling, phonemic awareness, emergent literacy, and selected topics in writing. Application to students from elementary through middle school will be made. Using tools with students with diverse linguistic needs and special educational needs will be incorporated throughout the content of the class. This course is designed to align to the International Reading Association's standards for Assessment and Evaluation for Classroom Teacher Candidates and is recommended for licensed teachers.

EEDUC 6158 - Enduring Ideas and Current Issues in the Education of Young Children (3)

This course examines ideas that have consistently influenced thinking in early childhood education and have significantly impacted program planning for young children. Through examination of the ideas, students gain an understanding of some historical and theoretical frameworks that have shaped current educational thought. They use the theoretical frameworks as a basis for exploring

current issues related to the processes of young children's development and learning. Assessment, leadership, and advocacy efforts are integral components of the course.

EEDUC 6160 - Clay's Theory of Literacy Processing: Struggling Readers (3 or 6)

This course develops in-depth understanding of the complexity of the reading process and teaching procedures outlined in Clay's *Literacy Lessons Designed for Individuals*. Participants work with two children daily and attend a two-and-a-half hour session once per week from early September through late May. Participants must abide by all standards and guidelines outlined by the Reading Recovery Council of North America. Successful completion leads to certification as a Literacy Lessons® teacher.

EEDUC 6162 - Equity and Achievement: A Socio-Political Approach (3)

This course will encourage Middle School and High School certification and advanced degree students to explore the theoretical foundations and frameworks for developing a reflective, equity-based educational practice. Through a variety of cognitive and affective approaches, students will identify and critically analyze historical, socio-cultural, and school-wide factors that have contributed to unequal academic outcomes, explore practitioner-based strategies, and develop culturally-affirming resources and materials for content-specific courses, classroom, and school-wide use.

EEDUC 6164 - Perspectives on Literacy, Learning, and Teaching (3)

This course explores theories, values, goals, and assumptions underlying the ways literacy is learned and taught in school and out-of-school contexts. Emphasizing how these understandings play out in practice, students will study the histories, issues, relationships, instructional materials, and resulting policies surrounding various literacy education approaches. Students will critically examine particular perspectives to inform their own practice as literacy teachers, and experiences as literacy learners, and consider how such perspectives can shape their continued instructional practice.

EEDUC 6165 - Linking Assessment to Teaching: Reading, Writing, and Word Study (K-8) (3)

This course develops the expertise of teachers in systematic observation and analysis of reading, writing, and language behaviors. Through authentic, standardized assessment and the analysis of reading records, writing, and talk, teachers will gain insight into how students are able to process, comprehend, and craft meaningful text. They will also identify the behaviors and understandings essential to the way words and language work, and design literacy instruction that meets the varying needs of all students. Participants will need access to a student at this grade level in order to complete assignments successfully.

EEDUC 6166 - Crafting Curriculum from Design to Assessment (3)

This course cultivates curriculum literacy by equipping students with skills for developing engaging curricula and effective assessment strategies. Participants explore curriculum design principles, including backward design, alignment, and continuous improvement. Diverse formative and summative assessment strategies will be explored, such as traditional tests, essay writing, performance assessments, and data-driven instruction. By the end of the course, students will possess the tools to create, evaluate, and implement curriculum across diverse educational contexts.

EEDUC 6168 - Intentional Teaching in a Readers' Workshop (3-8) (3)

This course will teach the rationale and organizational components of reader's workshop. Participants will learn how the framework of the reader's workshop supports the development of the reading process in individual students as well as the development of a community of learners among students and a culture of learning within the classroom. Attention will be given to supporting students who have difficulty with the reading process and readers whose primary language is not English. During this course, you will be required to work with a student who is currently in grades 3-8. It is necessary to receive written parental permission in order to videotape your work with this student.

EEDUC 6169 - Thinking, Talking, and Writing about Texts (K-8) (3)

Participants learn how to observe, analyze, and lift the level of students' thinking about reading through instruction that engages students in close analysis of text and links thinking, talking, and writing. Using behavioral evidence of student talk and writing, participants make effective teaching decisions for all students, including those whose primary language is not English. Several instructional contexts within readers' workshop will be examined: interactive read aloud, literature study, writing about reading, mini lessons, and conferences. Participants should be teaching in a classroom at this grade level or have access to a small group of students with whom they can work over time in order to complete assignments successfully.

EEDUC 6170 - Disciplinary Literacies of the Secondary Classroom (3)

Drawing on the MA DESE Standards for Literacy in the Content Areas 6-12, this course examines disciplinary and informational literacy in inclusive secondary classrooms, and strategies to support diverse learners, including multilingual students and students with disabilities, in accessing discipline-specific texts. Diverse text types and genres are examined for their complexity, content, linguistic features, and possibilities as mentor texts for writing. The processes for teaching argumentative, informational, narrative, and multimodal, multigenre writing are also explored.

EEDUC 6173 - Literacy in the Disciplines (1-6) (3)

This course focuses on the reading and writing connection in inclusive elementary classrooms. Students explore writing processes and reading comprehension strategies, with a focus on purpose and audience. Disciplinary literacy is investigated as a means of developing and demonstrating content knowledge. Attention is paid to arts and technology integration; visual, multimodal, graphical, and critical literacies; and the support of linguistically and culturally diverse learners through curriculum development, text set design, workshop structures, and collaborative learning.

Prerequisite: EEDUC 5400 or EINSE 6014.

EEDUC 6174 - Literature for Children, Tweens, and Teens in a Diverse Society (3)

This course explores the range of literature published for today's young readers as well as the many roles that literature can play in home, community, and school settings. Participants will learn strategies for locating high quality children's books in different genres; practice with criteria for evaluating books for quality, complexity, and utility; and be introduced to strategies for incorporating children's books across the curriculum. Special attention is paid to the need for diverse voices and representations in

children's literature and to the potential books hold to build cultural competencies and connections.

EEDUC 6175 - Phonics, Spelling, and Vocabulary: Extensions and Applications (3)

The course will develop an understanding of the role of word identification in classroom literacy instruction: phonics, spelling, and vocabulary. This course will include current issues and research findings regarding best practices for literacy instruction in PreK-5 classrooms. Topics will include: phonics, phonemic awareness, vocabulary, automaticity, vocabulary, fluency, spelling, and selecting text for instruction. Participants will reflect upon their own classroom practice. This course will include applications to language acquisition and development.

EEDUC 6176 - Intentional Teaching in a Writers' Workshop (K-2) (3)

This course focuses on the structure of a writers' workshop, K-2, and includes assessing and planning for instruction in small group teaching; individual conferring; and whole group minilessons and share for all students, including English language learners. Participants build an understanding of the theory and practice of how young children develop as writers and how children's writing changes over time using *The Continuum of Literacy Learning* and other resources. Participants engage in "teachers as writers" to experience the writing process and to develop their knowledge of genre, craft, and conventions. Participants should be teaching in a grade K-2 classroom or have access to students in those grades to successfully complete the requirements of the course.

EEDUC 6177 - Literacy Processing: How Children Learn to Read and Write (3-6)

This course is designed to develop understandings of the reading and writing process. Topics include phonemic awareness, phonics, comprehension, fluency, self-monitoring, flexible word solving, and working with ESL learners. Participants must tutor one Reading Recovery-eligible student daily. Following the series of lessons for Reading-Recovery eligible student, they will provide daily lessons with a student selected in consultation with the instructor. Teachers must be linked to a Reading Recovery site.

EEDUC 6180 - Intentional Teaching in a Readers' Workshop (K-2) (3)

Participants learn the rationale and organizational framework to support a readers' workshop in the primary classroom, including whole group and small group teaching, and independent reading with individual conferring. Participants consider the purpose and management of literacy centers to promote independent, self-regulated learning. Through analysis of informal assessment data, participants will design explicit instructional experiences for a range of students, including English language learners using *The Continuum of Literacy Learning Grades K-8* and other resources. Participants should be teaching or have access to students in order to successfully complete this course.

EEDUC 6185 - Intentional Teaching in a Writers' Workshop (3-8) (3)

This course focuses on the structure and components of a writers' workshop. The course includes planning for instruction in small group; individual conferring; and whole group minilessons and share. Participants engage in the writing process to build an understanding of theory and process around genre, craft, and conventions. They assess and plan instruction for all students, including those whose primary language is not English using *The Continuum of Literacy Learning Grades Pre-K-8: A Guide to Teaching* and other resources.

Participants should be teaching in a grade 3-8 classroom or have access to students in those grades to successfully complete the requirements of the course.

EEDUC 6201 - Decoding the Culture of Secondary Schools (3)

This course explores the social landscapes of middle and high schools. Participants will analyze student subcultures, hierarchies, and peer groups, examining their impact on identity, behavior, and academic performance. You will explore how school and district policies, leadership, and family and community involvement shape school culture. By the end of the course, participants will have the knowledge and tools to navigate the complexities of secondary schools and empower adolescents to thrive.

EEDUC 6202 - Teaching Mathematics 5-12 (3)

Explores various pedagogical strategies appropriate in secondary school settings with a focus on engaging students in mathematically rich investigations. Through simulation, practical experience, classroom modeling, and analysis, students will deepen their understanding of the interplay between relevant teaching strategies, formative and summative assessments, and the incorporation of technology, while enlarging their repertoire of viable methodologies for use in secondary school mathematics classrooms.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 6203 - Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom (3)

Participants design an instructional unit that includes at least three lessons: 1) a lesson that assesses students' background knowledge in a content area while engaging them in the learning process; 2) a lesson focused on helping students acquire and integrate new learning; and 3) a lesson that helps students extend and refine their learning. The course models and teaches effective instructional strategies, introduces formative and summative assessment, and integrates technology.

EEDUC 6204 - The Middle School: Historical Context and Promising Practice (3)

This course examines the promising practices of the contemporary middle school philosophy through a combination of field-based experiences and examination of the historical forces that shape the character of schooling in a democratic society. Students, as pre and in-service practitioners, will investigate the student-centered, team-integrated, interdisciplinary approach in light of its ability to simultaneously address both state standards and frameworks while providing for the needs of emerging adolescents.

EEDUC 6206 - Teaching Science 5-12 (3)

This course focuses on teaching the dynamic, interdisciplinary nature of secondary school science. Student engagement is critical and is only achieved through quality curriculum and instruction. Participants will learn to instill curiosity about both the natural and designed worlds through the use of engaging teaching practices in science that model the inquisitive, analytical, and skeptical nature of science. Participants will focus on teaching with thoughtful hands-on and minds-on activities, laboratories, investigations, and design challenges.

Prerequisite: EEDUC 6203 or CEDUC 2353.

EEDUC 6207 - Making Learning Meaningful: Inquiry, Project-Based and Service Learning (3)

Course participants will learn systematic teaching methods that engage their students in creative and meaningful learning, including

“Project-Based Learning” and “Service Learning.” Unit plans will be designed to give students a voice in their learning while engaging them in extended “inquiry” structured around “driving” questions and requiring students to complete carefully designed products or performances. PBL design will also incorporate content literacy skills including: reading with understanding, written communication, research, and technology skills.

Prerequisite: EEDUC 6166, EEDUC 6203, and EEDUC 6215.

EEDUC 6210 - Fostering Well-Being through Equitable Teaching Practices (3)

This course equips future secondary school teachers with tools to promote equitable access to education, effectively manage classroom environments, and address student needs. Participants learn strategies for differentiation, classroom management, and mental health literacy, ensuring inclusive learning environments where every student can thrive. By course end, teachers possess essential skills for tailoring instruction, fostering positive dynamics, and supporting student well-being in diverse classroom settings.

EEDUC 6215 - Effective Management of Secondary Inclusive Classrooms (3)

This classroom management course is focused on helping participants develop a comprehensive vision of classroom management that enables them to create optimal learning environments, prevent disruptive behaviors, and respond appropriately when problematic behaviors occur. Participants will gain confidence in their ability to create safe, welcoming, supportive classrooms that promote mutual respect. *Prerequisite: EEDUC 6100 or CPSYC 3409*

Prerequisite: EEDUC 6100 or CPSYC 3409.

EEDUC 6310 - Design for Learning: Inquiry, Equity & Inclusivity (3)

Leveraging evidence-based practices that draw from neuroscience, universal design, and the affordances of technology, this class will examine strategies that foster inclusive, culturally and linguistically sustaining learning ecologies for all students. We will unpack teaching challenges and explore curriculum and instruction strategies that ensure meaningful student engagement, ignite creativity and critical thinking, and support resiliency. This course is interactive and grounded in constructivist learning theories where learning by doing, reflecting, collaborating, and questioning are central.

EEDUC 6404 - Elevating Literacy Expertise Through Coaching (3)

Coaches, teacher-leaders, and administrators develop their knowledge of the content and instructional practices of effective literacy teaching. They use *The Fountas & Pinnell Literacy Continuum* and other resources to support their work with the teaching and learning of literacy practices. Participants implement various forms of content-embedded coaching, including intervention and collaborative coaching, and discuss the merits of each model. They explore the link between coaching and professional development designed to support teacher learning within the school environment.

EEDUC 6402 - Clay's Observation Survey of Early Literacy Achievement (2-3)

An in-depth look at observing change over time in early literacy behaviors through the use of Clay's observation tasks including the coding, scoring, analysis, and use of running records. Focus is on understanding the reading and writing process applied to classroom observation and informed instruction.

EEDUC 6403 - Acquiring Coaching and Teacher Leadership Expertise (3)

This course helps literacy coaches and teacher leaders define their role and engage effectively with teachers, administrators, and other stakeholders. Participants develop communication skills and work with professional resources to enhance their coaching practice. They investigate ways to promote inquiry and reflection as well as how to work with adult learners who find change difficult. Record keeping that fosters accountability and the monitoring of teacher progress will also be explored. Access to a school environment is necessary.

EEDUC 6404 - Elevating Literacy Expertise Through Coaching (3)

Coaches, teacher-leaders, and administrators develop their knowledge of the content and instructional practices of effective literacy teaching. They use *The Fountas & Pinnell Literacy Continuum* and other resources to support their work with the teaching and learning of literacy practices. Participants implement various forms of content-embedded coaching, including intervention and collaborative coaching, and discuss the merits of each model. They explore the link between coaching and professional development designed to support teacher learning within the school environment.

EEDUC 6405 - Building Capacity through Continuous Professional Learning (3)

In this course, teacher leaders, literacy coaches, and administrators examine the elements essential to creating a healthy culture for professional learning in the school. Participants investigate a variety of structures and modalities for professional learning opportunities and consider how language can be used to promote engagement and foster continuous reflection on the effects of teaching on student learning. Participants need to work in, or have access to, a school environment in order to complete the assignments. Note: This course cannot replace EEDUC 7130 or EEDUC 7103.

EEDUC 6406 - Shared Leadership for School Improvement (3)

Coaches and teacher leaders study the importance of building professional capital and advocating for decisions rooted in the school's vision of literacy teaching and learning. Participants develop the knowledge and ability to promote shared leadership, lead productive teams, facilitate group inquiry around data, mentor colleagues, and communicate effectively with internal and external stakeholders.

EEDUC 6633 - Connecting Theory to Practice: School-Based Pre-Practicum (4)

This course invites examination of historical and contemporary educational issues in American education through an emphasis on field-based experiences and investigations of the social and historical forces that shape the character of schooling and the lives of students and teachers in elementary public school classrooms. As an enhancement to either internship or early field experience models, the course offers wide site-based opportunities for reflection, sense-making, and deeper understanding of the Professional Standards for Teachers.

Prerequisite: Permission required.

EEDUC 6635 - Theory and Practice: A Contemporary Context for Teaching (3)

This course invites examination of historical and contemporary educational issues in American education through an emphasis on field-based experiences and investigations of the social and historical forces that shape the character of schooling and the lives of students and teachers in elementary public school classrooms. The course

offers wide opportunities for reflection, sense-making, and deeper understanding of the *Professional Standards for Teachers* as they emerge as realities in schools.

EEDUC 6403 - Acquiring Coaching and Teacher Leadership Expertise (3)

This course helps literacy coaches and teacher leaders define their role and engage effectively with teachers, administrators, and other stakeholders. Participants develop communication skills and work with professional resources to enhance their coaching practice. They investigate ways to promote inquiry and reflection as well as how to work with adult learners who find change difficult. Record keeping that fosters accountability and the monitoring of teacher progress will also be explored. Access to a school environment is necessary.

EEDUC 7003 - Directed Study: Reading and Language Arts (3)

Students pursue in-depth study of an individually selected topic in reading or language under the direction of a faculty sponsor.

EEDUC 7102 - Research in Reading (3)

Research paper on a reading issue is completed concurrently as library resources are discussed, research studies evaluated, and critical issues reviewed.

EEDUC 7103 - Roles of the Language Arts Professional: Consultation and Collaboration (3)

Emphasizing consultative and collaborative approaches, students explore the varied roles of a consultant teacher of reading involving areas such as professional development; materials and curriculum development; materials, curriculum, and program evaluation; and the coordination and implementation of legislation and funded programs.

EEDUC 7105 - Practicum: Literacy: Interactive Assessment and Instruction (3)

In this practicum, candidates will experience a range of activities typical of the role of reading specialist. This includes direct instruction of students, learning about the role of the literacy coach, and the leadership aspects of the specialist role. This course focuses on the integration of assessment and diagnosis of reading and writing difficulties with ongoing responsive instruction within the school setting.

EEDUC 7111 - Curriculum, Assessment, and Instruction: Assumptions, Relationships, and Design (3)

Students work with several models and frameworks of curriculum development and their application to systems, classroom curriculum and instruction, and assessment. Models include standards-driven, integrated curriculum, portfolio, and performance assessment. Brain-based research and its impact on curriculum development and instruction are analyzed.

EEDUC 7112 - Making Systems Work! Integrating Data with Instruction (3)

Participants explore the standards-based reform movement with particular emphasis on teachers' emerging roles as curriculum developers in the 21st century. Where curriculum development, multiple assessment tools, and technological advances for incorporating big data intersect is the nexus for this course. Building on prior coursework and their own practice, participants apply and critique a process for planning curriculum and assessment and integrating data, designed to support students in diverse classrooms to gain a deeper understanding of important concepts and skills.

EEDUC 7115 - Assessment for Learning in the Science Classroom (3)

Assessment to support learning is the pedagogical focus of this course. Through classroom case studies, introductory readings, and discussion, participants examine the different purposes of assessment (principally formative and summative), then develop and implement assessment strategies. They consider how assessing inquiry skills, conceptual understanding, self- and peer-assessment, and feedback to learners on their progress can advance learning in the classroom. Participants plan a formative assessment into inquiry-based work that is conducted in the classroom.

Prerequisite: CNSCI 5100.

EEDUC 7117 - Investigating Equitable Science Classrooms (3)

The pedagogical focus is on learning to identify and respond to classroom equity issues that affect science learning. Participants examine their personal definitions, views, and assumptions about equity in the science classroom. Students design and carry out an independent research project that includes collecting classroom data to answer a question about equity. They use their research findings to develop a plan for changing their classroom practice to foster student success.

EEDUC 7121 - Assessment Issues in Mathematics: Summative and Formative (3)

This course is designed to engage participants in the examination of both summative and formative assessments and their implications for teaching and learning. Various types of classroom assessments and how they can be used to make instructional decisions based upon student responses will be developed. Participants will also examine how to make sense of the scores reported via standardized tests, what they mean, and what the implications are at the district, school, classroom, and individual student levels.

EEDUC 7122 - Science and Science Education Research Seminar (3)

The Science and Science Education Research Seminar is the capstone course in the M.Ed. in Science in Education program. Participants apply the theories and methods learned throughout their graduate coursework in planning, designing, implementing, and presenting a summative research project that contributes to their own understanding of science and/or science education research.

Prerequisite: CNSCI 5100, EDSCI 5200, EDSCI 6110, EDSCI 6115, EDSCI 6120, EEDUC 6134, EEDUC 7115, and EEDUC 7117.

EEDUC 7130 - Leadership in Language & Literacy: Coaching & Collaboration (3)

This course supports skill development for specialist teachers of reading, ESL and bilingual teachers/coaches. Language and literacy professionals are prepared to critically reflect on classroom and school-wide language and literacy instruction, collaborate with and coach teachers, advocate for students' language and literacy needs. Candidates design and facilitate professional development and engage in professional learning communities. Candidates examine responsibilities of school-based language and literacy specialists and gain a deeper understanding of opportunities and challenges inherent in the role.

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

Full-semester, full-time practicum, approximately one-third of which must be in a PreK or K classroom and two-thirds in a first or second grade classroom. Practicum is supervised by a supervising practitioner and University program supervisor and is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7728 - Practicum and Seminar in Humanities (5-8) (6)

Full-semester, full-time practicum in English (5-8) and history (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7729 - Practicum and Seminar in Mathematics (5-8) (6)

Full-semester, full-time practicum in mathematics (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7730 - Practicum and Seminar in English (5-8) (6)

Full-semester, full-time practicum in English (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7731 - Practicum and Seminar in Political Science/Political Philosophy (5-8) (6)

Full-semester, full-time practicum in political science/political philosophy (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7732 - Practicum and Seminar in General Science (5-8) (6)

Full-semester, full-time practicum in general science (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7733 - Seminar and Practicum for Educator Initial Licensure (6)

This capstone seminar provides support as candidates participate in their student teaching practicum for initial licensure. Candidates will

apply topics and teaching standards they have learned in previous courses. Candidates will demonstrate proficiency and reflect on essential aspects of instructional practice and the many roles of educators. The course is also designed to introduce the process of action research as it relates to identifying and completing a measure of student learning.

Prerequisite: Completion of a 100-hour pre-practicum experience.

EEDUC 7738 - Practicum and Seminar in Mathematics/Science (5-8) (6)

Full-semester, full-time practicum in mathematics (5-8) and science (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7741 - Practicum and Seminar in History (5-8) (6)

Full-semester, full-time practicum in history (5-8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

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

Full-semester, full-time practicum in English (8-12) under the supervision of a supervising practitioner and university program supervisor. Practicum is accompanied by a seminar addressing issues in the field, classroom practices, and action research. Addition to official course description: full-semester, full-time is equivalent to approximately 400 hours.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

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

Full-semester, full-time practicum in History (8-12) under the supervision of a supervising practitioner and university program supervisor. Practicum is accompanied by a seminar addressing issues in the field, classroom practices, and action research. Addition to official course description: full-semester, full-time is equivalent to approximately 400 hours.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

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

Full-semester, full-time practicum in Math (8-12) under the supervision of a supervising practitioner and university program supervisor. Practicum is accompanied by a seminar addressing issues in the field, classroom practices, and action research. Addition to official course description: full-semester, full-time is equivalent to approximately 400 hours.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7773 - Practicum and Seminar in Political Science/Political Philosophy (8-12) (6)

Full-semester, full-time practicum in Political Science/Political Philosophy (8-12) under the supervision of a supervising practitioner and university program supervisor. Practicum is accompanied by a seminar addressing issues in the field, classroom practices, and action research. Addition to official course description: full-semester, full-time is equivalent to approximately 400 hours.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

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

Full-semester, full-time practicum in Biology (8-12) under the supervision of a supervising practitioner, science faculty advisor, and university program supervisor. Practicum is accompanied by a weekly seminar addressing issues in the field, classroom practices, and action research. Full-time, full-semester is equivalent to approximately 400 hours.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

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

Full-semester, full-time practicum in Chemistry (8-12) under the supervision of a supervising practitioner, science faculty advisor, and university program supervisor. Practicum is accompanied by a weekly seminar addressing issues in the field, classroom practices, and action research. Full-time, full-semester is equivalent to approximately 400 hours.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

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

Full-semester, full-time practicum in Earth Science (8-12) under the supervision of a supervising practitioner, science faculty advisor, and university program supervisor. Practicum is accompanied by a weekly seminar addressing issues in the field, classroom practices, and action research. Full-time, full-semester is equivalent to approximately 400 hours.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

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

Full-semester, full-time practicum in Physics (8-12) under the supervision of a supervising practitioner, science faculty advisor, and university program supervisor. Practicum is accompanied by a weekly seminar addressing issues in the field, classroom practices, and action research. Full-time, full-semester is equivalent to approximately 400 hours.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EEDUC 7784 - Early Childhood Practicum for Compass, Pt 1 (3)

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University

program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license-specific MTEs

EEDUC 7785 - Early Childhood Practicum for Compass, Pt 2 (3)

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs
- Practicum for Compass, Pt 1

Prerequisite: EEDUC 7784.

EEDUC 7999 - Independent Study: Qualifying Portfolio and Oral Examination (3)

Students create a portfolio organized around themes related to their Certificate of Advanced Graduate Study work and share their understandings orally with a committee made up of their advisor and two other faculty members.

EEDUC 7786 - Elementary Ed Practicum for Compass, Pt 1 (3)

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs

EEDUC 7787 - Elementary Ed Practicum for Compass, Pt 2 (3)

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses

- license specific MTEs
- Practicum for Compass, Pt 1

Prerequisite: EEDUC 7786.

EEDUC 8001 - Advanced Professional Seminar (3)

This interdisciplinary seminar will focus on professional identity development and issues of professional practice. Students will be introduced to reflective practice, systems analysis, and action research. Students from diverse disciplines will learn about collaborative problem solving for the systems in which they have to function. Emphasis will be placed on understanding the cultural, social, and community contexts for professional practice from a critical perspective. Schedule to be announced.

EINTD - INTERDISCIPLINARY

EINTD 6001 - Applying Restorative Justice: Using Circles and Conferencing (3)

This course examines the principles and practices of Restorative Justice and its application to different contexts. Participants will learn and apply Restorative Justice practices of Circles and Conferencing in their professional settings to build and strengthen community, foster trust and social support, to address conflict and harm, and as an effective reintegration process.

EMATH - MATHEMATICS IN EDUCATION

EMATH 6107 - Constructing Mathematical Understanding: Number and Operations (3)

Participants will develop a solid conceptual understanding of the language and operations of arithmetic, as well as the interrelationships among arithmetic, algebra and geometry. Topics include place value and the history of counting, inverse processes, the geometry of multiplication, the many faces of division, and conceptual models of integers and rational numbers. Registration restriction: successful completion of an algebra or higher-level math course at the undergraduate level.

EMATH 6108 - Constructing Mathematical Understanding for Number Theory (3)

Participants develop a solid conceptual understanding of the branch of mathematics known as number theory. Topics include properties of prime, composite, abundant, deficient, and perfect numbers; divisibility rules; and the use of geometric and other representations for finding prime factorizations and greatest common factors. Participants will also investigate the fundamental theorem of arithmetic, computing in different bases, and arithmetic progressions.

EMATH 6109 - Functions and Algebra I: Building Mathematical Understanding (3)

Participants develop a solid conceptual understanding of the branch of mathematics known as algebra. Topics will include ratio and proportion, slope, operations with integers, the notion of function, absolute value, linear versus non-linear functions, sets, equations, inequalities, simultaneous equations and demand functions.

EMATH 6110 - Functions and Algebra II: Broadening the Base (3)

This course builds upon its prerequisite, Functions and Algebra I, studying wider classes of functions, their graphs, and applications; detailed study of quadratic functions; solutions of quadratic equations; applications in physics and optimization; introduction to

general polynomials and rational functions, with applications to physics and optimization; exponential functions with applications to growth and decay; and Newton's law of cooling.

Prerequisite: EMATH 6109.

EMATH 6111 - Geometry and Measurement I: From Polygons to Pythagoras (3)

This first course integrates the study of geometry and measurement and includes lines, angles, investigations of triangles including sorting, similarity, trigonometry, and Pythagoras' Theorem. We will also investigate quadrilaterals, polygons, area, and perimeter. Participants will examine the nature of geometric definitions and follow a path that explores mathematical explanation, argument, and justification and how these processes connect to geometric proof.

EMATH 6112 - Geometry and Measurement II: Circles, Symmetry, and Solids (3)

The second geometry and measurement course starts with a focus on measurement and picks up where course one leaves off. Topics include finding the area of irregular shapes, investigating circles, exploring symmetry, and looking at both the geometry and measurement of 3 dimensional solids. Participants will continue to explore how processes of mathematical explanation and justification connect to geometric proof.

Prerequisite: EMATH 6111.

EMATH 6113 - Probability: The Mathematics of Uncertainty (3)

The course develops basic methods and concepts of probability theory, along with typical real-world applications. Students prepare and evaluate probability investigations. The presentation is based on problem solving and mathematical discussion. This course is a co-requisite of the Statistics and Data Analysis course.

Prerequisite: EMATH 6108 and EMATH 6109.

EMATH 6114 - Statistics and Data Analysis (3)

This course on descriptive and inferential statistics uses a collaborative inquiry approach that will develop the participant's ability to critically collect, analyze, and describe qualitative and quantitative data and a variety of verbal, visual and numerical ways. The course will lead participants to becoming both better producers of statistical information and more critical consumers of data based claims and arguments.

Prerequisite: EMATH 6113.

EMATH 6115 - Concepts of Calculus: Change and Infinity (3)

Building on prior number, functions, and geometry courses, calculus extends ideas developed there to the concepts of limit and change. Participants are introduced to an important branch of modern mathematics and are shown how calculus relates to other more elementary areas of mathematics. Topics include ideas of a limit, the concept of instantaneous change, and the fundamental theorem of calculus.

Prerequisite: EMATH 6110 and EMATH 6112.

EINSE - SPECIAL EDUCATION

EINSE 5020 - The Special Education Profession: Orientation & Overview (1)

This orientation course frames supports and expectations for new graduate students through guided analysis of the teaching profession, roles and responsibilities of the special educator, and the

US education system. Students explore skills of the effective educator including research literacy, democratic principles, professional socialization, and dispositional reflection. Historical, legal, ethical and pedagogical foundations for social justice and special education are introduced, along with national and state ethics and practice standards, program competencies, and dispositional standards.

EINSE 5037 - Strategies for Inclusive Schooling (3)

This course prepares prospective elementary teachers for the complex diversity of the inclusive classroom. It addresses the legal foundations and principles of special education, as well as the implementation of instructional strategies, adaptations, and supports for students with diverse learning needs. It includes introduction to universal design for learning, differentiated instruction, and appropriate instructional strategies for IEP implementation. The course reviews the historical and legal perspectives of special education from a social justice perspective.

EINSE 5100 - Inclusive Education and Assistive Technologies/AAC (3)

This course introduces the profession of special education from an inclusive perspective. The course reviews the historical context of disability rights, special education, and state and federal laws. Categories and supports for specific disabilities are addressed within the context of IDEA and DESE. The course specifically addresses language development, focusing on the neurological basis of communication and language disorders. Augmentative and alternative communication (AAC) and assistive technology (AT) are explored in depth.

EINSE 5114 - Universal Curriculum Design and Assistive Technology (3)

This course uses the lens of Universal Design for Learning (UDL) to help educators adapt instruction to maximize access to the general education curriculum for learners in inclusive classrooms. Course participants will investigate universally designed approaches that draw on brain research, differentiated instruction, multiple intelligences and assistive technology solutions to respond to the needs of all learners, including students with disabilities and students who are culturally and/or linguistically diverse.

EINSE 6014 - Targeted Reading and Writing Instruction (3)

The course explores the nature of reading and writing difficulties for students across the K-12 grade span. Literacy learning challenges that develop due to development, gaps in learning, English language acquisition, engagement and motivation, and identified disabilities such as Specific Learning Disabilities, Dyslexia, and Autism Spectrum Disorders will be addressed. Participants will learn how to pinpoint learning needs, design instruction, and monitor progress to support students in achieving literacy development in foundational skills, strategic comprehension, vocabulary, and writing. Participants will identify and survey the many well-established programs available for diverse learning situations. Issues related to serving diverse student populations are raised throughout.

EINSE 6020 - ASD: Roles of Allies and Advocates (3)

This course facilitates the in-depth exploration of autism advocacy. A historical view the perception of disability and treatment of people with disabilities provides the context for the urgency of advocacy. The changing landscape of autism advocacy is explored, critically examining the evolving roles of allies, advocates and self-advocates. The voice of autistics is central to this course and in leading the advocacy movement, identifying an advocacy agenda, and determining the role of advocates and allies.

EINSE 6021 - ASD: Challenges of the Criminal Justice System (3)

This course explores the Criminal Justice System's struggles to address the needs of people with disabilities, specifically Autism Spectrum Disorder. The CJS's denial of equal protection to people with Autism demonstrates the urgency for advocacy in this area. Behaviors and characteristics that are natural to Autism often conflict with the expectations of the CJS. The over-representation of disabilities in the CJS requires a critical examination of the evolving roles of allies, advocates, and self-advocates.

EINSE 6022 - ASD: Focus on Individual Strengths - a Different View of Behavior (3)

This course facilitates the in-depth exploration and challenge of the traditional view of autistic behavior as a deficit model requiring interventions of control and correction. The primary focus of this course is on learning to listen, and seeking understanding of individual experiences and partnering with autistic individuals in defining supports is essential. This is done through the lens of a self-advocate, ally, and advocate. The lens of neuro-diversity is critical to the course.

EINSE 6023 - ASD: Quality of Life - Transition and Adulthood (3)

This course facilitates the in-depth exploration of the Quality of Life principle as it relates to those who experience Autism Spectrum Disorder, from transition age throughout the lifespan. The course addresses historical and current best practice across a broad range of topics: relationships, living arrangements, employment, community involvement, and personal enrichment. Self-advocates are the voice for building a community of allies and advocates supporting choice.

EINSE 6107 - Assessment for Instructional Design and Decision Making (3)

This graduate level course examines the informal assessments and person-centered planning tools that are used to directly to inform IEP development. Assessments used to monitor progress, and make data-informed instructional decisions also covered in detail. Through a field-based component, candidates will design, apply, and analyze results from informal assessments. The use of informal assessments for designing supports in inclusive classrooms is also emphasized.

EINSE 6116 - Seminar in Special Education (3)

This course offers an opportunity to investigate an area of interest in the field of special education. Such exploration may take the form of a project for classroom use (e.g., approaches to writing for middle school learners with learning disabilities); an area of special education explored through research (e.g., autism spectrum disorders); or settings the student would like to study through observation and research (e.g., schools and classrooms for children with emotional disorders). Project will include reading, research, and field experience.

EINSE 6121 - Classroom Management and Behavior Support (3)

This course addresses the social and behavioral aspects of the classroom. Participants analyze a range of classroom management approaches, with particular focus on preventing and proactively addressing student behavior problems in culturally and linguistically diverse classrooms. Participants examine strategies for developing and maintaining appropriate standards of behavior and enhancing the emotional development of children. Central themes include analyzing behavior, developing individualized strategies for addressing challenging behaviors, and creating opportunities for learning effective social skills. A range of environmental, social,

behavioral, psycho-educational and cognitive theories and interventions are reviewed and critiqued. Effective strategies for collaborative problem-solving, conflict resolution, and family involvement are also addressed.

EINSE 6124 - Formal Assessment in Special Education (3)

Assessment is a legal and professional responsibility of all special educators. The central focus of this course is formal, norm-referenced assessments used to assess students who may be eligible for special education services. Informal assessments will also be reviewed and included in the key assignment. The process of interpretation of test results to meaningful curricular decision-making and professional communication of this information to team members will be a primary outcome of the course. Students will focus on assessment methods and procedures often used in eligibility determination and program planning for students with disabilities as well as students who are culturally and linguistically diverse.

EINSE 6128 - Targeted Math: Access and Fluency (3)

This course will focus on the learning strengths of disabled students/with disabilities, provide access points, and follow the NCTM guidelines to fluency in math curriculum across all categories and grades. Class participants will learn to apply UDL to math, analyze math tasks in order to design and modify classroom experiences, and address individual learning needs when designing and implementing the Specially Designed Instruction (SDI) of the Individualized Educational Program (IEP).

EINSE 6130 - Speech, Language, and AAC (3)

This course examines speech language, communication and hearing acquisition and development from birth through adolescence, addressing the range of typical and atypical communication development. The course focuses on the neurological basis of communication, developmental milestones, verbal and non-verbal communication and language diversity as differentiated from disorder. Augmentative and alternative communication (AAC) is described and modeled throughout the course. This class will meet the Pre-Practicum requirements for licensure as well partially fulfill the requirement for ten hours of course work addressing AAC/AT.

EINSE 6134 - Developing IEPs in Collaboration with Schools and Families (3)

This course focuses on the Individual Education Program (IEP) process from pre-referral to eligibility determination and placement. Key national and state legislation, progress reports, transition plans, and students who are culturally and/or linguistically diverse will be reviewed and used in the creation of two original IEPs. The development of effective interpersonal communication skills in collaborating with colleagues, families, and community agencies will be specifically analyzed and considered in all assignments.

EINSE 6143 - Positive Behavior Support: Shifts in Paradigms and Practices (3)

The course focuses on social and emotional aspects of behavior in the classroom. Candidates learn preventative approaches, setting up a positive class climate, and addressing behaviors of concern in racially, culturally and linguistically diverse classrooms. Central themes and practices addressed include: trauma sensitivity; anti-racist and culturally and linguistically sustaining practices; restorative discipline; understanding behavior through the Functional Behavior Assessment (FBA); developing Positive Behavior Support Plans (BSP) and supporting academic and social understanding skill development.

EINSE 6150 - Laying the Groundwork: Fundamentals of Transition (3)

The historical context and legal foundations of transition are explored, along with the transition planning process. Candidates learn about the transition domains – employment, continued learning, and community involvement- and the institutions and agencies that support students in working toward the achievement of their postsecondary goals. Candidates learn about the rights and responsibilities of the student and family and the roles of key personnel. Best practices in transition are introduced, including the use of technology.

EINSE 6154 - Curriculum, Instruction, and Supports: Severe Disabilities (3)

Through the lens of social justice principles that all students are presumed competent and valued as participating citizens, the course focuses on instructional design that considers what, where, and how to teach as well as necessary supports for successful participation. Literacy instruction is embedded in this course as a means of teaching special education teacher candidates effective instructional strategies and meeting the rights of all students to live literate lives.

Prerequisite: Prerequisites: EINSE 5100, Inclusion, Social Justice and Disability, and EINSE 6107, Assessment for instructional design and decision making.

EINSE 6165 - Dyslexia: Neurobiology, Assessment, and Intervention (3)

This course focuses on current research on dyslexia. Course participants will investigate the neurobiology of dyslexia, appropriate screening tools, and specialized instruction. Advances in brain research will inform our study of dyslexia and appropriate classroom instruction. Participants will examine norm-referenced and informal assessments to include a lens of students who are culturally and/or linguistically diverse. Technologies to support students with dyslexia will also be reviewed. Participants will develop a case study with appropriate interventions.

EINSE 6166 - Dyslexia: Neurobiology, Assessment, Intervention Part 2 (3)

This course builds on EINSE 6165. Course participants will assess a school-aged student using an extensive self-designed battery of assessments for dyslexia, both informal and norm-referenced. The results will then be summarized in an evaluation report that includes instructional recommendations. Further course topics include double deficit dyslexia, learning in the digital age, multi-tasking, and the assessment of dyslexia for students who are culturally and/or linguistically diverse. Other topics for discussion and research will be co-constructed.

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

Full-semester, full-time practicum in the role of teacher of students with moderate disabilities (PreK-8). The placement can either be full-time in an inclusive general education setting or 75 hours in an inclusive general education setting and a minimum of 225 hours in a setting for students with moderate disabilities. Practicum is under the supervision of a supervising practitioner and University program supervisor and is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EINSE 7718 - Practicum and Seminar in Moderate Disabilities (5-12) (6)

Full-semester, full-time practicum in the role of teacher of students with moderate disabilities (5-12). The placement can either be full-time in an inclusive general education setting or 75 hours in an inclusive general education setting and a minimum of 225 hours in a setting for students with moderate disabilities. Practicum is under the supervision of a supervising practitioner and University program supervisor and is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EINSE 7719 - Practicum and Seminar in Severe Disabilities (6)

Full-semester, full-time practicum, 75 hours of which are in a general education classroom and the rest in a setting with students with severe disabilities in the role of teacher of children with severe disabilities. Practicum is under the supervision of a supervising practitioner and a University program supervisor and is accompanied by a seminar addressing issues in the field.

Prerequisite: Completion of a 100-hour pre-practicum experience, required pre-practicum courses, and MTEL requirements. Permission required..

EINSE 7792 - Moderate Disabilities (PreK-8) Practicum for Compass, Pt 1 (3)

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs

EINSE 7793 - Moderate Disabilities (PreK-8) Practicum for Compass, Pt 2 (3)

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs
- Practicum for Compass, Pt 1

Prerequisite: EINSE 7792.

EINSE 7794 - Moderate Disabilities (5-12) Practicum for Compass, Pt 1 (3)

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs

EINSE 7795 - Moderate Disabilities (5-12) Practicum for Compass, Pt 2 (3)

This practicum and accompanying seminar will provide information and support as students participate in their student teaching practicum for licensure as part of the Summer Compass program. Practicum is supervised by a supervising practitioner and University program supervisor. Students must successfully complete both Summer Compass seminars, Part 1 and Part 2. Credit will not be provided for partial completion. Prerequisites - successful completion of the following requirements:

- early field experience
- pre-practicum courses
- license specific MTEs
- Practicum for Seminar, Pt 1

Prerequisite: EINSE 7794.

EINST - INDEPENDENT STUDY**EINST 5999 - Independent Study (1-6)**

An independent study allows students to deepen their knowledge in a specific area of interest or pursue an experience for credit. Under certain circumstances, it could serve as a substitute for an existing course. Students design their study on a topic under the guidance of an instructor for an agreed number of credits. Students must complete Independent Study forms and obtain permission from the instructor and department chair before registration.

EINST 6999 - Independent Study (1-6)

An independent study allows students to deepen their knowledge in a specific area of interest or pursue an experience for credit. Under certain circumstances, it could serve as a substitute for an existing course. Students design their study on a topic under the guidance of an instructor for an agreed number of credits. Student must complete Independent Study forms and obtain permission from the instructor and department chair before registration.

EINST 7999 - Independent Study (1-6)

An independent study allows students to deepen their knowledge in a specific area of interest or pursue an experience for credit. Under certain circumstances, it could serve as a substitute for an existing course. Students design their study on a topic under the guidance of an instructor for an agreed number of credits. Student must complete Independent Study forms and obtain permission from the instructor and department chair before registration.

EINST 8999 - Independent Study (1-6)

An independent study allows students to deepen their knowledge in a specific area of interest or pursue an experience for credit. Under certain circumstances, it could serve as a substitute for an existing course. Students design their study on a topic under the guidance of an instructor for an agreed number of credits. Student must complete Independent Study forms and obtain permission from the instructor and department chair before registration.

EINTC - GLOBAL EDUCATION**EINTC 6110 - Values Differences & Moral Judgments in Contemporary Context (3)**

How can we constructively engage with others who hold values and arrive at moral judgments that differ from our own? This course explores the nature of values and their influence on moral judgments. It provides a context in which students grapple with the impact that values diversity has on social life and considers options available when communicating moral concerns. Moral agency, political ideology, faith communities, global, and non-Western perspectives are highlighted.

GCOUN - COUNSELING AND PSYCHOLOGY**GCOUN 6007 - Psychopathology (3)**

The categories of psychopathology, as defined in the DSM, are explored. Students are exposed to the process and language of psychodiagnosis. Uses, limitations, and the relationship of diagnosis to treatment are discussed.

Prerequisite: GCOUN 6026.

GCOUN 6008 - Introduction to Family Therapy (3)

Provides an overview of family therapy and systems theory. A systemic perspective of human development and functioning in the family ecosystem is presented. The contemporary family therapy approaches--structural, strategic, communications, feminist and family of origin--are explored. Students are asked to reflect on their own family of origin.

Prerequisite: You must take either GCOUN 6202 or GCOUN 6300, and GCOUN 6027.

GCOUN 6015 - Group Dynamics for Counselors and Consultants (3)

A group experience which familiarizes participants with group dynamics and group counseling. Fosters professional development by emphasizing self-awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders: effective group functioning, professional role identity and leadership style. (Formerly Group Dynamics)

Prerequisite: GCOUN 6200. Restricted to Counseling and Psychology degree students.

GCOUN 6026 - Developmental Psychology Across the Lifespan (3)

Designed to explore theory and research about cognitive, affective, moral, and social development from a cross-cultural perspective. Implications for understanding human behavior across the lifespan are addressed.

Prerequisite: GCOUN 6200.

GCOUN 6027 - Clinical Skills and the Counseling Process (3)

This course acquaints the novice counselor with the basic skills necessary for the work of counseling. Listening skills, reflection, confrontation, interpretation, diagnostic interviewing, and crisis intervention are discussed, demonstrated, and practiced. Students are expected to participate actively in exercises and role-play, and to engage in a process of self-understanding and self-assessment.

Prerequisite: GCOUN 6200.

GCOUN 6029 - Vocational Development and Career Counseling (3)

Vocational development is a lifelong process. Integral to this process is self-awareness, career awareness and assessment, career decision making and planning, and career implementation. This course prepares counselors to assist a variety of people in all stages of life development in their career planning and selection process. Career developmental theories and assessment tools are discussed.

Prerequisite: GCOUN 6200.

GCOUN 6030 - Psychology of Culture and Identity: Power, Privilege and Oppression (3)

Theories of cross-cultural counseling, psycho-logy of gender, and difference are explored. Students are asked to reflect on their own ethnic/racial backgrounds to understand issues of privilege, prejudice, and/or racism. The social construction of these factors and how the client's and counselor's perception of them influences their values and behaviors are discussed.

Prerequisite: GCOUN 6200.

Only admitted Counseling and Psychology Master's degree students may enroll.

GCOUN 6031 - Counseling Young Children and Adolescents (3)

Developmental, psychodynamic and system theories are used to understand the selection and use of counseling interventions with children, adolescents and their families. Through reading, lecture and role play, the course introduces students to play therapy, group activities therapy, individual and group counseling, and family therapy models. Experiential learning is an integral part of this course.

Prerequisite: GCOUN 6200.

GCOUN 6032 - Counseling Sexual Minority and Gender Diverse Clients (3)

This course examines issues relevant to counseling gender and sexual minority clients. It focuses on the meaning of sexual orientation and gender identity and expression for individuals across the lifespan; contextualizing the impact of these identities from within an intersectional framework; and exploring the developmental, cultural, and social factors for LGBTQ+ communities. It addresses the impact of minority stress, the implications of deconstructing cis-heteronormativity, and the promotion of queer and trans-affirmative counseling practice.

Prerequisite: GCOUN 6026 and GCOUN 6027.

GCOUN 6034 - Treating the Addictions (3)

Designed to teach methods for identification, diagnosis, intervention, and referral of substance abusers in a wide variety of settings and with consideration of the impact of gender, ethnic, racial, sexual orientation, and mental health factors. The course provides guidelines for assessment, working through denial and resistance, designing interventions, and making appropriate referrals. Teaching

methods include lecture, discussion of readings, case presentations, and film.

Prerequisite: GCOUN 6027 and either GCOUN 6202 or GCOUN 6300.

GCOUN 6035 - Psychological Trauma and Post-Trauma Therapy (3)

Designed to present an overview of the emerging field of post-traumatic therapy. The focus will be on theory and clinical treatment of people with acute and chronic-complex Post-Traumatic Stress Disorder. This course presents an historical overview, examines current diagnostic and treatment methods and controversies, and provides a paradigm for stage-appropriate, multiculture-based treatment that can be integrated into or modify existing therapeutic orientations.

Prerequisite: Take GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, GCOUN 6030, and GCOUN 6201.

GCOUN 6038 - Feminist Theories and Therapies (3)

This course chronicles feminist theoretical development and its application to counseling and psychotherapy. Feminism is an evolving body of theory addressing issues of social justice, power, and oppression. It addresses diverse gender, social, political and racial realities. Using a critical framework, we will examine sexuality, research, and activism, alongside societal issues that result in trauma, marginalization and violence. We will explore the relationship of theory to clinical practice and the therapeutic alliance.

Prerequisite: GCOUN 6026, GCOUN 6027, GCOUN 6007 and either GCOUN 6202 or GCOUN 6300.

GCOUN 6039 - Narrative Therapy: Culture, Therapy and Social Change (3)

This course explores the theory and practice of Narrative Therapy from a cultural perspective. Students will become familiar with the basic goals, concepts, and approach of narrative practice and the potential contributions of counseling to social change. Participants read and discuss the literature relating to the practice of Narrative Therapy and the implications of the narrative perspective for counseling. They will learn about the application of narrative practice through classroom-based experiential exercises and other assignments.

Prerequisite: GCOUN 6200, GCOUN 6202 or GCOUN 6300 and GCOUN 6301, and GCOUN 6027, or by permission of the department's assistant director of advising and student services.

GCOUN 6044 - Spirituality: Resource for Psychological & Social Well-Being (3)

Psychospiritual growth can promote mental/physical health, social justice, peace and community. Students participate in a curriculum that facilitates mindfulness and psychospiritual growth, with peers from many belief systems, including atheism, and diverse religious/cultural backgrounds. The curriculum can be modified for use by counselors, teachers and clergy with adults and adolescents. This interactive, experiential class combines self-inquiry with materials and methods from social neuroscience, counseling psychology, expressive therapies, and the spiritual traditions.

Prerequisite: GCOUN 6200.

GCOUN 6045 - Understanding Grief and Loss (3)

This course examines grief, across the lifespan, due to death and other bio-psycho-social losses, e.g., divorce, pet and job loss, injury,

community crisis. The course will explore ways to counsel bereaved individuals and review the domains of grief manifestation (emotional, behavioral, cognitive, physical and spiritual). The role of culture in the experience of grief/loss will be examined as it impacts both client and counselor. Counselor self-care will be analyzed.

Prerequisite: GCOUN 6027 and GCOUN 6030.

GCOUN 6101 - Quantitative and Qualitative Research Methods (3)

Students will examine purposes, concepts and methodology of quantitative, qualitative, and mixed methods research, become critical consumers by developing skills to evaluate and critique research literature, and apply research to clinical practice with individuals, schools and communities. Ethical, cultural and social justice issues are integrated into an examination of theoretical and philosophical foundations of research methods, including Evidence Based Practice.

Prerequisite: GCOUN 6200.

GCOUN 6102 - Child and Adolescent Psychopathology (3)

This course is designed to introduce students to developmental psychopathology and to the sociocultural context of children and adolescents. Psychodiagnosis of specific child and adolescent problems will be discussed from both a descriptive (DSM) point of view and an etiologic (historical) point of view. Treatment of child and adolescent disorders will be discussed as it relates to diagnosis.

Prerequisite: GCOUN 6026 or GEXTH 6032.

GCOUN 6200 - Orientation to Professional Counseling and Psychology (2)

Through structured exercises, role plays, group discussions, and feedback sessions students are exposed to professional counseling and psychology. Students are asked to: create their definition of helping, develop basic listening skills, and deepen their own introspective abilities. Full participation is required.

Only admitted Counseling and Psychology students may enroll.

GCOUN 6201 - Issues and Standards in Professional Counseling (3)

Examination of the professional identity, roles and functions of licensed mental health counselors and licensed school counselors, with emphasis on legal and ethical standards. Ethical conceptualization, analysis, and decision making are presented. The ethical codes of the American Counseling Association, the American Mental Health Counselors Association, and the American School Counselors Association are addressed. The history of applied psychology and Mental Health Counseling field are presented. Licensure, and regulatory practices are discussed.

Prerequisite: GCOUN 6200.

GCOUN 6202 - Theories of Counseling and Psychotherapy (3)

Critical examination of major contemporary theories of counseling and psychotherapy. The relationship of the theories to counseling practice and human development is examined. Students will begin to define their own theoretical orientations.

Prerequisite: GCOUN 6200.

GCOUN 6205 - Assessments for Counseling and Psychology: Adults (3)

Designed to provide an overview of tests (cognitive, aptitude/interest, projective, and neuropsychological) currently used with adults. While some background in test construction and

measurement concept is presented, the primary emphasis is on test usage-when to test, test selection, administration, and scoring/interpretation. The utility of psychological testing, as well as limitations, are discussed.

Prerequisite: GCOUN 7100.

GCOUN 6208 - Brief Therapy: Theory and Practice (3)

In this course, students will examine ideas and practices that aim to make even brief therapeutic interactions meaningful. Students will learn a variety of Brief Therapy approaches e.g., Internal Family Systems, Motivational Interviewing, etc. and practice techniques that are designed for environments structured by managed care requirements and time limits. The methods, cultural contexts, assumptions, and outcomes of numerous Brief Therapy approaches will be explored through lecture, practice, readings and critique.

Prerequisite: Take ONE of the following groups: 1) GCOUN 6027 and GCOUN 6202; or 2) GCOUN 6300 and GCOUN 6301 and GCOUN 6027.

GCOUN 6211 - Professional Integrative Seminar (1)

This course is the final structured learning activity in the Counseling and Psychology program. Its primary purpose is to stimulate awareness of how students have integrated their theoretical understanding with clinical practice. In addition, students participate in an assessment of personal and professional competencies. Future learning goals are articulated as the student's career path is defined.

This final course in the Master's program may only be taken by Counseling and Psychology students in their final semester.

GCOUN 6252 - Counseling the Young Child and Play Therapy (3)

Provides an in-depth case study approach to counseling young children. Through reading, lecture, and role-play, the course introduces students to play therapy, group activities therapy, and family therapy models.

Prerequisite: Take GCOUN 6027, and either GCOUN 6007 or GCOUN 6102.

Restricted to Counseling and Psychology and Expressive Therapies students.

GCOUN 6255 - Assessments for Counseling and Psychology: Children and Adolescents (3)

Designed to provide an overview of tests (cognitive, aptitude/interest, projective, and neuropsychological) currently used with children and adolescents. While some background in test construction and measurement concepts is presented, the primary emphasis is on test usage-when to test, test selection, administration, and scoring/interpretation. The utility of psychological testing, as well as limitations, will be discussed.

Prerequisite: GCOUN 7100.

For Counseling and Psychology and Expressive Therapies students, or by permission of the department's assistant director of advising and student services.

GCOUN 6258 - Consultation Skills for Counselors and Mental Health Professionals (3)

This course will address consultation theories and the skills necessary to engage in clinical consultation in schools, clinics, and other mental health settings.

Prerequisite: Take ONE of the following courses: GCOUN 7710, GCOUN 7712, GCOUN 7714, or GCOUN 7718.

Concurrent with internship or for post-Master's students, or by permission of the department's assistant director of advising and student services.

GCOUN 6259 - Issues in School Counseling for the School Adjustment Counselor (3)

Focus is on the provision of adjustment counseling services within the school context. Students come to understand schools as unique organizations with an understanding of how various personnel serve students. The counselor's work with teachers, parents, other school and agency personnel, and the system as a whole is addressed with a focus on prevention and treatment models, the juvenile justice system as it relates to students in the community, and the unique legal and ethical issues facing the school adjustment counselor.

Prerequisite: GCOUN 6026, GCOUN 6027 or GEXTH 5119, and GCOUN 6102.

Must be taken prior to or concurrently with first semester of field training in a school setting.

GCOUN 6260 - Issues in School Counseling for School Guidance Counselors (3)

Focus is on the provision of guidance counseling services within the context of the school to prepare students to become competent, multifaceted school guidance counselors. The role of the guidance counselor is to promote and enhance the learning process through consultation, counseling (individually or in groups), curriculum, coordination, and collaboration. Students will show competencies under the three broad areas of academic development, career development, and personal/social development.

Prerequisite: GCOUN 6026, GCOUN 6027 or GEXTH 5119, and GCOUN 6102.

Must be taken prior to or concurrently with first semester of field training in a school setting.

GCOUN 6261 - Psychoeducational Approaches to Counseling and Prevention (3)

This course presents the theory and practice of developing educational models that make psychological information available to children, adolescents, and adults for the purpose of both prevention and intervention with adjustment, stress, and mental health problems. The understanding of normal lifespan development and sound mental health practice inform psychoeducational programs employed in clinics, schools, hospitals, and social service agencies. The appropriateness, effectiveness, and limitations of psychoeducational programs will be addressed. Students will learn to select from available psychoeducational programs and to design their own curricula.

Prerequisite: GCOUN 6015, GCOUN 6026, GCOUN 6027, and either GCOUN 6202 or GCOUN 6301.

GCOUN 6300 - Theories of Holistic Counseling and Psychotherapy I (3)

The first semester of a yearlong course that grounds holistically oriented clinical practice in relevant psychotherapeutic research and theory. An analysis of all theories is done with attention paid to the relationship between spirit, mind, and body. The psychodynamic, cognitive/behavioral, humanistic/existential, and transpersonal theories are explored. Students will begin to define their own theoretical orientations.

Prerequisite: GCOUN 6200.

GCOUN 6301 must also be taken to meet the psychological theory requirement.

GCOUN 6301 - Theories of Holistic Counseling and Psychotherapy II (3)

The second semester of a yearlong course that grounds holistically oriented clinical practice in relevant psychotherapeutic research and theory. An analysis of all theories is done with attention paid to the relationship between spirit, mind, and body. During this semester, greater emphasis is placed on the existential, transpersonal, and body-oriented theories. Students will continue to define their theoretical orientations.

Prerequisite: GCOUN 6300.

GCOUN 6303 - Psychology of Illness and Wellness (3)

Explores factors which affect illness--belief systems, cultural and family contexts, personality, attitudes, and stressful life events--as well as psychoeducational approaches for developing wellness.

Prerequisite: Take ONE of the following courses: GCOUN 6026, GCOUN 6202, or GCOUN 6301.

GCOUN 6305 - Counseling and Spirituality (3)

Theoretical and experiential exploration of the therapist's self-as-instrument-of-change as this relates to integrating spirituality/religion into the assessment and counseling of clients. Emphasis on stages in spiritual/religious development of the counselor as well as the client; the use and abuse of power in both counseling and religion; and the diverse cultural expressions of spirituality/religion. Application of themes and techniques from spiritual traditions relevant to counseling.

Prerequisite: Take GCOUN 6027, and either GCOUN 6202 or GCOUN 6301.

GCOUN 7007 - Counseling Veterans: Intervention Strategies (3)

This advanced skills course focuses on counseling interventions in working with veterans of the United States military and builds on an understanding of the impact of psychological trauma. The psychosocial consequences of the American military experience on veterans, and their families/relationships are examined. The course includes attention to cultural variables such as race, gender, class, and sexual orientation. Culturally competent methods of assessment, diagnosis, and treatment in the veteran population are presented.

Prerequisite: GCOUN 6035.

GCOUN 7100 - Biological Bases of Behavior (3)

This course examines the biological bases of behavior. General principles of brain organization as it influences functioning are discussed. The mechanisms of sleep and alertness, memory, language, and emotional processes are reviewed. Brain development is explored as influenced by environment and injury. Implications for substance abuse, psychiatric disorders, medication use, developmental and behavioral disorders, and mind-body health psychology will be examined.

Prerequisite: Take GCOUN 6200, GCOUN 6026, and GCOUN 6101.

GCOUN 7200 - Disaster Mental Health and Community Crisis Intervention (3)

This course explores innovative, culturally appropriate, and effective community and crisis interventions that foster resilience in the aftermath of violence. Students can expect to develop skills in risk assessment, self-care strategies, safety planning, crisis protocol

planning, and disaster mental health management. Debriefing, as a particular form of community response, will be a major focus and students will gain practical training on this intervention. Other holistic and empowering community approaches will also be explored.

Prerequisite: GCOUN 6035.

GCOUN 7201 - Trauma in the Lives of Children and Adolescents and Play Therapy (3)

This course is designed for students who plan to work with children and adolescents who have experienced acute and chronic psychosocial trauma. The focus will be on trauma theory; assessment and clinical interventions using structured screening interviews; individual activities, art, and play therapy; group counseling and psychoeducation; family therapy; and community interventions with children and adolescents.

Prerequisite: GCOUN 6035.

GCOUN 7202 - Global Topics in Transgenerational and Ecological Trauma (3)

This course focuses on transgenerational and ecological trauma stemming from the legacy of systemic, institutional, social, and/or political oppression and abuse. A global perspective is used to examine the experiences of distinct communities that have suffered abuse across generations, including exploration of each community's adaptive response and healing. Guidelines for evidence-based trauma-informed practices, to address individual, systemic and community-based needs, are examined in the context of transgenerational, ecological and epigenetic perspectives.

Prerequisite: GCOUN 6035.

GCOUN 7203 - Human Sexuality (3)

This course examines human anatomy and sexual functioning as well as current research on sexual orientation, gender identity and variance, and gender role theory. The course covers psychosexual development, sexual disorders, and the impact of sexual trauma, body image, and shame. Students will participate in a research project and will analyze sexuality in the context of historical, economic, and cultural/socio-political perspectives.

Prerequisite: GCOUN 6030.

GCOUN 7710 - Clinical Practice and Supervision I: Clinical Setting (3)

The first semester of a yearlong supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201.

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7711 - Clinical Practice and Supervision II: Clinical Setting (3)

The second semester of a yearlong supervision seminar focused on integrating theory and practice. Taken while students are engaging in their internship; 600 hours (minimum) of field experience required.

Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102 or GCOUN 6251 or GCOUN 6253, and GCOUN 6030 and/or concurrent with GCOUN 6201.

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7712 - Clinical Practice and Supervision I: School Setting (3)

The first semester of a yearlong supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their school practicum/internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201.

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7713 - Clinical Practice and Supervision II: School Setting (3)

The second semester of a yearlong supervision seminar focused on integrating theory and practice. Taken while students are engaging in their school practicum/internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201.

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7714 - Clinical Practice and Supervision III: Clinical Setting (3)

The first semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their second year internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7715 - Clinical Practice and Supervision IV: Clinical Setting (3)

The second semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. Taken while

students are engaging in their second year internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201.

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7718 - Clinical Practice and Supervision III: School Setting (3)

The first semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their school internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201..

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUN 7719 - Clinical Practice and Supervision IV: School Setting (3)

The second semester of a yearlong advanced supervision seminar focusing on the integration of theory and practice. Taken while students are engaging in their school internship; 600 hours (minimum) of field experience required. Students are required to do case presentations reflecting on psychodiagnostics, treatment planning, sociocultural context, transference/ countertransference, and referrals.

Prerequisite: GCOUN 6200, GCOUN 6026, GCOUN 6027, GCOUN 6202 or GCOUN 6300, GCOUN 6007 or GCOUN 6102, and GCOUN 6030 and/or concurrent with GCOUN 6201.

Audio or videotaping of casework is required. Restricted to Counseling and Psychology Master's degree and C.A.G.S. candidates approved for field training.

GCOUP - COUNSELING AND PSYCHOLOGY

GCOUP 8001 - Doctoral Seminar: Transformative Leadership I (1)

This yearlong seminar focuses on the articulation and refinement of students' academic and professional leadership goals. Students engage in an iterative self-reflexive process individually and collectively to promote critical consciousness regarding their positionality as leaders at the intersection of power and oppression with an emphasis on social justice. The course is grounded in community and liberation psychology, transformative leadership, and narrative identity. Students attend synchronous weekend meetings and complete asynchronous assignments throughout the academic year.

GCOUP 8002 - Qualitative Methods (3)

This course focuses on qualitative research methods that involve examining phenomena through obtaining in-depth information about the lived experiences, worldviews and meaning-making of people in naturally occurring social settings. Students will learn to design and conduct qualitative research with an emphasis on rigor, reflexivity, relationality, critical inquiry, and social justice. Skills in formulating research questions, determining data generation methods and performing data analysis are developed and applied.

GCOUP 8003 - Promoting Social Justice in Counseling and Psychology: Clinical, Educational, and Global Perspectives (3)

This course focuses on inquiry into structural oppression impacting the well-being of individuals within our systems of care. Students integrate theory and practice by critically examining social justice issues using ecological frameworks, theories of liberation, and a trauma perspective. Students will advance their knowledge of historical, economic, and psychosocial factors while developing intervention skills that promote empowerment in disenfranchised groups and deepen their efficacy as agents of social change.

GCOUP 8004 - Doctoral Seminar: Transformative Leadership II (1)

This is the second in a three-part, yearlong seminar series focusing on the articulation and refinement of students' academic and professional leadership goals. Students will engage in a reflective process of self-definition and goal-setting and examine their own socially-engaged leadership roles. Their studies will be grounded in current research on transformative leadership, critical psychology, and narrative identity. This seminar meets face to face for one weekend in the fall.

Prerequisite: GCOUP 8001.

GCOUP 8005 - Doctoral Seminar: Transformative Leadership III (1)

This is the third in a three-part, yearlong seminar series focusing on the articulation and refinement of students' academic and professional leadership goals. Students will engage in a reflective process of self-definition and goal-setting and examine their own socially-engaged leadership roles. Their studies will be grounded in current research on transformative leadership, critical psychology, and narrative identity. This seminar meets face to face for one weekend in the fall.

Prerequisite: Prerequisite: GCOUP 8004.

GCOUP 8006 - Quantitative Methods (3)

This course is designed to provide students with skills in research design and techniques of quantitative data analysis, as a means of facilitating both a deeper understanding of published research and in preparation for conducting the student's own research. Quantitative research designs will include experimental, quasi-experimental, comparative, and correlational approaches. Students will develop conceptual understanding as well as the ability to solve practical problems utilizing analytic software.

GCOUP 8007 - Trauma-Informed Leadership in Agencies, Schools and Organizations (3)

This course will address philosophical and practice issues in the field of counseling and psychology as they apply to leadership in agencies, schools and higher education. It will focus on the use of the clinical trauma framework as it applies both to creating integrative systems of care and to common interpersonal factors in leading teams and organizations. Trustworthy, mindful, trauma sensitive leadership

models will be used to ground the development of students' leadership projects.

GCOUP 8008 - Participatory Action Research in Schools and Communities (3)

Participatory action research (PAR) is the collective production and use of local knowledge toward social, economic, institutional, and political change. Students will learn how to use this action-oriented research process, to engage youth and/or community members in problem formulation, data collection, analysis, and taking action to improve practice, address injustice, and create systemic change. Students will examine applications of PAR as a strategy for making counseling, schooling, and healthcare more responsible and responsive to local communities.

Prerequisite: GCOUP 8002.

GCOUP 8010 - Doctoral Seminar: Transformative Education I (1)

Part 1 of a yearlong course examining theories and practices of transformative learning in institutions relevant to professional career goals (community mental health, K-12 schools, higher education). It will explore learning across multiple intersecting dimensions that affect the well-being of individuals, families, and groups. Emphasis will be placed on the manifestations and prevention of inter-generational trauma and social stratification (e.g., discrimination, marginalization, violence, substance abuse, psychological dysfunction) and maturational processes that promote human flourishing.

GCOUP 8011 - Applied Research I (3)

This course prepares students for the dissertation proposal process as they construct and refine research questions, decide upon research designs and methodological choices, and determine their theoretical/conceptual framework. They will complete a literature review, which will serve as a qualifying paper, and includes examination, critique and synthesis of theory and research literature relevant to their dissertation topic. Social justice and multicultural frameworks/critiques are integrated into the literature review.

GCOUP 8012 - Applied Practice (3)

This course supports student-identified practicum in self-chosen areas of applied practice in clinical supervision, counselor education, pedagogy, and teaching, and/or community consultation/leadership. The foundational roots of the practicum are embedded in a social justice worldview and promote students' development as reflective practitioners and innovative agents of change. Theoretical orientations, practice modalities, socio-cultural contexts, and legal and ethical concerns will be integrated into the course.

GCOUP 8013 - Doctoral Seminar: Transformative Education II (1)

Part II of a yearlong course examining theories and practices of transformative learning in institutions relevant to professional career goals (community mental health, K-12 schools, higher education). It will explore learning across multiple intersecting dimensions of self that affect the well-being of individuals, families, and groups. Emphasis will be placed on the prevention of symptomatic expressions of inter-generational trauma and social stratification (e.g., prejudice, marginalization, violence, substance abuse, psychological dysfunction) and maturational processes that promote human flourishing.

GCOUP 8014 - Doctoral Seminar: Transformative Education III (1)

Part III of a yearlong course examining theories and practices of transformative learning in institutions relevant to professional career goals (community mental health, K-12 schools, higher education). It will explore learning across multiple intersecting dimensions of self that affect the well-being of individuals, families, and groups. Emphasis will be placed on the prevention of symptomatic expressions of inter-generational trauma and social stratification (e.g., prejudice, marginalization, violence, substance abuse, psychological dysfunction) and maturational processes that promote human flourishing.

GCOUP 8015 - Applied Practice II (3)

The second semester of a two-course sequence supporting student-identified practica in self-chosen areas of applied practice in clinical supervision, counselor education pedagogy and teaching, and/or community consultation/leadership. Practica will emphasize collaborations on behalf of social action and promote students' development as reflective practitioners and innovative agents of change. Theoretical orientations, practice modalities, and socio-cultural contexts of issues of applied practice will be explored. Legal and ethical concerns will be reviewed.

GCOUP 8016 - Applied Research II (3)

Students will prepare their dissertation pilot research. They will determine the research design, objectives, theoretical framework, and methodological approach for data collection and analysis. They will create a dissertation committee and write and submit a proposal to the Institutional Review Board. Students will conduct a small pilot research project that will serve to inform dissertation research. They will write a dissertation proposal, requiring oral review and written approval by the student's dissertation committee.

GCOUP 8017 - Social Entrepreneurship: Program Development, Evaluation, and Funding (3)

This course will actively engage students in a process of innovative therapeutic and educational program development, including needs assessment, program design, implementation, management, evaluation, and sustainability. Students will use interdisciplinary models, drawing from public health and social psychology, and critically explore evidence-based practice. Semester-long work will culminate in a proposal for funding that outlines the problem to be addressed, theoretical framework, program goals and objectives, activities, population, evaluation steps, and sustainability plan.

GCOUP 8018 - Mindfulness and Contemplative Practice in Counseling, Education, and Leadership (3)

This course will explore how the philosophy, theoretical principles and experience of mindfulness and other contemplative practices may be applied to mental health counseling, healthcare, educational settings and organizational leadership to promote individual resiliency, self-regulation and stress management as well as build pro-social communities that support spiritual maturation. Students will engage in experiential practice, review evidence-based research/best practice applications and design plans for integrating mindful and compassionate practices into their clinical, teaching and/or consulting work.

GCOUP 8019 - Doctoral Seminar: Transformative Applied Research I (1)

Part 1 of a year-long seminar designed to support the development and completion of a doctoral dissertation. Students will discuss a working plan and timeline for completing the dissertation and share their work-in-progress. Students will receive community support to

further develop research competency, academic voice, integration of social justice approaches, and identity as a scholar.

GCOUP 8020 - Dissertation I (3)

The student begins a conceptual or empirical research dissertation project that represents an original contribution to the fields of Counseling and/or Psychology. This work is guided and supervised by a dissertation committee after approval of the student's dissertation proposal.

GCOUP 8021 - Doctoral Seminar: Transformative Applied Research II (1)

This three-part seminar meets face to face for one weekend in fall, January and spring with regular online discussion between meetings. During January, students will present mid-term results from their dissertation project. They will refine their professional presentation skills, clarify aspects of their work (if necessary), and receive supervisory support for completion of their project.

GCOUP 8022 - Doctoral Seminar: Transformative Applied Research III (1)

This three-part seminar meets face to face for one weekend in fall, January and spring with regular online discussion between meetings. During the spring meeting, students will present the results from their dissertation projects. They will demonstrate mastery of professional presentation skills, clarify the structure of their final dissertation product, and receive supervisory support for completion of their project.

GCOUP 8023 - Dissertation II (3)

This course is an independent application of design, methods, and research that leads to the completion of the dissertation (research- or theory-based) under the guidance of the student's doctoral committee. Regular meetings with the dissertation chair and doctoral committee are expected as part of this project. The student is also required to participate in a public presentation of dissertation research.

GCOUP 8024 - Introduction to Critical Inquiry and Research Methodology (3)

This course aims to provide epistemological, philosophical and methodological foundations for critical social inquiry and empirical research. Students will engage in reflexive, dialogic and multivocal explorations about the nature and history of knowledge production, and the relation between knowledge and power. It will examine sociocultural-political embeddedness of knowledge and research, as intersected with researcher positionality, research ethics and accountability. It offers an introduction to qualitative, quantitative, mixed-method, participatory/action research, and art-based methodologies.

GCOUP 9151 - Doctoral Study 0

Doctoral students register for this course every semester while taking coursework, and after while completing the qualifying examination or dissertation.

GCRWT - CREATIVE WRITING**GCRWT 6000 - Creative Writing I (6)**

Under the guidance of their faculty member, students design an appropriate study plan involving the production of both new work and revisions in their genre, and submit four submissions of creative writing over the distance learning semester. Much of the first-semester students' creative writing reflects the techniques

encountered in First-Semester Cohort and First-Year Genre residency seminars, as well as their residency writing workshops.

GCRWT 6001 - Craft & Reflection I (3)

Under the guidance of their faculty mentor, students develop a reading list focusing on craft issues relevant to their development. A series of papers will be developed on specific craft issues and their relationship to the student's own writing. Students also compose detailed cover letters for each distance-learning submission, in which they reflect upon their artistic development. Students prepare for their work in residency seminars.

GCRWT 6002 - Interdisciplinary Studies I (3)

Lesley's interdisciplinary approach constitutes a three-fold recognition: that the borders between artistic genres have become ever more porous; that contemporary writers must be alert to new models of career preparation; and, perhaps most importantly, that along with avid reading and writing, there are always other passions that feed a writer's imagination. In consultation with the Assistant Coordinator, students design individual, 3-credit interdisciplinary projects for the first three of their four distance-learning semesters. Examples include: publishing and editing internships at magazines and publishing houses; independent studies in interviewing, reviewing, magazine writing, copy editing, translation, word & image, and writing the ten-minute play; research for writing projects; courses in art, literature, and the teaching of writing; taking graduate courses at Lesley; teaching assistantships. The Interdisciplinary Studies credits are meant to support the students' writing, or to enable them to develop new writing-related skills and experiences. The central purpose of the interdisciplinary project, however, is simple and singular: it should feed students' creative writing or aspirations to be working writers when they graduate.

GCRWT 6500 - Creative Writing II (6)

In their second residency and semester, students work with a new faculty member in their genre, designing a study plan that grows out of the work they produced and revised in their first distance-learning semester. Attending residency writing workshops critiquing new work or substantially revised work, students anticipate a semester of more rigorous revision and greater subtlety of expression. Residency seminars reflect this increased complexity.

GCRWT 6501 - Craft & Reflection II (3)

In their reading lists and critical writing for Craft & Reflection II, students build on the discoveries and accomplishments from their first semester, the craft annotations serving as their first steps toward the third-semester craft essay. In many cases, a student's interdisciplinary work-in book reviewing, in literary journalism, in the art of the author interview-contributes to increased sophistication in writing about writing. Students continue to write detailed, reflective cover letters.

GCRWT 6502 - Interdisciplinary Studies II (3)

See Interdisciplinary Studies I

GCRWT 7000 - Creative Writing III (6)

Creative Writing III inaugurates the students' second year, introduces them to a third faculty mentor's aesthetic approach, and signals a qualitative leap in sophistication. Third-Semester Cohort Seminars and Second-Year Genre Seminars reinforce the increasing subtlety of craft issues explored. Residency workshops and study plans also raise the aesthetic bar. During the third residency, students attend their first thesis-preparation meeting, to help them anticipate the quantitative and qualitative requirements of the MFA thesis.

GCRWT 7001 - Craft & Reflection III (3)

In addition to their reflective cover letters, students' critical work for Craft & Reflection III consists of a single craft essay of approximately 12-18 pages (3,500 to 5,500 words). MFA candidates and faculty mentors discuss this essay during the study plan conference and specify the reading required or the essay and the schedule for submitting drafts. Like the craft annotations, the third-semester craft essay explores, in detail, a question of style or technique, but with a more ambitious scope.

GCRWT 7002 - Interdisciplinary Studies III (3)

See Interdisciplinary Studies I

GCRWT 7500 - Creative Writing IV (6)

During the fourth residency's thesis study plan conferences, the MFA Candidate and the Thesis Advisor discuss what proportions of new work (GCRWT 7500 Creative Writing IV) and revision (GCRWT 7502 Creative Thesis) are likely to make the most sense for the MFA Candidate's thesis-in-progress. New creative writing is now firmly focused on the creative thesis, and the border between revision and new writing becomes appropriately blurred. Thesis students attend a second more detailed thesis-preparation meeting and the Fourth-Semester Cohort Seminars focus in part on students as working and publishing writers in the world.

GCRWT 7501 - Graduating Seminar Preparation (3)

Under the direction of the candidate's fourth-semester faculty mentor serving as the Graduating Seminar Advisor, the candidate prepares a 30-45 minute Graduating Seminar to be offered during the graduating residency. Based on a class agenda and reading list refined during the semester, the seminar is relevant to the student's writing concentration, but can include multi-genre or interdisciplinary elements.

GCRWT 7502 - Creative Thesis (3)

During the thesis semester, MFA candidates prepare and submit a creative thesis for evaluation by the thesis advisor and one other MFA faculty member in the candidate's field of writing, who serves as the graduate candidate's thesis reader. A creative thesis passes through recommendation by the thesis advisor, and a thesis approval form-signed by both Advisor and Reader-is submitted with the thesis to the Program Director.

GCRWT 7503 - Final Residency Requirement: Graduating Seminar Presentation (1)

As a final requirement for graduation, students return for a portion of a fifth residency to present their graduating seminars, as electives, to returning students. An MFA Creative Writing Faculty member monitors the student's seminar, offers pedagogical advice, and submits their approval electronically to the Program Director.

GCRWT 8002 - Postgraduate Creative Writing I (6)

This course takes the MFA graduate deeper into their creative work by: A) exploring the latter phases of the creative process and revision techniques to complete an ongoing project; or B) exploring work in a new genre. Students will critically reflect on and challenge dominant writing traditions and notions of authorship, in their own process and in the wider literary landscape.

Prerequisite: MFA degree.

GCRWT 8500 - Postgraduate Creative Writing II (6)

This course allows post-MFA students more time to: A) take up specific challenges finish an ongoing work and prepare it for a public-

facing audience; or B) further develop work in a new genre. Issues of productivity and the future fruition of one's own body of creative work are explored, especially as it relates to inclusive voice and craft practices in the field of creative writing and publishing.

Prerequisite: MFA degree.

GEXTH - EXPRESSIVE THERAPIES

GEXTH 5001 - Techniques of Play Therapy (3)

An introduction to concepts and methods of psychotherapy with children. It places emphasis on non-directive models of Moutstakas and Axline.

GEXTH 5010 - Principles and Practices of Expressive Arts Therapy (3)

An essential aspect of expressive therapy is the integration of all the modalities of the arts into therapy. Emphasis is placed on using intermodal processing and transfer, feedback, and the application in special therapy situations.

GEXTH 5021 - Focusing-Oriented Expressive Therapies (3)

FOAT® is a mindfulness-based, somatic approach to the expressive arts rooted in psychologist and philosopher Eugene Gendlin's evidence-based research on Focusing. In this course, you will learn the history of Focusing and Focusing-Oriented Expressive Arts; the main concepts of Focusing; the main approaches of Focusing-Oriented Expressive Arts; and application to a variety of clinical issues (e.g. trauma, severe mental or medical illness; anxiety, depression, and wellness) and populations (e.g. adults, adolescents, children, individuals and groups).

Prerequisite: N/A. Corequisite: N/A. Cross-Listed as: N/A.

GEXTH 5024 - Art Therapy with Older Adults (3)

This course addresses the changing needs of older adults, using art therapy as an expressive and therapeutic tool. The course explores human development theory and research about artistic, physical, cognitive, affective, neurological, and social development of older adults from a cross-cultural perspective.

GEXTH 5029 - Body-Oriented Psychotherapy With Adults (3)

Exploring the unconscious—reading Freud and other theorists working experientially with one's own feelings using body-oriented psychotherapy.

GEXTH 5032 - Orientation to Expressive Therapies (3)

A residential week focusing on the arts as forces of a creative transformation and healing.

Expressive Therapies degree students only.

GEXTH 5036 - Imaginal Psychology (3)

Psychotherapy can be seen as the healing activity of the imagination. This course will look at modern theories of imaginal psychology including recent developments in Jungian and archetypal psychology. It will look at the interface between image and culture, and the use of image as it is currently used in medical, educational and therapeutic settings. How to deal with images in therapy, and specifically transference, and ways a therapist can prepare for image work will also be explored.

GEXTH 5038 - Spirituality: Resource for Psychological & Social Well-Being (3)

Psychospiritual growth can promote mental/physical health, social justice, peace and community. Students participate in a curriculum that facilitates mindfulness and psychospiritual growth, with peers from many belief systems, including atheism, and diverse religious/cultural backgrounds. The curriculum can be modified for use by counselors, teachers and clergy with adults and adolescents. This interactive, experiential class combines self-inquiry with materials and methods from social neuroscience, counseling psychology, expressive therapies, and the spiritual traditions.

GEXTH 5045 - Arts and Healing (3)

This course explores and examines the role the arts have in healing as well as how they can facilitate the healing process and expand self-awareness. Formerly GARED 5900 and GARED 5015.

GEXTH 5046 - Principles and Practices of Writing as a Therapeutic Modality (3)

This course introduces the main branches of therapeutic uses of writing, i.e., bibliotherapy, poetry therapy, the use of memoir, journaling, and prose writing as therapeutic tools. The focus of the course will be on clinical uses of these modalities and on the history and theory of writing as a therapeutic modality with appropriate clinical populations. The relationship of writing to other expressive therapies will also be considered.

GEXTH 5047 - Principles and Practices of Drama Therapy (3)

This course is designed to introduce students to the basic principles and practices of drama therapy including an integration of current theoretical approaches. Students will be introduced to the various techniques used in drama therapy including photography, dolls and puppets, masks, story telling and dreams, and to the application in clinical practice. The course will cover both individual and group drama therapy interventions. The course will look at drama therapy from four perspectives: the therapist, the client, the theory and the technique.

GEXTH 5048 - Theories of Poetry/Biblio Therapy (3)

This course is an introduction to the theories, research, and clinical applications of poetry therapy which includes bibliotherapy, films, and reflective writing in therapy. Students will learn the basis for the selection of appropriate therapeutic literature and applications for clinical and developmental populations including children, at risk teens, individuals with physical and psychiatric illnesses, and for those experiencing grief and loss.

GEXTH 5050 - Applied Musicianship (3)

Students will develop the essential competencies of vocal, instrumental and music theory proficiencies in preparation for future courses in Music Therapy. The weekly format includes dedicated lab time for individualized focused learning and studio pair work on specific harmonic instruments (piano and guitar) in combination with applied music theory, voicework, student performance, and discussion. Students will gain greater competence in these musical foundations that will inform a more dynamic musical practice and professional musical identity.

GEXTH 5102 - Theories in Expressive Arts Therapy (3)

Trains students to lead expressive therapy sessions. Students are introduced to various media (music, dance, art, psychodrama) and their integration in therapy. Focuses on the experience, understanding, and application of group dynamics in the core seminar as well as other groups.

Expressive Therapies degree students only.

GEXTH 5103 - Group Counseling: Expressive Arts Therapy (3)

The focus of this course is to provide a group experience which familiarizes participants, with the theory and practice of group dynamics in mental health counseling and expressive arts therapy. The course aims to foster professional development by emphasizing self-awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders effective group functioning and leadership style.

GEXTH 5108 - Dance/Movement Therapy: Theories and Practice I (3)

This is a semester long course in preparation for clinical practice of dance/movement therapy. Dance as a healing practice across cultures and foundational dance/movement therapy approaches within a historical context are explored. The course focuses on the theory, application, and current practice of DMT with different clinical populations.

GEXTH 5109 - Dance/Movement Therapy: Theories and Practice II (3)

Continuation of the previous semester. This course builds from theoretical foundation towards an understanding of dance/movement therapy practice and approaches including attunement, kinesthetic awareness, movement response, and group facilitation. Course includes practical application in a community setting.

GEXTH 5110 - Theories of Drama Therapy (3)

This seminar will explore the current state of the research and theoretical underpinnings of psychodrama/drama therapy and its application with individuals and groups including principles of warm-up, role therapy, action methods, spontaneous role play and social systems. This seminar includes the history, theory and clinical application of psychodrama and drama therapy including an integration of current approaches.

GEXTH 5112 - Theories in Art Therapy (3)

The focus of this course is to integrate the theoretical and clinical applications of art therapy in order to prepare students for the broad continuum of practice of art therapy, from community-based to clinical settings. Students will be introduced to a variety of approaches from historical through contemporary practices with emphasis on creativity, social justice and the application of non-oppressive culturally relevant art therapy practice.

GEXTH 5113 - Group Counseling: Art Therapy (3)

The focus of this course is to explore and understand theoretical frameworks in group therapy, through participation in the practice of group dynamics in counseling and art therapy. Art processes will be used to develop strategies of group formation, group design and leadership skills. Concepts of group design and facilitation will be applied to various settings and considerations of diverse populations.

GEXTH 5117 - Theories in Music Therapy (3)

Course for clinical practice of music therapy. Theory, techniques, and research findings of music therapy and expressive therapy are explored and compared. Focuses on the experience, understanding, and application of group dynamics in the core seminar as well as other groups. Music Therapy specialization students only.

GEXTH 5118 - Group Counseling: Music Therapy (3)

The focus of this course is to provide a group experience which familiarizes participants, with the theory and practice of group dynamics in mental health counseling and music therapy. The course aims to foster professional development by emphasizing self-awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders effective group functioning and leadership style.

GEXTH 5119 - Clinical Skills and Applications (3)

The focus of this course is to provide students with an understanding of the theoretical and practical bases of the clinical mental health counseling process. Students begin to develop counseling and expressive therapies competencies and practice skills and interventions with a variety of populations and settings. The course provides a forum for the discussion and supervision of case material as well as addressing issues of concern that may arise in clinical practice.

GEXTH 5122 - Expressive Arts Therapy Studio (3)

This studio course is designed for students to gain an experiential understanding of Expressive Arts Therapy by engaging with multi-modal arts. This course will focus on the processes of Expressive Arts Therapy drawn from theories of play, improvisation, creativity, embodiment, performance, and imaginal dialogue. Students will be exposed to media and technique to develop competencies in arts-based approaches to therapeutic art-making. There will be opportunity for reflection, creative expression, discussion, presentation and artistic feedback.

GEXTH 5250 - Introduction to Dance/Movement Therapy (3)

This course offers experiences in basic theory and concepts of movement therapy as it relates to working in a variety of settings with different populations.

GEXTH 5909 - Group Counseling: Drama Therapy (3)

The focus of this course is to introduce students to the theory and practice of group mental health counseling and drama therapy. Through didactic and experiential learning, students acquire skills in the use of dramatic action methods in groups in a variety of contexts. This course also fosters professional development by emphasizing self-awareness about one's own leadership and interpersonal communication style and its relationship to effective group functioning.

GEXTH 6005 - Storytelling in Therapy (3)

Provides theory and methods in the dynamic process and application of storytelling in therapy via intermodal arts.

GEXTH 6009 - Developmental Transformations with Children and Adults (3)

This course introduces the students to the therapeutic use of various contemporary theater-training techniques. Each course will focus on specific practices drawn within drama therapy/psychodrama, applied, social, and political theater. Lectures, discussions, and feedback will complement participatory exercises.

GEXTH 6015 - Art Therapy Assessment (3)

The focus of this course is to examine the fundamentals of art therapy assessment including its history and role in treatment. Students administer assessments and develop clinical writing skills necessary to integrate assessment results, write reports, and develop treatment goals. Students become familiar with standardization, reliability, and validity. Critical examination of ethical uses and the limitations of art therapy assessment will be emphasized when considering different populations, developmental levels, and cultures.

GEXTH 6019 - Storytelling and Healing: A Lifespan Approach (3)

Healing process through developmental approach to the lifespan through the storytelling of autobiographical events. Expressive arts and Jungian Theory are utilized.

GEXTH 6020 - Music, Imagery and Psychotherapy (3)

An introduction to the relationship(s) of psychodynamic therapies, visualization, and creative arts therapy. Didactics are presented in traditional clinical practices (western) to include analytic thought, behavioral medicine, gestalt, recovery models, and systems theory, as well as non-western healing traditions, energy medicine, breath work, meditation, etc. Pragmatic applications of creative art therapy techniques are integrated throughout this course with special attention given to psychoacoustics.

GEXTH 6025 - Marriage and Family Therapy (3)

This course will examine basic concepts and theories of family systems and marriage therapy from an expressive therapy perspective that takes into consideration issues of race, gender, ethnicity, class, and structural variables. The course will focus on the development of expressive therapy family assessment, intervention, and application skills.

GEXTH 6027 - Performance and Practice: Art, Education, and Therapy (3)

This course will reflect on the meaning and value of performance in the work of artists, therapists, and educators who utilize the arts as a (primary) mode of expression and form of mediation, when working with others. Through theory and practice participants will explore and examine issues of form, aesthetics, and principles central to performance.

GEXTH 6028 - The Arts in Health: Cultural Context and Meaning (3)

This course looks at how health and illness are defined in many cultures, considering the central role of community, family, spiritual values, ritual, and the arts in healing across cultures. Cross listed with GCREA 6028.

GEXTH 6029 - Art Therapy with People with Severe Mental Illness (3)

This course is an overview of art therapy with people experiencing serious and persistent mental illness. Students will begin to understand the perspectives of persons with the illness, their family members, and their interactions with the mental health system. Emphasis is on a recovery-based wellness model. Research on phases of recovery is explored and appropriate art therapy interventions for each stage and treatment setting are identified.

GEXTH 6031 - Expressive Arts Therapy and Social Action in Communities (3)

This course is designed to explore the practice of social activism within expressive therapy and mental health counseling. Students

will focus on the social, political, and community-based action taken by artists, counselors, and expressive arts therapists (as community organizers, developers, service-providers, activists, and advocates) to address complex issues of injustice and oppression.

GEXTH 6032 - Human Development Across the Lifespan (3)

The focus of this course is to explore developmental psychology, theory, and research. The course will integrate physical, cognitive, affective, neurological, and social development through a cross-cultural perspective. Implications for understanding human behavior across the lifespan are addressed and will include arts-based development and application to clinical mental health counseling practice.

GEXTH 6033 - Advanced Play Therapy (3)

This course provides an advanced level of examination regarding the theory, history and applications of play therapy. Students will gain knowledge of play therapy as a powerful modality to create therapeutic change for clients in a variety of populations and settings which builds on specific techniques. Topics will include both nondirective and directive models.

Prerequisite: GEXTH 5001.

GEXTH 6034 - Trauma, Memory and Public Art (3)

The course investigates the dynamic interplay between traumatic memory, public art, and collective identity. Students will be introduced to different forms of remembering and forgetting, referencing late 20th and early 21st century models of memorialization that deal with clinical and collective traumas and grief in different parts of the world. Students will be exposed to new tools of representation and new methodologies of engagement regarding difficult memories that promote fresh dialogue across wounded histories.

GEXTH 6035 - Art Activism in the Community (3)

Activism is about change and community is about relationships between diverse groups. The course investigates the rich interplay between art, identity, culture and community, identifying sources of conflict, isolation, marginalization and mediation. Arts activism is presented as a vehicle of communication linked to agency and empowerment, important elements in expressive arts therapies practice. Students are introduced to art activist projects and experimental techniques promoting critical thinking, civic engagement and social discourse, across the political landscape.

GEXTH 6038 - Art Therapy and Conflict Resolution (3)

This course explores the use of art therapy in situations of conflict. Students will explore how the creative process transforms conversations to allow for constructive engagement with the "other," and opens up possibilities for greater understanding amongst the parties in conflict. The importance of cultural awareness and sensitivity to cultural norms will also be addressed. Throughout the course, issues of power dynamics, diversity, equity, and social justice will be explored.

GEXTH 6040 - Treatment of Substance Use Disorders and Addictions (3)

This course introduces students to a broad scope of definitions, terminology and contemporary theory regarding the etiology of addiction and substance-related disorders. The course will engage students in a multi-logical critique of various models for substance use assessment, diagnosis, and treatment with cross-cultural, systems, and client identity considerations. Students will also

examine trauma-informed, culturally-informed, and arts-based approaches with goals for social justice, relapse prevention, client resiliency, and client advocacy.

GEXTH 6102 - Professional Counseling Orientation and Ethical Practice (3)

The focus of this course is on the theory and practice of professional standards and ethics as applied to clinical mental health counseling practices and advocacy. The ethical standards of the professional associations are addressed, including counseling and expressive therapies specializations. Certification, licensure, regulatory practices, and legal considerations are examined.

GEXTH 6105 - Examining Power Privilege & Oppression in Clinical Practice (3)

The focus of this course is to develop a critical multi-cultural lens regarding the social cultural foundations of the counseling process. Students will develop an awareness and knowledge of power, privilege and oppression and the way these may be expressed in personal and interpersonal behaviors at the micro and macro levels. An exploration of strategies to identify and eliminate cultural barriers, prejudice, and discriminatory practices will also be cultivated.

GEXTH 6106 - Research and Program Evaluation (3)

This focus of this course is to introduce students to a range of research approaches. Qualitative, quantitative, mixed methods, and arts-based research methods, program, evaluation, and critical evaluation of research studies are taught. Examination of the ethical guidelines for conducting research, issues of diversity in research and program evaluation, and familiarity with the research process are addressed.

GEXTH 6107 - Advanced Expressive Arts Therapy: Theory and Practice (3)

This course will focus on how to work with moving from one arts modality to another. The course will be both didactic and experiential, incorporating case presentation and demonstration. Application will be to groups, individuals, families, children, adolescents, and adults. Topics will include what is an intermodal transfer, how to choose which modality to use, when to stay within one modality, and when not to introduce a new expressive modality.

Prerequisite: GEXTH 5032, GEXTH 5102 and GEXTH 5010.

GEXTH 6200 - Principles and Practices of Music Therapy (3)

Introduction to theories and techniques of several pioneer music therapists and to current theories of music perception, learning, and behaviors. Provides students with a hands-on exploration in how to implement music into clinical practice. This course is intended for non-musicians as well as musicians.

GEXTH 6203 - Music Therapy with Adults and Adolescents (3)

Provides a balance of theoretical and experiential knowledge towards using music in a therapeutic setting.

GEXTH 6206 - Voice and Music Therapy (3)

This introductory course surveys the use of voice as a therapeutic modality. It contains both academic and experiential components and requires no previous musical knowledge. Explores the significance of voice in identity and self-empowerment, its role in human and cultural development, and blocks to voicing. Diverse approaches to healing use of voice (expressive, analytic, spiritual, and biological/ medical) and relevant clinical applications are examined.

GEXTH 6208 - Community and Therapeutic Applications of Drumming (3)

Offers training in fundamental methods of percussion as tools for expressive therapy group leaders. The course also explores drumming as a mode of therapy.

GEXTH 6210 - Music Therapy With Children (3)

Introduces students to music therapy with children. Through music activities, reading, and lectures, students will develop an understanding of how music therapy can foster the well-being of the child. The clinical application of music therapy, as well as music therapy interventions, will be discussed.

GEXTH 6212 - Clinical Musicianship (3)

Exploration of techniques of musical improvisation for specific client outcomes. Focus on leading, interacting with, or enabling client(s) through live music.

GEXTH 6213 - Music Therapy with Families (3)

This class will present family systems theory and explores music therapy techniques use in family therapy sessions. Music techniques include percussion improvisations and songs that objectify or influence family interactions, stimulate family stories, and engage members across generations. Students experience numerous family constellations and interventions through videos of family music therapy, case studies, role-plays, and family of origin work. This course introduces students to a range of research approaches in the social sciences, counseling, and music therapy. Qualitative and quantitative research methods, program evaluation, and critical evaluation of research studies are taught. Examination of the ethical guidelines for conducting research, issues of diversity in research and program evaluation, and familiarity with the research process are addressed.

GEXTH 6252 - Movement Therapy with Adults (3)

Development and understanding of the nature of emotional energies as they are experienced in the body and expressed in motion.

GEXTH 6254 - Dance Movement Therapy with Children (3)

Movement and dance therapy techniques for working with children incorporating developmental awareness to increase the child's sense of self.

GEXTH 6255 - Jungian Dance and Drama Therapy (3)

Experientially based advanced training in transference/countertransference and in-depth symbolic process through theater dream work, authentic movement, and improvisational drama.

GEXTH 6256 - Group Counseling: Dance/Movement Therapy (3)

The focus of this course is to provide a group experience which familiarizes participants, with the theory and practice of group dynamics in mental health counseling and dance/movement Therapy. The course aims to fosters professional development by emphasizing, self-awareness in the counselor. Students also come to understand their interpersonal style as it aids and/or hinders effective group functioning and leadership style.

GEXTH 6258 - Body Movement Observation and Analysis I: Frameworks (3)

This course introduces the student to a variety of movement observation frameworks and how these systems are used for observation and analysis in everyday movement and clinical settings. Observation and attunement to the client's movements will be

explored. Building an awareness of self and one's own movement patterns and biases through a clinical and cultural lens is a focus.

GEXTH 6259 - Movement and Healing: Dance Therapy with Adults (3)

This experiential course explores movement for healing through self-awareness and by determining the individual's authentic movement as a source of tension release.

GEXTH 6300 - Advanced Clinical Practice: Psychodrama (3)

Introduction to the philosophy, theory, and methodology of psychodrama and sociometry. Emphasis on clinical applications of psychodrama theory with groups and individuals.

GEXTH 6301 - Drama Therapy and for Children and Adolescents (3)

This course considers how to create an environment in which children and adolescents can participate in the psychodramatic process.

GEXTH 6302 - Training Workshop: Psychodrama (3)

The essential components of the psycho-dramatic method emphasizing the development of skills and their application in clinical environments.

GEXTH 6352 - Principles and Practices of Art Therapy (3)

Fundamentals of art therapy experienced through historical analysis of various psychotherapeutic populations and their relationships with other expressive therapies.

GEXTH 6353 - Family Art Therapy (3)

An overview of the history and development of the use of art psychotherapy with families. The process of art therapy is related to the more general practice of family therapy and the psychodynamics of family systems.

GEXTH 6360 - Drawing from Within: A Studio Course (3)

A studio class generating art imagery from subconscious and intuitive levels.

GEXTH 6363 - Jungian Art Therapy (3)

Theory and practice of art therapy within the holistic context of Carl Jung's approach to symbolic healing. The course includes lectures, illustrated case studies of Jungian Art Therapy, and student's experience of analytic psychology through participation in art, dream work, and active imagination.

GEXTH 6364 - Art Therapy with Children and Adolescents (3)

Psychological study of the specific needs of children and adolescents; prepares to assess and work with those needs through art therapy.

GEXTH 6367 - Art Therapy Studio (3)

The focus of this course is to immerse the student in an investigation of making images together in a community process. The focus is on identifying and exploring with art materials and art processes a dialogue within the self for authentic expression and the therapeutic process. Students will also practice witnessing visual expression as an emerging process.

GEXTH 6368 - Art Therapy with Traumatized Adults (3)

This course explores the use of art therapy to address the effects of trauma on the body, mind, and emotions. It focuses on the psychosocial aspects of trauma including cultural variables and secondary symptoms related to self and others. Students will study

individual and group art therapy approaches from assessing risk and resilience to exploring symptom management, developing coping mechanisms, and rebuilding a meaningful life. The course also addresses countertransference and self-care issues for the therapist. This course introduces students to a range of research approaches in the social sciences, counseling, and art therapy. Qualitative and quantitative research methods, program evaluation, and critical evaluation of research studies are taught. Examination of the ethical guidelines for conducting research, issues of diversity in research and program evaluation, and familiarity with the research process are addressed. For students in the Expressive Therapies and Counseling and Psychology Departments. Other students require permission of the instructor.

GEXTH 6400 - Holistic Approach to Pain and Stress (3)

Integrated use of meditation, diet, massage, exercise, bodywork, guided visualization, expressive arts, spiritual practices, and psychotherapy in the management of pain and stress.

GEXTH 6412 - Yoga and Therapeutic Touch (3)

This course provides training in the body/mind disciplines of yoga and several forms of healing touch. The inquiry will be both experiential and theoretical. It includes an exploration of yogic philosophy, ethical considerations of safe touch, and the development of daily practice for personal and professional enhancement.

GEXTH 6415 - Psychopathology and Clinical Practice (3)

The focus of this course is to provide an in-depth review of the broad spectrum of psychopathology as defined by the current Diagnostic & Statistical Manual of Mental Disorders and the International Classification of Diagnosis within a biopsychosocial developmental model. The focus will include etiology, prevalence, signs, symptoms, and a range of treatment options including psychopharmacology. This course will focus on assessment, differential diagnosis, and clinical formulation.

GEXTH 6416 - Theories of Mental Health Counseling (3)

The focus of this course is to provide an overview and critical examination of the core concepts and clinical practices of major theories of mental health counseling. The relationship of theory as applied to critical practice is explored. Students are expected to begin defining their own theoretical orientation.

GEXTH 6417 - Assessment and Testing in Mental Health Counseling (3)

The focus of this course is to provide an overview of the most widely used cognitive, aptitude, projective, and neuropsychological tools in the assessment of children, adolescents, and adults. This course will present a broad range of formal assessment instruments and information gathering techniques used in case conceptualization, treatment planning, and ongoing therapy in clinical work.

GEXTH 6418 - Vocational and Career Counseling (3)

The focus of this course is to build students' knowledge and application of career development theories and vocational counseling. A review of modern decision-making models, career planning, career education, sources of educational and occupational information will be covered in depth. This course has special emphasis on how family interests, personal values, expectations, mental health, education, and the job, market can influence career decision-making.

GEXTH 6419 - Expressive Therapies with Trauma Affected Populations on the Island of Hispaniola (3)

This course is designed to explore the challenges of providing relevant and responsive therapeutic interventions to marginalized communities on the Island of Hispaniola through experiential exploration of the dynamics and intersectionality of poverty, race, and trauma, and the postcolonial implications of introducing art materials within an international context. Students analyze the productive and destructive potentials of therapeutic processes, which are grounded in predominantly Eurocentric theoretical frameworks, and thoughtfully orient expressive arts therapies to local communities.

GEXTH 6420 - Expressive Therapies in Nicaragua: Special Needs Populations (3)

This course is designed to explore the challenges of creating relevant and responsive therapeutic collaborations that address the realities of "special needs" communities in Nicaragua. Students will engage in an experiential exploration of the dynamics of poverty and its implications on mental health within the larger context of Nicaraguan history as it relates to historical and intergenerational trauma. An ethical lens to expressive arts therapies orientations and their application within international communities will be explored.

GEXTH 6422 - Phototherapy, Substance Dependency, Loss And Mental Illness (3)

This course develops technical skills related to producing, editing, and discussing photographic imagery within the therapeutic milieu of individuals struggling with substance dependency, loss and mental illness. A trauma informed approach frames the etiology of and contemporary theories of addiction. Students will explore the interconnections and overlap of loss, particularly understanding the stages of bereavement, and mental illness, which require them to contextualize individuals, groups and communities within their unique cultural histories and identities.

GEXTH 6423 - Mindfulness and Expressive Arts Therapy (3)

This course examines the connection between mindfulness and expressive arts therapy. Students will focus on developing mindfulness practices to support clinical and arts-based therapeutic work in a variety of settings. This course is centered around three areas of study: personal practice of mindfulness and the expressive arts; context of theory and research related to the integration of mindfulness, psychotherapy, and the arts; and skill-building through designing and facilitating mindfulness-oriented expressive arts therapy offerings.

GEXTH 6430 - Art Therapy as Trauma-Informed Practice: Supervision I (3)

The small-group course provides a forum for professional development, and supervision of case material and concerns related to the internship. Students will identify skills and practices of art therapy and mental health counseling which support the principles of trauma informed care. Students are exposed to therapeutic work with a variety of populations and settings, and develop competencies in clinical mental health counseling and art therapy, including those related to self-care.

Prerequisite: GEXTH 5119.

GEXTH 6431 - Dance Movement Therapy as Trauma-Informed Practice: Supervision I (3)

The small-group course provides a forum for professional development, and supervision of case material and concerns related to the internship. Students will identify skills and practices of dance-

movement therapy and mental health counseling which support the principles of trauma informed care. Students are exposed to therapeutic work with a variety of populations and settings and develop competencies in clinical mental health counseling and dance-movement therapy, including those related to self-care.

Prerequisite: GEXTH 5119.

GEXTH 6432 - Drama Therapy as Trauma-Informed Practice: Supervision I (3)

The small-group course provides a forum for professional development, and supervision of case material and concerns related to the internship. Students will identify skills and practices of drama therapy and mental health counseling which support the principles of trauma informed care. Students are exposed to therapeutic work with a variety of populations and settings, and develop competencies in clinical mental health counseling and drama therapy, including those related to self-care.

Prerequisite: GEXTH 5119.

GEXTH 6433 - Music Therapy as Trauma-Informed Practice: Supervision I (3)

The small-group course provides a forum for professional development, and supervision of case material and concerns related to the internship. Students will identify skills and practices of music therapy and mental health counseling which support the principles of trauma informed care. Students are exposed to therapeutic work with a variety of populations and settings, and develop competencies in clinical mental health counseling and music therapy, including those related to self-care.

Prerequisite: GEXTH 5119.

GEXTH 6434 - Expressive Arts Therapy as Trauma-Informed Practice: Supervision I (3)

The small-group course provides a forum for professional development, and supervision of case material and concerns related to the internship. Students will identify skills and practices of expressive arts therapy and mental health counseling which support the principles of trauma informed care. Students are exposed to therapeutic work with a variety of populations and settings, and develop competencies in clinical mental health counseling and expressive arts therapy, including those related to self-care.

Prerequisite: GEXTH 5119.

GEXTH 7000 - Clinical Voice through Improvisation, Composition & Technology (3)

This is an advanced music therapy clinical musicianship course that focuses on the development of the use of voice methods in clinical contexts. It includes a range of methods grounded in clinical improvisation using voice which can be applied in a variety of medical, mental health, and community settings. The course is framed within a developmental model that covers the use of voice across the lifespan in clinical and cultural contexts of individuals and groups.

Prerequisite: GEXTH 6212 and GEXTH 7780.

GEXTH 7013 - Body Movement Observation and Assessment II: Applications (3)

This experiential and theoretical course provides the student with the opportunity to integrate different movement observation frameworks to meet the cultural and clinical needs of the population with whom they are working. Description of movement, treatment

goals, and interventions in therapeutic settings are explored in relation to how culture, power dynamics and privilege affect the therapeutic relationship.

Prerequisite: GEXTH 6258.

GEXTH 7017 - Thesis Seminar (3)

The focus of this course is for students to complete a thesis that documents their research and synthesizes their theoretical, clinical, and artistic learning. This final project serves as a capstone experience of the program.

GEXTH 7020 - Human Sexuality in Clinical Practice (3)

This course positions understanding human sexuality from an intersectional lens to support ethically informed clinical practice. The course addresses sexuality in clinical work, including intake, assessment and treatment using arts-based approaches. To support the integration of sexuality into clinical practice, students will critically reflect on and challenge historical and cultural perspectives, including their own beliefs and attitudes. Human sexuality will be examined from physical, mental, cultural, emotional, and religious or spiritual perspectives.

GEXTH 7000 - Supervision in Expressive Arts Therapy and Counseling I (3)

Clinical issues arising at the practicum sites will be used to develop competence in the skills of the expressive therapist through case supervision and the discussion of theoretical materials.

Expressive Therapies degree students only.

GEXTH 7713 - Supervision in Dance/Movement Therapy and Counseling II (3)

This is the first semester of a yearlong supervision seminar in dance/movement therapy and clinical mental health counseling. Students explore case material, group dynamics, and the use of the expressive therapies. There is a focus on the advancement of clinical competencies in dance/movement therapy and mental health counseling, including diagnosis, assessment, treatment planning and termination. Professional identity and preparation for entry into the field via licensure and credentialing are addressed.

GEXTH 7714 - Supervision in Music Therapy and Counseling II (3)

A supervision seminar focused on integrating theory and practice. This course is taken while students are in their second-year internship; 600 hours (minimum) of field experience is required. Experiential and collaborative learning is used to enhance clinical practice.

GEXTH 7716 - Supervision in Art Therapy and Counseling II (3)

This is the first semester of a yearlong supervision seminar in art therapy and clinical mental health counseling. Students explore case material, group dynamics, and the use of the expressive therapies. There is a focus on the advancement of clinical competencies in art therapy and mental health counseling, including diagnosis, assessment, treatment planning and termination. Professional identity and preparation for entry into the field via licensure and credentialing are addressed.

GEXTH 7717 - Supervision in Dance/Movement Therapy and Counseling III (3)

This is the second semester of a yearlong supervision seminar in dance/movement therapy and clinical mental health counseling. Students explore case material, group dynamics, and the use of the expressive therapies. There is a focus on the advancement of clinical

competencies in dance/movement therapy and mental health counseling, including diagnosis, assessment, treatment planning and termination. Professional identity and preparation for entry into the field via licensure and credentialing are addressed.

GEXTH 7718 - Supervision in Music Therapy and Counseling III (3)

This is the second semester of a yearlong supervision seminar in music therapy and clinical mental health counseling. Students explore case material, group dynamics, and the use of the expressive therapies. There is a focus on the advancement of clinical competencies in music therapy and mental health counseling, including diagnosis, assessment, treatment planning and termination. Professional identity and preparation for entry into the field via licensure and credentialing are addressed.

GEXTH 7719 - Supervision in Expressive Arts Therapy and Counseling II (3)

This is the first semester of a yearlong supervision seminar in expressive arts therapy and clinical mental health counseling. Students explore case material, group dynamics, and the use of the expressive therapies. There is a focus on the advancement of clinical competencies in expressive arts therapy and mental health counseling, including diagnosis, assessment, treatment planning and termination. Professional identity and preparation for entry into the field via licensure and credentialing are addressed.

GEXTH 7720 - Supervision in Art Therapy and Counseling III (3)

This is the second semester of a yearlong supervision seminar in art therapy and clinical mental health counseling. Students explore case material, group dynamics, and the use of the expressive therapies. There is a focus on the advancement of clinical competencies in art therapy and mental health counseling, including diagnosis, assessment, treatment planning and termination. Professional identity and preparation for entry into the field via licensure and credentialing are addressed.

GEXTH 7721 - Supervision in Expressive Art Therapy and Counseling III (3)

This is the second semester of a yearlong supervision seminar in expressive arts therapy and clinical mental health counseling. Students explore case material, group dynamics, and the use of the expressive therapies. There is a focus on the advancement of clinical competencies in expressive arts therapy and mental health counseling, including diagnosis, assessment, treatment planning and termination. Professional identity and preparation for entry into the field via licensure and credentialing are addressed.

GEXTH 7780 - Clinical Methods Development (3)

Students will focus on advancing core clinical musicianship skills in music therapy. Students will integrate knowledge acquired in Theories/Clinical Musicianship into the inquiry and development, of their chosen specialization utilizing both receptive and expressive music therapy techniques. Students will advance and innovate instrumental musical facility and technique on their primary instrument, piano/guitar, and percussion, and demonstrate advanced ability in designing and facilitating methods within a variety of diverse populations through their field of specialization.

Prerequisite: GEXTH 6212.

GEXTH 7799 - Thesis Extension (1-3)

A continuation of either the thesis seminars or thesis tutorials when work toward the thesis remains unfinished.

Permission required; contact Gilda Resmini-Walsh before registration at 617.349.8444.

GEXTP - EXPRESSIVE THERAPIES**GEXTP 7888 - Critical Inquiry II (3)**

Special Topics courses are courses that the Department wishes to pilot based on student or Faculty interest, timeliness, etc. Special topic courses are approved by the department offering the course and can only be offered one time.

Distribution: 3.

GEXTP 7888 - Research II: Quantitative II (3)

Special Topics courses are courses that the Department wishes to pilot based on student or faculty interest, timeliness, etc. Special topic courses are approved by the department offering the course and can only be offered one time.

Distribution: 3.

GEXTP 7888 - Research II: Qualitative II (3)

Special Topics courses are courses that the Department wishes to pilot based on student or faculty interest, timeliness, etc. Special topic courses are approved by the department offering the course and can only be offered one time.

Distribution: 3.

GEXTP 8003 - Philosophical Foundations of Expressive Therapies (3)

This course will focus on a critical evaluation of the philosophical foundations of expressive therapies. The aim is to engage students in an exploration of the concepts and principles that underlie contemporary authors and visionaries within the field. Issues of equity, diversity, inclusion, and justice and their impact on the development of theories will be examined. Students will have the opportunity to integrate and apply their knowledge to literature and to critically assess this literature.

GEXTP 8004 - Arts Based Research I (3)

This course focuses on the reflective engagement of each student with the creative process and encourages intensive involvement and research in artistic expression and exploration. Identification of issues of diversity, equity, inclusion, and justice and their impact on one's artistic development and practice are examined. Study with another artist, affiliation with a performing arts company, residence within an artistic community or another research project as proposed by the student is required.

GEXTP 8005 - Leadership in Expressive Therapies (3)

Through research, practice, and an experiential project, students in this course will understand themselves as leaders through teaching, clinical practice, supervision, or other activities in a variety of settings including hospitals, universities, clinics, schools, etc. The role of leadership will be examined through the intersectional lens of diversity, equity, inclusion, and justice.

GEXTP 8006 - Arts Based Research II (3)

This course will focus on arts-based research as practiced in the expressive therapies, art, education, and other social sciences. Various models of arts-based research will be explored as students develop research grounded in an arts-based method. Students will critically evaluate arts based research methods based on cultural considerations including aspects of equity, diversity, inclusion, and justice.

GEXTP 8101 - Critical Inquiry I (3)

This course introduces students to locating, critically reviewing, and synthesizing research literature in their areas of study. Students will evaluate philosophical approaches including diverse perspectives reflecting social justice and equity; and integrated understanding of methodological standards. Students learn online searching skills; develop the ability to locate varied sources of literature, and evaluate their merits and limitations; and produce scholarly, written syntheses of literature.

GEXTP 8102 - Interdisciplinary Seminar (3)

Through critical evaluation of readings, interdisciplinary perspective across disciplines will be explored. Discussions will focus on the co-construction of meaning, the relevance of narrative, multiplicity of perspectives regarding issues of equity, diversity, inclusion, and justice, as well as artistic forms of communication. Contextual frameworks for research questions and ideas related to the nature of interdisciplinary studies will be explored.

GEXTP 8104 - Research II (3)

In this course, students apply methods of quantitative and qualitative research to their specific area(s) of research interest(s) to plan and carry out pilot research. This course builds on the skills and content covered in GEXTP Research I by requiring students to articulate their topic(s) of interest into a preliminary research question, and carry out pilot research that addresses the question. Principles of diversity, equity, inclusion, and justice must inform the research question and methods.

GEXTP 8105 - Literature Review (3)

In this advanced doctoral seminar, students write a comprehensive literature review that integrates significant theoretical and research literature to argue the importance, relevance, and necessity of their research to the field. The literature review demonstrates scholarly thinking and writing skills *that recognize principles of inclusion, diversity, and equity*. The comprehensive literature review serves as a part of active preparation for the research that will culminate in the dissertation.

GEXTP 8106 - Professional Seminar (3)

This course addresses professional issues for students in their final year of coursework and prepares them for post-doctoral practice. The course has three modules that cover ethics in higher education, systems, and research; pedagogy and teaching techniques; and professional presentation, publication, and grant writing. Principles of equity, diversity, inclusion, and justice are integrated throughout the course.

GEXTP 8108 - Shifting Power Paradigms in Research (3)

This course examines how theoretical and personal perspectives on gender, race, class, ethnicity, religion, and sexual orientation must be considered in research endeavors. Students will examine and identify socio-cultural biases and prejudices in existing research both in and outside of the field of expressive therapies. Students will critique

their own work from a intersectional lens with the goal of expanding their research to address multicultural issues around power, privilege, and oppression.

GEXTP 8109 - Research: Quantitative I (3)

This course introduces students to data analytic skills for expressive therapies and interdisciplinary research including software programs for analysis of quantitative data. The course stresses interpretation, and data analysis skills including description of background, purpose, importance, and clear statements of findings and explanation of the implications of those findings. Quantitative techniques covered in this course consist of basic descriptive, parametric, and nonparametric statistics.

GEXTP 8110 - Research: Qualitative I (3)

This course introduces students to various qualitative research methods and data analytic skills for expressive therapies and interdisciplinary research including software programs for analysis of qualitative data. The course stresses interpretation, and data analysis skills including description of background, purpose, importance, and clear statements of findings and explanation of the implications of those findings. Qualitative techniques covered in this course consist of methods of content analysis for narrative data.

GEXTP 8111 - Critical Inquiry II (3)

Building on scholarship skills begun in Critical Inquiry I, this course deepens knowledge and mastery of critically reviewing and synthesizing research literature. Focus is on using research to establish the extent of a need, identify themes and patterns in the evidence, explore contradictory findings, and demonstrate scholarly knowledge via written presentation of research. Students attend to inclusion of diverse perspectives reflecting social justice and equity as they produce a knowledgeable and scholarly, written synthesis of literature.

Prerequisite: GEXTP 8101.

Expressive Therapies PhD students only.

GEXTP 8112 - Research: Quantitative II (3)

This course advances students' data analytic skills for quantitative data using statistical computing software for analysis. Building on basic descriptive and inferential statistics, the course introduces more complex statistical tests including ANOVA, regression, and nonparametric models. Interpretation of results and clear statements of findings and their implications is stressed. Introduction to multivariate statistical techniques included.

Prerequisite: GEXTP 8109.

Expressive Therapies PhD students only.

GEXTP 8113 - Research: Qualitative II (3)

This course advances students' knowledge of recent developments in qualitative research. Building on Qualitative I, this course examines topics of decolonizing qualitative research, post qualitative, intersectional, Black feminist, indigenous, and queer research methods. Students will learn to analyze research methods from these theoretical perspectives and understand how to integrate these perspectives into their identity as a researcher.

Prerequisite: GEXTP 8110.

Expressive Therapies PhD students only.

GEXTP 9151 - Doctoral Study (0)

Doctoral students register for this course every semester while taking coursework, and after, while completing the qualifying examination or dissertation.

GINST- INDEPENDENT STUDY

GINST 5999 - Independent Study (1-6)

An independent study allows students to deepen their knowledge in a specific area of interest or pursue an experience for credit. Under certain circumstances, it could serve as a substitute for an existing course. Students design their study on a topic under the guidance of an instructor for an agreed number of credits. Students must complete Independent Study forms and obtain permission from the instructor and department chair before registration.

GINST 6999 - Independent Study (1-6)

An independent study allows students to deepen their knowledge in a specific area of interest or pursue an experience for credit. Under certain circumstances, it could serve as a substitute for an existing course. Students design their study on a topic under the guidance of an instructor for an agreed number of credits. Students must complete Independent Study forms and obtain permission from the instructor and department chair before registration.

GINST 7999 - Independent Study (1-6)

An independent study allows students to deepen their knowledge in a specific area of interest or pursue an experience for credit. Under certain circumstances, it could serve as a substitute for an existing course. Students design their study on a topic under the guidance of an instructor for an agreed number of credits. Students must complete Independent Study forms and obtain permission from the instructor and department chair before registration.

GINST 8999 - Independent Study (1-6)

An independent study allows students to deepen their knowledge in a specific area of interest or pursue an experience for credit. Under certain circumstances, it could serve as a substitute for an existing course. Students design their study on a topic under the guidance of an instructor for an agreed number of credits. Students must complete Independent Study forms and obtain permission from the instructor and department chair before registration.

GINTC - INTERNATIONAL HIGHER EDUCATION

GINTC 5002 - Immigration: Laws, Issues, and Practices (3)

An examination of regulations pertaining to visas and current changes as issued by the U.S. Immigration Services. Analysis of current practices, forms, and issues provided through lecture, discussion, case studies, exercises, and readings.

Prerequisite: Students are required to complete at least 6 credits from the following required courses. (GINTC 6000, GINTC 6100, GINTC 6105, GINTC 6103, GINTC 6109, GINTC 6111).

GINTC 5012 - Education Abroad: Principles, Policies, and Practice (3)

Case studies, guest speakers, interviews, readings and discussion will accompany a review of the history, philosophy, models, objectives and applications of education abroad. Students will understand how to work within an institutional framework to provide education abroad opportunities, explore program design and evaluation, as well as network with education abroad practitioners and learn about

options for professional employment and paths for professional development in the field of education abroad.

Prerequisite: Students are required to complete at least 6 credits from the following required courses. (GINTC 6000, GINTC 6100, GINTC 6105, GINTC 6103, GINTC 6109, GINTC 6111).

GINTC 6000 - Foundations of International Higher Education (3)

This course focuses on systems and practices of international higher education in the US. Students will assess institutional goals, structures, policies and procedures, while considering the historical and contemporary factors shaping these features of international higher education today. Emphasis is on practical implications for internationalization efforts such as enhancing diversity and inclusion, student and scholar mobility and student services, as well as effective campus leadership and international partnership development.

GINTC 6001 - International Student Advising (3)

Focus on the purposes and philosophy of an international office and its impact on the international student advisor. Topics include counseling/advising, intercultural programming, publications, office management systems, ethics/ legal responsibilities, and data management.

GINTC 6003 - Intercultural Helping Skills (3)

Culturally sensitive experiential training to develop effective interpersonal/group helping skills in educational and human service settings. The concept of "help" is considered from various cultural perspectives.

Prerequisite: Students are required to complete at least 6 credits from the following required courses. (GINTC 6000, GINTC 6100, GINTC 6105, GINTC 6103, GINTC 6109, GINTC 6111).

GINTC 6006 - Leading and Managing in Diverse Organizations (3)

Develops both individual and team skills central to the effective leadership and management of human resources in culturally diverse organizations, global agencies, institutions, and businesses.

Prerequisite: Students are required to complete at least 6 credits from the following required courses. (GINTC 6000, GINTC 6100, GINTC 6105, GINTC 6103, GINTC 6109, GINTC 6111).

GINTC 6100 - Identity and Belonging in a Categorized World (3)

This course focuses on the co-construction of self and culture, our quest for belonging, and the complexities of categorizing humans by sex, race, and other markers. We consider the social, psychological and behavioral consequences of differing self-construals, and how these manifest themselves in everyday life. We draw attention to our pursuit of belonging in teams and social groups, and highlight the identity re-construction and renewed strivings for inclusion.

GINTC 6103 - Intercultural Communication (3)

Through classroom activities and external fieldwork, students will explore the many factors that influence intercultural communication, including turn-taking, uses of silence, language attitudes, code-switching, and how emerging technologies affect communication practices. Students will reflect on their own practice as cultural agents, with a goal of developing professional intercultural communication competencies and the ability to better facilitate intercultural interactions.

GINTC 6105 - Student Learning and Development Through International Higher Education (3)

This interdisciplinary course draws on contemporary models and evidence of student learning and development to highlight how student change can be facilitated through international experiences. The topics include, change in student attitudes, values and beliefs, cognitive skills, morality and psychosocial identity, and practices and processes in international experiences that facilitate or hinder student development. Students will learn how apply theory to inform the design of international education experiences.

GINTC 6107 - International Admission and Recruitment (3)

This course provides a comprehensive understanding of the functions of an International Admissions Office. It develops skills for strategic planning, and fundamentals of enrollment management adapted to international admission. Global trends in the marketplace are analyzed in order to develop and implement an international admission strategic plan. The course also examines a variety of international educational systems, which is essential for evaluating international student applications and making admissions decisions.

Prerequisite: Students are required to complete at least 6 credits from the following required courses. (GINTC 6000, GINTC 6100, GINTC 6105, GINTC 6103, GINTC 6109, GINTC 6111).

GINTC 6108 - Grant Writing for Educational and Non-Profit Settings (3)

This course is designed to help students understand the context of the world of philanthropy and how educational and non-profit organizations seek funding to support their organizations and projects. The focus is on developing skills for writing successful grant proposals through review of actual grants, hands-on exercises, the completion of one thorough draft grant and feedback in a supportive environment.

Prerequisite: Take GINTC 6100, GINTC 6103, and GINTC 6105.

GINTC 6109 - Global Perspectives on International Higher Education (3)

This course examines global education including the following: issues and trends in internationalization and regionalization, (particularly cultural, political, and economic trends) global mobility, and institutional policy considerations. These issues are examined from the vantage points of various countries throughout the world, thus addressing national approaches in countries other than the U.S. as well as international student constituencies in the U.S. Lastly, this class examines the nature of effective partnerships, and cross-border education initiatives.

GINTC 6110 - Values Differences and Moral Judgments in Contemporary Contexts (3)

How can we constructively engage with others who hold values and arrive at moral judgments that differ from our own? This course explores the nature of values and their influence on moral judgments. It provides a context in which students grapple with the impact that values diversity has on social life, and considers options available when communicating moral concerns. Moral agency, political ideology and faith communities are highlighted.

GINTC 6111 - Enhancing Inclusion in Organizations (3)

This course focuses on enhancing inclusion in educational and workplace settings. Students will explore the features and natures of environments that appear to support a broadly felt sense of belonging, as well as reflect on their own experiences with inclusion. The course draws attention to how others have incorporated

inclusion, and considers the resulting changes in human dynamics across personal, social, and organizational environments. Students will also gain practical experience designing inclusion-enhancing activities.

GINTC 7107 - Applied Research in Professional Practice (3)

This course introduces students to qualitative research and its application to professional practice. Focusing on developing students' research skills, this course includes designing and developing a research study on a topic of choice, reviewing scholarly work, data collection and analysis, producing and discussing findings. With an emphasis on researcher reflexivity, students will develop a deeper understanding of conducting original research. The experiential process culminates with a research project aligned with students' professional field of interest.

Prerequisite: Students need to complete 24 GINTC credits from the Program of Study before registering for the Applied Research course. Possible credits are (GINTC 6100, GINTC 6103, GINTC 6105, GINTC 6000, GINTC 6109, GINTC 6111, GINTC 5002, GINTC 5012, GINTC 6001, GINTC 6003, GINTC 6006, GINTC 6107, GINTC 6108, GINTC 6110, GINTC 7700, GINTC 7701).

GINTC 7700 - Internship (3)

A supervised field experience in international, multicultural, or a setting related to the student's career choice. Minimum of 150 hours on-site. Final project in the form of an overall report/project/integrative paper required.

Prerequisite: Completion of 18 credits of coursework.

GMIND - MINDFULNESS STUDIES

GMIND 6032 - Graduate Academic Writing (3)

In this course students hone their graduate level research and writing skills. They engage in online research activities and master the APA style of academic citation. Through various writing exercises, they demonstrate their ability to integrate thoughtful reflection and the critical analysis of subject matter. They develop an annotated bibliography and a literature review, toward the completion of a 15-page research paper on a topic of particular personal interest.

GMIND 6042 - Mindfulness: Practice, Theory, and Science (3)

This course engages students in the theory and practice of mindfulness through both academic study and experiential learning. Students engage in several forms of mindfulness practice, read and discuss the movement's foundational literature, become familiar with the brain structures and processes relevant to the practice of meditation, and review some of the scientific studies of mindfulness. Students also focus on the application of these ideas and practices in their daily, academic, and professional lives.

GMIND 6047 - Mindful Communication (3)

This course explores the influence of mindfulness on the process of communication. Starting with Buddhist ideas of "right speech" and investigating the ideas of David Bohm, the course focuses on the theory and practice of Insight Dialogue and examines its relationship with the principles of non-violent communication. Students engage in regular communication exercises with one another using text, voice, and video media and learn to both listen and speak mindfully. On camera participation is required.

Prerequisite: GMIND 6042.

GMIND 6049 - Contemplative Practice Traditions (3)

This course investigates foundational contemplative principles and practices in world traditions, primarily Buddhist. We explore the nature of meditation and mental development as expressed in early classical texts, examine how these practices evolved in South, Central, and East Asia, and explore their adaptations by the west and by modernity. Emphasis is placed on understanding the traditional roots of mindfulness, refining our own experience of it, and recognizing its adaptations to the modern world.

GMIND 6050 - Mindful Leadership and Social Change (3)

This course investigates the meaning of mindful leadership. Students explore how fundamental principles of Buddhist ethics can extend, and have been extended, into the realm of engagement with the contemporary world in the service of social change. Students gain an understanding of the role of ethics in mindful leadership through classical and contemporary readings and apply these teachings to their own lives as foundational principles for transformation at the inner, relational, and community levels.

Prerequisite: GMIND 6042.

GMIND 6056 - Mindful Internship: Social Engagement (3)

In this course students integrate theoretical perspectives and formal mindfulness practice with social engagement, as interns serving in community settings. Students arrange their own service project in their particular area of interest and participate in online readings and writing on the nature of service. While acting as mindful citizens in a helping capacity, students deepen their ability to sustain mindfulness in interactions with diverse populations, while engaging in the ongoing examination of their daily life.

Prerequisite: GMIND 6057.

GMIND 6057 - Meditation Retreat: Cultivating Awareness (3)

In this course, students complete a period of intensive silent meditation with their cohort. This online synchronous retreat is integrated into a semester-long course focusing on issues that inform and support such sustained practice. Through the silent practice of mindfulness students gain valuable experience in meeting and working through the classical challenges of meditation and gain practical skills that cannot be conveyed through academic study alone. On-camera participation is required.

Prerequisite: GMIND 6042.

GMIND 6058 - Introduction to Contemplative Neuroscience (3)

This course investigates the field of contemplative neuroscience, surveying peer reviewed scientific research on how meditation affects the brain and body. Students learn the scientific method, experimental design, and basic neuroscience concepts, focusing on current debates and future directions for the field. The course emphasizes the critical evaluation of scientific findings and related media reports. Incorporating primary and secondary literature, as well as first-person experience, students integrate knowledge through written reflection, discussion, and meditation practice.

Prerequisite: GMIND 6042.

GMIND 6059 - Mindful Education (3)

In this course students with a background or interest in education cultivate the knowledge and skills to integrate mindfulness-based best practices into classrooms and curricula from pre-K to university educational settings. Course participants investigate topics central to the field such as: social-emotional development, the neurobiology of

mindfulness, self-care, and mindful movement. The course includes the critical examination of mindful education literature and research and provides opportunities for both independent projects and small group collaboration.

GMIND 6060 - Mindfulness And The Environment (3)

In this course students will bring mindfulness concepts and techniques into environmental studies. Students will develop a mindfulness practice centered on the natural world, deepening a sense of interbeing and awakening new perspectives on ecospirituality, environmental ethics, and human relationships with the other-than-human. Students will bring a mindfulness lens to modern environmental problems, leading to a deeper understanding of conflict resolution, personal ethics, environmental justice, and social change in a time of environmental crisis.

GMIND 6061 - Mindful Movement: Qi Gong (3)

This course focuses on Qigong as a mindfulness practice, emphasizing awareness of the body, energy, and movement. Students study Dragon and Tiger Medical Qigong, a fifteen-hundred-year-old form of the art based on principles of Chinese medicine and grounded in the ancient spiritual traditions of Taoism and Buddhism. Students explore the concepts of Qi (Chi) and energy healing, compare how Chinese and Western medicines approach health, and examine evidence-based literature on the benefits of qigong.

GWKSP 6062 - Mindfulness Studies Residency (0)

During this workshop students attend classes and advisory sessions, participate in daily meditation, meet with faculty members, network with peers, and attend community building events. It is a valuable opportunity for students of the online program to meet in person and develop a sense of shared community as they move through the duration of the program as a cohort, as well as to get to know their faculty and become familiar with the program.

GMIND 6062 - Mindful Creative Writing 0

This course explores the bidirectional relationship between mindfulness and writing. Students explore the work of authors from a variety of cultural backgrounds, writing in multiple genres. Students develop their own creative writing skills, and practice techniques for bringing mindfulness to bear on their writing practice. Students learn specific aspects of writing craft and develop both individual and group mindfulness practices linked to creative writing.

GMIND 6063 - Teaching Mindfulness: Practical Skills (3)

This course provides a means for developing early competency in the range of skills needed to offer mindfulness training to others. Students apply knowledge from their ongoing studies to constructing a cohesive mindfulness offering, inviting participation, presenting information, guiding mindfulness practices, managing a group practice period, and responding to practice-related questions. We also examine the practical and ethical choices and implications related to context, population, and to the overall act of teaching mindfulness to others.

Prerequisite: You must take 18 credits from the following courses listed below before registering for this course: GMIND 6032, GMIND 6042, GMIND 6047, GMIND 6049, GMIND 6050, GMIND 6058, GMIND 6056, GMIND 6057.

GMIND 6064 - Mindfulness Studies Residency (0)

During this residency students attend classes and advisory sessions, participate in daily meditation, meet with faculty members, network with peers, and attend community building events. It is a valuable

opportunity for students of the online program to meet in person and develop a sense of shared community as they move through the duration of the program as a cohort, as well as to get to know their faculty and become familiar with the program.

GMIND 6888 - Special Topics in Mindfulness Studies (3)

Special Topics in Mindfulness studies is a one-time offering or pilot course, based on student or faculty interest.

Prerequisite: GMIND 6042.

GWKSP 6057 - Mindfulness Meditation Retreat (0)

As an important part of their training in mindfulness studies, students attend and complete a five-day silent meditation retreat with their cohort. The retreat is led by an experienced meditation teacher and assisted by a Lesley faculty member and includes periods of instruction and discussion before and after the days of silent practice. Students gain valuable experience in meeting and working through the classical challenges of meditation and gather important first-hand experience with mindfulness practice.

Prerequisite: GMIND 6042.

GMIND 7001 - Thesis Proposal Seminar: Research and Methodology (3)

This course provides students with an overview of research methods and design as a first step in defining and envisioning their thesis project. Through readings, application exercises, and reflections, students cultivate a thoughtful and open research mindset, including being mindful and addressing unexamined biases. Students articulate their thesis question and its foundation, and explore suitable research designs and techniques. Their coursework culminates in a comprehensive thesis proposal (typically 10-20 pages) along with a literature review.

Prerequisite: 27 credits of GMIND coursework must be completed prior to taking this course. GMIND 6063 Teaching Mindfulness must be completed prior to this course or taken simultaneously. 6063 Teaching Mindfulness (3credits) is in addition to the 27credits.

GMIND 7500 - Thesis/Capstone (3)

In this course students develop to completion the work they began in GMIND 7001: Thesis Proposal Seminar. Students draft, revise, edit, polish, and present a final thesis as the culmination of their work in the Mindfulness Studies program. Students also prepare a final reflexive project, which may take the form of a presentation to the mindfulness community at the next residency, and upload their final thesis to the Digital Commons for open public access.

Prerequisite: All coursework, 33 credits, must be completed prior to taking this course..

IAHIS - ART HISTORY

IAHIS 5040 - History of Architecture (3)

This course provides students with a general introduction to the history of architecture. Towards this end, the course will survey the history of architecture from antiquity to the present. Special attention will be given to buildings and monuments that are commonly recognized as iconic landmarks. Students will develop the technical vocabulary, theoretical language, and analytical skills necessary to consider architectural structures in terms of their social, political, and cultural meanings.

IAHIS 5100 - Issues in Art History and Visual Culture (3)

This course focuses on the interrelationship between art and society. Accordingly, students examine the role of visual culture and artistic practice within the context of everyday life. To accomplish this task, we address a wide range of issues relating to the many connections between art and society. Special Attention will be paid to the prevalence of photography and photographic images since the 19th century. To help tackle these issues, we read essays by artists, critics, and theoreticians who have been instrumental in defining our understanding of visual culture over the past three decades. Undergrads may take this course by permission of instructor.

IAHIS 5110 - 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 5140 - 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 5200 - History of Photography (3)

This course examines the primary issues in the history of photography from the medium's invention in the 1830s until the appearance of Postmodernism in the 1970s, including the dynamic interaction between technological and aesthetic discovery. Through slide lectures, critical readings, class presentations and discussions, students will gain a comprehensive understanding of the formative history of the medium within the era's social, cultural and theoretical context.

IAHIS 5215 - Art & Nature (3)

Students examine the complexity and ambivalence of humanity'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; the expressive shaping of landscape across the centuries, from Neolithic earth formations, landscape design and development of the Olmsted urban park systems, to recent Land Art, and the rise of a modern-day ecological consciousness with its expression in art.

IAHIS 5220 - Representing Representation (3)

This course begins from the premise that all images are mediated by pre-existing images. Through a wide variety of case studies, ranging from Velazquez' "Las Meninas" to MAD Magazine, it examines how artists have confronted the question of cross-references of visual images in different eras; how they have produced new fictions by exploiting illusions of mirrors, imaging themselves, making

statements about the enterprise of art making, and quoting other images quite openly.

IAHIS 5235 - 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 5240 - 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 5250 - 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 5260 - 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 5310 - 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 5354 - 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 5357 - 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 5365 - 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 5380 - History of New Media (3)

Digital, audio/video installation, and performance art are becoming ever-greater parts of the experience of art making and viewing.

Rather than being seen as oppositional to traditional forms of art making, these media can act as tools for students and artists. They can be understood as opportunities for the next movements in art, with the option of working in conjunction with traditional media.

IAHIS 5460 - History of Animation (3)

No longer perceived as a children's media animation has a rich, diverse history and is now experiencing an exciting revival. In this course, animation and the evolution of the art form are viewed and examined, from early Disney works to contemporary hits like *The Simpsons*, *Ren & Stimpy*, and *MTV*.

IAHIS 5470 - 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 5500 - 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 5501 - 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 5515 - 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 5545 - 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 5600 - Art Since 1945 (3)

This course explores the rapidly changing work of post-war art, emphasizing developments in the United States. After an introductory overview of the formative early modern period in Europe and American, in particular the rise of abstraction and the emergence of surrealism, the course examines such artistic movements as Abstract Expressionism, Pop, Minimalism, Earth Art, Realism, Conceptual Art, Performance Art and Video Art. In addition to the artistic movements themselves, the course also considers such issues as the place of art and the artist in contemporary society.

IAHIS 5610 - Art, Representation, Identity (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 5625 - 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 5630 - 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 5650 - Intro 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 5670 - History of Prints & Multiples (3)

This course is designed as an introduction to the history of prints and multiples in the visual arts. As such, the course will consider how the production of prints and multiples function in social, political, and cultural contexts. Towards this end, the course will examine the history of prints and multiples beginning with the revolution sparked by the Gutenberg Bible and ending with the current flourishing of 3D printing and digital technologies. This course is primarily structured as a historical overview of major works and movements, incorporating shifts in methodologies and theoretical issues that frame the creation of multiples. The discourse between the unique and the multiple will be an underlying theme of the course.

IAHIS 5755 - Digital Culture (3)

How have digital/interactive technologies restructured our economic and cultural landscape? In what ways have digital technologies inserted themselves into our social fabric and transformed our

political landscape? How have interactive technologies affected our cognitive processes and social skills? This course explores the ways in which digital technologies and interactive technologies are fundamentally restructuring our social, political, economic, and cultural experiences. Students will engage in theoretical discourse, and will be challenged to think critically about how these technologies impact culture and/or can be employed as a means of affecting change.

IAHIS 5760 - 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 5800 - 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 5900 - 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.

IANIM - ANIMATION

IANIM 5250 - Principles of Animation I (3)

This course will introduce students to the medium, of animation as an art form, expose them to its, wide range of aesthetic possibilities, and teach, them the twelve principles and techniques of, animation and some basics of filmmaking. Class, projects will focus on easy-to-manipulate, mediums, like clay, cut-paper, puppets and found, objects. A number of classes will focus on, experimental animation

where students will be, working with paint, collage, sand and photographs, within non-narrative structures.

IANIM 5600 - Audio Production & Design (3)

Sound is an intensive course that teaches the, fundamentals skills of audio acquisition, sound, creation, and digital audio mixing techniques., Students are exposed to a brief history of the, role of audio in movies, radio and TV, touching on, the technology and aesthetic that comprises the, use of audio. Students learn by watching and, listening to demonstrated techniques, and, classroom video screenings with discussion. There, is extensive hands-on experience in the creation, modifying and editing of audio using Final Cut, Express and other existing programs.

IANIM 5605 - Experimental Animation (3)

This course will explore the concept of animation, as fine art, using fine arts practices and, principals to create the illusion of movement and, action. Students will explore adventurous, techniques and mediums such as, but not limited to, scratch film, motion painting, chalk board, animation, pixilation, and paper cut out. Students will face conceptual and aesthetic, challenges that they will be asked to work, through and find solutions to. Lessons will be, enriched through film screenings and in-depth, class discussions.

IDESN - DESIGN

IDESN 5220 - Typography I (3)

A study of letterforms, typefaces, type, identification, classification, nomenclature,, and basic type use. Studio exercises begin with, letterform drawing and spacing and follow with, use of text in simple groups to study typographic, arrangement, hierarchy, contrast, expression and, readability.

IDESN 5270 - 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).

IDFLM - DIGITAL FILMMAKING

IDFLM 5750 - 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.

IFINE - FINE ARTS

IFINE 5115 - 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, abstract or figurative.

IFINE 5220 - Painting I (3)

A beginning level course designed to introduced 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 5231 - Assemblage/Mixed 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.

IFINE 5275 - 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 5285 - 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 5295 - 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 5300 - 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. Prerequisite: Foundation or permission of instructor.

IFINE 5310 - Printmaking: Intaglio II (3)

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 5320 - 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 5365 - Mixed Media Journal (3)

Learn to use a sketchbook/journal as a valuable place to think and communicate visually. Simple bookbinding techniques will be used to create your own personal journals. Using a variety of media (graphite, charcoal, pastel, watercolor, ink, and acrylic) learn to apply basic design principles such as unity, variety, rhythm and pattern to your pages as you also learn the properties of each medium and ways they might be used in combination. Writing exercises and visual brainstorming techniques will be used to generate and discover relationships between words and images.

IFINE 5372 - 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 5390 - Screen Printing I (3)

The purpose of this course is to introduce students to the various skills required for mastery of the screen printing process: concept development, image development and printing. The focus will be on each student exploring her/his personal artistic vision by connecting and transforming ideas she/he has produced in other studio classes, as well as generating new ones sparked by the new medium.

IFINE 5401 - 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 5411 - 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 5415 - 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 5416 - Special Topics in Claywork (3)

In this course, students choose topics of personal interest to explore in depth. Library research, internet research, museum and field trips are assigned on an individual basis. Students keep notebooks recording their research and their studio work. Each student develops a body of work to be presented at the final critique.

IFINE 5445 - Core Clay (3)

An intensive study of ceramic form and process. Through structured exercises and individual exploration, students will build a repertoire of core technical skills which 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 5655 - Wood Working (3)

Through a series of progressive assignments, students will utilize wood and wood-making processes with project-based assignments to develop both utilitarian and fine art oriented work. The first half of the course, students will be oriented with the woodshop, be trained how to use machinery, hand tools and safety and utilize various woodworking techniques including joinery. Students will concentrate on utilitarian assignments such as chairs and tables during this time. The second half of the course will focus on more conceptual work and content driven assignments allowing the students to adapt their skillsets to focus on fine art-oriented artwork/sculpture and final projects.

IFINE 5860 - Knots, Nets and Twine (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.

IGRCT + IGRST - MFA VISUAL ARTS**IGRCT CRITICAL THEORY****IGRCT 5100 - Graduate Critical Theory I (3)**

The Critical Theory Seminar Students will be introduced to an overview of issues in 20th century art theory and criticism. Issues in contemporary art since World War II, post-modernism, post-colonialism and Art Now are the emphasis of the Critical Theory Seminars in the first, second, third and fourth residencies, respectively. The seminars address fundamental concepts that have shaped the dialogue on recent art while remaining open to the evolving discourse in contemporary art, criticism, and theory. A list of required readings will be sent to each student prior to the residencies to provide a starting point for discussion. The readings and discussion will help each student create a personal reading list that focuses on selected topics relevant to the student's creative work.

The reading for the Critical Theory seminar is distributed in the months before the upcoming residency. The student is expected to have done the reading prior to the beginning of the residency. The seminar functions as a series of 4 lectures/discussions in relation to the specific topics of each Critical Theory seminar. The Critical Theory seminars are designed to aid the student in investigating their place within the broad context of visual arts as well as to provide a forum in which to situate questions about specific art practices in relationship to art and visual history, theory and culture.

IGRCT 5200 - Graduate Critical Theory II (3)

The Critical Theory Seminar Students will be introduced to an overview of issues in 20th century art theory and criticism. Issues in contemporary art since World War II, post-modernism, post-colonialism and Art Now are the emphasis of the Critical Theory Seminars in the first, second, third and fourth residencies, respectively. The seminars address fundamental concepts that have shaped the dialogue on recent art while remaining open to the evolving discourse in contemporary art, criticism, and theory. A list of required readings will be sent to each student prior to the residencies to provide a starting point for discussion. The readings and discussion will help each student create a personal reading list that focuses on selected topics relevant to the student's creative work.

The reading for the Critical Theory seminar is distributed in the months before the upcoming residency. The student is expected to have done the reading prior to the beginning of the residency. The seminar functions as a series of 4 lectures/discussions in relation to the specific topics of each Critical Theory seminar. The Critical Theory seminars are designed to aid the student in investigating their place within the broad context of visual arts as well as to provide a forum in which to situate questions about specific art practices in relationship to art and visual history, theory and culture.

IGRCT 6100 - Graduate Critical Theory III (3)

The Critical Theory Seminar Students will be introduced to an overview of issues in 20th century art theory and criticism. Issues in contemporary art since World War II, post-modernism, post-colonialism and Art Now are the emphasis of the Critical Theory

Seminars in the first, second, third and fourth residencies, respectively. The seminars address fundamental concepts that have shaped the dialogue on recent art while remaining open to the evolving discourse in contemporary art, criticism, and theory. A list of required readings will be sent to each student prior to the residencies to provide a starting point for discussion. The readings and discussion will help each student create a personal reading list that focuses on selected topics relevant to the student's creative work.

The reading for the Critical Theory seminar is distributed in the months before the upcoming residency. The student is expected to have done the reading prior to the beginning of the residency. The seminar functions as a series of 4 lectures/discussions in relation to the specific topics of each Critical Theory seminar. The Critical Theory seminars are designed to aid the student in investigating their place within the broad context of visual arts as well as to provide a forum in which to situate questions about specific art practices in relationship to art and visual history, theory and culture.

IGRCT 6200 - Graduate Critical Theory IV (3)

The Critical Theory Seminar Students will be introduced to an overview of issues in 20th century art theory and criticism. Issues in contemporary art since World War II, post-modernism, post-colonialism and Art Now are the emphasis of the Critical Theory Seminars in the first, second, third and fourth residencies, respectively. The seminars address fundamental concepts that have shaped the dialogue on recent art while remaining open to the evolving discourse in contemporary art, criticism, and theory. A list of required readings will be sent to each student prior to the residencies to provide a starting point for discussion. The readings and discussion will help each student create a personal reading list that focuses on selected topics relevant to the student's creative work.

The reading for the Critical Theory seminar is distributed in the months before the upcoming residency. The student is expected to have done the reading prior to the beginning of the residency. The seminar functions as a series of 4 lectures/discussions in relation to the specific topics of each Critical Theory seminar. The Critical Theory seminars are designed to aid the student in investigating their place within the broad context of visual arts as well as to provide a forum in which to situate questions about specific art practices in relationship to art and visual history, theory and culture.

IGRST INDEPENDENT STUDIO AND RESEARCH

IGRST 5101 - Graduate Independent Studio Project I (6)

All students work in their local community in their own studios with a local Artist Mentor who has expertise in the student's media. Occasionally students elect to travel to work with an artist who does not reside in the student's local area. The Artist Mentor is a practicing artist or teacher for whom the student has an affinity. This mentor must be approved by Lesley. The student, in conjunction with their MFA Faculty Advisor at Lesley, devises a scope of work to be accomplished over the course of the semester. The Artist Mentor then meets with the student at least once a month, for a minimum of 4 times over the semester, to discuss the student's progress. The Faculty Advisor is in close contact with the student and the mentor to facilitate this relationship. Over the course of the semester, the Artist Mentor sends the program a mid-term evaluation which is shared with the student. At the close of the semester, the Artist Mentor submits a Final Evaluation to the program which is also shared with the student. These evaluations are used to help the student understand the strengths and weaknesses of the studio project for

the semester. For each residency the student brings the work that was produced over the course of the previous semester for critique, discussion, and grading. The student is expected to devote 20 hours per week to studio work. All grades are pass/fail.

IGRST 5102 - Graduate Independent Research Project I (6)

During the residency the student, in conjunction with the student's MFA Faculty Advisor, devises a program of individual study. This study is conceived as a sustained inquiry into the student's own artistic interests through an examination of relevant issues in art history, critical theory, aesthetics and the work of other artists. Over the course of the semester the student reads articles and books, visits relevant exhibitions, and often attends conferences and workshops. During the semester the student is in monthly contact with the Faculty Advisor to discuss the progress of the study. Three short papers, each 1500 words, that explore the themes and issues of the study in relation to the student's work as well as a residency and semester summary are due in monthly intervals over the course of the semester. Additionally, the student is expected to write an artist or critical statement at the end of the semester which can be used as a basis for discussion of the student's interests and work during the ensuing residency. The artist statement with the student's name, along with a bibliography, is hung by the student's work during the residency. The student is expected to devote a minimum of 5 hours per week to academic work. All grades are pass/fail.

IGRST 5201 - Graduate Independent Studio Project II (6)

All students work in their local community in their own studios with a local Artist Mentor who has expertise in the student's media. Occasionally students elect to travel to work with an artist who does not reside in the student's local area. The Artist Mentor is a practicing artist or teacher for whom the student has an affinity. This mentor must be approved by Lesley. The student, in conjunction with their MFA Faculty Advisor at Lesley, devises a scope of work to be accomplished over the course of the semester. The Artist Mentor then meets with the student at least once a month, for a minimum of 4 times over the semester, to discuss the student's progress. The Faculty Advisor is in close contact with the student and the mentor to facilitate this relationship. Over the course of the semester, the Artist Mentor sends the program a mid-term evaluation which is shared with the student. At the close of the semester, the Artist Mentor submits a Final Evaluation to the program which is also shared with the student. These evaluations are used to help the student understand the strengths and weaknesses of the studio project for the semester. For each residency the student brings the work that was produced over the course of the previous semester for critique, discussion, and grading. The student is expected to devote 20 hours per week to studio work. All grades are pass/fail.

IGRST 5202 - Graduate Independent Research Project II (6)

During the residency the student, in conjunction with the student's MFA Faculty Advisor, devises a program of individual study. This study is conceived as a sustained inquiry into the student's own artistic interests through an examination of relevant issues in art history, critical theory, aesthetics and the work of other artists. Over the course of the semester the student reads articles and books, visits relevant exhibitions, and often attends conferences and workshops. During the semester the student is in monthly contact with the Faculty Advisor to discuss the progress of the study. Three short papers, each 1500 words, that explore the themes and issues of the study in relation to the student's work as well as a residency and semester summary are due in monthly intervals over the course of the semester. Additionally, the student is expected to write an artist or critical statement at the end of the semester which can be used as

a basis for discussion of the student's interests and work during the ensuing residency. The artist statement with the student's name, along with a bibliography, is hung by the student's work during the residency. The student is expected to devote a minimum of 5 hours per week to academic work. All grades are pass/fail.

IGRST 6101 - Graduate Independent Studio Project III (6)

All students work in their local community in their own studios with a local Artist Mentor who has expertise in the student's media. Occasionally students elect to travel to work with an artist who does not reside in the student's local area. The Artist Mentor is a practicing artist or teacher for whom the student has an affinity. This mentor must be approved by Lesley. The student, in conjunction with their MFA Faculty Advisor at Lesley, devises a scope of work to be accomplished over the course of the semester. The Artist Mentor then meets with the student at least once a month, for a minimum of 4 times over the semester, to discuss the student's progress. The Faculty Advisor is in close contact with the student and the mentor to facilitate this relationship. Over the course of the semester, the Artist Mentor sends the program a mid-term evaluation which is shared with the student. At the close of the semester, the Artist Mentor submits a Final Evaluation to the program which is also shared with the student. These evaluations are used to help the student understand the strengths and weaknesses of the studio project for the semester. For each residency the student brings the work that was produced over the course of the previous semester for critique, discussion, and grading. The student is expected to devote 20 hours per week to studio work. All grades are pass/fail.

IGRST 6102 - Graduate Independent Research Project III (6)

During the residency the student, in conjunction with the student's MFA Faculty Advisor, devises a program of individual study. This study is conceived as a sustained inquiry into the student's own artistic interests through an examination of relevant issues in art history, critical theory, aesthetics and the work of other artists. Over the course of the semester the student reads articles and books, visits relevant exhibitions, and often attends conferences and workshops. During the semester the student is in monthly contact with the Faculty Advisor to discuss the progress of the study. Three short papers, each 1500 words, that explore the themes and issues of the study in relation to the student's work as well as a residency and semester summary are due in monthly intervals over the course of the semester. Additionally, the student is expected to write an artist or critical statement at the end of the semester which can be used as a basis for discussion of the student's interests and work during the ensuing residency. The artist statement with the student's name, along with a bibliography, is hung by the student's work during the residency. The student is expected to devote a minimum of 5 hours per week to academic work. All grades are pass/fail.

IGRST 6201 - Graduate Independent Studio Project IV (6)

All students work in their local community in their own studios with a local Artist Mentor who has expertise in the student's media. Occasionally students elect to travel to work with an artist who does not reside in the student's local area. The Artist Mentor is a practicing artist or teacher for whom the student has an affinity. This mentor must be approved by Lesley. The student, in conjunction with their MFA Faculty Advisor at Lesley, devises a scope of work to be accomplished over the course of the semester. The Artist Mentor then meets with the student at least once a month, for a minimum of 4 times over the semester, to discuss the student's progress. The Faculty Advisor is in close contact with the student and the mentor to facilitate this relationship. Over the course of the semester, the Artist Mentor sends the program a mid-term evaluation which is shared

with the student. At the close of the semester, the Artist Mentor submits a Final Evaluation to the program which is also shared with the student. These evaluations are used to help the student understand the strengths and weaknesses of the studio project for the semester. For each residency the student brings the work that was produced over the course of the previous semester for critique, discussion, and grading. The student is expected to devote 20 hours per week to studio work. All grades are pass/fail.

IGRST 6202 - Graduate Independent Research Project IV (6)

During the residency the student, in conjunction with the student's MFA Faculty Advisor, devises a program of individual study. This study is conceived as a sustained inquiry into the student's own artistic interests through an examination of relevant issues in art history, critical theory, aesthetics and the work of other artists. Over the course of the semester the student reads articles and books, visits relevant exhibitions, and often attends conferences and workshops. During the semester the student is in monthly contact with the Faculty Advisor to discuss the progress of the study. Three short papers, each 1500 words, that explore the themes and issues of the study in relation to the student's work as well as a residency and semester summary are due in monthly intervals over the course of the semester. Additionally, the student is expected to write an artist or critical statement at the end of the semester which can be used as a basis for discussion of the student's interests and work during the ensuing residency. The artist statement with the student's name, along with a bibliography, is hung by the student's work during the residency. The student is expected to devote a minimum of 5 hours per week to academic work. All grades are pass/fail.

IGRFS FINAL THESIS

IGRFS 6200 - Graduate Final Seminar: Thesis (0)

In the 5th residency, the graduating students attend a Final Seminar with the MFA Director which serves as a re-cap of their experience in the program. Particular emphasis in this seminar is placed on preparing the student for life after graduate school: applying for grants and residencies, the business of being an artist, long term goals and strategies, and so forth.

ILLU - ILLUSTRATION

ILLU 5110 - Anatomy & Figure Drawing (3)

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 5710 - Book Illustration (3)

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 5811 - 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.

INTDS - INTERDISCIPLINARY STUDIES

INTDS 5120 - 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 5130 - Artist's Books (3)

Bringing together Art and Design majors, 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 5160 - Letterpress Multiples (3)

This course will build on the basic printing and editioning skills developed in Letterpress studio. 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 5215 - 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 5220 - 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 5221 - Visual Books II (3)

This course is for students who have taken Visual books, or who have had previous experience in making books. It gives students the opportunity to further develop the skills and techniques learned in Visual Books. This course is useful to students in developing their own writing skills, using writing with other mediums, and as a way to continue creating and inventing their own unique books. The course includes field trips to important collections.

INTDS 5275 - 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 5300 - 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.

INTDS 5340 - 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 5400 - 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 5500 - 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 5510 - 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 5600 - Writing & the Creative Process (3)

The primary purpose of this course is to build writing skills with relation to the study of art. We will address three types of writing that students are consistently required to produce, namely the academic research paper, the creative writing piece, and the artist statement. The concept is to get students that are generally more comfortable with visual expression to learn how to support their academic and professional careers with various types of writing, as well to help students integrate the practice of reading and writing about art into their own creative process.

INTDS 5950 - 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.

IPHOT - PHOTOGRAPHY

IPHOT 5745 - 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.

DIRECTORY

COLLEGE OF ART AND DESIGN ADMINISTRATION

Heather Shaw, VICE PROVOST; PROFESSOR, DESIGN; BFA, University of Massachusetts - Dartmouth; MFA Massachusetts College of Art + Design

Catriona Baker, ASSOCIATE PROVOST, COMMUNICATION + MEDIAT ARTS; ASSOCIATE PROFESSOR; BA, Mount Holyoke College; BFA, Maine College of Art; MFA, University of Pennsylvania

Christine Collins, ASSOCIATE PROVOST, STUDIO ARTS + INTEGRATED STUDIES; BA, Skidmore College; MFA, Massachusetts College of Art and Design

Andrew Mroczek, INTERIM DIRECTOR OF MFA IN VISUAL ARTS + DIRECTOR OF EXHIBITIONS; BFA, The Art Institute of Boston; MFA, Lesley University, College of Art + Design

Brian Unwin, MANAGER OF OPERATIONS; BFA, Massachusetts College of Art; MFA, Lesley University, College of Art + Design

COLLEGE OF ART AND DESIGN ACADEMIC CHAIRS

Kate Castelli, CHAIR, ILLUSTRATION; ASSOCIATE PROFESSOR; BFA, Art Institute of Boston at Lesley University; MFA, the School of the Museum of Fine Arts, Boston

Matthew Cherry, CHAIR, STUDIO ARTS; PROFESSOR; BFA, Northern Arizona University; MFA, The School of The Art Institute of Chicago

Matthew Nash, CHAIR, MEDIA ARTS; PROFESSOR; BFA, The School of the Museum of Fine Arts, Boston; MFA, The School of the Art Institute of Chicago

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